

# **March 20, 2014** **Board Meeting** **Attachments**

1.	Presentation: Curriculum Redesign	
2.	Presentation: Outdoor Education Course	
3.	Superintendent's Report	23575/14
3.	Chairman's Report	23576/14
4.	Secretary-Treasurer's Report	23577/14
5.	Procedure 320, Financial Support for Education Placement Outside the Division	23579/14
6.	Memorandum of Agreement (Northland School Division & Alberta Teachers' Association)	23580/14
7.	Application for Outreach Program at Bill Woodward School	23582/14
8.	Application for Outreach Program at Kateri School	23583/14
9.	Application for Outreach Program at Athabasca Delta School	23584/14
10.	Application for Outreach Program at Calling Lake School	23585/14
11.	Boarding Home Manual	23586/14
12.	Policy One, Board Philosophy Mandate, Core Purpose, Vision Beliefs and Values	23587/14

# Curriculum > REDESIGN

Helping Bring Inspiring Education to Life



Northland School Division Advisory Committee  
March 20, 2014

# Curriculum Redesign

> Jennifer Bushrod, Director

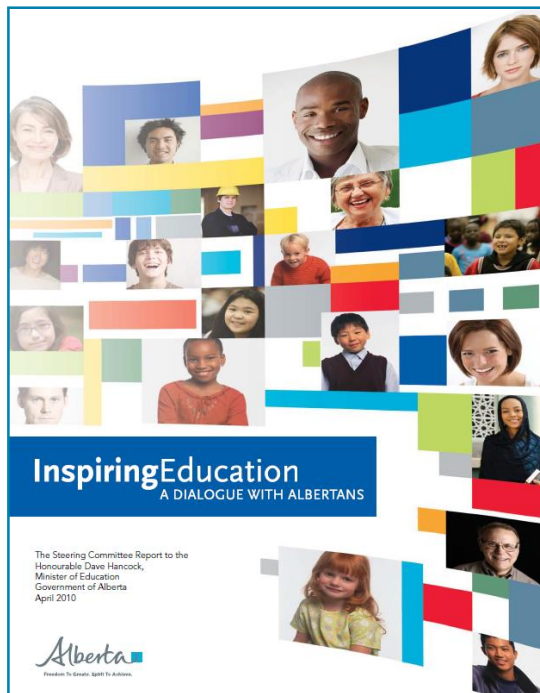
Cross Curriculum Infusion

> Pauline Auger, Team Lead

First Nations, Métis and Inuit Cultures



# *Inspiring Education:* The Journey Begins



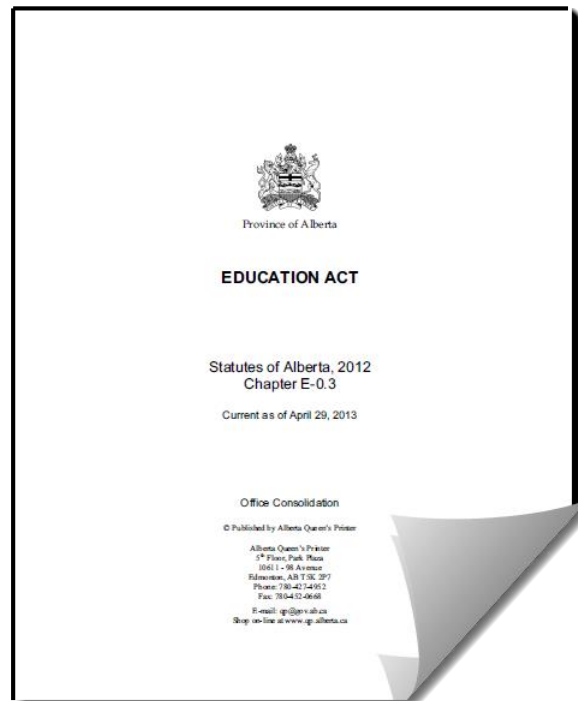


# *Inspiring Education* Policy Shifts

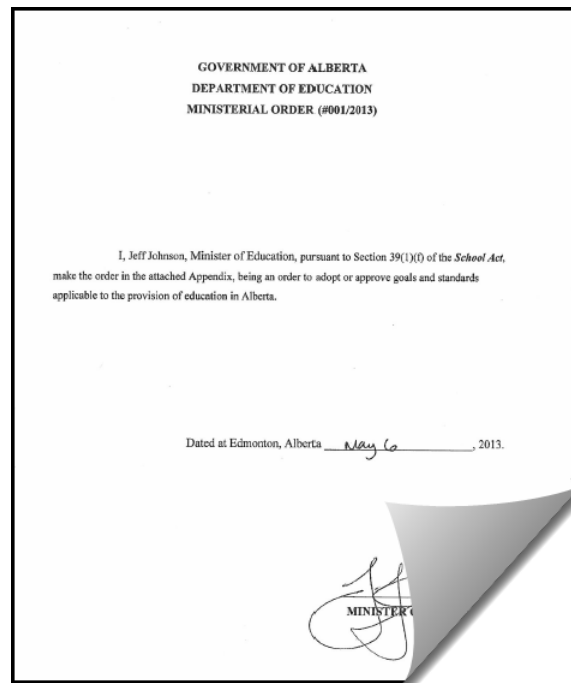
**LESS** Focused on the school  
Centred on the system  
Focused on content  
Technology to support teaching

**MORE** Focused on education  
Centred on the learner  
Building competencies  
Technology to support the creation  
and sharing of knowledge

# New *Education Act*



# New Ministerial Order on Student Learning





- > Curriculum Redesign is one of the initiatives helping to bring the vision of *Inspiring Education* to life.
- > It is an opportunity to review Alberta's provincial curriculum to ensure it is engaging, relevant and enables students to reach their full potential.



# Curriculum > REDESIGN

Less  More

System focused



Student focused

Content focused



Focus on competencies

Prescriptive curriculum  
with limited flexibility



Opportunities for local decision  
making and greater depth of study

Primarily focused on  
summative assessment



Balance among formative and  
summative assessments

Print based



Digitally based

Ministry-led development



Collaborative and  
co-development models

Sequential development



Synchronous development

Standard 3: Curriculum must include the diverse perspectives of First Nations, Métis and Inuit peoples living in Alberta in relation to historical and contemporary contexts.

For curriculum to recognize and respect Indigenous knowledge and ways of knowing of First Nations, Métis and Inuit (FNMI) peoples, it must adhere to the guidelines set out *in Guiding Voices: A Curriculum Development Tool for the Infusion of First Nations, Métis and Inuit Perspectives*.

## Guiding Voices: A Curriculum Development Tool for Infusion of First Nation, Métis and Inuit Perspectives



*Guiding Voices:* contains a vision statement and four guidelines with supporting criteria that have been created to guide development of provincial and locally developed curriculum.

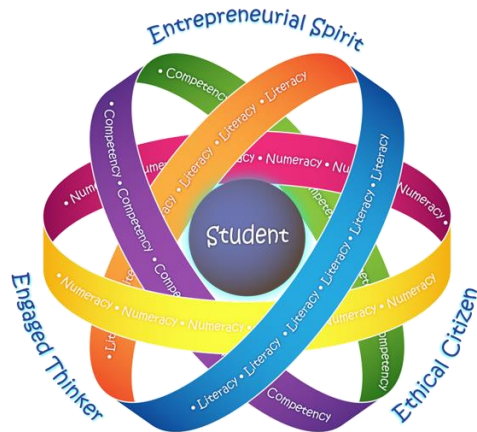


# Importance of Literacy and Numeracy



**Our Alberta students need many ways to discover the world and make sense of it by acquiring, connecting, creating and communicating meaning in a variety of contexts throughout daily life.**

# Competency-focused

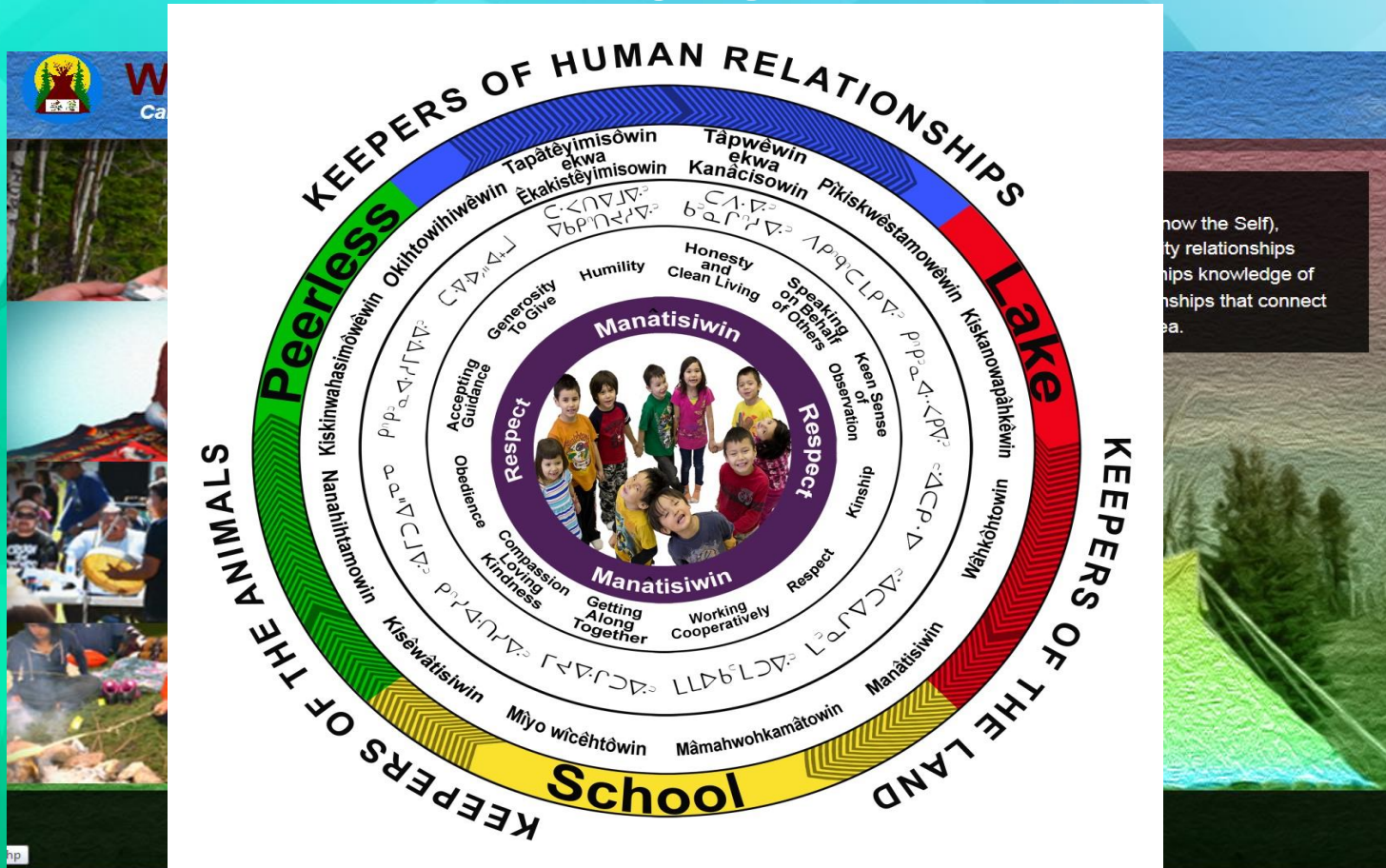


# Collaborative Development Models

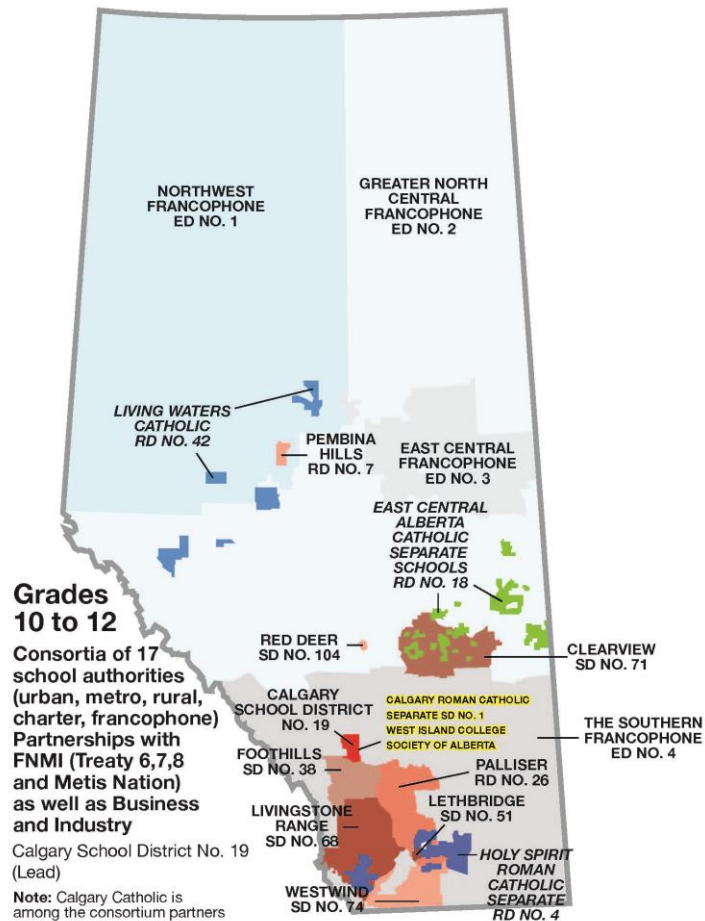




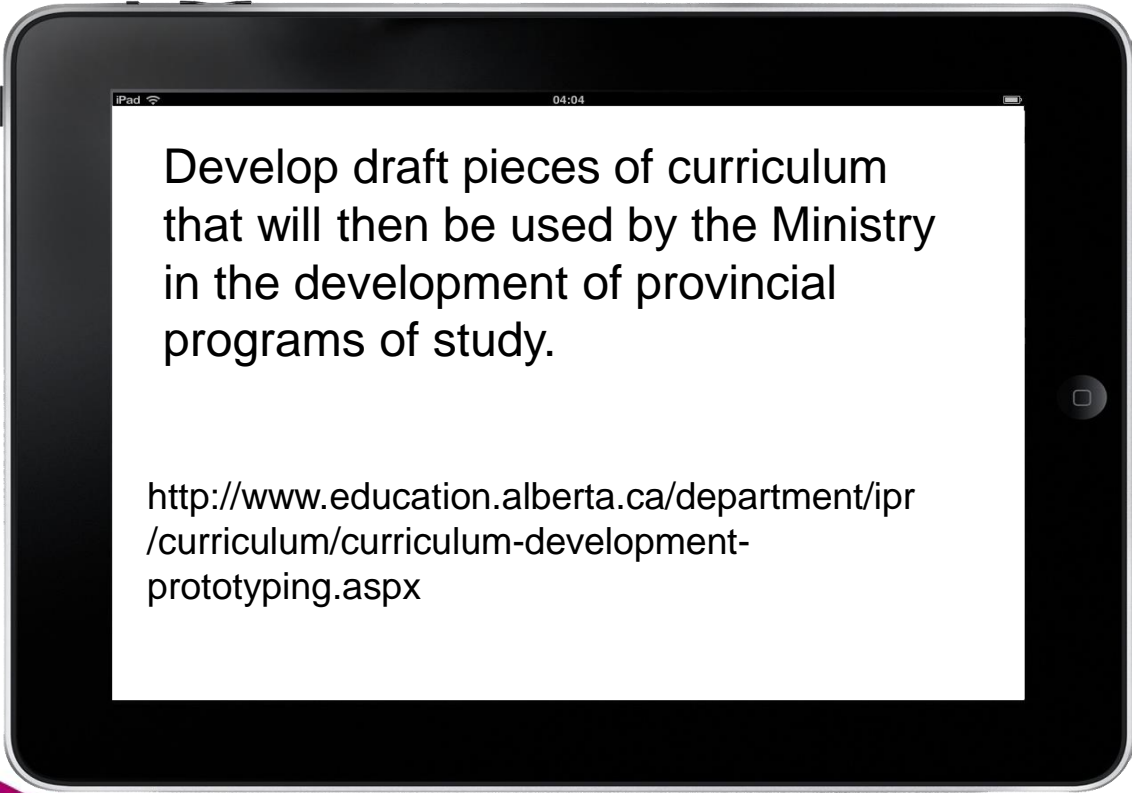
# Collaborative Development Models in Action



# Prototyping Partners



# Prototyping Deliverables

An iPad is shown with a white screen displaying text. The status bar at the top shows 'iPad', signal strength, and the time '04:04'. The text on the screen reads: 'Develop draft pieces of curriculum that will then be used by the Ministry in the development of provincial programs of study.' Below this is a URL: 'http://www.education.alberta.ca/department/ipr/curriculum/curriculum-development-prototyping.aspx'.

Develop draft pieces of curriculum that will then be used by the Ministry in the development of provincial programs of study.

<http://www.education.alberta.ca/department/ipr/curriculum/curriculum-development-prototyping.aspx>





## Why begin this journey of Curriculum Redesign?

Through province-wide Inspiring Education public consultations in 2010, Albertans shared their vision to transform education where all students are Engaged Thinkers and Ethical citizens with an Entrepreneurial Spirit.

One of the ways we're bringing this vision to life is by redesigning Alberta's curriculum.

Future Kindergarten to grade 12 (K-12) provincial curriculum will:

- > Be more student-centred and inclusive of economic, social and cultural perspectives
- > Focus on students' development of competencies
- > Emphasize a foundation of literacy and numeracy
- > Encourage more flexibility to address local needs

## What is Curriculum Development Prototyping?

Curriculum Development Prototyping provides collaborative opportunities to explore innovative and creative approaches for developing new programs of study, classroom-based assessments and learning and teaching resources.

Strategies to develop innovative K-12 programs of study include:

- > Student-centred examples and experiences
- > Educators' experiences, knowledge and expertise
- > Lessons learned
- > Literature and resources that support the future direction
- > Innovative uses for technology

We are committed to creating an environment that reflects a shared focus and a common understanding as we build responsive, relevant and engaging curriculum for our students.

## Why Curriculum Development Prototyping?

Prototyping is a new way of working for Alberta Education. It offers an opportunity to shift to a more collaborative approach to curriculum development. Prototyping will provide opportunity for our education partners to have a greater contribution to building provincial curriculum.

The process of Curriculum Development Prototyping will model the transformational vision of Inspiring Education by:

- > Working with multiple perspectives
- > Engaging critical thinking and innovation
- > Using technology for sharing of ideas
- > Supporting adaptability and confidence to take risks
- > Encouraging collaboration, communication and the building of new approaches on existing innovative practices

## What will guide our work in Curriculum Development Prototyping?

The development of Alberta's future curriculum for K-12 students is guided by the Education Act and the *Ministerial Order on Student Learning*.

The *Ministerial Order* outlines literacy, numeracy and competencies students must develop. Students will still learn subjects such as language arts and math as well as develop the 10 competencies identified in the *Ministerial Order*:

- > Know how to learn
- > Think critically
- > Identify and solve complex problems
- > Manage information
- > Innovate
- > Create opportunities
- > Apply multiple literacies
- > Demonstrate good communication skills and work cooperatively with others
- > Demonstrate global and cultural understanding
- > Identify and apply career and life skills

## How do we know Curriculum Development Prototyping is an effective process for developing curriculum?

The effectiveness of the collaborative processes used in prototyping will be extensively researched.

Alberta Education will engage a researcher(s) to:

- > Observe collaboration among Curriculum Development Teams and prototyping sites
- > Survey prototyping participants regarding their experiences
- > Analyze and interpret the data gathered to evaluate the success of Curriculum Development Prototyping
- > Evaluate deliverables



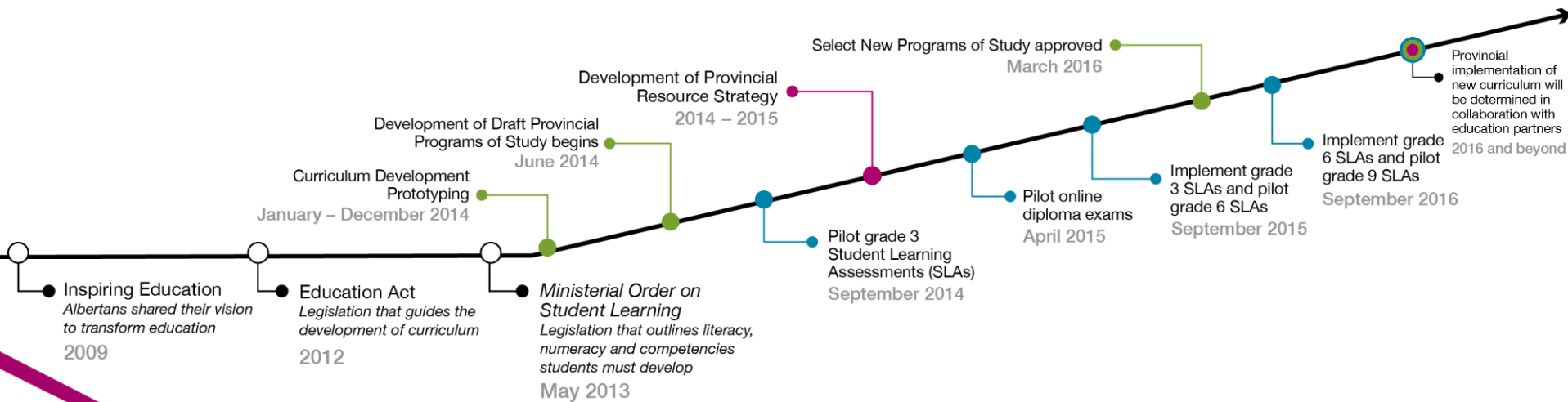
# Other Opportunities for Engagement



# Curriculum Redesign Timeline

Provincial curriculum includes:

- Programs of study
- Assessment
- Learning and Teaching Resources



# Timeline Highlights

Ministerial Order on Student Learning	May 2013	✓
Curriculum Development Prototyping begins	February 2014	✓
Pilot Grade 3 Student Learning Assessments	September 2014	
Development of Provincial Resource Strategy	2014 - 2015	
Select New Programs of Study approved	March 2016	
Implementation of new Programs of Study	Beyond March 2016 (TBD)	

# Discussion

- > Given your role (student, parent, educator, business and industry) what would be the one thing that you would want to be included in the future curriculum?
- > Given what you heard today, what excites you?  
What would you like to learn more about?

Thank you!  
ay hay!

<http://www.education.alberta.ca/departments/ipr/curriculum.aspx>



# University of Saskatchewan Masters Program 2013/14

## Land-Based Indigenous Education

Presentation To Northland School Division #61

By **Dafydd Thomas**

# Course/Field Work

Land-based Cohort Bakers Narrows, MB July 10<sup>th</sup> -21<sup>st</sup> 2013



# The Meeting of Paradigms



# Askiy/Land

- \* Bakers Narrows sits on the oldest known rock on the planet.
- \* Its geography is central to Canada.
- \* This land represents a convergence of ideas as a result of the fur trade which forged the modern Canada we know today.
- \* This area of Canada is the epicenter of both historical and current Indigenous issues plaguing First Nations communities.

# Cohort July 2013



# Nipi/Water



# Pism/Sun



# EFDT 817 ~ Dr. Alex Wilson

## Indigenous Knowledge: Intro to Land Based Education

- \* **Objectives:**

- \* to understand the foundational significance of land/place in the formation of Indigenous knowledge systems, epistemology, theory and educational practice

- \* **Best Teaching:**

- \* *"The land speaks to an original truth. It is us who have failed to understand this. Nature and the animals are still dependent on this knowledge and live according to it."* - F. Whitehead

- \* **Analysis:**

- \* *"The land teaches us how to know ourselves if we are willing to find the language, to work towards the language, through experience and relationality. The teaching of the land is about living well holistically, collectively and as individuals."* - Thomas

**Conclusion:** "Land based knowledge is the root of all known knowledge - Indigenous or Western" - Thomas



# In the Field





# Ancient messages



# Speaking to something obvious yet obscure



Cree-Ku: “The print of two hands say the original truth is near.”



# The land has the original knowledge





# Sweet Grass falls Manitoba



# ERES 800 ~ Dr. Raven Sinclair

## Research Methods Introductory: Land Based Education

### ○ Objectives:

- \* To develop knowledge and understanding of current models and methods of research design in the Social Sciences and Education
- \* To identify and to develop skills necessary to be an intelligent consumer of research
- \* To develop awareness of, and practice in, the skills necessary to conduct research in Education

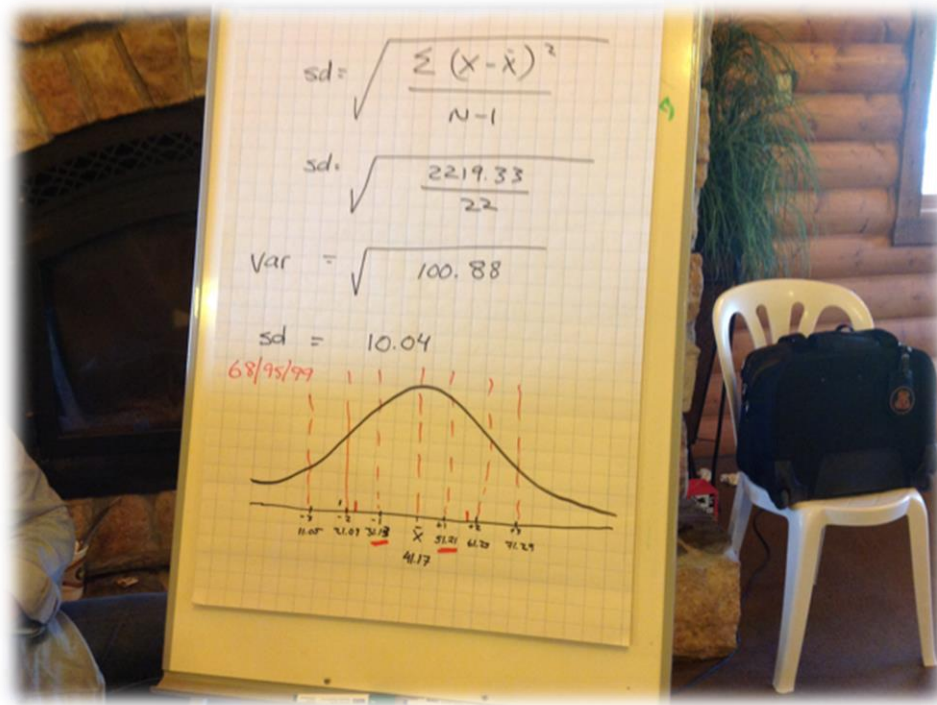
# Best Teaching

Stats are hard



# Analysis:

Stats allow us to break down complex information





# The End of Bakers Narrows, MB



# Fall 2013 Course ~ EFDT 898

- \* This course examined the reciprocal relationship between Indigenous peoples and their lands as it is expressed through Indigenous physical and spiritual nourishment and assertion of sovereignty

## **Objectives:**

- \* To acquire critical understanding of the relationship between the land and Indigenous peoples.
- \* To respond effectively to the fact that all beings on the Indigenous land are animated through spirits, souls and purpose of their own.
- \* To understand that nourishment is not only physical but consists of spiritual quality.
- \* To gain knowledge that Indigenous assertion for sovereignty is real for healthy communities of peoples, land and other beings.

# EFDT 898 continued

## Best Teaching:

- \* “Medicines become stronger the closer we get to the virtues of the Creator. Medicines from the land are more powerful because the spirit realm is in its natural form. Like medicines, if we humans go back to the land, we go towards who we are meant to be - in our purest form.” – Cardinal

## Conclusion:

- \* *“The answer educators could garner from traditional knowledge is experiential learning. The teachings are more powerful on the land. It is not the classroom that reveals the spiritual dimensions of indigenous ways of knowing. As students it requires us to go to the source of the knowledge.” - Thomas*

# EFDT Hawaiian Study Tour 2014

## Objectives:

- \* To review significant features of Indigenous Hawaiian knowledge systems
- \* To examine ways in which knowledge system and world views of Indigenous Hawaiian people are informed by lands and environments in which they are situated.
- \* To develop an understanding of the historic and socio-political, factors, processes and practices that have impacted land and the connection to Indigenous sovereignty, knowledge and praxis.
- \* To explore and demonstrate how land-based Indigenous knowledge is developed, applied and integrated into K-12 and post secondary curricula.

## Best Teaching:

- \* “Sovereignty is our lineage. We no longer ask for permission to be who we are.” - Verna
- \* *‘The youth cultivate the land and the land cultivates the youth.’* (Enos, 2014)

# HICE January 5-8<sup>th</sup>, 2014





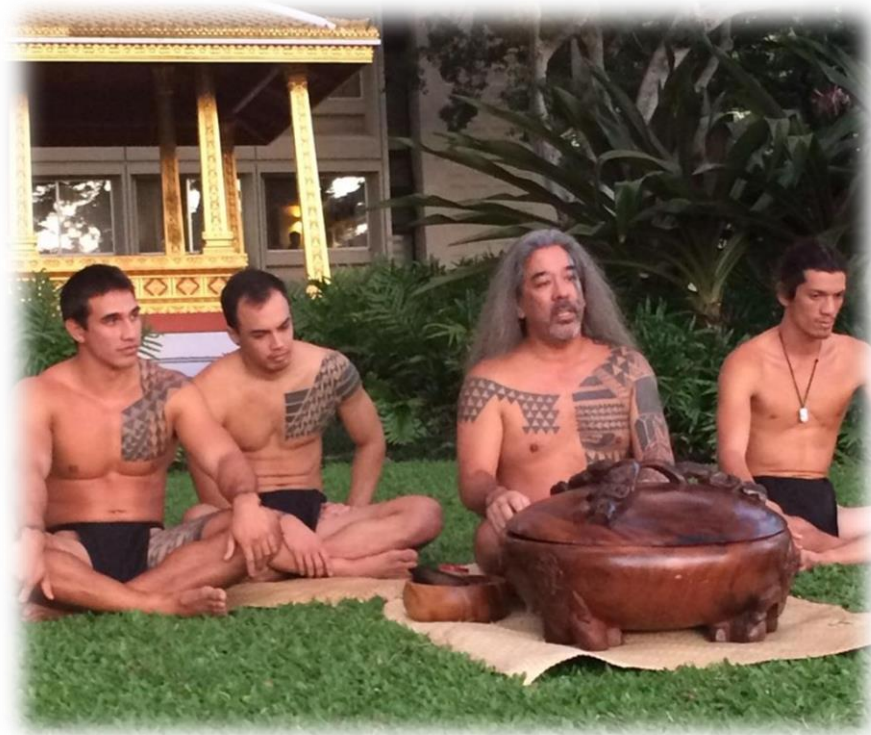
# HICE Best Quotes

- \* “In Canada we are still known as the Indian problem” - Patricia
- \* “We are always chasing money and determining positions by what money we have. We should be deciding what positions are valuable and then allocate money for those positions.” - Verna
- \* “The way we move from our current paradigm is to go to the land.” – Alex Wilson
- \* “You have to know who you are and where you come from before you know where you are going.” – Lois
- \* “What is the purpose of communicating with the earth? To connect us with who we are, to ground us to our ancestors.” – Hawaiian elder
- \* “If we do not understand the land how can we understand the people? First peoples are the environment not the people – people are second.” – Hawaiian elder

# Quotes continued

- \* Our children need the Western education just as much as they need the cultural education.” – Boni Robertson

# AWA Ceremony



# Sacred place and sacred song



# The Hula: Wisdom from the land





# Sandwiched by sacred medicine



# Food Sovereignty

## MA'O Organic Farm



# The wisdom of the Canoe and of the Tree



# Sacred Land ~ Pu'uhonua - Refuge



# Smudging the Hawaiian way





# Living land





# Relationality



# Experiential



# Sustainability



# Morning quiet in the Valley of the Kings





# Harvesting like the Hawaiian Ancestors



# Land-based experiences/education includes

- \* Connection to our environment. This includes connection to people.



# The Zook





## Superintendent's Report March 20, 2014

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### March 1, 2014

5	Edmonton – Meeting with Bigstone First Nation Edmonton – Meeting with Housing Developers
6	Peace River – Meeting with the Auditor General's Department
7	Peace River – Meeting with the Auditor General's Department Edmonton – Local School Board Committees Orientation
8	Edmonton – Local School Board Committees Orientation
18	Grouard – School Visit
19	Peace River – Policy One Meeting
20	Peace River – Board Meeting
21	Peace River – Meeting with Charlene Bearshead

THEORY OF THE EARTH

1872

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February 13, 2014

Donna Barrett  
Superintendent  
Northland School Division No.61  
P.O. Bag 1400  
9809-77th Avenue  
Peace River, AB  
T8S 1V2

Dear Ms. Barrett:

Thank you, Wes Oginski, Don Tessier and Delores Pruden-Barrie for meeting with me on January 13, 2014 to discuss Northland School Division's **2013/2014-2015/2016 Three Year Education Plan and 2012/2013 Annual Education Results Report**. I appreciated the dialogue focused on your plan and results for continuous improvement in the jurisdiction.

I appreciated the information you provided and our discussion of the planning activities underway, and the challenges within the jurisdiction. I am pleased to note the "significant improvement" in the Drop Out Rate, and the "improvement" in the Education Quality survey measure. I am also pleased to note the "significant improvement" in the Drop Out Rate for First Nations Metis and Inuit (FNMI) students.

As you are aware, current results remain unacceptably low and are very concerning to the Ministry. I am pleased that the jurisdiction and schools are taking a serious look at the data provided by the Achievement Test and Diploma Exam results as well as the Tell Them from Me surveys. I encourage you to analyze the Alberta Education survey data in depth as it provides information that will assist the jurisdiction and schools in addressing areas of concern. The continuation of the Literacy Initiative and in particular the significant professional development opportunities offered in the area of literacy is encouraging and I look forward to seeing increases in academic achievement flowing from this initiative. The inclusion of the Northland Inquiry Team Recommendations including progress to date and plans for the 2013/2014 school year, is appreciated as is the linking of the Northland Priorities to the projects supported through conditional grants from Alberta Education.

From my review, the planning and reporting processes established by the jurisdiction are aligned with the planning and reporting requirements established by the Ministry of Education in the **Policy and Requirements for School Board Planning and Results Reporting April 2012**. The plan and annual report have been adjusted to include all required elements. Please express my appreciation to those who coordinated and assisted in the development of the very well-developed, comprehensive plan and report. I hope that our ongoing dialogue will support your efforts to enhance student success in your jurisdiction.

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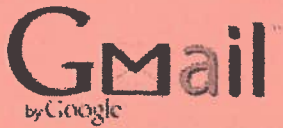
If I can be of assistance in your planning or reporting process or any other matter, please do not hesitate to contact me at 310.0000, then (780) 427 5379 or [jan.ruhl@gov.ab.ca](mailto:jan.ruhl@gov.ab.ca)

Sincerely,

A handwritten signature in black ink, appearing to read 'Jan Ruhl', with a stylized, flowing script.

Jan Ruhl  
Education Manager  
North Services Branch

cc. Colin Kelly, Official Trustee  
Dr. Terry Wendel, Director, North Services Branch  
Lorraine Cardinal-Roy, FNMI Liaison Manager



Ann Rosin &lt;ann.rosin@nsd61.ca&gt;

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**Fwd: Inspiring Education**

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Tue, Mar 11, 2014 at 8:34 AM

**From:** Education Minister <Education.Minister@gov.ab.ca>  
**Date:** March 10, 2014 at 2:57:47 PM MST  
**Subject:** Inspiring Education

**TO:** School Board Chairs and Trustees

I'm writing to you today at an important moment in the ongoing transformation of Alberta's education system.

We are standing at the crossroads of many exciting and challenging changes to our education system. And as our students grow up in an environment of constant innovation and change we must remember that they will soon enter a world and global economy that is far different from what we know today. It is therefore our responsibility as leaders in education to continually adapt and respond to local and global changes in order to prepare our students for their future.

Together, we have started down this path of renewal and adaptation. After years of collaboration with our education partners we recently launched new and innovative initiatives such as the Dual Crediting Program and High School Flexibility Program. We've also started the transition away from outdated Provincial Achievement Tests and towards modern Student Learning Assessments. These are merely a few of the many ways in which we are working to realize the goals of *Inspiring Education* – our province's vision for education in Alberta.

These recent achievements are important but they will ultimately prove less consequential than we would like should we fail to take action on redesigning the provincial curriculum.

As the leaders and administrators of the education system in Alberta, it is critical that trustees and school boards continue to be consulted and provided an opportunity to play an active role in shaping the future of education in our province. Accordingly, school boards are playing a significant role in the Curriculum Redesign process. It is envisioned to be immensely collaborative and will rely on the dedication, skills and expertise of individuals like you. Through Curriculum Development Prototyping, consortia of school boards are working with Alberta Education and engaging with parents, teachers, the business community and trustees from across the province to help develop a curriculum that is more responsive and better suited to a highly competitive global economy. Over the next two years, the redesign will first yield draft aspects of curriculum through prototyping, which will then be used by the province to develop new provincial curriculum. With the feedback and further vetting by education partners, we will then implement it across the province at some point



that will be determined in consultation with education partners.

Although this process only recently got underway, I can tell you that our three main objectives are the following:

- Better focus the curriculum on relevant and important learner outcomes. The current curriculum is too packed and has ballooned to over 1400 outcomes that prevent us from maximizing the creativity of excellent teachers. Furthermore, some argue the number of outcomes prevents teachers from being able to delve thoroughly into subject matter.
- More firmly embed the fundamentals – numeracy and literacy – throughout every subject and course offering to ensure better mastery of basic skills.
- Interweave the teaching and development of 21<sup>st</sup> century competencies (3E's) such as the application of concepts, problem solving, critical thinking, collaboration and communication in with the fundamentals

Our province's education system has thrived as a collection of independent and devoted teams working to improve our children's education. That independence gives us strength, but we must all move in the same direction if we are to ensure the greatest benefit for our students.

A successful redesign of the curriculum is integral to realizing the vision of *Inspiring Education*. If you are unsure of what inspiring education means, I encourage you to follow this link, <http://goo.gl/DwXW52>, to watch the introductory speech I delivered to the Inspiring Education Symposium on February 19<sup>th</sup>. I trust that you will find it informative and helpful. As many of you are fielding questions on the curriculum redesign, I have also attached my opinion editorial on curriculum redesign which appeared recently in the Calgary Herald and there is more to come. In the coming weeks, the task force for teaching excellence will complete their report. This report promises to be a watershed moment for Alberta's education system.

In closing, I wish to express that I am excited to be working with all of you to help reach the levels of student achievement possible in our province. We are blessed with many skilled and passionate education professionals, all of whom continually strive for excellence and boards who are the trustees of the system. Our world leading results are a testament to your hard work. The education system of the future – the system in which we are building - will be cutting-edge, dynamic and student-centred. The ethical citizens, engaged thinkers and entrepreneurial spirits of *Inspiring Education* will help shepherd Alberta into the 21<sup>st</sup> century and will undoubtedly be regarded as our collective legacy.

Jeff Johnson

Minister

Alberta Education

MLA for Athabasca-Sturgeon-Redwater

cc: Superintendents

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—  
Ann Rosin  
Executive Assistant  
Phone: 780.624.2060 Extension 6103

Please note my new e-mail: Ann.Rosin@nsd61.ca

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**2 attachments**



**OpEd - Minister Johnson.pdf**  
111K



**Information for Trustees - Curriculum Redesign.pdf**  
127K







we educate  
éduquons

# the Director's Report

MARCH 2014

FNMI AND FIELD SERVICES

## Important Dates for School Jurisdictions

- March 31, 2014 – Application deadline for new Outreach schools
- April 15, 2014 – Application deadline for new Moving Forward with High School Redesign participants

## Curriculum

### Alberta Education Announces New Curriculum Development Prototyping Partners

Education Minister Jeff Johnson announced the selection of Curriculum Development Prototyping partners at the Inspiring Education Symposium on February 19, 2014.

Each of the school authorities selected in this next phase of the Curriculum Redesign initiative (<http://education.alberta.ca/departement/ipr/curriculum.aspx>) created a network of dynamic and innovative partnerships that will contribute to the development of aspects of new provincial curriculum at all grade levels. Together, these partnerships include more than 30 school authorities across the province, including public, separate, private, charter, and Francophone Regional authorities—as well as post-secondary institutions, business and industry, and First Nations, Métis and Inuit partners. The networks and partners involved with this initiative are as diverse as our province and communities. The partners are listed here <http://education.alberta.ca/media/8230307/curriculumdevelopmentprototypingpartners.pdf>.

These new partnerships are in response to Alberta Education's Request for Proposals (RFP) in August 2013, which invited publicly funded school authorities to engage in Curriculum Development Prototyping and contribute to the development of aspects of new provincial curriculum. An evaluation team of Alberta Education staff and education partners reviewed submissions to identify proposals that best met the RFP criteria. Deliverables will be developed in all grade levels for six subject/discipline areas (Arts Education, Language Arts [English, French Language Arts, Français], Mathematics, Social Studies, Sciences, Wellness).

Working collaboratively, which is grounded in the spirit of Inspiring Education, will help ensure students are prepared for tomorrow's challenges. Through Curriculum Redesign, prototyping and many other initiatives, the ministry is continuing to build on one of the best education systems in the world and on the innovative educational practices already underway in the province. Alberta Education will continue to be responsible for the development of new curriculum but will gain insights into innovative approaches and ideas through the prototyping process and other initiatives resulting in engaging curriculum for every student, every day.

Alberta Education will continue to engage education partners through ongoing opportunities to help shape the future of provincial curriculum and student learning in our province. The ministry will keep partners 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.

More information about the work on curriculum development is available on the Curriculum Redesign webpages in English (<http://education.alberta.ca/departement/ipr/curriculum/curriculum-development-prototyping.aspx>) and French (<http://education.alberta.ca/francais/ipr/curriculumfr/prototypage.aspx>).



## Inclusive Education

### **Families: The Heart of Community – 22<sup>nd</sup> Annual Family Conference**

On April 11-12, 2014, the Alberta Association for Community Living will be holding its 22<sup>nd</sup> Annual Family Conference with over 700 participants, including more than 100 children and teenagers. Workshops and conference sessions on inclusive education for teachers, administrators and parents, and a youth forum, will be available.

For more information or to register, please visit the AACL conference website at [www.aaclinc.com/fconline/home.php](http://www.aaclinc.com/fconline/home.php).

## Teaching and Leadership

### **Teacher Workload – Internal Jurisdiction Review**

With the ratification of the Framework Agreement among government, the Alberta Teachers' Association and the Alberta School Boards Association in May 2013, a number of commitments were made toward a review of Teacher Workload. These included commitments by the parties to an Alberta Education Internal Review (C1), an Internal School Jurisdiction Review (C2), and a comprehensive teacher workload study (C3) to be completed by a third party over the course of a complete cycle in the school year.

All school jurisdictions in the province have established internal school jurisdiction review (C2) committees. The committees include representatives of the school jurisdiction named by the school jurisdiction, teachers named by the local of the ATA and a facilitator named by Alberta Education. In the time leading up to October 31, 2013, C2 committees met over a number of meetings to discuss and consider what jurisdiction-initiated tasks or policies might be eliminated or modified to reduce teacher workload and improve teacher efficacy. The C2 committees used various data gathering processes to ensure feedback from teachers and to prepare recommendations for further study.

Subsequent to October 31, 2013, many of the C2 committees have continued to meet for the purpose of developing implementation plans related to their initial action plans. Final decisions about recommended changes to school jurisdiction-initiated tasks or policies are the responsibility of the jurisdiction and it is expected that the superintendent will report back to the committee accordingly. Through the term of the Framework Agreement (to August 31, 2016), the C2 committees must meet at least twice annually.

The provincial steering advisory committee (Alberta Education, ATA, ASBA, CASS) has agreed to schedule C2 provincial meetings for April 8, 2014 (Edmonton) and April 15, 2014 (Calgary), when key representatives of all jurisdiction C2 committees will have the opportunity to come together to discuss the work related to reducing teacher workload and increasing teacher efficacy, hear about promising practices and collaborate on the development of strategies for managing the changes necessary to realize the vision of *Inspiring Education*. The agenda for these meetings is forthcoming.

For further information, please contact Doug Aitkenhead, Director of Teacher Relations Branch, at [Doug.Aitkenhead@gov.ab.ca](mailto:Doug.Aitkenhead@gov.ab.ca) or at 780-643-1277. Dial 310-0000 first for toll-free access in Alberta.



## FNMI Success

### Memorandum of Understanding (MOU) for First Nations Education in Alberta

Signed in February 2010, the MOU (<http://education.alberta.ca/teachers/fnmi/projects/mou.aspx>) is a multilateral agreement among Treaties 6, 7 and 8, Aboriginal Affairs and Northern Development Canada (AANDC), Aboriginal Relations, and Education. The shared vision of all parties is to ensure that "First Nations students are achieving or exceeding the full educational outcomes, levels and successes of all other students in Alberta."

Over 100 representatives participated on eight all-party sub-tables that were created in 2011/2012 to identify options and make recommendations to the MOU working group to inform the development of a long-term strategic action plan.

The sub-tables recommended the long-term strategic action plan include the following:

- a plan to eliminate gaps in funding, programs, services, legislation and policies that affect the success of First Nations students;
- ways to maximize existing programs and resources and ensure improved accountability and efficiency in First Nations education funding;
- an outline of First Nations, federal and provincial roles and responsibilities in First Nations education; and
- identification of short-, medium- and long-term goals, measures, outcomes and timelines.

The plan was approved by Elected Officials in September 2013. While Treaty 6 Chiefs abstained from the vote, they agreed with all parties that work should move forward to implement the Action Plan. Work has begun to implement the 10 actions in the MOU Long-Term Strategic Action Plan. The Action Plan can be found at <http://education.alberta.ca/media/7933640/moulongtermstrategicactionplan.pdf>.

For further information, please contact Jane Martin, Director, Aboriginal Policy, at [Jane.Martin@gov.ab.ca](mailto:Jane.Martin@gov.ab.ca) or at 780-427-5151. Dial 310-0000 first for toll-free access in Alberta.

## Operational Information

### Implementation of Capital Projects

The Government of Alberta has committed to constructing 50 new schools and modernizing 70 existing schools to address school infrastructure needs across the province. All 120 of these capital projects have now been announced, and Education and Infrastructure have already completed most of the project kick-off meetings. If your jurisdiction has been approved for a project and has not yet had a kick-off meeting, one will be scheduled shortly.

Please note that the New West Partnership Trade Agreement (NWPTA) must be followed as you move forward with procuring consultants and contractors for your project. The NWPTA specifies that when a procurement is at or above the threshold, an open, transparent and competitive procurement process must be followed. The NWPTA's procurement thresholds for all school jurisdictions are:

- \$75,000 or greater for goods;
- \$75,000 or greater for services; and
- \$200,000 or greater for construction.



Please note that where an existing contract arrangement is in place for the provision of goods, services or construction, no extension, price change or subsequent purchase may take place unless the intention to do so was clearly stated within the original solicitation (bidding) document.

Further information about the NWPTA requirements is available at <http://www.newwestpartnershiptrade.ca/index.asp>.

For further information, please contact Dale Box, Director, Strategic Planning, at [Dale.Box@gov.ab.ca](mailto:Dale.Box@gov.ab.ca) or at 780-415-5854. Dial 310-0000 first for toll free access in Alberta.

### Questions from the Field

**Q: What is the status of Full Day Kindergarten and what connection is there to the Early Childhood Development program?**

- A. The ministry is working collaboratively with Human Services and Health to develop an integrated early childhood development system.

*Together We Raise Tomorrow : An Alberta Approach to Early Childhood Development*, found at [www.earlychildhood.alberta.ca](http://www.earlychildhood.alberta.ca), is a province-wide initiative to support the well-being, safety, security, education and health of all children in Alberta. This initiative proposes that parents have access to a range of responsive and well-aligned early learning and care environments, including Kindergarten options, to help children reach their developmental potential by the time they enter school.

The question of whether to provide children with full- or part-time access to Kindergarten continues to be debated. Some families highly value a full-day program, as they view it as a way to better prepare their children for Grade 1. Other families believe a child's development at that age is better served at home and would prefer to have flexibility in choosing from a full- or half-day Kindergarten program for their child. These values will be considered in determining the best approach for Kindergarten in Alberta.

As part of our commitment to examine the operational requirements of full day Kindergarten, we need to carefully consider budget, age of entry, appropriate educational programming, workforce, facility requirements and the impact full-day Kindergarten may have on the child care sector. This will ensure that our decisions will support the very best early learning experiences for young children in Alberta.

What a provincial full day Kindergarten program will look like, and when it will be offered, have not yet been determined. Several school boards across the province have chosen to provide full-time Kindergarten in their jurisdictions in at least a selection of schools. We value the work they are doing to bring attention to the importance of the early years.

For further information, please contact Kelly Hennig, Education Manager, School Accreditation and Standards, at [Kelly.Hennig@gov.ab.ca](mailto:Kelly.Hennig@gov.ab.ca) or at 780-427-3429. Dial 310-0000 first for toll-free access in Alberta.

**Q. Are curriculum and assessment being created specifically for the growing population of English Language Learners / English as a Second Language students?**

- A. Curriculum Redesign is helping to realize the vision of Inspiring Education by:
- shifting the focus of education to center on the learner and the specific learning needs of individual students;
  - providing school authorities with more flexibility to address the learning needs of all of their students; and
  - focusing less on content and more on building competencies.

These shifts will allow schools to be more responsive to the needs of all learners, including English language learners. Curriculum Redesign is an opportunity (and shared responsibility) to develop programs of study, resources and assessments that take into account the needs of all learners and allow all learners to achieve their full potential.

**Q. Clarification is requested regarding the revised formula for facility utilization capacity.**

- A. Adjustments are being made to the utilization rate formula. Changes include the requirements for reporting utilization, as well as revisions to the formula and rated capacities of spaces such as gyms, libraries, stages, and chapels.

Changes will take effect in September 2014, but due to enrolment numbers not being available until November 2014, the current utilization formula will be used initially.

Jurisdictions were invited to participate in one of two videoconference sessions on February 25, 2014 to learn more about these changes.

For further information, please contact Jennifer Dolecki, Senior Manager, Strategic Initiatives, Capital Planning Sector, at [Jennifer.Dolecki@gov.ab.ca](mailto:Jennifer.Dolecki@gov.ab.ca) or at 780-643-1870. Dial 310-0000 first for toll-free access in Alberta.







Ann Rosin &lt;ann.rosin@nsd61.ca&gt;

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**Fwd: ADLC Service Agreement extension ensures flexible distance education delivery for Alberta learners**

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Tue, Mar 4, 2014 at 11:25 AM

**From:** "Alberta Distance Learning Centre" <communications@adlc.ca>  
**Date:** March 3, 2014 at 3:13:40 PM MST  
**To:** "Donna.Barrett@nsd61.ca" <Donna.Barrett@nsd61.ca>  
**Subject:** ADLC Service Agreement extension ensures flexible distance education delivery for Alberta learners  
**Reply-To:** communications@adlc.ca

Web Version

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**ADLC**Alberta Distance  
Learning Centre**ADLC Service Agreement extension ensures flexible distance education delivery for Alberta learners**

BARPHEAD, March 3, 2014 – The Board of Trustees of Pembina Hills Regional Division No. 7 has been notified by the Hon Jeff Johnson, Minister of Education, that the Service Agreement between the Province and Pembina Hills Regional Division No. 7 for the operation of the Alberta Distance Learning Centre (ADLC) will be extended for a further 2 years – to August 31, 2016.

This announcement will allow ADLC to continue its proud 90 year tradition of providing distance education to Alberta learners in a flexible environment. This enables ADLC to remain at the forefront of distance education delivery and innovative practices for the province; and includes ongoing provision of educational services to rural learners and at-risk students.

Over the course of the next two years, Pembina Hills Regional Division No. 7 will be working with Alberta Education, and stakeholders throughout the province, to continue to grow excellent learning opportunities in an equitable, open, and flexible environment.

Superintendent Symyrozum-Watt reported to the Board of Trustees: "This is an exciting time for education & it is an exciting time for us as educators. The degree to which we maximize our collaborative partnerships & creativity will be measured in the education we design for our students in the 21st century."

-30-

For more information, please contact:

Colleen Symmyrozum-Watt

Superintendent, PHRD

780-674-8525

[Colleen.Symmyrozum-Watt@phrd.ab.ca](mailto:Colleen.Symmyrozum-Watt@phrd.ab.ca)

Cam Oulton

Assistant Superintendent, ADLC

780-674-5333 ext. 5141

[cam.oulton@adlc.ca](mailto:cam.oulton@adlc.ca)

## Backgrounder

### About ADLC:

Established in 1923, Alberta Distance Learning Centre (ADLC) is a valued partner in the Alberta education system, providing 21st century learning opportunities to meet the diverse and evolving needs of Alberta's students and the workplace. For more information about your distance education and learning options, please visit <http://www.adlc.ca>

### What is the Service Agreement?

Since 1997, ADLC has been operated by Pembina Hills Regional Division No. 7 under a service agreement with Alberta Education. ADLC offers educational opportunities to Grade 1-12 students and adult learners in print, online, and blended formats.

### What are the terms of the agreement?

The Service Agreement between the Province and Pembina Hills Regional Division No. 7 for the operation of the Alberta Distance Learning Centre (ADLC) will be extended for a further two years – expiring August 31, 2016. Further details will be made available once the agreement has been finalized.

[Edit your subscription](#) | [Unsubscribe](#)

—  
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)





Ann Rosin &lt;ann.rosin@nsd61.ca&gt;

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**Fwd: Excellence in Teaching Awards Northland School Division**

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Thu, Mar 13, 2014 at 8:48 AM

**From:** Curtis Walty <curtis.walty@nsd61.ca>  
**Cc:** Colin Kelly <colin.kelly@nsd61.ca>, Donna Barrett <donna.barrett@nsd61.ca>, Don Tessier <don.tessier@nsd61.ca>, Jan Ruhl <jan.ruhl@gov.ab.ca>, Terry Wendel <terry.wendel@gov.ab.ca>, Geoff Petley-Jones <geoff.petley-jones@nsd61.ca>, Dafydd Thomas <dafydd.thomas@nsd61.ca>, Shelley Stevenson <shelley.stevenson@nsd61.ca>  
**Subject:** Excellence in Teaching Awards Northland School Division

Good morning everyone,

Northland School Division is pleased to showcase three nominees for the Excellence in Teaching Award. The award is designed to recognize innovative and outstanding teaching that takes place every day in classrooms across Alberta. The three nominees include Kirk Keating, junior and senior high teacher at Bill Woodward School in Anzac, Robert Rowland, kindergarten teacher at St. Theresa School in Wabasca-Desmarais and Judy Meyer, junior high math teacher from Mistassiniy School in Wabasca-Desmarais. Please help us share this good news and if you have any questions please let me know. Thank you.

Regards,

Curtis Walty

Photos:

Photo 1: Kirk Keating

Photo 2: Robert Rowland

Still waiting for a photo from Judy Meyer. I will send A.S.A.P.

NOTICE: email address is no longer curtis.walty@northland61.ab.ca.

New Address: curtis.walty@nsd61.ca

Curtis Walty, Communications Coordinator

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

Office: 780-624-2060 extension 6183

Cell: 780-219-1870

Fax: 780-624 5914

<<https://www.facebook.com/NorthlandSchoolDivisionNo61?ref=hl>>

<<https://twitter.com/northland61>>

<<http://northland61.ab.ca/>>

**\*\*Every student is a lifelong learner and successful in life\*\***

—  
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)

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### 3 attachments



**Kirk Keating.jpg**  
98K



**Robert Rowland.JPG**  
4954K



**Excellence in Teaching Award 2014.pdf**  
350K





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

[www.northland61.ab.ca](http://www.northland61.ab.ca)

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## Three Northland Teachers Nominated for Alberta Excellence in Teaching Awards

*For immediate release – March 11, 2014*

Northland School Division No. 61 (NSD61) is very pleased to announce that three educators have been nominated for an Excellence in Teaching Award. The award is designed to recognize innovative and outstanding teaching that takes place every day in classrooms across Alberta. The three nominees include Kirk Keating, junior and senior high teacher at Bill Woodward School in Anzac, Robert Rowland, kindergarten teacher at St. Theresa School in Wabasca-Desmarais and Judy Meyer, junior high math teacher from Mistassiniy School in Wabasca-Desmarais.

Kirk was nominated through the support of students, administration, teachers and community members. Geoff Petley-Jones, principal at Anzac Community School and Bill Woodward School says Mr. Keating received a ringing endorsement from students about his ability to teach math and for being very positive. Kirk is in his 4<sup>th</sup> year with Northland School Division. He started his career at Athabasca Delta Community School (ADCS) in Fort Chipewyan and has continued on as an educator at Bill Woodward School.

"To be recognized at this professional level gives me positive feedback that I am guiding students to experience success in school," said Keating. "This is a proud moment in my career and I would like to thank my co-workers, students and community members that have made Anzac a great place to live and teach."

Robert Rowland was nominated by Shelley Stevenson, acting principal, St. Theresa School, and a parent from his classroom. Stevenson praised Mr. Rowland for his use of music to help children learn and for how he interacts with his students. Robert, who started his teaching career in Fort Chipewyan four years ago says he is flattered to be recognized.

"To know that others think I'm deserving of this honour is mind boggling," said Rowland. "Music is a big usage in my class because I find it helps the kids learn and recall information."

Judy Meyer was recognized for her contributions by Dafydd Thomas, principal, Mistassiniy School, Terry-Lynn McLeod, vice-principal, Mistassiniy School and a community member. Thomas says Ms. Meyer is engaging and she gets results from her students. The junior high math teacher has been an educator for 16 years, 13 of those years in Wabasca-Desmarais. She says she is very honoured to receive a nomination.

"I look at my teaching career as an opportunity to try and make a difference in a young person's life; to be a catalyst that inspired a young person to realize their potential and go after their dreams," said Meyer. "As a teacher I try to get my students to make the connection between math and success."



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

[www.northland61.ab.ca](http://www.northland61.ab.ca)

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The world we live in today requires numeracy skills. If I can do nothing more than get my students to slow down and think about what they are doing and approach all problems in a logical manner then I think I am on the road to giving them lifelong skills to live a successful life."

Meyer has also made her mark when it comes to extra-curricular activities over the years. She is currently running an after school program called "Izzy's Attic" which aims to empower girls to be the best and to mentor and support each other. She is also involved in organizing the very successful International Girls Day celebration in Wabasca-Desmarais.

Finalists for the Excellence in Teaching Awards will be announced in late April.

For media enquires contact:

Curtis Walty, Communications Coordinator, Northland School Division

Office: 780-624-2060 extension: 6183  
Cell: 780-219-1870











Information for Trustees – March 10, 2014

## **CURRICULUM REDESIGN INITIATIVE**

### **ISSUE:**

Alberta Education is moving forward with Curriculum Redesign, which may lead to questions about why we're changing curriculum and what the change will mean for students.

### **KEY FACTS:**

- Alberta Education's continued commitment to excellence is why we're redesigning the curriculum to focus on literacy, numeracy, and 21st competencies such as critical thinking and problem solving.
- Students will continue to learn essential subjects like math, reading and writing, but we've recognized that they need to be better equipped to think critically and apply knowledge to real-life.

### **BACKGROUND:**

- As part of this initiative, new programs of study, assessments and learning and teaching resources are being developed that will focus on developing student competencies such as innovation, communication and collaboration.
- There will also be a strong focus on literacy and numeracy as the foundation to every subject, at every grade level.

### **Curriculum Development Prototyping**

- Curriculum Development Prototyping is a new way of working for Alberta Education. It is a new collaborative approach to developing curriculum that involves a broad range of education partners earlier in the curriculum development process.
- Engaging partners in Curriculum Development Prototyping reflects our commitment to collaborate in innovative ways to develop responsive, relevant and engaging curriculum that will enable students to thrive in an ever-changing global society and world economy.

### **Prototyping Partners**

- In August 2013, Alberta Education invited publicly funded school authorities to collaborate with the ministry in developing aspects of new Kindergarten to grade 12 provincial curriculum through a Request for Proposals (RFP).

- An evaluation team of Alberta Education staff and education partners reviewed submissions to identify proposals that best met the RFP criteria.
- Through the RFP process four jurisdictions were selected to lead the four prototyping teams. These four lead jurisdictions are:
  - The Calgary Board of Education;
  - The Edmonton Public School Board;
  - The Edmonton Catholic School Board; and
  - Black Gold Regional School Division.
- Partners in the Curriculum Development Prototyping represent over 30 school authorities across the province, including public, separate, private, charter, and Francophone school authorities and First Nations schools; as well as post-secondary, business and industry, First Nations, Métis and Inuit partners. A full list of partners is accessible via the following hyperlink: Partners.

#### **Project Budget**

- 3.3M which will be funded from within the existing departmental budget.

#### **Project Timeline Details & Additional Information**

- Timeline details can be viewed at:  
<https://education.alberta.ca/media/8226511/curriculumdevelopmentprototypingtimeline.pdf>
- For more information on this initiative, please visit:  
<https://education.alberta.ca/departement/ipr/curriculum/curriculum-development-prototyping.aspx>

#### **OPTION(S) / RECOMMENDATION(S):**

- For information purposes only.



Curriculum criticism doesn't add up: Preparing students for a modern economy requires the basics plus much more.

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Recently, much has been made of the government's efforts to ensure that Alberta's curriculum is more responsive to the many different ways in which students learn.

I feel parents deserve to hear directly from me about my ministry's efforts to ensure the provincial curriculum enables Alberta's students to successfully compete in a dynamic, highly competitive world.

Along with being the minister, I'm also a father of three children in the education system, and I too have experienced some of the frustrations expressed by parents in recent weeks. This is why I believe it is important for me to set the record straight about the anticipated reforms.

I understand why some parents would be concerned with the allegation that mastery of the "basics" —skills such as arithmetic and reading — will play a less important role in the new curriculum than it did before. If this were the case, I would be concerned as well. But fortunately, nothing could be further from the truth.

I wish to assure parents that these basic skills will serve as the foundation and starting point of every change made to the curriculum. What they won't be is the end point. Through inquiry-based learning, we'll build upon these basic, foundational skills while developing additional skills that the business community and parents tell us are so critical.

The conventional method of teaching fundamentals, whereby students rely heavily on memorization, versus a more engaged, inquiry-based method are not mutually exclusive approaches to education. In fact, I believe it is crucial that we develop a curriculum that uses the best of both methods.

However, surviving on mere memorization alone is a thing of the past. The modern economy demands creativity and problem solving, the application of critical thinking and an ability to collaborate and communicate. These skills lie at the heart of Alberta's curriculum redesign process.

Top performing education jurisdictions, like Alberta, have increased their focus on these 21st century skills. We can't ignore that without strong abilities in these areas, our kids will be left behind.

But we also can't ignore the concerns of parents.

This is why we are responding in a thoughtful and collaborative manner. The redesign process is being led by parents, employers, teachers, students and school authorities, all of whom will be working together over the next two years to develop a curriculum that successfully weaves new competencies in with core skills like numeracy and literacy. Doing so will help reinforce literacy and numeracy across all subjects and better focus a curriculum that has ballooned to approximately 1400 outcomes.

Despite recent criticism, parents should know and take comfort in the fact that according to the most recent international tests our K-12 students remain at the top of international

rankings. Alberta's overall results are tremendously positive. Out of the 74 jurisdictions from around the world that took part in the Programme for International Student Assessment (PISA) survey, Alberta ranked 11<sup>th</sup> in math, 5<sup>th</sup> in reading, and 4<sup>th</sup> in science. Notably, Alberta's 15 year olds are actually outperforming Alberta's adults in these OECD rankings.

Our strength and performance internationally is due in part to Alberta's willingness to continually adapt. This year is a great example.

In response to years of consultation and research, we recently launched some groundbreaking initiatives under Premier Redford. The new Dual Crediting Program, for instance, better integrates K-12, post-secondary and industry credentialing. The High School Flexibility Program empowers teachers to customize learning to better address individual student need. Eliminating Provincial Achievement Tests and implementing a more robust standardized assessment at the start of the school year will provide parents and teachers with better information on how to tailor each child's education going forward and help them measure improvement throughout the year.

Curriculum needs to evolve as well. The days of a small group of educators taking 10 years to review curriculum one subject at a time are long over. We need to be more nimble and create curriculum that is more in tune with the local community and economy. Our curriculum must allow for creativity and excellence in teaching to shine through. We must embrace the individuality of the learner and ensure subject experts are teaching our kids. In short, our curriculum must become more relevant.

We've been asked to listen and that's exactly what we're doing. But the truth is that Alberta is at the top because we have not been afraid to take action. I won't apologize for putting the success of our children first but I also commit to continue listening in order to get it right.

At the end of the day we must ask ourselves, are we preparing our children for their future or for our past?

*Jeff Johnson is Alberta's Minister of Education*





Ann Rosin &lt;ann.rosin@nsd61.ca&gt;

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**Fwd: Key Messages Background Info about Curriculum Redesign Prototyping**

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Sat, Mar 15, 2014 at 1:44 PM

**Subject: Key Messages Background Info about Curriculum Redesign Prototyping**

Good morning to you all:

Attached please find key messages about curriculum redesign that you may find helpful in your communication efforts.

Very best wishes and if you have any questions, please give me a call.

Terrence J. Wendel, PhD

Director

North Services Branch

Alberta Education

780-427-5394

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**2 attachments**

2010  
Premier's  
Award of  
Excellence

image001.jpg

3K



## Key Messages and Background Information about Curriculum Redesign, Prototyping and Mathematics

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### Key Messages

- To realize the vision of Inspiring Education, we're building a dynamic curriculum that includes the basics while also incorporating 21<sup>st</sup> century competencies such as innovation, communication and critical thinking that are applied in all subjects.
- Literacy and numeracy will be embedded as the foundation to *every* subject, at *every* grade level.
- We're collaborating with publicly funded school authorities in developing aspects of new Kindergarten to grade 12 provincial curriculum. Partners involved with Curriculum Development Prototyping represent 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.
- We encourage you to visit [education.alberta.ca/curriculumredesign](http://education.alberta.ca/curriculumredesign) for regular updates on Curriculum Redesign.

### Background Information

#### **Curriculum Redesign**

- Through the Inspiring Education public consultations in 2009, Albertans created a collective vision to transform education to ensure every student experiences relevant, personalized and engaging learning opportunities.
- Curriculum Redesign is one of the ministry's initiatives to build on the success of our current education system and the innovative educational practices already underway throughout the province.
- The redesign process currently underway is thoughtful, evidence-based and involves teachers, parents, school boards and employers.
- Alberta Education is building a dynamic curriculum that includes the basics while also incorporating 21<sup>st</sup> century competencies such as innovation, communication and critical thinking that are applied in all subjects.
- Literacy and numeracy will be embedded as the foundation to every subject, at every grade level.
- Alberta's new curriculum will maintain our high standards while also providing more opportunities for students to focus more deeply in an area of study and make it easier for teachers to support personalized learning for their students.
- As a result, students will have the attitudes, skills and knowledge to be successful in their learning, work and other aspects of their lives.



- **Benefits for teachers**
  - *A common set of cross-curricular competencies and indicators* across all subject areas makes it easier to design authentic learning experiences, determine students' competency development and communicate with colleagues and parents about competencies.
  - *Fewer learning outcomes* enable greater professional autonomy and choice, increased ability to respond to students' diverse learning needs, more opportunities for deeper learning of subject area content and opportunity to include local and community needs when designing learning experiences.
  - *Increased focus on literacy and numeracy* ensures that students develop foundational skills. Benchmarks can be used to assess students' literacy and numeracy needs in any subject area and communicate with colleagues and parents.
  - *Digitally-based programs of study* provide easier access to select learning outcomes to facilitate interdisciplinary learning and build learning experiences for students.

### **Curriculum Development Prototyping**

- Curriculum Development Prototyping is a new collaborative approach to developing curriculum that provides the opportunity for our education partners to make a greater contribution earlier in the curriculum development process.
- Alberta Education will continue to be responsible for the development of new curriculum and will gain insights into innovative approaches and ideas through the prototyping process and other initiatives.
- Alberta Education will be collaborating with publicly funded school authorities in developing aspects of new Kindergarten to grade 12 provincial curriculum. Partners involved with Curriculum Development Prototyping represent 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.
- Select new programs of study based on the work of Curriculum Development Prototyping will be approved by the Minister in March 2016.
- Provincial implementation dates are not yet determined. Dates will be determined in consultation with education partners based on readiness and supports for implementation.

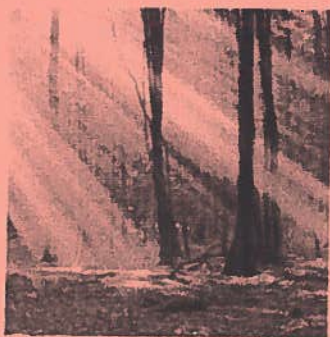
### **Math Program of Studies**

- "Discovery math" is not a phrase that describes Alberta's program. Teachers still teach mathematics – students are not left to discover math by themselves. Learning is not one size fits all and that is why teachers have flexibility to teach the curriculum to best meet the needs of their students.
- The fundamentals of mathematics are in our current program. Students are expected to know and understand how to add, subtract, multiply and divide, and they must understand their number facts and commit them to memory. We continue to have high standards for Alberta students – not only for what students know, but how they can apply their knowledge in the real world.



# Shining Student Award

Indigenous



2014

Education Partners

First Nation, Métis and Inuit

Student Recognition

## Eligibility

This annual recognition is awarded to a student of First Nations, Métis or Inuit heritage, who demonstrates leadership and inspires others, through embracing and respecting an aboriginal perspective or world view from an aboriginal perspective, by:

- Pursuing his/her goal or dream despite challenges
- Persevering in his/her studies
- Maintaining a positive outlook on his/her future opportunities
- Promoting his/her heritage and culture
- Providing leadership within a cultural perspective
- Embracing and respecting the heritage of all

## Criteria

The First Nations, Métis or Inuit student is enrolled in Grade 10 –12 program in

- a school operated by a school board
- a school operated by a First Nations Education Authority
- a private or charter school

and who exemplifies the characteristics listed above.

## Guidelines


The student can be nominated by a student, teacher, principal, superintendent, board of trustees, Elder or community member.

Nominations must be received by March 30 and include:

- a letter outlining why the individual is deserving of recognition
- at least one additional letter of recommendation

Nominations will be considered by a committee comprised of one representative from each of the education partner organizations (ASBA, ASCA, ATA, CASS), Alberta Education FNMI Field Services Branch and one person appointed by the Task Force.

The successful candidate will receive opportunity to attend a youth conference on leadership and change. Financial support will include registration cost, travel and accommodation, and reasonable expenses to attend. The recipient will also be recognized in their home community or school at a locally arranged event.

Sponsored by **xerox** 

## Nomination Form

Submission deadline is 4:30 pm on March 30, 2014

Nominee's Full Name:

*first*

*last*

Nominee's Address:

City/Town:

Postal Code:

Phone Number:

Alt Phone or Fax Number:

Email Address:

Grade:

This nominee is:

☐ Métis

☐ First Nations

☐ Inuit

Nominator's Full Name:

*first*

*last*

Nominator's Address:

City/Town:

Postal Code:

Phone Number:

Alt Phone or Fax Number:

Email Address:

### Submission Checklist:

For each nomination be sure to provide:

- ☐ 1 completed nomination form
- ☐ 1,000 word (max) double-spaced letter for nomination
- ☐ 1 signed letter of support
- ☐ Optional COPIES of supporting documents (*certificates, awards, etc.*)

Mail completed Nomination package to:

Indigenous Shining Student Award

Education Partners c/o ASBA

1200, 9925-109 Street

Edmonton, AB T5K 2J8

Or email to: [michelem@albertaschoolcouncils.ca](mailto:michelem@albertaschoolcouncils.ca)

For more information contact:


Michele Mulder

780.451.7145

Toll Free 1.800.661.3470

[michelem@albertaschoolcouncils.ca](mailto:michelem@albertaschoolcouncils.ca)



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## Nomination Form

Submission deadline is 4:30 pm on March 30, 2014

Nominee's Full Name:

*first*

*last*

Nominee's Address:

City/Town:

Postal Code:

Phone Number:

Alt Phone or Fax Number:

Email Address:

Grade:

This nominee is:

☐ Métis

☐ First Nations

☐ Inuit

Nominator's Full Name:

*first*

*last*

Nominator's Address:

City/Town:

Postal Code:

Phone Number:

Alt Phone or Fax Number:

Email Address:

### Submission Checklist:

For each nomination be sure to provide:

- ☐ 1 completed nomination form
- ☐ 1,000 word (max) double-spaced letter for nomination
- ☐ 1 signed letter of support
- ☐ Optional COPIES of supporting documents (*certificates, awards, etc.*)

Mail completed Nomination package to:

Indigenous Shining Student Award

Education Partners c/o ASBA

1200, 9925-109 Street

Edmonton, AB T5K 2J8

Or email to: [michelem@albertaschoolcouncils.ca](mailto:michelem@albertaschoolcouncils.ca)

For more information contact:


Michele Mulder

780.451.7145

Toll Free 1.800.661.3470

[michelem@albertaschoolcouncils.ca](mailto:michelem@albertaschoolcouncils.ca)



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## Chairman's Report

### March 20, 2014

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#### February, 2014

22	Edmonton	Meeting with MLA, Lesser Slave Lake Meeting with Housing Developers
23	Peace River	Travel
27	Peace River	Corporate Board Meeting
	Leduc	Travel
28	Anzac	Local School Board Committees Orientation

#### March, 2014

1	Anzac	Local School Board Committees Orientation
5	Edmonton	Meeting with Bigstone Cree First Nation and Aboriginal Affairs and Northern Development Canada
7	Edmonton	Local School Board Committees Orientation
8	Edmonton	Local School Board Committees Orientation
10 (pm)	Peace River	Travel
11	Peace River	Committee Meetings and Agenda Review

#### Committed Dates

March 17	Edmonton	ASBA...Division 1 Literacy Review
March 19	Edmonton	ASBA...Task Force
March 20	Peace River	Corporate Board Meeting
March 24	Fort McKay	Meeting with Fort McKay First Nations



**NORTHLAND SCHOOL DIVISION NO. 61**  
**LOCAL SCHOOL BOARD COMMITTEE REPORT**  
**2013/2014 SCHOOL YEAR**  
**PERIOD ENDING - MARCH 12, 2014**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>Anzac</u></b>						
Quarterly Honorarium	2,400.13	1,880.94	4,281.07	4,920.00	638.93	
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	2,400.13	2,092.28	4,492.41	10,202.00	5,709.59	44.0%
<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	2,700.75	2,464.60	5,165.35	4,920.00	(245.35)	
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	2,700.75	3,140.68	5,841.43	7,354.00	1,512.57	79.4%
<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	2,424.25	1,708.37	4,132.62	4,920.00	787.38	
Travel & Subsistence			-	3,816.00	3,816.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,424.25	1,708.37	4,132.62	8,986.00	4,853.38	46.0%
<b><u>Father R Perin</u></b>						
Quarterly Honorarium	2,451.31	2,457.65	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		1,031.46	1,031.46	250.00	(781.46)	
Total	2,451.31	3,489.11	5,940.42	9,314.00	3,373.58	63.8%
<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	2,424.25	1,386.68	3,810.93	4,920.00	1,109.07	
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	2,424.25	3,430.16	5,854.41	7,586.00	1,731.59	77.2%
<b><u>Little Buffalo</u></b>						
Quarterly Honorarium	2,918.50	2,280.86	5,199.36	4,920.00	(279.36)	
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	2,918.50	3,080.86	5,999.36	7,050.00	1,050.64	85.1%
<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		560.00	560.00	250.00	(310.00)	
Total	2,436.00	3,104.60	5,540.60	7,510.00	1,969.40	73.8%
<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		694.89	694.89	250.00	(444.89)	
Total	2,459.50	3,387.15	5,846.65	8,030.00	2,183.35	72.8%
<b><u>Susa Creek</u></b>						
Quarterly Honorarium	2,436.00	1,784.85	4,220.85	4,920.00	699.15	
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	2,436.00	2,601.20	5,037.20	8,154.00	3,116.80	61.8%
<b>GRAND TOTAL</b>	<b>58,512.84</b>	<b>52,152.91</b>	<b>110,665.75</b>	<b>181,536.00</b>	<b>70,870.25</b>	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	70,870.25
TOTAL NUMBER OF LSBC <b>OVER BUDGET</b>	0	-
TOTAL NUMBER OF LSBC	22	70,870.25



**NORTHLAND SCHOOL DIVISION NO. 61**  
**BOARD REPORT**  
**2013/2014 SCHOOL YEAR**  
**PERIOD ENDING - MARCH 12, 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	11,207.87	-	(11,207.87)
TRAVEL & SUBSISTENCE - NCET-NSD ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
<b>SUB-TOTAL</b>	<b>13,966.58</b>	<b>55,000.00</b>	<b>41,033.42</b>

**OTHER EXPENSES**

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	1,892.10	-	(1,892.10)
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	51,695.20	200,000.00	148,304.80
IN-SERVICE - BOARD	-	110,000.00	110,000.00
IN-SERVICE - BOARD (ORIENTATION)	33,790.82	100,000.00	66,209.18
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	175.55	-	(175.55)
TELEPHONE - TRUSTEE	896.10	5,000.00	4,103.90
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	61,387.28	110,000.00	48,612.72
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	3,842.30	2,000.00	(1,842.30)
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	921.08	4,000.00	3,078.92
FURNITURE& EQUIPMENT	-	5,000.00	5,000.00
<b>SUB-TOTAL</b>	<b>202,788.18</b>	<b>606,250.00</b>	<b>403,461.82</b>
<b>TOTAL</b>	<b>295,502.12</b>	<b>871,250.00</b>	<b>575,747.88</b>



Board Chairs Email #5 March 4, 2014

Dear Colleagues;

I cannot believe we are now into March! The last two months have been a whirlwind of activity. As we talk with all of you across the province we are hearing loud and clear how hard you are all working to serve the students of Alberta. So first let me say thank you for your support, dedication, integrity and commitment to work which benefits the student of this province. As you already know I believe that we have great potential when we work together and support each other. To that end I need to shout out a big thank you for your response to our recent reserves survey. 60 boards responded! We now have an extensive list of how boards plan to use reserves. We are in the process developing key messages. Michael and I, in the meantime will be sharing the information at Zone meetings. We know boards are fiscally responsible and reserves support our students especially when there is uncertainty as to funding year to year. In the meantime your communities need to know what how important those reserves are and what role they play in supporting your students. We need to make the province recognize that if school boards are to do their job effectively, we still need a long-term commitment to predictable, sustainable funding.

ASBA is moving forward on many initiatives from bargaining, governance, strengthening the provincial voice, enhancing the work of zones, and building relationships.

On the bargaining front we have a very ambitious timeline to meet our commitment to our membership and Alberta Education. Information has been sent out regard to bargaining model consultations across the province to get board/trustee input.

Also watch for presentations at all Zones on the Governance task force initiative. This is important work as we address the recommendations of the task force report and begin to move forward in transforming governance.

The proposed ASBA budget will be presented to zones starting in April. Of course you approve the budget at our Spring Meeting in June.

Speaking of budgets, March 6 is when the provincial budget is announced. I know we are all anxious to see what impact it will have on schools and students.

Your Board of Directors will be meeting on March 13/14 and I am sure there will be more to share then.

Thank you to all the trustees who attended the Inspiring Education Symposium in Calgary. There is no doubt that you are all working hard to support transformation in a meaningful way for your communities. We need to share with those communities the programs we have initiated so they understand the benefit to students.

Was great to see many of you at the Rural Symposium. I look forward to many more conversations with you at Zones.

Keep warm and thanks again for your commitment to Alberta students.

Kind regards

Helen

Helen Cleese  
President  
Alberta School Boards Association





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

For members of the Alberta School Boards Association

# Communications Now

## March 2014

Encouraging leadership in your staff .....	4
Six tips for better customer service .....	6
The school secretary: A frontline ambassador .....	8
School jurisdictions: There's an app for that.....	10
Facebook tips from .....	13
In <b>Weblinks</b>	
Shining Star award for Aboriginal students .....	14
In <b>Resources for Families</b>	
Advice for parents about social media	

## Six steps for success

### 1. Establish decision-making criteria

The school board started by building awareness about the issue. In 2011, it met with school council representatives from the three schools and municipal leaders. In these meetings, participants defined the filters that would drive the decision about the schools. They were:

- Will it maximize educational opportunities for our children?
- Will it be sustainable?
- Does it use our limited resources in the best possible way for our children?
- Is it realistic?

### 2. Gather community insight to develop potential alternatives

From January to April 2012, the school board met with the three school councils to develop a background information package. It also held two public consultations. The school board also created a section on their website where people could see information as it was gathered or developed related to the upcoming decision. The web section is here:

<http://www.phrd.ab.ca/Westlock%20North%20Public%20Consultation.php>

## Pembina Hills engages community to tackle declining enrolment

Like many rural school jurisdictions in Alberta, Pembina Hills Regional Division, has been facing the reality of declining enrolment, and the challenges that come along with that.

Five communities spread along 85 km of highway 44, north of Edmonton, are served by three schools. In 10 years, enrolment in those schools has dropped from 370 to 213 students.

The board wanted to make a decision that would provide the best opportunities for its students, but recognized that the school closure process can often be contentious and confrontation, creating winners and losers (often painting the superintendent and board as 'bad guys'). As such, it elected to take a new path anticipating a better outcome.

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## Communications Now

### 3. Ask a representative task force to narrow down the options

The school board created a task force and asked it to: 1) research the issue, 2) seek clarification, and 3) recommend along range plan to the school board. The 10-member task force included a school council representative, principal and community representative from each community/school. It was supported by an independent facilitator which the task force selected (and who was approved by the school board).

“As a board you need to seriously consider if this is a path you are willing to walk,” says Pembina Hill Board Chair Kim Webster. “Are you willing to transfer the research, development and recommendation responsibility to community representatives in exchange for community ownership of the problem?”

“Having walked down the traditional school closure process in the past, I can say that true community engagement, such as we embarked on in this project, is so much more genuine and accurate than simply consulting the community and making the decision. Yes, it takes more time and resources, but the end result is something the communities can buy into and relationships are saved. It is accomplished together, rather than becoming something that is ‘done to them,’” says Webster.

The task force made one recommendation to the school board: that all K-9 students in the region should be housed in one ‘revised’ regional school located in Dapp.

Their report, presented to the board in January 2013, outlined their research and recommendation.

The school board then turned to the community for feedback on the task force’s recommendation. It received 30 comments and provided responses to 101 questions. See:

<http://docushare.phrd.ab.ca/dsweb/Get/Document-323403/Questions%20and%20Responses%20-%202013-02-15.pdf>

### 4. School board makes a decision

Although there was some controversy over the task force’s recommendation, the school board felt prepared to move forward. At the end of February 2013, the board decided to designate Dapp School as an elementary/ junior high school starting September 2014.

### 5. Plan for transition

Pembina Hills recognized a change of this magnitude would require transition. It established an 11-member transition team.

The team’s mandate is to provide advice to the school board about educational services. The transition period also involves activities focused on preferences relative to school programs, community values and students’ perspectives.

The transition team continues to lead the planning process, using the information gathered to refine the vision and to plan the school program.

### 6. Develop a compelling business case

Another key step in Pembina Hill’s process was to develop a compelling business case. During the summer and early fall of 2013, the jurisdiction met with Alberta Education and Capital Planning to discuss its plans for the community and school.





## Communications Now

### Did engaging the community make a difference?

Reflecting on the past few years of process, Pembina Hills can find positives and negatives in the process they used. First, the school board acknowledges the process involved some tough conversations and controversial moments. At the same time, the school board believes the community has increased ownership over the final decision, and that community members are coming together to build a new school. The school board feels the outcome addresses the four decision-making filters they established at the outset of the process.

Pembina Hills Superintendent, Colleen Symyrozum-Watt says, "Would I do it again? Absolutely---yes! The hard work of the many hands, hearts and minds are building a new school instead of closing three schools one by one as student numbers decrease."

"I'm proud to serve with the leaders who have created the new destiny and have established the motto for the new Pembina North School which is "Together We Achieve Excellence."

### Lessons learned

- Community engagement is not a one-shot-wonder. It is embedded throughout the process.
- Be open to a different outcome.
- Realize that some people may not understand (or agree) with the urgency and may work to divert the issue.
- Use the filters of consideration and stick to them.
- Communicate honestly and genuinely from the start. Ensure consistent communication to all communities and media. Help people understand urgency of the problem – based on data.
- If you ask the community to be engaged, you need to listen and consider the answer in your deliberations.

- Learn from others – ASBA's communications director or other jurisdictions are good sources.
- Get advice from experts (facility audits, architects, Alberta Infrastructure staff, division staff) and allow the community to hear directly from them.
- Develop a compelling business case
- Communicate, communicate, communicate. Listen to stakeholders, and don't pretend to know all the answers. Share data and facts. Invest in time developing and populating website.
- Realize the power of involving stakeholders, and be prepared to get to new levels of decision making.
- Trust in the process and the people. Trustees should 'stay clean' (not discuss their opinions). This is hard, especially for the local trustee, but it's important to stay neutral.
- Honor the history of each school and community as you move forward to establish a new school community.

*Submitted by Laurette Woodward, Communications Consultant, based on presentation given by Pembina Hills at ASBA's January 2014 Community Engagement Conference.*

*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)*





## Communications Now

### Encouraging leadership in your staff

Encouraging leadership potential in directors, teachers and volunteers is a great way to strengthen your jurisdiction. Especially when you can share the vision for your jurisdiction, numerous people pulling together can make a superintendent more effective in his or her role as leader.

### Who are potential leaders?

The short answer is that everyone is a potential leader, but there are certain people, and certain occasions, when people are primed for leadership growth.

### New staff

When new staff members join your administration, they are uniquely positioned to take on your goals as their own. An orientation is the best way to get your new employee or volunteer on board quickly.

If new people are left to sink or swim when they first begin, you have a recipe for a resentful staff. People want to feel like they are doing a good job and fitting in with expectations. If leadership is seen as what is expected of them, and they are properly oriented toward the goals of the jurisdiction and their department, they will likely rise to the occasion.

New staff orientation should cover:

- A warm welcome to the team
- The mission of the school and jurisdiction, as well as policies and procedures
- Training on how to do their job
- Direction to where help is available and how to get it
- An opportunity to meet other staff

### Staff who are frustrated

People who are unhappy with their current situation are equally primed for leadership.

A teacher who has begged for new technology would be a great addition to the team looking into the jurisdiction's technology upgrade.

While you may be hesitant to bring your biggest detractors aboard they are an overlooked resource; when included they can become your greatest allies.

Use a different orientation to move current staff from being a follower who complains about the leadership to part of a leadership team that looks for and implements solutions. Orientation for current staff should cover:

- A discussion of the goals of the school/jurisdiction and their role in achieving them
- A mention of your appreciation for the job that they do, perhaps publicly, especially if there has been public disagreement
- An opportunity to meet other leaders. This is key, as it takes individuals out of their comfort zone and prepares them for a leadership role with different expectations

### How do I get people interested in leadership?

There may be more people interested in a leadership role than you think. The best way to make people know that you would appreciate them stepping into that role is to ask them. They may never have thought of volunteering, or maybe they were waiting to be asked.

Studies have consistently shown that the main reason people don't volunteer is that they have never been asked. Someone who has never spoken up before at a meeting is unlikely to be interested in taking the reins on a big project, but they may be willing to take minutes at the meeting for the project.

Once someone has taken a small leadership role, you can then judge how ready they are to take on a larger role. Challenging people with goals that are within reach is a key element to leadership development. Give people a small, but achievable, task to complete.

Once it's complete, challenge that person with something else. Progressively increasing responsibility while monitoring and mentoring is a good way to set employees up for success.





## Communications Now

### Provide training

It is important to understand that just because someone is ready for a leadership role doesn't mean they have the skills to carry it out. Fortunately, many of the skills needed for good leadership can be learned.

A combination of one-on-one training and workshops/seminars can be highly effective in creating a team of leaders. Some of the areas in which staff may need training:

- Communication skills
- Planning
- Problem solving
- Conflict resolution
- Coalition building

Workshops can help your whole group move forward on key issues. Having a workshop that addresses key issues can set the organization on the right track. If the workshop solves a long-term problem, it also has the potential of lifting morale and renewing commitment.

### Provide models of effective leadership

Modeling good leadership is the most important facet of a leadership development program. "Do as I say, not as I do" is not going to fly.

At the same time you are focusing on developing the leadership capabilities of your staff, you must not neglect your own leadership growth. Where could you use some improvement?

Visionary leadership is not intuitive for most people. For your staff to develop into respectful, creative and effective leaders, set the example yourself and get involved in learning opportunities.

Finding leadership teaching opportunities is often just a matter of keeping your eyes open. Are you a superintendent going to a school board meeting where there will be discussion about changing the role of learning specialists in the special education program?

The director of special education should be there, of course, but consider also inviting the new assistant director of communications to sit in (with the permission of the director).

She may not have been to a board meeting before. Let her know your goals for the meeting ahead of time, then talk about how it went afterward. When she's back in her department, she will have a better idea of how to help the communications director, as well as create, gather consensus for, and implement ideas of her own.

### Why look for and encourage potential leadership among your staff?

Many administrators worry that a focus on leadership development will cause teachers to have different goals than that of the administration, but that doesn't have to be the case. Effective leadership development can create a whole team of leaders who are committed and focused on the same goals with shared responsibilities.

Your desire to elevate your staff's commitment and responsibilities shouldn't be a secret. Letting directors know that you value their opinions, respect their potential, and believe in their capacity to be good leaders can be a huge morale boost, in addition to being good management practice.

Leaders learn by watching other leaders, and you have the opportunity to show them that you expect them to be equal owners in their own leadership training.

Encouraging leadership in your staff takes a plan and regular effort, but the rewards are outsized. You have the ability to turn people who have been your "enemies" into your biggest advocates, delegate some of your own leadership tasks to people who are excited and enthusiastic to be a part of the team, and begin and execute programs that you would never have had the time for with a top-down leadership model.

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





## Communications Now

### Six tips for better customer service

Customer service should be a key part of your public relations program. When people feel valued and their concerns are addressed, they are more likely to be supportive of your school board. The opposite can be true when people don't feel valued. The negative consequences of bad customer service can lead to time-consuming complaints, bad press, lack of support, fewer volunteers at the school and negative perceptions among MLAs.

A stakeholder who gets bad service from a jurisdiction employee has several options. He may contact a school board member, the news media, his MLA or other organizations that may take up his cause.

Although he would not likely send his children to another school jurisdiction or private school, he surely won't be supportive of your efforts. He also won't feel good about public education in general.

Marketing author and speaker Seth Godin says, "The complaining customer doesn't want a refund. He wants a connection, an apology and some understanding..."

"Try candor or inviting them to an online focus group. Perhaps try being human. Try giving them a chance to be a voice of the concerned, energetic customer, a voice that needs to be heard by people who actually make decisions."

[http://sethgodin.typepad.com/seths\\_blog/2013/10/the-complaining-customer-doesnt-want-a-refund.html](http://sethgodin.typepad.com/seths_blog/2013/10/the-complaining-customer-doesnt-want-a-refund.html)

### Tips to improve customer service in your jurisdiction

Excellent service depends on corporate culture, training and execution. Strategic communication helps develop and maintain all of those. Stakeholders may not like your decisions, but they are less likely to publicly complain if your employees made them feel valued while you worked on the issue.

Your communications program should support the organizational commitment to customer service training and execution. Help establish and reinforce

excellent customer service from the top to the bottom of the organization. Here are six tips for creating a customer-friendly environment in your jurisdiction.

#### 1. Lead by example

Superintendents model instructional and political leadership every day through their actions and through personal and mass communications. They take opportunities to observe and comment on best instructional practices, but do they observe and compliment employees providing excellent customer service? Do they write or speak about their own customer service interactions?

Messages from the superintendent, especially in praise of what is working well, are powerful. Include regular messages in existing publications, social media and comments to staff. If needed, develop new ways for the top leaders to get the word out about excellent staff interactions.

#### 2. Share your best customer service stories

Similar to staff and student achievements, good customer service stories are positive news that you can share on your website and in your staff newsletter. News about colleagues is often a popular feature among staff.

You can add some weight to the story and make the employee feel honored by arranging for the superintendent to personally commend a school office worker or transportation employee who received praise from a customer. He or she could have a traveling trophy or gift for exemplary employees, for example.

Your customer service training could include regular stories of positive customer service experiences at local businesses and a request to the chamber of commerce or local service-sector businesses for help in training and coaching jurisdiction employees.





## Communications Now

### 3. Establish or expand employee recognition programs

Some jurisdictions already have regular employee recognition programs that use board meetings and jurisdiction publications to highlight employee accomplishments. Be sure to use these channels or add new programs that honor workers for great customer service. Effective ways to recognize good customer service in staff:

- Include a monthly feature in your employee newsletter highlighting customer service tips and real-life challenges that were addressed effectively.
- Include a monthly feature in your employee newsletter featuring comments or other recognition from people external to your organization, who recognized excellent service they received from a jurisdiction employee.
- At each board meeting, recognize an employee who went the extra mile for somebody.

### 4. Internal communication is external communication

Don't depend on upper management to carry the message of customer service. In any jurisdiction there are hundreds, if not thousands, of employees that the community has regular contact with. Bus drivers, teachers, caretakers and educational assistants are all more common and more trusted sources of information about the local school jurisdiction.

Not only do the non-administrative employees provide most of the actual customer service, they also do most of the communicating about your culture.

Communicating leadership's commitment to customer service with your employees helps reinforce good customer service practices in your staff.

### 5. Consider a survey

Your customer service program may need work. The only way to know is to ask. This can be done through comment cards and surveys. Comment cards are handed to stakeholders at the point of service. Electronic surveys appear as links at the bottom of emails.

Find out how your employees treat each other, how staff feel treated when they contact central office and how stakeholders feel they are treated by school or jurisdiction staff.

Customer feedback is valuable because it can lead to change. It also shows patrons that you care enough to ask for their input. All of that goodwill is short-lived if there is no closing of the communication loop with people who provide input. Make sure to communicate back to patrons about how their input was considered and use in your continuous efforts to improve service.

### 6. Let the public know

If you are making an effort to investigate issues and improve delivery of customer service, let the media and the public know. They will appreciate your efforts and offer valuable perspectives and advice.

Your local media should be interested. If you cannot sell it as a news story, have the superintendent submit a guest opinion to the local newspaper.

When all else fails, pay for advertising, laying out what you are doing and what feedback you would like from the community. Small ads can pack a punch when they are repurposed via your website, Facebook and Twitter.

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





## Communications Now

### The school secretary: A frontline ambassador

*Many surveys show community members name the school secretary as the person they know best at their neighborhood school. This reminder about the importance of this position is for school secretaries but with applications for all school staff.*

You, as a school secretary, are very influential and shape attitudes toward your school. You are often the first person encountered by a visitor to the school, and it's possible you might even live near the school.

Also, community members, including those with no school-age children in their homes, know you. They see how you act in daily life and believe what you say about the school.

Being a school secretary is not an easy job. If you didn't love it and enjoy serving kids and their families, you would likely be doing something else.

Whether you are an expert or beginner in this field, here are some things to keep in mind to help you make a great impression for your school:

#### Be prepared

Staff and community members constantly turn to you. You need to know what to do and how to be helpful in a number of situations that could arise.

To be ready, you should be up-to-date on school and jurisdiction procedures, your school crisis plan, procedures for substitute staff and other things you might have to handle. Be ready by thinking about what *might* happen, and considering what your response should be.

#### Be professional

You probably know a lot about students, staff and parents. No matter what happens, respect the confidence of others. Never reveal private information. An exemplary school secretary who had been through a chaotic, rumor-filled time at her school said, "I stayed out of grocery stores, even my church for a couple of weeks. I didn't want to be in a position of refusing to answer the questions I was

sure to get from friends and curious community members."

You may not have to go to those extremes, but you will need to plan how you will respond when you are the caretaker of facts you should not reveal.

#### Be a team player

Make yourself a valuable part of the team. Clarify your role with your immediate supervisor and, when possible, go above and beyond expectations. As staff members learn they can rely on you, they will come to trust and rely upon you even more.

#### Keep your cool

You may be the first person available to a parent who is stressed out and more than willing to dump grievances at your feet. You may be the only person anywhere near the office when the phone is ringing, two parents are waiting for you to take care of their needs, a neighbor is complaining about trash on his lawn and a teacher has just sent a student to the office for disciplinary reasons. Use calm assurance to defuse stress and anger.

#### Make the office a welcoming place

People soon forget what you say, but they do not forget how you made them feel. A few personal, comfortable touches can make even the smallest, most crowded office a welcoming place.

It helps send the message that you care about the comfort of others. Look at your office with fresh eyes and find things you can do to make it into a place where people feel at home.

#### Know your clientele

Develop the habit of remembering names and faces, and know the preferred way to greet family and other community members.

The students in your school probably come from homes with diverse incomes, cultures and other characteristics. Be sensitive to people's circumstances and background. Put yourself in their shoes. Think about their expectations and beliefs and the pressures





## Communications Now

they face. Withhold judgment. In difficult situations, look at their intent rather than their actions.

Your empathy and understanding will set the tone for friendly relationships that benefit everyone in the school.

### **Speak positively**

People throughout the community believe every word you say about your school. From their perspective, you are a trusted community member who knows the facts.

No matter what is happening at the school, find a way to speak about it in a positive way. Say something nice.

### **Feel good about what you do**

Your good work is part of the foundation that supports good learning for students and assures them the best possible future. Give yourself a pat on the back.

*Contributed by Gay Campbell, communications consultant*





## Communications Now

### School jurisdictions: There's an app for that!

Remember when websites were a brand new concept for school jurisdictions? Now they're a critical mainstay in education.

Recently Facebook and Twitter were the new challenge/opportunity. Now these social media sites are frequently tools in a school jurisdiction's regular communications plans.

Mobile apps are the latest piece of technology school jurisdictions are using.

A mobile app is a software application designed to run on smartphones, tablet computers and other mobile devices. While many smartphones and tablets can use an Internet browser to view a website, users often have to zoom in to read text and view images, making navigation difficult, especially on smaller screens.

Mobile apps can put all of the same information in a mobile-friendly format that allows users to view content without zooming in and scrolling to find the right information. Navigation is quick and easy. Many mobile apps have the ability to make payments, register for events, link to other mobile apps and send you instant notifications.

#### Why go mobile?

So why should school jurisdictions venture into mobile app territory? Research speaks loudly – the research firm Ipsos recently reported that 55 per cent of parents with school-aged children own a smartphone, and 80 per cent of smartphone users' time is spent on mobile apps.

Additional research shows mobile apps increase parent involvement in a school by 10 per cent, and parents are 30 per cent more likely to view information related to their student with a mobile app than with a website. There are some parents who only access websites using smartphones.

We live in a fast-paced world. The parents of our students are constantly on the go, and have less time to spend sitting in front of their home computers to catch up on school information.

Yet with mobile apps, they can look at their students' marks, check out athletic schedules, and read jurisdiction news – all while waiting in line at the grocery store or waiting for soccer practice to let out. Our parents are mobile, so why shouldn't our school information be, too?

Schools can no longer expect parents and community members to come to them – be it a school building, event or website – to access information. Schools need to go directly to parents. Social media has helped with this concept, and mobile apps take it a step further with customization for your jurisdiction.

Going mobile also can help raise a school's profile and help shape its identity in a crowded education market where parents have other choices for their children's education. Mobile apps can help schools deliver key messages while also demonstrating just how progressive the jurisdiction is in embracing modern ways to reach the community.

Some may argue that school jurisdictions can avoid the expense of a mobile app by making their websites mobile-friendly. However, users still must scroll through a mobile website, and navigation can be tricky. Plus, new research shows that mobile apps are now used four times more often than mobile websites.

#### Going mobile

Once your jurisdiction decides it's ready to enter the world of school mobile apps, it must select a vendor.

It can be difficult for a school jurisdiction to develop its own mobile app, even with a stellar IT staff. It's time-consuming and specialized, and most jurisdictions don't have the funds to keep someone on staff for this function. Instead, use a school mobile app vendor – there are many out there.





## Communications Now

A few notable vendors include:

- School Messenger  
[www.schoolmessenger.com](http://www.schoolmessenger.com)
- Blackboard Mobile  
[www.blackboard.com/Platforms/Mobile/Overview.aspx](http://www.blackboard.com/Platforms/Mobile/Overview.aspx)
- School Reach  
[www.schoolreach.com/](http://www.schoolreach.com/)
- School Connect  
[www.schoolconnectservices.com/](http://www.schoolconnectservices.com/)

Each vendor has similar offerings and features for a jurisdiction's mobile app, but there are differences.

You'll want your jurisdiction to do some research into each to make sure to find the right vendor for what your jurisdiction wants to achieve with its mobile app. Cost structure is usually on a per-student basis, with some vendors applying set-up fees or fees to make changes to the app throughout the year.

Most mobile app vendors provide similar content features, including news, announcements, calendars, social media posts, school lunch menus, maps and directions, contact directories, schedules and marks.

### How to decide what features you need

One way to determine the features that will be most used by your parents is to check out your jurisdiction's website analytics. This can tell you which pages of information parents visit most often.

Your jurisdiction can also check with school council members, your key communicator network, and other stakeholders, including staff. You want to make sure your jurisdiction responds to its audience's (parents') needs.

Another important feature for some jurisdictions is the ability to send "push notifications." When these notifications are sent, they automatically appear on a smartphone or tablet screen, even if the user isn't currently viewing the jurisdiction's mobile app.

Many smartphone users see these types of notifications when a calendar appointment time is nearing.

School jurisdictions use push notifications to remind parents of important information or events, such as school conferences, or to notify them of emergency situations, such as a school closure due to inclement weather.

A push notification is usually fairly short, offering just a quick snapshot of information for parents.

### Ensuring enough resources to manage an app

Some administrators worry about the time it will take for app upkeep. How much staff time will be taken away from other work to maintain the app?

You don't want your jurisdiction's app to become a drain on existing resources. It should be developed so that there is minimal impact on staff workloads, and shouldn't require hiring anyone new to maintain it.

Some mobile app vendors offer systems that make updating a jurisdiction's mobile app an easy, one-step process – information that is already being updated on the jurisdiction or school website is then automatically updated on the mobile app. This eliminates additional work to maintain the app because jurisdictions simply continue what they're already doing to maintain their websites.

The design of your mobile app may also play a part in the vendor your jurisdiction selects.

Some vendors utilize templates that allow jurisdictions to use their school colors and logo, while others completely customize the mobile app to a jurisdiction's specific needs. You need to determine the best format for your needs.





## Communications Now

### Ready, set, go!

Once your jurisdiction's mobile app is developed, tested and ready to go, you'll want to let your parents and community know the app is available.

Include the app in your marketing campaigns, mention it in newsletters, send out a press release to media, make note of it on all school and jurisdiction publications, and announce the app on Facebook and Twitter.

Ask staff, school councils and your key stakeholders to help spread the word.

More and more parents will begin downloading the app once they hear how much other parents enjoy using it.

Finally, make sure to measure your jurisdiction's progress with its mobile app. Many mobile app vendors offer analytics so jurisdictions can see which features are used most often, and how many people have downloaded the app.

Make adjustments to your app as necessary to keep it relevant to your users.

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





## Communications Now

### Facebook tips from a school principal

This year marks the 6th year my school has been on Facebook. My how things have changed! Here are some things I do to manage/use my school Facebook Page:

- **In the early days I posted a disclaimer** something like this ".....that anything posted on this page should be appropriate for a five year old to read or see. This is not the place for "unhappiness." If you have a concern that needs specific attention you need to contact the office....."

I did this because I wasn't sure I could find the time to monitor the page consistently. I was worried that something would get out of control on FB before I could get it taken care of. (This was before the bazillion notifications you can now get on your cell phone:) This was even before lessons learned from the Justine Sacco event.

- **Parents can post to the page.** Most don't. They only comment. You may not want to allow that until you are comfortable with your presence on Facebook as a school. You can do whatever you want. Start tight and then loosen up when you are ready.
- **We have multiple admin allowed to post to the page.** My secretary, counselor, computer lab teacher and a few other teachers have admin rights. Most do not post very often but they can if needed.
- **Central office is also one of the admin on my page.** That only started this year. They only post snow days or district-wide announcements sporadically. They can post most district-wide stuff to a district page.
- **Not everyone is on Facebook!** I know that is shocking to some of you. But if I have 304 students and 348 "likes" that doesn't mean that ALL my "likes" are from my school.

Especially since five of them are my mom, my dad, my brother, my college roommate, and my relatives. Not to mention former families who haven't "unsubscribed" yet. That means I also communicate through other tools as well.

- **Have one initial starting point.** I try to post to my school website first. Then share that info through Twitter, Facebook, Instagram, YouTube, and email. That does not always go as planned. Pictures sometimes only get posted to FB. Too bad.
- **Be positive!** We have so many good things to share in schools. Why not shout it from everywhere?
- **Grammar and spelling errors.** Since we are school it's probably wise that we spell things correctly and/or use good grammar. Honestly, that doesn't always happen. When posting from my phone I will sometimes be posting so quickly that I spell a teacher's name wrong or auto-correct gets me. Most of my school community is pretty forgiving but some people get hung up in the small details.
- **Posting pics of students:** So far the parents love this! They love being able to see their kids during the day. They sometimes comment asking for more pics! Usually you know exactly which students can't have pics posted so you don't take pics of them.
- **Unexpected audience:** Grandparents and/or distant relatives. Oh my how grandparents love to see pics of their little grand kids! It's super fun to see when they comment.

Written and published by Melinda Miller, on her blog "The Principal Blog":

[http://weprincipal.blogspot.ca/2014/02/ideas-for-managing-your-schools.html?utm\\_source=twitterfeed&utm\\_medium=twitter](http://weprincipal.blogspot.ca/2014/02/ideas-for-managing-your-schools.html?utm_source=twitterfeed&utm_medium=twitter)

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## Communications Now

### Weblinks

#### **New award for aboriginal students**

Nomination deadline: March 30, 2014

Nominate a student for the new "Shining Student" Award. Launched in 2014, this award will go to a First Nations, Metis, or Inuit student who leads and inspires others, through embracing and respecting aboriginal perspectives. The student can be nominated by a student, teacher, principal, superintendent, board of trustees, Elder or community member.

For more information:

[http://www.asba.ab.ca/files/pdf/shining\\_student\\_award.pdf](http://www.asba.ab.ca/files/pdf/shining_student_award.pdf)

#### **Edwin Parr First-year teacher award**

Nomination deadline: March 21, 2014

Do you know an outstanding first-year teacher?

Nominate them for the ASBA's Edwin Parr Award.

For more information:

[www.asba.ab.ca/services/awards.asp](http://www.asba.ab.ca/services/awards.asp)

#### **Is it worth it?**

#### **Teen driver safety PSA competition**

Submission deadline: March 31, 2014

This is a Canada-wide multi-media competition, with more than \$2000 in prizes granted for student-created video public service announcements. A Canadian charitable organization called Parachute, aims to reduce the risk of preventable injuries in Canada, through awareness. Parachute has organized the PSA competition, and it has been posted on the Alberta Centre for Injury Control & Research website.

For more information:

<http://www.acicr.ca/learn-and-network/newsletters/volume-16-sept-2013-to-aug-2014/january-2014/is-it-worth-it-teen-driver-safety-psa-competition>

#### **International Children's Book Day**

April 2, 2014

[www.ibby.org](http://www.ibby.org)

Click on activities, then on

International Children's Book Day

#### **Administrative Professionals' Week**

April 20-26, 2014

[www.iaap-hq.org/events/apw](http://www.iaap-hq.org/events/apw)





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

# Resources for Families

## Social media advice for parents

Teens and pre-teens have been active on social media sites for years, and their online presence is increasing.

According to one study, 40 per cent of all Canadians use a social networking site. If you look at social media use by teens, the number of users rises significantly.

In a study by Common Sense Media, 90 per cent of 13-17 year olds have used a social media site. Seventy-five percent of teens have a profile on a social media site, and more than half visit social media sites daily. Social media is any site that provides a forum for posting and interacting.

[www.commonsensemedia.org/research/social-media-social-life/key-finding-1%3A-teens-are-avid%2C-daily-users-of-social-media](http://www.commonsensemedia.org/research/social-media-social-life/key-finding-1%3A-teens-are-avid%2C-daily-users-of-social-media)

Because of legal requirements, sites like Facebook require users to be 13 or older. Despite the age restrictions, many younger children have accounts on sites without separate privacy guidelines.

Social media sites are evolving, and new sites pop up frequently. Whether a child is on Facebook, Instagram, Pinterest, Twitter, a site through their school, or something else entirely, parents should continue to remind them about safe social media practices and should check in on their activity from time to time.

## Concerns about social media

A recent study showed that social media use can have risks and benefits for youth.

<http://pediatrics.aappublications.org/content/127/4/800.full.html>

## Risks

- **Cyberbullying and online harassment.** Using digital media to communicate false, embarrassing or hostile information about another person.
- **Sexting.** Sending or receiving sexually explicit messages or photos.
- **Facebook depression.** Depression that develops in teens and preteens who spend significant time on social media sites such as Facebook.
- **Privacy concerns.** Sharing too much information online.
- **Digital footprints.** Putting future job and college prospects in jeopardy by leaving a trail of inappropriate messages, pictures and videos that stay online.

## Benefits

It's not all bad though. Responsible use of social media allows teens and pre-teens to strengthen social connections, improve communication and technical skills and collaborate on homework and school projects. Some schools use blogs to help students improve writing skills and creativity. And many adolescents have become smart users of the Web to research their health concerns online anonymously and develop networks of people with similar concerns.

## Teach your kids skills to stay safe online

There are many websites that provide tips to help you keep your kids safe as they interact online. (See examples below)

Basic guidelines for parents include:

- Talk regularly to children about responsible social networking activity.
- Teach children to think before they post.





## Resources for Families

- Remind your child to be kind in their interactions.
- Work with your children to set privacy settings on each site.
- Tell children not to post their location or reveal personal information.
- Get your own account and follow or friend your child to monitor their activity.

Some sites provide an outline of a class or workshop parents can do with their kids to broaden their understanding of responsible social media use.

Author Scott Steinberg suggests that parents show their children their own social media accounts and discuss the following questions with their kids:

- What types of communication do you think social networks are best for?
- What kind of information do you hope to get from and share over social media sites?
- What kind of information is appropriate to share and what isn't?

[www.buffingtonpost.com/scott-steinberg/social-media-and-kids-b-2659434.html](http://www.buffingtonpost.com/scott-steinberg/social-media-and-kids-b-2659434.html)

- On line safety tips by age  
<http://www.bewebaware.ca/english/default.html>
- 13 Tips for Monitoring Kids' Social Media  
[www.parenting.com/gallery/social-media-monitoring-kids](http://www.parenting.com/gallery/social-media-monitoring-kids)
- How to Spy on Your Child Online  
[www.parenting.com/article/how-to-spy-on-your-child-online](http://www.parenting.com/article/how-to-spy-on-your-child-online)
- The Secret Life of Kids Online: What You Need to Know  
[www.parenting.com/article/kids-social-networking?page=0,1](http://www.parenting.com/article/kids-social-networking?page=0,1)
- Social Networking Tips  
[www.common sense media.org/advice-for-parents/social-networking-tips](http://www.common sense media.org/advice-for-parents/social-networking-tips)

### Find more tips on these sites

- How to keep your child safe using social media – Canadian Pediatric Society  
[http://www.caringforkids.cps.ca/handouts/social\\_media](http://www.caringforkids.cps.ca/handouts/social_media)
- Web safety resources by Royal Canadian Mounted Police  
<http://www.rcmp-grc.gc.ca/is-si/index-eng.htm>
- Privacy Commission of Canada's information about youth privacy  
[http://www.priv.gc.ca/youth-jeunes/index\\_e.asp](http://www.priv.gc.ca/youth-jeunes/index_e.asp)





## SAVE THE DATE

Public School Boards' Association of Alberta

## Governance Seminar for Public School Trustees

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**The Education Act: Policy Development Working Session**, with Eleanor Olszewski, Q. C. Partner and Amelia Pask Snook, Associate, MacPherson, Leslie & Tyerman LLP

**Boards will come away from this Seminar with:**

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

*Please bring or have electronic access to your current Board Policies, as you will be referring to these documents during the Seminar.*



Eleanor Olszewski, Q. C.



Amelia Pask Snook

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- Hana Marinkovic, Chief of Staff, Office of the Minister;
- Dr. Kris Wells, Assistant Professor, Department of Educational Policy Studies, University of Alberta;
- Dr. Marni Pearce & Nancy Petersen, The Society For Safe & Caring Schools & Communities;
- Grasslands Public Schools;
- Northern Lights School Division; and many others

**Friday Evening May 30<sup>th</sup> – Sunday June 01<sup>st</sup>** Facilitated by Wayne Hulley.  
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**Secretary Treasurer's Report**  
**For the Period Ending February 28, 2014**  
**Presented by Dennis Walsh, Secretary-Treasurer**

---

**Introduction**

In our year to date, for the period ending February 28, 2014, Northland School Division's operating costs are in line with the operating budget.

The Actual revenue of \$33,252,512 represents 54.67% of the November Revised Budget of \$60,903,359. Expenses of \$29,594,587 represent 48.42% of the November Revised Budget of \$61,222,635.

**Current Activity**

**Budget 2014-2015**

The preparation of the 2014-2015 is well underway. Revenues have been calculated, student numbers have been estimated and preliminary allocations to the schools and departments are in progress. A meeting with senior staff will be held this Friday to review the allocations and calculations to date, and to discuss Division initiatives and priorities. After this meeting, we make the necessary revisions to the budget framework and Mybudgetfile will be rolled out to the schools and individual departments for budget input.

**Human Resource and Financial Management System**

We are continuing to provide information and answer questions from the specialists with SRB in preparation for the upcoming system implementation. The initial implementations will begin in April with an estimated completion date of mid-May.

**Conclusion**

Our priorities over the next month will be the finalization of 2014 – 2015 Budget and providing input to SRB to ensure that our new Human Resource and Financial Management System is customized to Northland School Division's needs.



# STATEMENTS OF OPERATIONS

For the Period Ending February 28, 2014 (In dollars)

School Jurisdiction Code: 1280

	Actual 2011-2012 (Restated)	Actual 2012-2013	Actual YTD February 28 2013-2014	Budget 2013-2014 June Approved	Budget 2013-2014 Nov. Revised	Balance Remaining
<b>REVENUES</b>						
Alberta Education						
Other - Government of Alberta	\$37,455,386	\$37,200,087	\$17,774,095	\$35,840,506	\$36,676,777	\$18,902,681
Federal Government and First Nations	\$1,095,583	\$966,929	\$413,187	\$80,022	\$600,000	\$186,813
Other Alberta school authorities	\$20,845,936	\$20,862,392	\$12,138,919	\$21,459,628	\$20,293,271	\$8,154,352
Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0	\$0	\$0	\$0
Fees	\$0	\$0	\$0	\$0	\$0	\$0
Other sales and services	\$0	\$0	\$0	\$0	\$0	\$0
Investment income	\$565,572	\$656,887	\$1,690,241	\$1,730,185	\$1,597,785	(\$92,456)
Gifts and donations	\$39,891	\$10,292	\$33,325	\$10,000	\$10,000	(\$23,325)
Rental of facilities	\$693,754	\$665,555	\$100,595	\$247,964	\$222,878	\$122,282
Fundraising	\$1,000,651	\$973,522	\$438,433	\$1,052,648	\$1,052,648	\$614,215
Gains (losses) on disposal of capital assets	\$347,164	\$251,134	\$0	\$450,000	\$450,000	\$450,000
Other revenue	\$1,260	\$156,458	\$0	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	<b>\$62,045,197</b>	<b>\$61,743,256</b>	<b>\$33,252,512</b>	<b>\$60,870,953</b>	<b>\$60,903,359</b>	<b>(\$663,715)</b>
<b>EXPENSES</b>						
Certificated salaries						
Certificated benefits	\$21,544,783	\$21,031,068	\$10,413,133	\$21,442,507	\$21,352,159	\$10,261,931
Non-certificated salaries and wages	\$4,218,552	\$4,092,469	\$2,099,156	\$4,181,647	\$4,162,486	\$2,078,748
Non-certificated benefits	\$13,536,225	\$13,282,741	\$6,264,257	\$11,381,492	\$12,412,748	\$6,152,250
<b>SUB - TOTAL SALARIES AND BENEFITS</b>	<b>\$42,258,638</b>	<b>\$41,322,920</b>	<b>\$20,127,148</b>	<b>\$33,040,196</b>	<b>\$29,912,775</b>	<b>\$1,563,055</b>
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$7,030,325	\$16,458,786	\$16,218,764	(\$667,035)
Amortization of supported tangible capital assets	\$3,138,632	\$3,192,543	\$1,603,098	\$2,998,969	\$2,998,969	\$10,051,170
Amortization of unsupported tangible capital assets	\$995,957	\$1,609,872	\$831,865	\$1,027,049	\$1,027,049	\$1,446,688
Supported interest on capital debt	\$40,429	\$23,193	\$0	\$28,901	\$28,901	\$1,186,586
Unsupported interest on capital debt	\$650	\$433	\$0	\$784	\$784	\$28,901
Other interest and finance charges	\$4,690	\$29,008	\$2,152	\$8,000	\$8,000	\$784
Losses on disposal of tangible capital assets	\$33,167	\$67,735	\$0	\$0	\$0	\$5,848
Other expense	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL EXPENSES</b>	<b>\$62,676,435</b>	<b>\$61,695,864</b>	<b>\$29,594,587</b>	<b>\$60,568,331</b>	<b>\$61,122,635</b>	<b>\$32,765,962</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>(\$631,238)</b>	<b>\$47,392</b>	<b>\$3,657,924</b>	<b>\$302,622</b>	<b>(\$219,276)</b>	<b>(\$5,115,115)</b>
<b>EXPENSES</b>						
Instruction						
Plant operations and maintenance	\$40,504,149	\$39,872,808	\$18,492,291	\$38,500,949	\$39,261,126	53.01%
Transportation	\$9,968,293	\$9,696,288	\$5,092,864	\$8,952,583	\$9,029,030	49.12%
Administration	\$3,753,651	\$3,721,237	\$1,800,562	\$3,801,463	\$3,678,263	50.68%
External services	\$3,173,874	\$3,233,159	\$1,786,516	\$3,706,302	\$3,547,887	51.65%
<b>TOTAL EXPENSES</b>	<b>\$5,274,639</b>	<b>\$5,172,372</b>	<b>\$2,422,354</b>	<b>\$5,607,039</b>	<b>\$5,606,329</b>	<b>57.13%</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$62,674,606</b>	<b>\$61,695,864</b>	<b>\$29,594,587</b>	<b>\$60,568,316</b>	<b>\$61,122,635</b>	<b>52.54%</b>
	<b>(\$629,409)</b>	<b>\$47,392</b>	<b>\$3,657,925</b>	<b>\$302,636</b>	<b>(\$219,276)</b>	



Northland School Division  
Federal Accounts Receivable

3/12/2014

**Aged Summary**

Months Outstanding	ACFN	Indian Education Authority	Mikisew	Peerless Kateri First Nation	Bigstone	Chip Prairie	Lesser Slave Lake	Lubicon Cree	Indian Affairs	Woodland Cree	Aging by Month
Mar-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
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	(4,966.64)	-	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	(4,966.64)	-	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	-	-	-	-	-	-	-	-	-	67,172.94	67,173.34
May-13	-	-	-	-	-	-	-	-	-	67,172.94	67,173.34
Apr-13	-	-	-	-	-	-	-	-	-	67,172.94	67,173.34
Mar-13	-	-	-	-	-	-	-	-	-	67,172.94	67,173.31
Feb-13	-	-	-	-	-	-	-	-	0.37	67,172.94	37,757.62
Jan-13	-	-	-	-	-	-	-	-	4,822.02	32,935.60	7,172.94
Dec-12	-	-	-	-	-	-	-	-	-	-	-
Nov-12	-	-	-	-	-	-	-	-	-	-	-
Oct-12	-	-	-	-	-	-	-	-	-	-	-
Sep-12	-	-	-	-	-	-	-	-	-	-	-
Sep-11	-	-	-	-	-	-	-	-	-	-	-
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	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	809,243.64	3,697,863.95
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	2,010,079.84
30 days	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
60 days	(4,966.64)	-	249,482.56	(11,522.64)	36,357.46	(6,947.05)	-	(21,884.68)	47,167.92	103,485.51	391,172.44
90 days	(4,966.64)	-	249,482.56	(11,522.64)	-	(6,947.05)	-	(21,884.68)	47,170.92	103,485.51	354,817.98
120 days	(18,207.68)	-	274,489.60	(34,567.92)	-	(20,841.15)	-	(65,654.04)	151,500.68	176,109.45	462,828.94
180 days	1,653.88	-	236,979.04	-	-	-	-	-	0.04	67,172.94	305,805.90
181 - 365	1,653.88	-	-	-	-	-	-	-	0.04	67,172.94	68,826.86
1 yr - 2 yr	(31,054.80)	-	(94,335.00)	(13,133.60)	-	(3,431.60)	-	(9,426.40)	6,048.39	195,911.70	50,578.69
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	88,186.00	61,333.22	1,415,063.88	716,723.92	1,426,579.82	188,698.05	17,577.36	169,270.78	711,781.61	920,309.07	5,715,523.71
Long Term											
Total Aging	88,186.00	61,333.22	1,415,063.88	716,723.92	1,426,579.82	188,698.05	17,577.36	169,270.78	711,781.61	920,309.07	5,715,523.71



## Northland School Division No. 61

12-Mar-14

Accounts Receivable  
Federal Government and First Nations

	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
	13-14 Student Count Reg	E.C.S.										
Indian & Northern Affairs (INAC)	111	26	-	(0.00)	0.00	6,048.39	705,733.22	3.1	711,781.61	229,946.81	1,868.13	868.63
Lesser Slave Lake Regional Council	6	4	-	-	-	(0.00)	17,577.36	2.5	17,577.36	6,924.96	1,154.16	465.93
Bigstone Cree First Nation	360	26	-	(0.00)	0.00	-	1,426,579.82	2.1	1,426,579.82	695,111.18	1,868.13	868.63
Indian Education Authority Athabasca - Chip - Mikisew	0	0	61,333.22	-	-	-	-	-	61,333.22	-	-	-
	40	2	-	-	-	(31,054.80)	119,240.80	1.2	88,186.00	72,037.00	1,757.52	868.10
	138	8	-	0.00	-	(94,335.00)	1,509,398.88	5.7	1,415,063.88	249,482.56	1,757.52	868.10
Woodland Cree	54	3	-	-	(0.00)	195,911.70	724,397.37	8.9	920,309.07	103,484.91	1,868.13	868.63
Lubicon Cree First Nation (INAC)	72	11	-	-	(0.00)	(9,426.40)	178,697.18	1.2	169,270.78	144,060.29	1,868.13	868.63
Chipewyan Prairie First Nation (INAC)	57	8	-	0.00	0.00	(3,431.60)	192,129.65	1.7	188,698.05	113,432.45	1,868.13	868.63
Peartess Kateri First Nations (INAC)	201	21	-	-	(0.00)	(13,133.60)	729,857.52	1.8	716,723.92	393,735.36	1,868.13	868.63
<b>Total Outstanding</b>	<b>1039</b>	<b>109</b>	<b>61,333.22</b>	<b>(0.00)</b>	<b>0.00</b>	<b>50,578.69</b>	<b>5,603,611.80</b>		<b>5,715,523.71</b>			

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

0.00



**BOARD OF TRUSTEES**

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

**DATE: MARCH 20, 2014**

**PRESENTED BY:** DON TESSIER, ASSOCIATE SUPERINTENDENT OF SCHOOLS

**SUBJECT:** PROCEDURE 320, FINANCIAL SUPPORT FOR EDUCATION PLACEMENT  
OUTSIDE OF THE DIVISION

---

**ORIGINATOR:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

<b>RECOMMENDATION</b>
That the Board of Trustees approve housekeeping changes to Procedure 320, Financial Support for Education Placement Outside of the Division, as attached.

\*\*\*\*\*

**BACKGROUND**

During discussions regarding the revision of the Boarding Home Manual, it was evident that certain areas of the Procedure required updating. Once approved, the revised procedure will be incorporated into the Boarding Home Manual.



## Procedure 320

### Financial Support For Education Placement Outside Of The Division

#### Background

It is the intent of the Board to educate their students within their own schools. However, the Board also accepts that there may be students who need to leave the jurisdiction in order to have their particular or exceptional educational needs met.

For these students, the Board will implement a program providing financial support to cover the student's educational and/or boarding costs outside of the home community. These specific or exceptional educational needs will need to be identified formally, and it must be demonstrated clearly that the Division cannot, in any way, accommodate these students within its own system. Any such educational placements must have parent/guardian support and approval.

It is the shared responsibility of the parents, school principal, Local School Board Committee and the Superintendent or designate to determine the eligibility of a student for placement in another school jurisdiction and ensure the educational needs of that student are met.

The Division also recognizes the need to provide support for certain courses for high school students residing outside of the Division who are not boarding home students.

#### Procedures

1. Prior to a student being considered for financial support for an out of division placement, the applicant must be:
  - 1.1 a registered resident student within the Division for a minimum of one year

It must be clearly demonstrated that the division cannot in any way provide for the needs of the student.





## Procedure 320

### Financial Support For Education Placement Outside Of The Division

2. Students requesting funding who are not boarding home students must have the principal of the school they are attending contact the Superintendent requesting assistance and provide the following information:
  - 2.1. Provide the name of the course being requested, along with associate costs,
  - 2.2. Provide the circumstances for the request,
  - ~~2.3. Credits earned must be reported in such a way that the Division claims the course through SIS~~
  - 2.4. Transcript must be sent to the Divisional office.
3. General

In addition to the guidelines set out later in this document, the following general guidelines also apply:

- 3.1 Application forms for the Boarding Home program are available at the student's home school or at the Northland School Division Central Office.
- 3.2 Boarding allowances, if approved, will be provided at Divisional rates, which may be changed from time to time by the Board at its discretion.
- 3.3 In some cases a conveyance allowance may be recommended for student educational placement rather than a boarding allowance. The conveyance allowance, if approved, will be at Divisional rate.
- 3.4 All educational placement applications that have Local School Board Committee recommendation of approval must be received in Divisional Office by June 30, for first semester and November 30 for second semester.
- 3.5 Any educational placement application that is denied will receive a follow-up response and the parent(s) of the student may exercise their right to appeal the denial of the application by the Board pursuant to article ~~3.9~~ **4.9** set out below.



## Procedure 320

### Financial Support For Education Placement Outside Of The Division

- 3.6 Applications must be made and approved on a yearly basis (even if a student received a boarding allowance the previous year).
4. High School Students
  - 4.1 Every attempt shall be made to educate children in their home schools and regular classrooms.
  - 4.2 Applications shall be made by the parent/guardian to the local principal and Local School Board Committee for review and recommendation prior to submission to Central Office. Following that, applications will then be reviewed and assessed by the **Board Superintendent or designate.**
  - 4.3 The Board accepts applications from individuals who are younger than 20 and living on their own.
  - 4.4 Dependent students living with parents/guardians, ~~or independent students younger than 20~~, who have relocated outside of the jurisdiction are not eligible for the boarding home program.
  - 4.5 Applications shall include:
    - 4.5.1 The previous year's report card and attendance record for the applicant.
    - 4.5.2 The educational program sought by the student.
    - 4.5.3 Confirmation from the principal that the required courses are not available at the home school through regular instruction or distance education.
    - 4.5.4 Other factors that require the student to move from the home community.
  - 4.6 Before presenting the application to the Local School Board Committee, the principal shall ensure that:
    - 4.6.1 All supporting documents accompany the application
    - 4.6.2 The school cannot in any way provide for the needs of the students.





## Procedure 320

### Financial Support For Education Placement Outside Of The Division

- 
- 4.7 Applications for boarding home allowance for high school students must be recommended by the Local School Board Committee after considering the boarding home policy and procedures, the educational program at the school and the submission of supporting documents required. Any decisions of the Local School Board Committee (approval or denial) shall be made by motion.
  - 4.8 The local school principal shall forward the application, along with the supporting documentation and the motion or recommendation of the Local School Board Committee to the Superintendent or designate who will review the application for approval or denial. Notification of the decision in writing shall be provided to the independent student or the parents/guardians of students who are dependent.
  - 4.9 In the event of a denial the parent/guardian/independent student may appeal the decision to the Education Committee of the Board. Letters of appeal should be sent to the Superintendent or designate.
  - 4.10 Should the boarding home application be approved, parents/guardians/independent students will make the selection of the boarding home, assisted by local Northland staff if requested.
  - ~~4.11 The student's program of studies shall be approved by the home school principal and by the parent/guardian/independent student annually with copies to Divisional Office~~
  - 4.12 In accordance with the *School Act*, Section 12, subsection (a) and (b), the Superintendent or designate has the authority to monitor the student's academic progress each reporting period and school attendance on a monthly basis. Records will be kept by the home school, as well as by the Divisional Office.
  - 4.13 If a student fails to demonstrate and maintain personal academic progress and/or good attendance, parents/guardians/independent students shall be provided with written notification of a 30 day probation placement. Within 30 days probation, if progress in attendance and academics is not noted, the Board shall terminate boarding allowance within two weeks. Once terminated, application



## Procedure 320

### Financial Support For Education Placement Outside Of The Division

will be suspended from the Boarding Home Program for a period of time, anywhere from one semester to one school year.

- 4.14 If there is no high school program in the home school, special consideration will be given to students who are not carrying a full course load. Every student has the right to succeed, therefore, during the students' last year of high school and upon approval of the Local School Board Committee, the student may be allowed to carry less than a full course load to fulfill the requirements for graduation.
- 4.15 Where the student comes from a community with no high school program and upon approval from the Local School Board Committee, a student may apply for funding when registered in an E-Learning program. Students opting for E-Learning will not be considered unless they have exhausted all other avenues to complete a regular Grade 12 program. A student must have accumulated at least 80 high school credits towards graduation before they are considered for entrance into an E-Learning program.
5. Students with Exceptional Needs
  - 5.1 Every attempt shall be made to educate children in their home schools and in their regular classrooms.
  - 5.2 The need for special educational placement of a student outside of the home school is recognized as a viable option, provided placement is based on completed formal assessments and parent/guardian/teacher support and is at the discretion of the Board.
  - 5.3 Placement of students with exceptional needs must be requested by the parent/guardian in writing Local School Board Committee for review and recommendation prior to submission to Divisional Office.
  - 5.4 In the event of a denial, the parent/guardian may appeal the decision to the Education Committee of the Board.
  - 5.5 In accordance with the *School Act*, Section 12, subsection (a) and (b), the Superintendent or designate has the authority to monitor educational progress and personal development of students placed

**Procedure 320****Financial Support  
For Education  
Placement Outside  
Of The Division**

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outside the Division under the Boarding Home Program, and will be formally monitored by the Superintendent or designate and the home school.

- 5.6 The Principal shall report the student's attendance to the Local School Board Committee on a monthly basis and report to the child's academic progress after report cards/individual program plans have been issued and reviewed.



## **BOARD OF TRUSTEES**

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

**DATE: MARCH 20, 2014**

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

**SUBJECT:** MEMORANDUM OF AGREEMENT BETWEEN NORTHLAND SCHOOL  
DIVISION AND THE ALBERTA TEACHERS ASSOCIATION

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**ORIGINATOR:** DENNIS WALSH, SECRETARY - TREASURER

### **RECOMMENDATION**

That the Board of Trustees recommend approval and ratification of the Memorandum of Agreement reached between Northland School Division No. 61 and the Alberta Teachers Association on November 8, 2013, as attached.

\*\*\*\*\*

### **BACKGROUND**

The teachers ratified the changes to the Memorandum of Agreement on February 12, 2014.

### **CURRENT SITUATION**

Upon ratification of the Memorandum of Agreement, Northland will prepare the final draft of the Collective Agreement (effective September 1, 2012 – August 31, 2016) which will be forwarded to the ATA for ratification. The ATA will be notified immediately upon ratification of the Memorandum of Agreement.

In the matter of collective bargaining between  
NORTHLAND SCHOOL DIVISION NO. 61  
and  
THE ALBERTA TEACHERS' ASSOCIATION

MEMORANDUM OF AGREEMENT – November 8, 2013

*This document is a collective agreement between the parties, and the following terms of agreement shall be binding on the parties in the event of any dispute. All other terms of any previous collective agreement shall be null and void. Any amendments to this agreement shall be in writing and signed by both parties.*

1.2 The term of this agreement shall be from ~~September 1, 2007 to August 31, 2012~~. **September 1, 2012 to August 31, 2016** Unless otherwise specified, the provisions of this agreement shall be effective ~~September 1, 2007~~ **2012**

1.2.1 This agreement continues to be in force after **August 31, 2016** and shall remain in effect until such time as a new agreement is reached.

5.2.1 **Salary Grid**

Apply 2% on September 1, 2015

A one-time lump sum payment of 1% of the annual salary as set out in the collective agreement in effect as of November 15, 2015 will be paid to all teachers on contract as of that date and paid no later than the end of December 2015.

Increase amounts in clauses 5.3, 6.1.1, 7.1.2, 7.1.3, 7.3.1, 7.4.1 by 2% September 1, 2015

3.4 Wherever possible, teachers on ~~first-year~~ **probationary** contracts shall be notified by the Board prior to May 31 of the current school year whether they will be offered a continuing contract.

6.2. Upon ratification, subject to prior approval by the superintendent, the Board shall reimburse teachers' tuition fees for a university, college, or language course (Cree and Chipewyan language) completed to a maximum of 75 per cent, effective upon ratification. Proof of successful course completion shall be provided by the teacher. Teachers on Education Leave are not eligible for reimbursement under this clause.

7.1.1 Effective **September 1, 2014**, the formula for computing principals' allowances for the school year shall be on the basis of the Alberta school foundation fund total pupil count including eligible and ineligible pupils as of September 30 in that school year, with ECS/~~playschool~~ pupils counting as  $\frac{1}{4}$ -full pupils.

Move 7.3.4 Fort McKay location allowance to 7.3.1

**FILED IN  
DOCUSHAPE**

**NEW 7 Acting principals shall be paid an acting principal allowance in accordance with Board Procedure 413.**

8.2.3 Amend as per Letter of Understanding 2011 02 24.

**8.2.4** Upon ratification, clause 8.2.2 shall not apply if the teacher submits satisfactory written evidence or proof of application to the Board within 90 calendar days of commencement of the school year or from the date of commencement of employment that failure to comply was not the fault of the teacher.

8.3 Teachers will not be eligible for ~~prorata allowance~~ payment of part years.

9.2.1 Leaves taken under clauses 10.1, 10.2, 10.3 and the health-related portion of clause 10.4 shall be counted as days taught for the purpose of this clause.

~~Effective date is the first of the month following ratification. However, it is understood that all teachers currently on maternity leave will have the September 1, 2007 clause 9.2.1 terms apply.~~

10.1.5 Upon ratification, at the beginning of the ~~third~~ second full year of continuous employment with the Board, and provided continuity of employment is not broken, a teacher shall be granted 90 calendar days of sick leave credits. All accumulated but unused sick leave shall be cancelled.

**10.2 Change in title Paternity Leave to Birth/Adoption Leave**

10.2.2 ~~Such leave shall be debited against the teacher's cumulative sick leave.~~

10.3.1 Upon ratification, the Board shall grant a leave of absence with pay to a teacher who is absent due to the teacher's child, parent, or spouse requiring medical care up to a maximum of:

- ~~(a) for a teacher eligible for sick leave under 10.1.5— 10 days per school year~~
- ~~(b) for a teacher eligible for sick leave under 10.1.1— 8 days per school year.~~

**Notwithstanding the above a teacher under clause b who requires additional time upon application to the superintendent may be granted up to extra days per school year. Leaves will not be unreasonably denied.**

10.6.1 A teacher shall be granted leave of absence with pay for attendance of:

- (a) up to five teaching days ~~per year~~ because of critical illness of an immediate relative, resident in Alberta.
- (b) up to five teaching days because of death of an immediate relative, resident in Alberta.
- (c) up to seven teaching days ~~per year~~ because of critical illness of an immediate relative, resident outside of Alberta.
- (d) up to seven teaching days because of death of an immediate relative, resident outside of Alberta.
- (e) leaves taken under (a), (b), (c) or (d) above must be taken during the time of the actual occurrence of the critical illness, death or funeral.



**10.7.1** Effective September 1, 2014 upon application to the principal or his designate, leave of absence for private business ~~may~~ will be granted to a teacher by the superintendent of schools, subject to the operational requirements of the school having regard to all circumstances and the interest of the school, for up to two days per school year. Leave granted shall be at full salary.

**10.8.1** Teachers shall be granted leave of absence with pay providing the Board is reimbursed for the cost of the substitute as per the daily rate in clause 5.3 plus employer portion of statutory benefit contributions to attend legislative, executive, committee or other meetings of the Association.

**11.1.1** Upon ratification, subject to the provisions of the master policy, participation in the ASEBP plans listed in 11.1 shall be a condition of employment for all teachers. Notwithstanding the above, where there is a duplication of benefits because the spouse of a teacher has the benefit plans or similar plans as outlined in clause 11.1, the teacher shall be exempt from the condition of employment. ~~In the case where the spouse is a teacher or employed in another capacity with the Board, the couples have the option of choosing whose cheque their benefits will be deducted from, or either spouse may select single coverage only, but not a combination of family and single coverage.~~

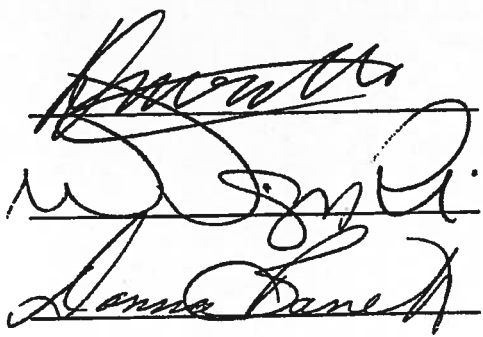
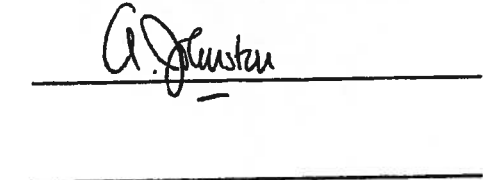
**11.1.2** (a) Notwithstanding clause 11.1.1, every teacher shall be entitled to coverage under clause 11.1 (a) and (b).

**11.5** HSA annual contributions shall be:  
Effective September 1, 2012 \$825  
Effective September 1, 2014 \$850

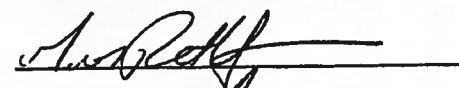
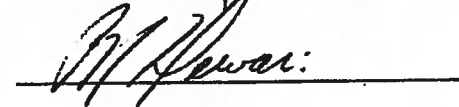
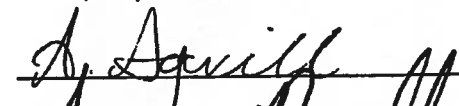
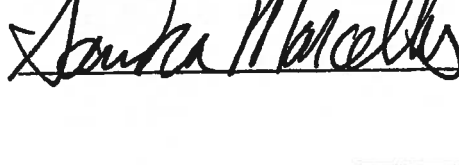
In witness thereof, the parties hereto execute this agreement by affixing hereto the signature of their proper officers on their behalf.

Signed in Edmonton this 8 day of November 2013.

On behalf of the Northland No 61

  
\_\_\_\_\_  
  
\_\_\_\_\_

On behalf of the Alberta Teachers' Association:

  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_

**BOARD OF TRUSTEES**

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

**DATE: MARCH 20, 2014**

**PRESENTED BY:** DON TESSIER, ASSOCIATE SUPERINTENDENT

**SUBJECT:** APPLICATION FOR AN OUTREACH PROGRAM – BILL  
WOODWARD SCHOOL

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**ORIGINATOR:** EDUCATION COMMITTEE

<b>RECOMMENDATION</b>
That the Board of Trustees approve the application for an Outreach Program at Bill Woodward School, as attached.

\*\*\*\*\*

**BACKGROUND:** The community has identified a need for an Outreach Program for the Bill Woodward School.

This program would be housed on the Fort McMurray First Nations reserve.

Attached is a copy of Procedure 201, Outreach Programs.

**CURRENT SITUATION:**





## APPLICATION TO OPERATE A NEW OUTREACH PROGRAM

An outreach program is a program offered by a school to provide a basic education for funded students who are unable to attend or benefit from a regular school program. For the program requirements, refer to the *Funding Manual for School Authorities* Part 1, Section 1.3.

**School Jurisdiction:** Northland School Division No. 61  
Name and Code of School Jurisdiction

**Superintendent:** Dr. Donna Barrett

**Name of Outreach Program:** Gregoire Lake Outreach

**Grades Offered:** 10-12

**Principal Responsible for Outreach Program:** Geoff Petley-Jones

**Telephone Number of Outreach Program:** \_\_\_\_\_  
Include Area Code

**Fax Number of Outreach Program:** \_\_\_\_\_  
Include Area Code

**Physical Location of Outreach Program (Address):** The outreach will be housed at the Keyano College building

**Mailing Address of Outreach Program** (If different from address above): \_\_\_\_\_

School boards intending to offer an outreach program must identify a stand-alone facility for each program and apply for a unique school code. Boards must ensure that the building used for the program meets and will continue to meet all applicable local and provincial health, safety and building standards. Please provide a program plan on page 3 of this form. A copy of the board policy regarding Outreach Programs must be attached to this form. Board policy must be consistent with conditions as outlined in the *Funding Manual for School Authorities*, (Section 1.3).

# Outreach Program Description

## Rationale for the Outreach Program Application:

**Note:** Prior to making an application superintendents should consider how they might meet the needs of these students through existing funding sources, modifications to existing school programs, and partnerships with other school jurisdictions and community service agencies.

**Please provide the following information to complete your application and attach a program plan.**

1. Describe the unique needs of the student population that the program will serve and the grade levels offered.  

The outreach will be located on Fort McMurray First Nation, which is located outside of Fort McMurray. The community has a population of approximately 400 residents. Students attend school in Anzac which is located 5 minutes from the reserve. Many of the students attendance drops as they enter the higher grades.
2. How will the program serve students who could not be served at a traditional school setting? Describe the type of programming that would be offered, such as Alberta Distance Learning (ADL) courses and the method of evaluation that will be used for students and for the program.  

The outreach will be desinged to support a positive holistic environment. Students will have to meet agreed upon standards regarding attendance, behaviour and their learning. Majority of courses will be offered by Alberta Distance Learning with local instruction and assessment provided by qualified teachers.
3. What connections has the program made or is the program planning to make with other service organizations to demonstrate and enhance community support and involvement for the program?  

Chief and Council of Fort McMurray First Nation met with the Anzac/Bill Woodward LSBC last year to discuss ways to have school-aged youth who are not attending school or have dropped out to become more successful in school environments. It was decided at that time that an outreach school would be the best course of action.
4. What additional supports will be offered to assist these students in becoming successful community members (e.g., counselling; anger management, time management, etc.)?  

Our other Outreach Program has developed an excellent reputation for providing additional support for students attending an Outreach program. These supports include

  - Totally personalized learning plans
  - Counseling support
  - Access to behavioral and educational testing
  - Comprehensive character education program
  - Comprehensive career development program
  - Experiential education programs (camps, skiing, educational trips)
  - Integration of community support services

5. How far away is the program located from another outreach program?

The closest outreach in our school division is located in Wabasca (3.5 hour drive). However Fort McMurray also has an outreach that is located in the Thickwood area of Fort McMurray (50 minutes away depending on traffic).

6. Does the jurisdiction offer other Outreach Programs? If so, please provide the name(s) of the other outreach program(s).

Northland School Division currently has one Outreach Program located in the Wabasca area - Career Pathways Outreach School.

7. What is the potential to partner with another jurisdiction to offer the outreach program?

The Career Pathway School in Wabasca has established a partnership of sharing expertise and experience with Northern Lights School Division. This partnership is strictly informational sharing only. Since many of these students have not been successful in the Fort McMurray Outreach or Public/Catholic Schools, the thought is that students might be more willing to attend at the outreach on the reserve as it will be close to home.

8. Has the board passed a motion to establish an outreach program and developed a policy for the outreach program (please attach a copy of the board motion and the policy)?

The Board has not passed a motion as of yet, but will be doing so on March 18th. We have discussed it at length on numerous occasions with chief and council of Fort McMurray first nation.

9. Describe and name the stand-alone facility in which the outreach program will be located. Attach a health and safety inspection or indicate when these will be completed.

The facility will be located inside the Keyano College satellite campus on Fort McMurray First Nation. A health and safety inspection will be completed once final approval has been granted.

**Note: Alberta Education will not automatically approve all applications for new Outreach Programs. The applicant must clearly establish that:**

- 1) The jurisdiction has a reasonable number of students with extraordinary needs, and;
- 2) The only reasonable way to meet these needs is through establishment of an Outreach Program.

Please also note that a Field Services manager will conduct an on-site visit to confirm the implementation of the approved program.

For further information about establishing an outreach program, please refer to the *Outreach Programs Handbook* (<http://www.education.gov.ab.ca/educationsystem/OutreachProgHandbook.pdf>)



*DECLARATION:*

**I declare this program will be offered in accordance with the requirements identified in the Funding Manual for School Authorities.**

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**Superintendent**

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**Date***RECOMMENDED FOR APPROVAL:*

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**Reviewer (Education Manager)**

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**Date***APPROVAL FOR OUTREACH PROGRAM:*

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**Director**

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**Date****Submit to:**

**Zone Services Branch  
Alberta Education  
9<sup>th</sup> Floor, 44 Capital Boulevard  
10044 - 108 Street  
Edmonton, Alberta  
T5J 5E6**

**Procedure 201****Outreach Programs**

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**Background**

It is recognized that not all students are able to be successful in a traditional school environment for a wide variety of reasons. An outreach program is an alternative learning program for potential and early school leavers that will enable them to complete their high school program. It offers a holistic approach to education by considering the student's total needs.

**Procedures**

1. The superintendent shall ensure that any outreach program that is established will adhere to the guidelines and requirements of Alberta Education Policy governing Outreach Programs. A copy of the policy may be obtained from the Alberta Education website.
2. The teachers in outreach programs will establish and operate with appropriate expectation regarding attendance, performance and behavior. These will be detailed in the local school handbook.
3. Potential students may be identified by school administrators, community agencies, parents or self-referral.
4. Potential student participants will complete an application form and be accepted into the outreach program through an interview process.
5. The hours of operation may be established to accommodate individual students' needs. Working hours, family commitments and personal circumstances will be considered on an individual basis and monitored closely.
6. Individual student programs or contracts with appropriate time lines will be developed with each student for the completion of courses. These will be signed by the student and the teacher and placed in the student's file.
7. It is expected that a student would complete a minimum of two courses per year.





**BOARD OF TRUSTEES**

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

**DATE: MARCH 20, 2014**

**PRESENTED BY:** DON TESSIER, ASSOCIATE SUPERINTENDENT

**SUBJECT:** APPLICATION FOR AN OUTREACH PROGRAM – KATERI SCHOOL

**ORIGINATOR:** EDUCATION COMMITTEE

<b>RECOMMENDATION</b>
That the Board of Trustees approve the application for an Outreach Program at Kateri School, as attached.

\*\*\*\*\*

**BACKGROUND:** The community has identified a need for an Outreach Program in Kateri School.

This program would be housed in the vacant Head Start trailer, and is ready to use.

Attached is a copy of Procedure 201, Outreach Programs.

**CURRENT SITUATION:**



## APPLICATION TO OPERATE A NEW OUTREACH PROGRAM

An outreach program is a program offered by a school to provide a basic education for funded students who are unable to attend or benefit from a regular school program. For the program requirements, refer to the *Funding Manual for School Authorities* Part 1, Section 1.3.

**School Jurisdiction:** Northland School Division No. 61 (1280)  
**Name and Code of School Jurisdiction**

**Superintendent:** Dr. Donna Barrett

**Name of Outreach Program:** Kateri Outreach Program

**Grades Offered:** Grade 9 - 12

**Principal Responsible for Outreach Program:** Mr. Bill Sewepagaham

**Telephone Number of Outreach Program:** 1-780-869-3990

**Fax Number of Outreach Program:** 1-780-869-3833  
**Include Area Code**

**Physical Location of Outreach Program (Address):** P.O. Box 40, Trout Lake, Alberta T0G 2N0

**Mailing Address of Outreach Program (If different from address Above):** Same As Above

School boards intending to offer an outreach program must identify a stand-alone facility for each program and apply for a unique school code. Boards must ensure that the building used for the program meets and will continue to meet all applicable local and provincial health, safety and building standards. Please provide a program plan on page 3 of this form. A copy of the board policy regarding Outreach Programs must be attached to this form. Board policy must be consistent with conditions as outlined in the *Funding Manual for School Authorities* (Section 1.3).



# Outreach Program Description

## Rationale for the Outreach Program Application:

**Note:** Prior to making an application superintendents should consider how they might meet the needs of these students through existing funding sources, modifications to existing school programs and partnerships with other school jurisdictions and community service agencies.

Please provide the following information to complete your application and attach a program plan.

1. Describe the unique needs of the student population that the program will serve and the grade levels offered.

Trout Lake is an unincorporated community in northern Alberta within the Municipal District of Opportunity No. 17, located 48 Kilometers east of Highway 88, 230 Kilometers northeast of Peace River.

The community is a small Cree Settlement with an approximate population of 400 residents. The local school (Kateri School) offers programming from Kindergarten to Grade 12 under the authority of Northland School Division No. 61. There are approximately 90 students enrolled at the school.

The majority of the 90 students are second language learners with Cree being the primary language spoken at home.

Northland School Division is in the third year of a comprehensive literacy initiative designed to improve reading, writing and mathematics skills. Although there are already indications of literacy growth at all grade levels, particularly at the lower elementary grades, there are still a significant number of students who are considered delayed learners. Students with identified learning needs receive educational supports like small group instruction and learning support services offered by the Learning Services Team out of Peace River.

Although elementary attendance patterns are excellent (i.e. mid-eighties to low nineties), upper Junior and Senior High attendance rates are fair to poor with an average attendance of fifty to sixty percent thus far in the 2013-2014 school year. Over the past five years, attendance patterns for high school students remain poor. Combined with significant delays in learning and low attendance rates, high school drop-out rates are very high. An alarming rate of student disengagement is occurring as student approach grade 9 and transition into high school.

At the present time, there are approximately 30 school-aged youth in the 14 to 19 age group who have essentially left the school system and remain at home. While the majority of these students are male there are a significant number of the females who are young mothers.

These early dropouts and school-leavers do not have the means or the opportunity to leave the community. They are community-bound with limited life options. Typically they are unemployed and unemployable in a small community with little likelihood of employment what-so-ever. For these early dropouts the future appears bleak.

2. How will the program serve students who could not be served at a traditional school setting? Describe the type of programming that would be offered, such as Alberta Distance Learning (ADL) courses and the method of evaluation that will be used for students and for the program.

### **Background**

The Kateri Outreach School will be modeled after the very successful *Career Pathways Outreach School* in Wabasca. *Career Pathway School* offers upgrading/remedial support programming to over 40 students integrating Alberta Education curriculum with counseling support, strong career development guidance and experiential education programming.

### **Program Philosophy**

The Kateri Outreach program will be designed and implemented in a manner that supports a positive holistic environment whereby students are welcomed and accepted for who they are. Eligible students will meet agreed upon standards regarding attendance, behavior and their learning.

The Kateri Outreach program will focus on the whole individual including academic, social and emotional development. Students will be treated as individuals within a greater community. Community and culture will be key aspects of the learning environment. Learning will be hands on, self-paced with timely feedback and high expectations. The program will also be varied offering flexibility, choice and meaningful experiences (i.e. field trips, land-based learning).

### **Program, Course Delivery and Outreach Program Learning Environment**

Course delivery will be primarily through Alberta Distance Learning with local instruction and assessment support provided by qualified teachers. There is an expectation that students write provincial achievement and diploma exams.

### **Outreach Learning Environment**

The Kateri School Outreach Program will use aspects of the *Circle of Courage* program (Dr. Martin Brokenleg ). Key elements of the outreach learning environment will emphasize/focus on -

- Small achievable steps for students
  - Cultural traditions will support all aspects of school environment and school and individual goals.
  - Regular attendance is expected; absences of more than three days will trigger an agreed upon process i.e. call or visit home etc.
  - Students are required to learn and demonstrate their learning – attendance is not enough.
  - Students are required to be a positive part of the community
  - Outreach staff will find innovative ways to involve parents – i.e. rather than parent teacher interviews have a parent student dinner cooked by the students and have informal discussions and sharing.
  - A regulated part of the morning will be devoted to CORE subjects. Students will choose the course or courses they learn in this time period with the guidance of their teacher.
  - CTS, language and formal cultural learning generally will take place in the afternoon. There will be emphasis placed on hands on learning – music, photography, and cooking, child care combined with land-based learning opportunities.
3. What connections has the program made or is the program planning to make with other service organizations to demonstrate and enhance community support and involvement for the program?

The Kateri School LSBC has requested the establishment of an alternative program to better meet the educational and social needs of a growing number of school-aged youth, who have, for various reasons, dropped out of school. The Kateri School LSBC has recently passed a board motion requesting the establishment of an outreach program in the community for the 2014-2015 school year.

This program is being established in partnership with the community of Trout Lake and the Northland Local School Board Committee. The Northland Corporate Board also endorses an outreach program in Trout Lake.

### **Local and Regional Partnerships**

The Kateri Outreach School will have a strong foundation of support from the following local/regional agencies and resources:



- Peerless Lake / Trout Lake First Nations
- MD of Opportunity No. 17
- Kweskipia Kipimatsowin Human Development program
- Elders, cultural leaders and instructors
- Community Nurse
- Local RCMP
- Peerless / Trout Lake FN Mental Health Services - Addiction programs
- Trout Lake Local Daycare

At the present time, there are a number of vacant buildings in Trout Lake that could be used as an Outreach School. One of the vacant buildings is across the yard from Kateri School. The building itself is ideally suited for an alternative school and permission to use the structure has not yet been granted by the Local School Board Committee or community authorities.

4. What additional supports will be offered to assist these students in becoming successful community members (e.g., counselling; anger management, time management, etc.)?

Our other Outreach Program has developed an excellent reputation for providing additional support for students attending an Outreach program. These supports include:

- Totally personalized learning plans
- Counseling support (BSW)
- Access to behavioral and educational testing
- Comprehensive character education program
- Comprehensive career development program
- Experiential education programs (camps, skiing, educational trips)
- Integration of community support services

The Kateri Outreach Program will partner with our Career Pathway School in Wabasca. Although the Kateri Outreach Program will not have immediate access to resources that are plentiful in the much large community of Wabasca, resources and expertise will be shared.

5. How far away is the program located from another outreach program?

The closest outreach program is located in Wabasca, Alberta (3.5 hour drive).

6. Does the jurisdiction offer other Outreach Programs? If so, please provide the name(s) of the other outreach program(s).

Northland School Division currently has one other Outreach Program located in the Wabasca area – Career Pathways Outreach School.

7. What is the potential to partner with another jurisdiction to offer the outreach program?

The Career Pathway School in Wabasca has established a partnership of sharing expertise and experience with Northern Lights School Division. This partnership is strictly information sharing only.

The potential to partner with another jurisdiction to offer the outreach program in Trout Lake is remote. As mentioned previously in this report, the community of Trout Lake is somewhat remote from larger rural communities. Access to potential partners is unlikely at best.

8. Has the Board passed a motion to establish an outreach program and developed a policy for the outreach program (please attach a copy of the board motion and the policy)?

Attached is a copy of the board minutes with an accompanying motion to support the application for the establishment of an outreach program in Trout Lake, Alberta.

#### Board Motion and Date

9. Describe and name the stand-alone facility in which the outreach program will be located. Attach a health and safety inspection or indicate when these will be completed.

The facility is located on the site of Kateri School in Trout Lake. The building is currently under renovation. A health and safety inspection will be done once renovations are complete.

Note: The application is accompanied by community letters of support and the Fire, Health and Safety Inspection, and pictures of the site.

## Kateri School Outreach Budget Estimated Proposed:

### Income:

Outreach Funding Grant:	\$ 60,000.00
Per pupil grant (15 students X \$5158)	\$ 77,370.00
Special Education (projected)	<u>\$ ?????? (unknown)</u>
Sub Total	\$

### Expenses:

Staffing: Instructional Cost	
Certified Teacher	\$108,471.00
Educational Assistant	\$ 48,000.00
Counseling Services	\$ 22,000.00
Rent:	\$ 0.00 (site provided)
Testing/Consulting	\$ 3,000.00
Curriculum Texts/ Support Materials	\$ 12,000.00
Utilities	\$ 12,000.00
Telephone/Internet	\$ 2,700.00
Photocopying	\$ 5,000.00
Student Supplies	\$ 10,000.00
Postage	\$ 300.00
Incentives/Awards Program	\$ 10,000.00
Licensing (Software/Online Resources)	<u>\$ 5,000.00</u>
Sub Total	\$238,471.00

### Start-up Expenses:

Furnishings	\$ 3,000.00
Computers (10)	\$ 12,000.00
TV/DVD/VCR	\$ 5,000.00
Advertising (for positions)	\$ 0.00 (provided)
Media System	\$ 5,000.00
Transportation	\$ 0.00 (provided)
Discretionary Supplies	<u>\$ 3,000.00</u>

Sub Total                      \$ 28,000.00

Grand Total                    **\$266471.00**



**Note: Alberta Education will not automatically approve all applications for new Outreach Programs.**

**The applicant must clearly establish that:**

- 1) The jurisdiction has a reasonable number of students with extraordinary needs, and;**
- 2) The only reasonable way to meet these needs is through establishment of an Outreach Program.**

Please also note that a Field Services manager will conduct an on-site visit to confirm the implementation of the approved program.

For further information about establishing an outreach program, please refer to the *Outreach Programs Handbook* (<http://www.education.gov.ab.ca/educationsystem/OutreachProgHandbook.pdf>)

**DECLARATION:**

I declare this program will be offered in accordance with the requirements identified in the Funding Manual for School Authorities.

*Donna Lane*  
Superintendent

*Feb 22/14*  
Date

**RECOMMENDED FOR APPROVAL:**

\_\_\_\_\_  
Reviewer (Education Manager)

\_\_\_\_\_  
Date

**APPROVAL FOR OUTREACH PROGRAM:**

\_\_\_\_\_  
Director

\_\_\_\_\_  
Date

**Submit to:**

Zone Services Branch  
Alberta Education  
9<sup>th</sup> Floor, 44 Capital Boulevard  
10044 – 108 Street  
Edmonton, Alberta  
T5J 5E6





**Procedure 201****Outreach Programs**

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**Background**

It is recognized that not all students are able to be successful in a traditional school environment for a wide variety of reasons. An outreach program is an alternative learning program for potential and early school leavers that will enable them to complete their high school program. It offers a holistic approach to education by considering the student's total needs.

**Procedures**

1. The superintendent shall ensure that any outreach program that is established will adhere to the guidelines and requirements of Alberta Education Policy governing Outreach Programs. A copy of the policy may be obtained from the Alberta Education website.
2. The teachers in outreach programs will establish and operate with appropriate expectation regarding attendance, performance and behavior. These will be detailed in the local school handbook.
3. Potential students may be identified by school administrators, community agencies, parents or self-referral.
4. Potential student participants will complete an application form and be accepted into the outreach program through an interview process.
5. The hours of operation may be established to accommodate individual students' needs. Working hours, family commitments and personal circumstances will be considered on an individual basis and monitored closely.
6. Individual student programs or contracts with appropriate time lines will be developed with each student for the completion of courses. These will be signed by the student and the teacher and placed in the student's file.
7. It is expected that a student would complete a minimum of two courses per year.



**BOARD OF TRUSTEES**

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

**DATE: MARCH 20, 2014**

**PRESENTED BY:** DON TESSIER, ASSOCIATE SUPERINTENDENT

**SUBJECT:** APPLICATION FOR AN OUTREACH PROGRAM – ATHABASCA  
DELTA SCHOOL

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**ORIGINATOR:** EDUCATION COMMITTEE

<b>RECOMMENDATION</b>
That the Board of Trustees approve the application for an Outreach Program at Athabasca Delta Community School in Fort Chipewyan, as attached.

\*\*\*\*\*

**BACKGROUND:** The community has identified a need for an Outreach Program at Athabasca Delta Community School in Fort Chipewyan.

This program would be housed in Keyano College, pending approval from the Fort McMurray Campus of Keyano College.

Attached is a copy of Procedure 201, Outreach Programs.

**CURRENT SITUATION:**





## APPLICATION TO OPERATE A NEW OUTREACH PROGRAM

An outreach program is a program offered by a school to provide a basic education for funded students who are unable to attend or benefit from a regular school program. For the program requirements, refer to the *Funding Manual for School Authorities* Part 1, Section 1.3.

**School Jurisdiction:** Northland School Division No. 61 (1280)  
**Name and Code of School Jurisdiction**

**Superintendent:** Dr. Donna Barrett

**Name of Outreach Program:** ADCS Outreach Program

**Grades Offered:** Grade 7 - 12

**Principal Responsible for Outreach Program:** Mr. Mike Flieger

**Telephone Number of Outreach Program:** 1-780-697-3933

**Fax Number of Outreach Program:** 1-780-697-3604  
 Include Area Code

**Physical Location of Outreach Program (Address):** Box 59 Fort Chipewyan Alberta TOP 1B0

**Mailing Address of Outreach Program (If different from address Above):** Same As Above

School boards intending to offer an outreach program must identify a stand-alone facility for each program and apply for a unique school code. Boards must ensure that the building used for the program meets and will continue to meet all applicable local and provincial health, safety and building standards. Please provide a program plan on page 3 of this form. A copy of the board policy regarding Outreach Programs must be attached to this form. Board policy must be consistent with conditions as outlined in the *Funding Manual for School Authorities* (Section 1.3).

# Outreach Program Description

## Rationale for the Outreach Program Application:

**Note:** Prior to making an application superintendents should consider how they might meet the needs of these students through existing funding sources, modifications to existing school programs and partnerships with other school jurisdictions and community service agencies.

Please provide the following information to complete your application and attach a program plan.

1. Describe the unique needs of the student population that the program will serve and the grade levels offered.

Fort Chipewyan is a remote community on the north shore of Lake Athabasca. It is home to approximately 1200 people, the majority of those being Aboriginal (Cree, Dene, Metis). The community is accessible year round by air, and by winter road 3 months of the year. Athabasca Delta Community School, part of Northland School Division, is the only school in the community. ADCS provides services for all students, ECS-12.

Although elementary attendance rates are generally high (usually approximately 80%), upper Junior and Senior High attendance rates drop down to 60-70%. Over the past 6 years, ADCS has graduated anywhere from 5-8 students per year. This is an issue, in that we generally have 20+ students enrolled in 6<sup>th</sup> grade, meaning that 50-66% of students will drop out between grades 6 and 12.

Northland School Division is in the third year of a comprehensive literacy initiative designed to improve reading, writing and mathematics skills. Although there are already indications of literacy growth at all grade levels, particularly at the lower elementary grades, there are still a significant number of students who are considered delayed learners. Students with identified learning needs receive educational supports like small group instruction and learning support services offered by the Learning Services Team out of Peace River.

At the present time, According to Athabasca Tribal Council, there are approximately 40 school-aged youth in the 13 to 19 age group who have essentially left the school system and remain at home.

These early dropouts and school-leavers do not have the means or the opportunity to leave the community. The nearest Outreach program is 300 km's away in Fort McMurray and many of these students are community-bound with obligations to family. Typically they are unemployed



and unemployable in a small community with little likelihood of employment what-so-ever. For these early dropouts the future appears bleak.

2. How will the program serve students who could not be served at a traditional school setting? Describe the type of programming that would be offered, such as Alberta Distance Learning (ADL) courses and the method of evaluation that will be used for students and for the program.

### **Background**

The KADCS Outreach School will be modeled after the very successful *Career Pathways Outreach School* in Wabasca. *Career Pathway School* offers upgrading/remedial support programming to over 40 students integrating Alberta Education curriculum with counseling support, strong career development guidance and experiential education programming.

### **Program Philosophy**

The ADCS Outreach program will be designed and implemented in a manner that supports a positive holistic environment whereby students are welcomed and accepted for who they are. Eligible students will meet agreed upon standards regarding attendance, behavior and their learning.

The ADCS Outreach program will focus on the whole individual including academic, social and emotional development. Students will be treated as individuals within a greater community. Community and culture will be key aspects of the learning environment. Learning will be hands on, self-paced with timely feedback and high expectations. The program will also be varied offering flexibility, choice and meaningful experiences (i.e. field trips, land-based learning).

### **Program, Course Delivery and Outreach Program Learning Environment**

Course delivery will be primarily through Alberta Distance Learning with local instruction and assessment support provided by qualified teachers. There is an expectation that students write provincial achievement and diploma exams.

### **Outreach Learning Environment**

Key elements of the ADCS Outreach Program learning environment will emphasize/focus on -

- Small achievable steps for students

- Cultural traditions will support all aspects of school environment and school and individual goals.
  - Regular attendance is expected; absences of more than three days will trigger an agreed upon process i.e. call or visit home etc.
  - Students are required to learn and demonstrate their learning – attendance is not enough.
  - Students are required to be a positive part of the community
  - Outreach staff will find innovative ways to involve parents – i.e. rather than parent teacher interviews have a parent student dinner cooked by the students and have informal discussions and sharing.
  - A regulated part of the morning will be devoted to CORE subjects. Students will choose the course or courses they learn in this time period with the guidance of their teacher.
  - CTS, language and formal cultural learning generally will take place in the afternoon. There will be emphasis placed on hands on learning – music, photography, and cooking combined with land-based learning opportunities.
3. What connections has the program made or is the program planning to make with other service organizations to demonstrate and enhance community support and involvement for the program?

The administration has worked with the PTA, Local School Board and the wider community throughout the 2014-2015 school year to raise awareness about issues surrounding education within our community.

The community favours alternate programming for those students who have not found success while working in “traditional” classrooms.

A motion for the creation of a Outreach program will be formally heard at the Local School Board meeting scheduled for March 17<sup>th</sup>, 2014.

### **Local and Regional Partnerships**

The ADCS Outreach School will have a strong foundation of support from the following local/regional agencies and resources:

- a. **Nunee Health Society-** Nunee will continue to support youth in the community through counselling. A mental health counsellor is available 5 days a week, every week.
- b. **Careers: The Next Generation-** “Careers” will continue to support students by means of offering careers counselling and planning.

- c. **Lake Athabasca Youth Council-** LAYC has hired an experiential learning coordinator to work with you in the community. This person will be available to help support land based learning and field trips.
  - d. **Keyano College-** Keyano College will provide space and library resources for the outreach program.
  - e. **Athabasca Delta Community School** will work with the Outreach Program to provides resources and materials for learning. In addition, the Outreach Program will also be able to make use of facilities unique to the school such as the gymnasium and the CTS areas.
4. What additional supports will be offered to assist these students in becoming successful community members (e.g., counselling; anger management, time management, etc.)?

Our other Outreach Program has developed an excellent reputation for providing additional support for students attending an Outreach program. These supports include:

- Totally personalized learning plans
- Counseling support (BSW)
- Access to behavioral and educational testing
- Comprehensive character education program
- Comprehensive career development program
- Experiential education programs (camps, skiing, educational trips)
- Integration of community support services

ADCS Outreach staff will partner with the Career Pathways program. Career Pathways will be able to mentor ADCS Outreach staff as well as share where they have found success in different programs and approaches.



5. How far away is the program located from another outreach program?

The closest outreach program is located in Fort McMurray which is approximately 300 KM's away and accessible by air or winter road 3 months of the year.

6. Does the jurisdiction offer other Outreach Programs? If so, please provide the name(s) of the other outreach program(s).

Northland School Division currently has one other Outreach Program located in the Wabasca area – Career Pathways Outreach School.

7. What is the potential to partner with another jurisdiction to offer the outreach program?

The Career Pathway School in Wabasca has established a partnership of sharing expertise and experience with Northern Lights School Division. This partnership is strictly information sharing only.

The potential to partner with another jurisdiction to offer the outreach program Fort Chipewyan is remote. As mentioned previously in this report, the community of Fort Chipewyan is somewhat remote from larger rural communities. Access to potential partners is unlikely at best.

8. Has the Board passed a motion to establish an outreach program and developed a policy for the outreach program (please attach a copy of the board motion and the policy)?

After consultation with the community, a motion will go before the board on March 17<sup>th</sup>, 2014.

9. Describe and name the stand-alone facility in which the outreach program will be located. Attach a health and safety inspection or indicate when these will be completed.

The current plans is to have the Outreach program housed at Keyano College in Fort Chipewyan.

This college generally offers upgrading and training for adult students. The building is 3 years old and has WIFI as well as all modern amenities.

A request for space has been passed on to Keyano Administration in Fort McMurray, AB.  
Notice of their decision should be forth coming in the next week.

Upon approval, all fire and safety documents will be submitted.

### **ADCS Outreach Program Budget Estimated Proposed:**

#### **Income:**

Outreach Funding Grant:  
Per pupil grant (15 students X \$5158)  
Special Education (projected)

Sub Total \$

#### **Expenses:**

##### **Staffing: Instructional Cost**

Certified Teacher  
Educational Assistant  
Counseling Services

Rent:	\$
Testing/Consulting	\$
Curriculum Texts/ Support Materials	\$
Utilities	\$
Telephone/Internet	\$
Photocopying	\$
Student Supplies	\$
Postage	\$
Incentives/Awards Program	\$
Licensing (Software/Online Resources)	\$

Sub Total

#### **Start-up Expenses:**

Furnishings	\$
Computers (10)	\$
TV/DVD/VCR	\$
Advertising (for positions)	\$
Media System	\$
Transportation	\$
Discretionary Supplies	\$

Sub Total                      \$

Grand Total                      \$

**Note: Alberta Education will not automatically approve all applications for new Outreach Programs.**

**The applicant must clearly establish that:**

- 1) The jurisdiction has a reasonable number of students with extraordinary needs, and;**
- 2) The only reasonable way to meet these needs is through establishment of an Outreach Program.**

Please also note that a Field Services manager will conduct an on-site visit to confirm the implementation of the approved program.

For further information about establishing an outreach program, please refer to the *Outreach Programs Handbook* (<http://www.education.gov.ab.ca/educationsystem/OutreachProgHandbook.pdf>)



**DECLARATION:**

**I declare this program will be offered in accordance with the requirements identified in the Funding Manual for School Authorities.**

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**Superintendent**

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**Date****RECOMMENDED FOR APPROVAL:**

---

**Reviewer (Education Manager)**

---

**Date****APPROVAL FOR OUTREACH PROGRAM:**

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**Director**

---

**Date****Submit to:**

**Zone Services Branch  
Alberta Education  
9<sup>th</sup> Floor, 44 Capital Boulevard  
10044 – 108 Street  
Edmonton, Alberta  
T5J 5E6**





## Procedure 201

### Outreach Programs

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#### Background

It is recognized that not all students are able to be successful in a traditional school environment for a wide variety of reasons. An outreach program is an alternative learning program for potential and early school leavers that will enable them to complete their high school program. It offers a holistic approach to education by considering the student's total needs.

#### Procedures

1. The superintendent shall ensure that any outreach program that is established will adhere to the guidelines and requirements of Alberta Education Policy governing Outreach Programs. A copy of the policy may be obtained from the Alberta Education website.
2. The teachers in outreach programs will establish and operate with appropriate expectation regarding attendance, performance and behavior. These will be detailed in the local school handbook.
3. Potential students may be identified by school administrators, community agencies, parents or self-referral.
4. Potential student participants will complete an application form and be accepted into the outreach program through an interview process.
5. The hours of operation may be established to accommodate individual students' needs. Working hours, family commitments and personal circumstances will be considered on an individual basis and monitored closely.
6. Individual student programs or contracts with appropriate time lines will be developed with each student for the completion of courses. These will be signed by the student and the teacher and placed in the student's file.
7. It is expected that a student would complete a minimum of two courses per year.





**BOARD OF TRUSTEES**

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

**DATE: MARCH 20, 2014**

**PRESENTED BY:** DON TESSIER, ASSOCIATE SUPERINTENDENT

**SUBJECT:** APPLICATION FOR AN OUTREACH PROGRAM – CALLING LAKE  
SCHOOL

---

**ORIGINATOR:** EDUCATION COMMITTEE

<b>RECOMMENDATION</b>
That the Board of Trustees approve the application for an Outreach Program at Calling Lake School, as attached.

\*\*\*\*\*

**BACKGROUND:**

The community has identified a need for an Outreach Program at Calling Lake School.

This program would be housed in a vacant trailer owned by Northern Lakes College and is ready to use.

Attached is a copy of Procedure 201, Outreach Programs.

**CURRENT SITUATION:**

2000-01-01

2000-01-01

2000-01-01

2000-01-01

2000-01-01

2000-01-01

2000-01-01

2000-01-01

2000-01-01

2000-01-01

2000-01-01

2000-01-01



**APPLICATION TO OPERATE A NEW OUTREACH PROGRAM**

An outreach program is a program offered by a school to provide a basic education for funded students who are unable to attend or benefit from a regular school program. For the program requirements, refer to the *Funding Manual for School Authorities* Part 1, Section 1.3.

**School Jurisdiction:** Northland School Division No. 61 (1280)  
**Name and Code of School Jurisdiction**

**Superintendent:** Dr. Donna Barrett

**Name of Outreach Program:** Kito Sakihikan (Calling Lake) Outreach

**Grades Offered:** Grade 7 - 12

**Principal Responsible for Outreach Program:** Ms. Cheryl Saddleback

**Telephone Number of Outreach Program:** 1-780-331-3774

**Fax Number of Outreach Program:** 1-780-331-2277  
**Include Area Code**

**Physical Location of Outreach Program (Address):** P.O. Box 120 Calling Lake, AB T0G 0K0

**Mailing Address of Outreach Program (If different from address Above):** P.O. Box 120 Calling Lake, AB T0G 0K0

School boards intending to offer an outreach program must identify a stand-alone facility for each program and apply for a unique school code. Boards must ensure that the building used for the program meets and will continue to meet all applicable local and provincial health, safety and building standards. Please provide a program plan on page 3 of this form. A copy of the board policy regarding Outreach Programs must be attached to this form. Board policy must be consistent with conditions as outlined in the *Funding Manual for School Authorities* (Section 1.3).

# Outreach Program Description

## Rationale for the Outreach Program Application:

**Note:** Prior to making an application superintendents should consider how they might meet the needs of these students through existing funding sources, modifications to existing school programs and partnerships with other school jurisdictions and community service agencies.

Please provide the following information to complete your application and attach a program plan.

1. Describe the unique needs of the student population that the program will serve and the grade levels offered.

Calling Lake is a Hamlet in northern Alberta within the Municipal District of Opportunity No. 17. It is located 65 kilometers north of Athabasca, off of highway 813 on the eastern shore of Calling Lake, 489 Kilometers southwest of Peace River.

The community encompasses the Jean Baptiste-Gambler Reserve (Bigstone Cree Nation), and has a population of approximately 700 residents. The community is predominantly English and Cree speaking. The Calling Lake School offers programs from ECS to Grade 12, under the Northland School Division No.61. There are currently, 160 students enrolled at the school.

Northland School Division is in the third year of a comprehensive literacy initiative designed to improve reading, writing and mathematics skills. There are indications of literacy growth in the elementary students. However, we are finding that our older students require more support with learning outcomes and need additional assistance. The Learning Services Team out of our head office in Peace River provides help to teachers to implement strategies to accommodate our students. Our JR/SR high students have a broad range of skills and require extra time and assistance to create successful learning.

Attendance is an essential part of success in school. Attendance for ECS-Grade 6 has been consistent and has an average of 80% thus far in 2013-2014. Unfortunately, our junior high/senior high school student attendance is not up to acceptable standard for students who should be preparing for post-secondary education or the workforce. Average attendance up to date is 60% for students in grades 7-12. Attendance has been an ongoing issue and its effects are detrimental to the success of our students.

Currently, there are approximately 20 school-aged youth in the 14 to 19 age group who are in the community but do not attend school. Efforts have been made to create meaningful learning opportunities to engage students with no apparent success. In talking with some of the students that do not wish to return, the main reason for not attending is that they do not like being in school physically. The traditional school environment is not an appealing learning center. Some students prefer to work in quiet area with less distraction. Students have also expressed the need for more individualized attention to their learning and the ability to work at their own pace. Whether the work challenges their understanding or to build on basic skills they may have missed.

As educators, we must meet the needs of all our students. We need to give them the opportunity to succeed and become lifelong learners. Engaging students, meeting their needs and considering their current life situation is essential. By providing adequate learning, we can create a better chance to enhance their productivity for future endeavours.

2. How will the program serve students who could not be served at a traditional school setting? Describe the type of programming that would be offered, such as Alberta Distance Learning (ADL) courses and the method of evaluation that will be used for students and for the program.

### **Background**

The Kito Sakihikan Outreach will be modeled after the very successful *Career Pathways Outreach School* in Wabasca. *Career Pathway School* offers upgrading/remedial support programming to over 40 students integrating Alberta Education curriculum with counselling support, strong career development guidance and experiential education programming.

### **Program Philosophy**

The Kito Sakihikan Outreach program will be designed and implemented in a manner that supports a positive holistic environment whereby students are welcomed and accepted for who they are and given opportunities for change. Eligible students will meet agreed upon standards regarding attendance, behavior and their learning.

The Kito Sakihikan Outreach program will focus on the whole individual including academic, social and emotional development. Students will be treated as individuals within a greater community. Community and culture will be key aspects of the learning environment. Learning will be hands on, self-paced with timely feedback and high expectations. The program will also be varied offering flexibility, choice and meaningful experiences (i.e. field trips, land-based learning, cultural teaching).



## **Program, Course Delivery and Outreach Program Learning Environment**

Course delivery will be primarily through Alberta Distance Learning with local instruction and assessment support provided by qualified teachers. There is an expectation that students write provincial achievement and diploma exams.

### **Outreach Learning Environment**

The Kito Sakihikan Outreach Program will emphasize/focus on –

- Small achievable steps for students
  - Community based learning
  - Cultural traditions will support all aspects of school environment and school and individual goals.
  - Regular attendance is expected; absences of more than three days will trigger an agreed upon process i.e. call or visit home etc.
  - Students are required to learn and demonstrate their learning – attendance is not enough.
  - Students are required to be a positive part of the community
  - Outreach staff will find innovative ways to involve parents – i.e. rather than parent teacher interviews, student lead meetings where students share their learning with parents/guardians
  - A regulated part of the morning will be devoted to CORE subjects. Students will choose the course or courses they learn in this time period with the guidance of their teacher.
  - CTS, language and formal cultural learning generally will take place in the afternoon. There will be emphasis placed on experiential learning – music, photography, and cooking, child care combined with land-based learning opportunities.
3. What connections has the program made or is the program planning to make with other service organizations to demonstrate and enhance community support and involvement for the program?

An alternate education program would be supported by many who are vested in the education of our youth. The students who are not currently attending the Calling Lake School have made inquiries about attaining their education and acquiring adequate support for their current situation. Parents also see the need for their child's education, have been unsuccessful in keeping their child focussed on school and have come for guidance to alleviate the issue. The Calling Lake School LSBC has recently passed a board motion requesting the establishment of an outreach program in the community for the 2014-2015 school year.

This program is being established in partnership with the community of Calling Lake and the Local School Board Committee. The Northland School Division Board also endorses an outreach program in Calling Lake.

### **Local and Regional Partnerships**

The Kito Sakihikan Outreach Program will have a strong foundation of support from the following local/regional agencies and resources:

- Calling Lake
- MD of Opportunity No. 17
- Bigstone Education Authority
- Kweskipta Kipimatsowin Human Development program
- Elders, cultural leaders and instructors
- Athabasca Community Health Services
- Local RCMP

The Northern Lakes College building, situated across the road from the Calling Lake School, would be an ideal location to implement an outreach program. Not many revisions would be needed to accommodate students. As of August 2014, this building should be available.

4. What additional supports will be offered to assist these students in becoming successful community members (e.g., counselling; anger management, time management, etc.)?

Our other Outreach Program has developed an excellent reputation for providing additional support for students attending an Outreach program. These supports include:

- Individual Program Plans
- Counselling support (KIVA)
- Access to behavioral and educational testing
- Comprehensive character education program
- Careers the Next Generation
- Experiential education
- Integration of community support services (Elders, Recreation, JobCorp)
- Pee Kis Kwe Tan – Addictions/Youth Worker
- Bigstone Health Commission
- Athabasca Community Health Services

The Kito Sakihikan Outreach Program will partner with our Career Pathway School in Wabasca. We will be modelling our learning center, requesting insight and expertise to incorporate aspects into our planning. The community of Calling Lake has an abundance of resource people and work sites to adapt learning.

5. How far away is the program located from another outreach program?

The closest outreach program is located in Wabasca, Alberta (one hour drive).

6. Does the jurisdiction offer other Outreach Programs? If so, please provide the name(s) of the other outreach program(s).

Northland School Division currently has one other Outreach Program located in the Wabasca area – Career Pathways Outreach School.

7. What is the potential to partner with another jurisdiction to offer the outreach program?

The Career Pathway School in Wabasca has established a partnership of sharing expertise and experience with Northern Lights School Division. This partnership is strictly information sharing only. Kito Sakihikan (Calling Lake) would like to join the partnership.

8. Has the Board passed a motion to establish an outreach program and developed a policy for the outreach program (please attach a copy of the board motion and the policy)?

Attached is a copy of the board minutes with an accompanying motion to support the application for the establishment of an outreach program in Calling Lake, Alberta.

Board Motion and Date:

9. Describe and name the stand-alone facility in which the outreach program will be located. Attach a health and safety inspection or indicate when these will be completed.

The Northern Lakes College is in the heart of the Calling Lake community. It is situated near public facilities including; the Calling Lake School, Recreation center, arena and the library. The building includes a wheelchair ramp, internet accessibility, student lounge, kitchen and classroom workspace. As stated before, the building will become available in August 2014.

Note: The application is accompanied by community letters of support and the Fire, Health and Safety Inspection, and pictures of the site.



## Kito Sakihikan Outreach Budget Estimated Proposed:

### Income:

Outreach Funding Grant:	\$ 60,000.00
Per pupil grant (20 students X \$5158)	\$ 103,160.00
Special Education (projected)	<u>\$ ?????? (unknown)</u>
Sub Total	\$

### Expenses:

<b>Staffing: Instructional Cost</b>	
Certified Teacher	\$108,471.00
Educational Assistant	\$ 48,000.00
Counseling Services	\$ 22,000.00
 Rent:	 \$     TBD
Testing/Consulting	\$ 3,000.00
Curriculum Texts/ Support Materials	\$ 12,000.00
Utilities	\$ 12,000.00
Telephone/Internet	\$ 2,700.00
Photocopying	\$ 5,000.00
Student Supplies	\$ 10,000.00
Postage	\$ 300.00
Incentives/Awards Program	\$ 10,000.00
Licensing (Software/Online Resources)	\$ <u>5,000.00</u>
Sub Total	\$238,471.00

### Start-up Expenses:

Furnishings	\$ 3,000.00
Computers (10)	\$ 12,000.00
TV/DVD/VCR	\$ 5,000.00
Advertising (for positions)	\$ 0.00 (provided)
Media System	\$ 5,000.00
Transportation	\$ 0.00 (provided)
Discretionary Supplies	<u>\$ 3,000.00</u>

Sub Total                      \$ 28,000.00

**Grand Total                      \$266471.00**



## **Outreach Programs**

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### **Background**

It is recognized that not all students are able to be successful in a traditional school environment for a wide variety of reasons. An outreach program is an alternative learning program for potential and early school leavers that will enable them to complete their high school program. It offers a holistic approach to education by considering the student's total needs.

### **Procedures**

1. The superintendent shall ensure that any outreach program that is established will adhere to the guidelines and requirements of Alberta Education Policy governing Outreach Programs. A copy of the policy may be obtained from the Alberta Education website.
2. The teachers in outreach programs will establish and operate with appropriate expectation regarding attendance, performance and behavior. These will be detailed in the local school handbook.
3. Potential students may be identified by school administrators, community agencies, parents or self-referral.
4. Potential student participants will complete an application form and be accepted into the outreach program through an interview process.
5. The hours of operation may be established to accommodate individual students' needs. Working hours, family commitments and personal circumstances will be considered on an individual basis and monitored closely.
6. Individual student programs or contracts with appropriate time lines will be developed with each student for the completion of courses. These will be signed by the student and the teacher and placed in the student's file.
7. It is expected that a student would complete a minimum of two courses per year.



## Policy 1

### **Board Philosophy, Mandate, Core Purpose, Vision, Beliefs and Values**

#### **Philosophy**

The Elders say children come into the world with special gifts and a predestined purpose in life. Honoring 'Kids First' is central to the vision for Northland School Division No. 61 (NSD61) where inter-generational transfer of knowledge and the recognition that learning occurs in many contexts and environments is an integral part of Indigenous education. Education and lifelong learning are viewed as a partnership between parents, teachers, administrators and community to ensure student success. Choice is a foundational principle/value/belief of NSD61's approach to education and lifelong learning. Parents and students have a choice of where and how they wish to pursue educational programming and study within learning environments.

The "one size fits all" education model is inappropriate for our Indigenous learners within today's technologically driven, rapidly evolving society and use of technology in appropriate ways is a key to student success. Our young lifelong learners have different learning styles and some achieve better in experientially based learning environments. NSD61 schools are addressing and meeting the holistic dimensions as identified within a Learning Wheel and the culturally specific academic needs of their students/lifelong learners.

#### **Mandate**

As proclaimed in 1983 by the Northland School Division Act, Northland School Division No. 61 will ensure that all students have the opportunity to acquire the knowledge, skills, and attitudes to become self-reliant, self-confident, responsible, caring and contributing members of their communities and the larger society. Further to this, Local School Board Committees are guided by the core values of culturally rich, collaborative, learner/child focused, Indigenous education excellence, self-determination, family support, community empowerment and success to ensure students are self-reliant, responsible, caring and contributing members of their communities and the larger society.





## Policy 1

### **Board Philosophy, Mandate, Core Purpose, Vision, Beliefs and Values**

### **The Vision**

To ensure student success, Northland School Division No 61 is committed to offering culturally specific, highly contextualized curricula in ways that complements and enhances the unique identities, backgrounds, strengths, and talents of young lifelong learners. To support, maintain and advocate for individual and collective cultural identities, NSD61 commits to respecting diversity, to provide culturally rich, community-based programs, in collaboration with parents, family and the community to meet academic and lifelong learning needs.

### **Core Purpose**

As a center of excellence for Indigenous education, NSD61 will focus on the uniqueness of the Indigenous populations by recognizing and respecting their languages, cultural environments, local governance structures, and geographical contexts. Recognizing the residential school legacy and its residual intergenerational impacts, the role of Northland School Division No. 61 is to be responsive to community needs in advocating for high levels of student success.

To achieve its core purpose Northland School Division will:

- Provide diverse, comfortable, safe learner environments and context-specific sites (i.e. trap lines, cultural camps, Elder's homes, land-based learning sites),
- Address student's holistic wellness by balancing the emotional, physical, intellectual and spiritual dimensions of learning,
- Utilize teaching approaches that build upon what the child knows, helping to discover the gifts the learner brings to the learning context,
- Ensure that the teachers acknowledge and respect the need for supporting the continuity of the parenting process from the home to the school,
- Ensure teachers assume the role of the parent (in loco parentis) in the school environment,
- Ensure NSD staff have a vested interest in the well-being of the child
- Nurture culture, language, heritage and community history,
- Promote and celebrate cultural/social growth, academic achievement and success,



## Policy 1

### Board Philosophy, Mandate, Core Purpose, Vision, Beliefs and Values

- Encourage future aspirations within a supporting, nurturing environment where learners voice and share their dreams,
- Offer different paths to achieving academic and personal success,
- Ensure that community engagement will be achieved through the involvement of the Local School Board Committees. (Northland Community Engagement Framework),
- To achieve its Philosophy, Mandate, Core Purpose, Vision, Beliefs and Values, Northland School Division will ensure the financial resources are adequately allocated to support Indigenous education as per Policy One mandate.

### Beliefs and Values

All staff must be committed to Kisewat'sowin and demonstrate the ability to:

- Put "Kids First",
- Honor and respect Elders,
- Honor and respect parents/guardians,
- Honor and respect children,
- Recognize and respect the role of the extended family in our communities,
- Build relationships to connect with students, families and the community to increase personal learning and to enhance teaching effectiveness,
- Bring unconditional love to the kids and show compassion,
- Develop caring, supportive and safe learning environments, including school buildings, to help children feel good about who they are,
- Provide diverse, appropriate and relevant learning experiences to meet individual cultural, social, physical, emotional, academic and entrepreneurial spirit needs,
- Assess learner growth and development in a way that respects individual culture, language and learning.

### Guiding Principles

1. **Welcoming** Schools in Northland School Division will provide a safe, welcoming place for Indigenous learners where their past, present and future is honored.



## Policy 1

### **Board Philosophy, Mandate, Core Purpose, Vision, Beliefs and Values**

- 
- |                     |   |
|---------------------|---|
|                     | Schools in Northland School Division should be welcoming to parents and the community.  |
| 2. Relevancy        | Historical, social and cultural content that is relevant to Indigenous experiences will be central to mandated curricula.   |
| 3. Balance          | Schools in Northland School Division will address student's holistic wellness by balancing the emotional, physical, intellectual, and spiritual dimensions of learning.   |
| 4. Infusion/Weaving | Continue to promote and celebrate cultural/social growth, academic achievement and success by nurturing culture, language, heritage and community history.  |
| 5. Respect          | Respect self, others, and all relations.  |
| 6. Responsiveness   | Responsive to the needs of the students, family, local and greater community.   |
| 7. Accountability   | Identify success indicators of teacher effectiveness in the areas of: student attendance, student retention, learner engagement, and achievement. School administrator effectiveness indicators include community engagement, the use of local resources, promotional and celebration of cultural and social growth. Support use of teaching strategies that help build what a child knows. |

Legal Reference: Section 3, 45, 60, School Act – RSA 2000, Chapter S-3



**BOARD OF TRUSTEES**

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

**DATE: MARCH 20, 2014**

**PRESENTED BY:** DON TESSIER, ASSOCIATE SUPERINTENDENT

**SUBJECT:** BOARDING HOME MANUAL

**ORIGINATOR:** EDUCATION COMMITTEE

**RECOMMENDATION**

That the Board of Trustees approve changes to the Boarding Home Manual, as attached.

\*\*\*\*\*

**BACKGROUND:**

On October 26, 2011, a six member committee gathered to review Northland School Division's Boarding Home Program and, where necessary, make suggestions for improvement.

Based on this committee's activities, three boarding home problem areas were identified. The problems and improvement actions are outlined below.

**PROBLEM #1:**

Parents have little understanding of the Boarding Home process. The manual is too lengthy and cumbersome for parents.

**PROBLEM #2:**

1. Local School Board Committees have limited understanding of the Boarding Home application and approval process.
2. Once an application has been approved at the local level and unless there are parent complaints, they are left out of the information loop.
3. Local School Board Committees have limited knowledge of

the current list of students who are being boarded.

**PROBLEM #3:**

Local School Board Committees often have community information relevant to Boarding Home applications. Since LSBC are asked to adjudicate Boarding Home applications at the local level, it is important that their insights are known at the time of CO review. Currently LSBC insights are not being used to adjudicate Boarding Home applications at Central Office.

**Actions to be taken:**

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**Organizing Boarding Home Parent Information Meetings in May of each school year**

To ensure that parents fully understand the boarding home application and approval process, in May of each school year, Area PEDS and local principals will organize a local 'Boarding Home Application Information' meeting for prospective students and parents. The purpose of the meeting is to review the highlights of the application process (i.e. who qualifies and how to apply, adherence to application deadlines, student attendance and achievement expectations, reasons for requesting Boarding Home arrangements, expenses covered by Northland, roles and responsibilities of the Boarding Home guardians).

A two-page pamphlet of the Board Home manual has been created for parent use. The pamphlet highlights essential boarding home application information. This pamphlet is to be used as a handout for parent information meetings.

**Monthly LSBC Boarding Home Reviews**

To keep Local School Board Committees abreast of the boarding home application and approval process, the school principal and the Area PED will meet monthly or as necessary to review new applications and report updates on current BH students.

Louisa Alexie, our Boarding Home Assistant, will provide principals and the Area PEDs with Boarding Home Quarterly Reports listing:

- all approved local students and their respective grade levels and attendance information and
- copies of any correspondence from Central Office to the

student, parent or BH parent for the period

### **Adjudicating Boarding Home Applications**

Since Local School Board Committees often have community information relevant to BH applications, they are asked to adjudicate these applications at the local level before forwarding to Central Office. An 'Approval/Non-approval' form has been created for committee members to complete. When completed, the template provides additional information for new BH application requests. The completed form together with the BH application will be forwarded to the attention of Louisa Alexie, Central Office.

The Boarding Home Manual has been updated to reflect these changes.





**STUDENT INFORMATION PACKAGE  
BOARDING HOME PROGRAM  
TABLE OF CONTENTS**

<u>Contact Information</u> .....	1
<u>Introduction</u> .....	2
<u>Northland School Division Progress and Attendance Expectations</u> .....	7
<u>To The Student</u> .....	7
<u>To The Parent/Guardian</u> .....	9
<u>To the Boarding Home Parents/Guardian</u> .....	11
<u>To the Receiving School</u> .....	15
<u>Frequently Asked Questions</u> .....	16
<u>APPENDIX 1</u> .....	20
<u>Senior High School Graduation Requirements</u> .....	20
<u>Alberta High School Diploma Graduation Requirements</u> .....	20
<u>Provincial Diploma Exams</u> .....	19
<u>APPENDIX 2</u> .....	23
<u>Student Attendance</u> .....	23
<u>Suspension and Expulsion of Students</u> .....	26
<u>APPENDIX 3</u> .....	29
<u>Northland School Division No. 61 List of Schools</u> .....	29
<u>APPENDIX 4</u> .....	29
<u>Application for Education Placement/Boarding Home Program</u> .....	29
<u>APPENDIX 5</u> .....	30
<u>Change of Boarding Home</u> .....	31
<u>APPENDIX 6</u> .....	32
<u>Boarding Allowance Claim Form</u> .....	32
<u>APPENDIX 7</u> .....	33
<u>Boarding Home Parent Declaration</u> .....	33
<u>APPENDIX 8</u> .....	34
<u>Direct Deposit Form</u> .....	34
<u>APPENDIX 9</u> .....	35
<u>Questionnaire</u> .....	35



**Contact Information**

For questions and inquiries regarding the Boarding Home Program contact the following:

Don Tessier  
Associate Superintendent

or

Student Services Department  
Louisa Alexie  
Boarding Home Assistant

at

Northland School Division NO. 61  
Bag 1400  
Peace River, AB  
T8S 1V2

Phone: (780) 624-2060 or 1-800-362-1360  
Fax: (780) 624-5914

Email: [louisa.alexie@nsd61.ca](mailto:louisa.alexie@nsd61.ca)

The information provided in this manual is as current and accurate as possible.

If you find any errors or omissions regarding the content, please provide feedback to the Northland School Division No. 61, Central Office at 1-800-362-1360 or by fax and email as listed above.





## Introduction

Northland School Division No. 61 is committed to providing quality educational opportunities for students within the jurisdiction's local schools. Divisional programming not only respects but also encourages parental involvement, community guidance (through Local School Board Committees), integration of language and culture, as well as locally developed courses.

Although the Board believes in educating students, to the greatest extent possible within their own schools, the Board also accepts that there may be students who will need to leave the jurisdiction in order to have their particular or exceptional educational needs met.

For these students, the Board will implement a program providing financial support to assist with the educational and/or boarding costs associated with being away from their home community. In this regard:

- Specific or exceptional educational requirements will need to be identified formally, and it must be clearly demonstrated to the satisfaction of the Division; that the Division cannot in any way provide for the needs of the student within its own system
- All educational placements must have written parent/guardian support and approval
- Everyone involved in educational placements shall give careful consideration to the involvement of those persons recognized as the care-givers and responsible for the student's well-being.

It is the responsibility of the Superintendent to determine a student's need and eligibility for educational placement in another school jurisdiction. Prior to the assessment by the Superintendent of Schools, the Local School Board Committee will evaluate the applications and make a recommendation. The Superintendent then evaluates applications that have been endorsed by the Local School Board Committee for final approval.

## Procedure #320

1. Prior to a student being considered for financial support for an out of division placement, the applicant must be:
  - 1.1 a registered resident student within the Division for a minimum of one year

It must be clearly demonstrated that the division cannot in any way provide for the needs of the student.

2. Students requesting funding who are not boarding home students must have the principal of the school they are attending contact the Superintendent requesting assistance and provide the following information:
  - 2.1. Provide the name of the course being requested, along with associate costs,
  - 2.2. Provide the circumstances for the request,



**Education Placement – Boarding Home Program**

- 2.3. Credits earned must be reported in such a way that the Division claims the course through SIS
- 2.4. Transcript must be sent to the Divisional office.

### 3. General

In addition to the guidelines set out later in this document, the following general guidelines also apply:

- 3.1 Application forms for the Boarding Home program are available at the student's home school or at the Northland School Division Central Office.
- 3.2 Boarding allowances, if approved, will be provided at Divisional rates, which may be changed from time to time by the Board at its discretion.
- 3.3 In some cases a conveyance allowance may be recommended for student educational placement rather than a boarding allowance. The conveyance allowance, if approved, will be at Divisional rate.
- 3.4 All educational placement applications that have Local School Board Committee recommendation of approval must be received in Divisional Office by June 30, for first semester and November 30 for second semester.
- 3.5 Any educational placement application that is denied will receive a follow-up response and the parent(s) of the student may exercise their right to appeal the denial of the application by the Board pursuant to article 3.9 set out below.
- 3.6 Applications must be made and approved on a yearly basis (even if a student received a boarding allowance the previous year).

### 4. High School Students

- 4.1 Every attempt shall be made to educate children in their home schools and regular classrooms.
- 4.2 Applications shall be made by the parent/guardian to the local principal and Local School Board Committee for review and recommendation prior to submission to Central Office. Following that, applications will then be reviewed and assessed by the Board.
- 4.3 The Board accepts applications from individuals who are younger than 20 and living on their own.
- 4.4 Dependent students living with parents/guardians, or independent students younger than 20, who have relocated outside of the jurisdiction are not eligible for the board home program.
- 4.5 Applications shall include:
  - 4.5.1 The previous year's report card and attendance record for the applicant.
  - 4.5.2 The educational program sought by the student.
  - 4.5.3 Confirmation from the principal that the required courses are not available at the home school through regular instruction or distance education.



# Education Placement – Boarding Home Program

- 4.5.4 Other factors that require the student to move from the home community.
- 4.6 Before presenting the application to the Local School Board Committee, the principal shall ensure that:
  - 4.6.1 All supporting documents accompany the application
  - 4.6.2 The school cannot in any way provide for the needs of the students.
- 4.7 Applications for boarding home allowance for high school students must be recommended by the Local School Board Committee after considering the boarding home policy and procedures, the educational program at the school and the submission of supporting documents required. Any decisions of the Local School Board Committee (approval or denial) shall be made by motion.
- 4.8 The local school principal shall forward the application, along with the supporting documentation and the motion or recommendation of the Local School Board Committee to the Superintendent or designate who will review the application for approval or denial. Notification of the decision in writing shall be provided to the independent student or the parents/guardians of students who are dependent.
- 4.9 In the event of a denial the parent/guardian/independent student may appeal the decision to the Education Committee of the Board. Letters of appeal should be sent to the Superintendent or designate.
- 4.10 Should the boarding home application be approved, parents/guardians/independent students will make the selection of the boarding home, assisted by local Northland staff if requested.
- 4.11 The student's program of studies shall be approved by the home school principal and by the parent/guardian/independent student annually with copies to Divisional Office
- 4.12 In accordance with the *School Act*, Section 12, subsection (a) and (b), the Superintendent or designate has the authority to monitor the student's academic progress each reporting period and school attendance on a monthly basis. Records will be kept by the home school, as well as by the Divisional Office.
- 4.13 If a student fails to demonstrate and maintain personal academic progress and/or good attendance, parents/guardians/independent students shall be provided with written notification of a 30 day probation placement. Within 30 days probation, if progress in attendance and academics is not noted, the Board shall terminate boarding allowance within two weeks. Once terminated, applicant will be suspended from the Boarding Home Program for a period of time, anywhere from one semester to one school year.
- 4.14 If there is no high school program in the home school, special consideration will be given to students who are not carrying a full course load. Every student has the right to succeed, therefore, during the students' last year of high school and upon approval of the Local School Board Committee, the student may be allowed to carry less than a full course load to fulfill the requirements for graduation.





4.15 Where the student comes from a community with no high school program and upon approval from the Local School Board Committee, a student may apply for funding when registered in an E-Learning program. Students opting for E-Learning will not be considered unless they have exhausted all other avenues to complete a regular Grade 12 program. A student must have accumulated at least 80 high school credits towards graduation before they are considered for entrance into an E-Learning program.

5. Students with Exceptional Needs

- 5.1 Every attempt shall be made to educate children in their home schools and in their regular classrooms.
- 5.2 The need for special educational placement of a student outside of the home school is recognized as a viable option, provided placement is based on completed formal assessments and parent/ guardian/teacher support and is at the discretion of the Board.
- 5.3 Placement of students with exceptional needs must be requested by the parent/guardian in writing Local School Board Committee for review and recommendation prior to submission to Divisional Office.
- 5.4 In the event of a denial, the parent/guardian may appeal the decision to the Education Committee of the Board.
- 5.5 In accordance with the *School Act*, Section 12, subsection (a) and (b), the Superintendent or designate has the authority to monitor educational progress and personal development of students placed outside the Division under the Boarding Home Program, and will be formally monitored by the Superintendent or designate and the home school.
- 5.6 The Principal shall report the student's attendance to the Local School Board Committee on a monthly basis and report to the child's academic progress after report cards/individual program plans have been issued and reviewed.



**Northland School Division Progress and Attendance Expectations**

Students are expected to take a complete program each year. This means Junior and Senior High School students attend classes for the entire school day.

In the case of High School students, graduation with a General or Advanced Diploma requires 100 credits. Therefore, it is general practice that students register for 35 to 40 credits in each year of the three (3) high school years. The Board recognizes that in certain circumstances, a student may require an additional year of studies to complete credit accumulation. In rare cases such as these, the student will be eligible for the Boarding Home Program. (See Appendix 1)

To maximize your chances of success at school, you **must** attend. Northland School Division supports the attendance policies of the receiving schools and expects that there will be **NO** unexcused absences. Continued unexcused absences may result in a student being asked to leave the Education Placement/Boarding Home Program. (Procedure 320)

Regarding progress, it is the expectation of Northland School Division that students receive **at least 50% in 3/4 of their courses to be considered for ongoing support** in the Education Placement/Boarding Home Program. Special consideration should be discussed with the Principal/School Community Liaison Worker of the student's home school and/or the Student Services Department.

School-aged students who have left school early and wish to return, are encouraged to do so. If they are committed to returning to school, an Application for Education Placement/Boarding Home Program should be completed and accompanied by a letter stating their intentions.



**The  
program  
you need is  
not  
available in  
your  
community**

### To The Student

The Board believes in providing all students with quality educational experiences and opportunities. For some students, program needs might be met outside the jurisdiction of the home school/community. Therefore, application for the Boarding Home Program is made.

The following is a timeline of steps you need to complete to be approved for a Boarding Home placement.

May	<ul style="list-style-type: none"> <li>▪ Fill out the <b>Application for Education Placement/Boarding Home</b> form (J001a-02-12). Forms are available from the school Principal</li> <li>▪ Ensure the application has the Principal's signature and the Local School Board Recommendation #</li> <li>▪ Select a school in a community where you want to continue your education</li> <li>▪ Include the name of the school and program enrolled in on application and</li> <li>▪ Send completed application form to the Northland School Division Central Office</li> </ul>
June	<ul style="list-style-type: none"> <li>▪ Accompanied by your parents/guardians, register at the school you have chosen</li> <li>▪ Choose your boarding home</li> </ul>
August	<ul style="list-style-type: none"> <li>▪ Accompanied by your parents/guardians make the move to your boarding home.</li> </ul>

### Role of the Student

Section 12 of the *School Act* states a student shall conduct him/herself so as to reasonably comply with the following code of conduct:

- Be diligent in pursuing his/her studies
- Attend school regularly and punctually
- Co-operate fully with everyone authorized by the board to provide education programs and other services
- Comply with the rules of the school
- Be accountable to the teachers for their conduct
- Respect the rights of others



*When you  
have found a  
boarding  
home, plan to  
go with your  
parents for a  
visit*

### Points to Remember:

- Moving costs are not covered by Northland School Division No. 61
- Parents/guardians and boarding home parents/guardians should discuss the following items concerning house rules:

#### House Rules:

- chores
- bedtime
- mealtime
- homework time and school attendance expectations
- level of tidiness
- special food requests
- involvement of boarding parent in student's schooling
- allowance for extra chores - i.e. yard work, babysitting
- house guests
- behavioral expectations
- smoking
- general housekeeping
- use of chemical substances
- laundry
- weekend routine
- allergies
- all medical conditions and medications

Parents/guardians and boarding home parents/guardians should also discuss the following principles and practices:

- that students are protected from bullying and abuse
- that the use of discipline on a student at the boarding home with the student is fair and appropriate
- that any complaints the student may have are appropriately responded to
- the student is to receive first aid and health care as necessary
- the student is adequately supervised and looked after when ill
- the student can maintain private contact/communication with their parents/guardians and families
- the student's possessions and money are protected
- that the student's welfare is not promised by unusual or onerous demands
- that student's personal privacy is respected
- all medical conditions and medications.

Based on these discussions, your boarding home can become your second home. If you have a problem, contact your parents/guardians or the Student Services Department.





*The program  
your child  
requires is no  
longer  
available*

*Northland  
School  
Division will  
help in the  
continuation  
of their  
education*

## **To The Parent/Guardian**

When your child has completed the highest grade or requires a special program not offered in your community, Northland School Division may help in the continuation of his/her education. The School Community Liaison Worker, the Principal of your local school, and the Student Services Department in Peace River will assist in registering your child in a school and program that is suitable and approved by Alberta Education

The following are important points to remember:

- Complete and sign the Boarding Home Application (J001a-02-12 -Appendix 4).
- With your child, find your Boarding Home parents/guardians (children generally find it easier to board with relatives or family friends).
- Discuss house rules, school work and attendance with Boarding Home parents/guardians.
- You, the parent/guardian, are responsible for transportation (moving expenses) to the new community, clothing, personal items and spending money.
- Northland School Division does not pay transportation to and from the boarding home.
- Northland School Division will cover the costs of school supplies up to a maximum of \$100.00. You must provide an itemized bill, marked **PAID** in order to receive reimbursement for school supplies.
- When speaking to your child, encourage them and insist on good attendance and acceptable academic progress and ensure that you review the school progress reports.
- Should your child need to change boarding homes or school programs, please inform the Student Services Department. Ensure that the student and Boarding Home Parent complete the Notification of Change in Boarding Home form (J001b-02-12 - Appendix 5).
- Before sending your child to the boarding home, it is wise to arrange for a full medical check-up. Advise the Boarding Home parent/guardian of any medical conditions and medications.
- Parents/Guardians may wish to request a Criminal Record Check from the Boarding Home Parent/Guardian prior to sending student to Boarding Home. Parents/Guardians may also ask for two written references with a reference request letter that specifically asks all referees to state any known reason why their student should not board at the proposed home.



### **Additional Expenses Covered by Northland School Division**

The following information delineates the responsibility of Northland School Division regarding education expenses:

#### **Textbook Rental Fees**

Textbook rental is generally sent by the student's school directly to Northland School Division for payment. However, we do not cover the cost of caution fees for these rentals.

#### **Other School Fees**

Northland School Division will pay for only those items that are specifically needed for a course or program: workbooks, course fees and materials for Industrial Arts or Vocational Education Courses, Home Economic fees and materials, Driver Education fees, Beauty Kits, Graduation Fees (to a semester maximum of \$75.00)

#### **School Supplies** (pens, pencils, papers, notebooks, etc.).

The Division may refund the cost of required school supplies ordinarily to a maximum of \$100.00/year when an **itemized receipt/statement** is sent to Central Office along with a covering letter requesting reimbursement and advising to whom the refund should be paid and for whom the supplies were purchased. Be sure to include the correct mailing address.

***Do not just send un-itemized adding machine slips or cash register tapes. Send a statement naming the items purchases and marked "PAID".***

### **Costs Not Covered by Northland School Division**

Student Union Fees	Year Books
I.D. Cards	School Insurance
Lease to Own Musical Instruments	School Newspapers
School Pictures	Lab Coats
Locker Rentals	Tote Bags
Locks	Calculators
Computers	Physical Education Clothes



*Your participation in the Northland School Division Boarding Home Program is important in our efforts to provide appropriate academic programs for the student*

## **To the Boarding Home Parents/Guardians**

The following guidelines are presented to facilitate the smooth integration of a new person into your home and to simplify the administrative details.

### **Boarding Allowance Information**

- Fill out the Boarding Home Parent Declaration form (J010-08-09 - Appendix 7)
- Fill out the Direct Deposit form (G982-02-02) See Appendix 8
- The boarding allowance is paid at a maximum rate of **\$700.00/month**
- The boarding allowance is to provide for the basic necessities of the student, but not intended to cover the costs of clothing, entertainment, recreation and personal items. It is expected that students will board with you all month, except during times when the students choose to make home visits, such as at Christmas, Spring Break and occasional weekends
- Complete the Boarding Allowance Claim Form (J311-07-04 - Appendix 6) at the end of each month, **have the student sign it**, and send it to Central Office for payment.
- It is reasonable to expect that it may take **two weeks after we receive the claim** before the cheque is prepared and mailed to you - this is why we suggest direct deposit. We will do our very best to send payment to you as soon as possible. In the event of a disruption in mail service, every attempt is made to find an alternate method of getting you your payment.
- **It is the boarding home parents/guardians responsibility to collect the boarding home student's monthly attendance/marks and forward them along with their Boarding Allowance Claim Form J311-07-04 - Appendix 6) to Central Office at the end of each month for payment. Please note: boarding home parents/guardians will not be paid until all documentation is received and processed by Divisional Office.**
- Northland School Division pays for the entire month of December (Christmas vacation) and the month in which Spring Break occurs ***if*** the student is returning to school.



### Boarding Home Change

- If a student changes boarding homes, **claim only for the days** the student stayed in your home.

### House Rules

You shall discuss your house rules with the student, the parents, and/or School Counselor. Take time to discuss the following issues together:

- chores
- bedtime
- mealtime
- homework time and school attendance expectations
- level of tidiness
- special food requests
- involvement of boarding parent in student's schooling
- allowance for extra chores - i.e., yard work, babysitting
- house guests
- behavioral expectations
- smoking
- general housekeeping
- use of chemical substances
- laundry
- weekend routine
- allergies
- all medical conditions and medications

Parents/guardians and boarding home parents/guardians shall ensure:

- that students are protected from bullying and abuse
- that the use of discipline on a student at the boarding home with the students is fair and appropriate
- that any complaints the student may have are appropriately responded to
- the student is to receive first aid and health care as necessary
- the student is adequately supervised and looked after when ill
- the student can maintain private contact/communication with their parents/guardians and families
- the child's possessions and money are protected
- that the child's welfare is not promised by unusual or onerous demands
- the child's personal privacy is respected
- all medical conditions and medications
- that the student is provided with satisfactory accommodation, secure from public intrusion
- that the student has satisfactory sleeping accommodation
- that the student has satisfactory provision to study
- that the student has adequate private toilet and washing facilities
- that the student is protected from safety hazards
- that the student is suitably accommodated when ill
- that the child's clothing and bedding are adequately laundered
- that the welfare of the student is safeguarded and promoted





More specifically, any boarding home shall ensure:

- that the student has either a single bedroom or a bedroom shared with one other student of similar age and the same gender
- bedroom accommodation not shared with any member of the boarding family
- suitable bed, bedding and storage space
- adequate lighting and heating
- access to usual and adequate toilet, washbasin and bath or shower facilities, in private
- adequate, suitable and regular meals, provided under hygienic conditions, for meals not taken in school
- a telephone enabling the student to make and receive calls at reasonable times, with only 'at cost' payment for calls made
- access for the student to enter and leave the lodgings at all reasonable times, without being 'locked out' at any time they would be expected by a parent, acting reasonably, to be at home
- adequate provision for laundering of student's bedding and clothing, either by the boarding family or by the students, if not done by boarding family
- adequate private sitting and studying space for each student
- accommodation free of obvious significant health and safety hazards (i.e. dangerous electrical fitting or equipment, fire risks)
- a satisfactory level of general hygiene, decoration and cleanliness
- a responsible adult present in the boarding home when the student(s) are sleeping there.

The most successful boarding students are those who become part of the family with the same responsibilities and privileges as your own children.

### **School Work**

- You can help your boarding student be successful at school by encouraging regular attendance and monitoring homework. Contact the student's parent/guardian or the Northland School Division Student Services Department as soon as you become concerned about their progress or attendance at school, or any personal issues that may arise.
- You may be asked to attend a parent/teacher interview. It would be helpful if you could assist the student with homework or contact the School Counselor or Student Services Department if a student requires tutoring. A copy of the student's report card should be sent or brought home to you to assist in monitoring progress and attendance.



**Emergencies**

- Be sure you have all the medical information regarding your boarding student. Ask the parent/guardian for a copy of the Application for Education Placement/Boarding Home Program which has the students' personal information. (See Appendix 4)
- In the unlikely event of an emergency, contact the hospital emergency unit or the appropriate emergency response unit. You are responsible for acting as the parent and taking care of the medical needs of the student. Contact should be made with the student's family immediately.



*Northland School Division recognizes your special effort and cooperation in working with us in an attempt to provide opportunities for every student to reach their academic potential*

### **To the Receiving School**

A number of our schools are small and do not have high school or special programs. Some students live in boarding homes in other jurisdictions. As a result, for some students, this is a challenge.

The following information is presented to inform you of the procedures employed by Northland School Division.

- You may be contacted on a regular basis regarding the attendance and progress of all Northland School Division students.
- In May or June of each year, you may be contacted about pre-registration, by individual students. In the case of special education placements, the Special Education Department of Northland School Division will work with your Central Office staff to determine an appropriate placement.
- Following approved registrations, you will receive a request to send copies of report cards and attendance records to Northland School Division Student Services – attention Louisa Alexie, and the Boarding Home parent.
- Monthly attendance reports are required for boarding students. Parents/guardians may be requesting attendance on a monthly basis as well as report card marks. **Our boarding home parents/guardians are not paid until these reports are received.**
- In the event that students have difficulty with attendance, work habits, academic progress or behavior, please contact the parents, Boarding Home parent and Northland School Division. If a serious problem arises or a problem persists, contact the parents and Northland School Division.

We would appreciate any support you can give our students to help them have a positive school experience.



## Frequently Asked Questions

### *What can I expect of a good boarding home and what is expected of me?*

A good boarding home provides you with a comfortable place to live and study, ensures that you get adequate nutrition, and that your medical needs are met. In addition, you may become involved with boarding family recreation and other activities and the family may also assist you to get involved in school activities you might choose, such as sports, clubs, and student council. They will also help you get the bus to school if necessary, and may transport you occasionally for special events or emergencies. The boarding home parent will expect you to attend school regularly, and complete all assignments. They may even be able to help you with those tricky mathematics problems or give you ideas for creative writing.

### *What will I need to take with me to the boarding home?*

Remember you and your family are responsible for transportation costs from your home community to the receiving school community. You may not be able to travel home regularly so you should move with everything that you think you might need for the year. You will need to make arrangements for your own spending money. The boarding allowance **does not** cover the cost of clothing, entertainment, recreation, or personal items.

### *How do I find my way around this big school?*

Your new school population might be larger than in your home community school. Find another Northland Student or a Guidance Counselor who will give you a tour and help you find your classrooms. There are other Northland students who will help you in most schools in all major towns. All large schools have a Counselor. This is a very important person for you to get to know. Counselors are trained and willing to help you with questions about your program or timetable. They can help with personal problems and they can show you how to get in touch with other helping agencies such as tutors, and Social Services. They also have information and application forms for University and other educational programs. In general, they are very helpful people who are concerned about you and your education. They will also be in contact with your home school and School Community Liaison Worker to ensure you are not alone in your new home and school. In fact, the School Community Liaison Worker from your home school will contact you and your school regularly to encourage you to keep up the good work as well as check on your attendance and progress.

Keep in mind that you must attend and complete assignments to be successful.





***What do I do when I encounter problems?***

You're homesick, you failed a test, you do not like your boarding home meals and you just lost your favorite jacket. **DO NOT PANIC!!** You can call your parents, a friend, or the Student Services Department.

If your boarding home is not working out or you must change schools, please be sure to call your local Principal or School Community Liaison Worker who can help you find a new place and **send in a Change of Boarding Home Form #J001b-02-12 (Appendix 5) before you move.**

In addition you must remember to do the following:

- a. Sign the boarding claim form at the end of each month. This states the number of days you lived in your boarding home.
- b. Give a copy to your boarding home parent/guardian, as a reference, and provide a copy to your receiving school when you register.

***What is a credit?***

One credit is equivalent to the learner outcomes that most students can achieve in 25 hours of instruction. Students in Alberta are required to earn 100 credits to qualify for an Alberta High School Diploma or 80 credits for a Certificate of Achievement.

***Do students have spares?***

Students may choose to have study periods in senior high school depending upon their school's policies/guidelines. It is very possible for students to complete their high school diploma successfully and to have spares, particularly in their Grade 12 year, but planning for a full schedule is suggested.

***How do students know which courses to take to prepare for post-secondary education?***

Students who have identified their post-secondary plans should consult their school counselors and a calendar from the post-secondary institution of their choice to make sure they have the necessary prerequisite senior high school courses. Students should check each year for current information. Students are also encouraged to visit the Alberta Education Information Services (ALIS) site at [www.alis.gov.ab.ca](http://www.alis.gov.ab.ca).



***Are tutors available?***

The best source for help for students is their classroom teacher. If extra tutoring is required, this is usually arranged privately at parental expense. Schools may be able to help by providing information about tutors.

***Do students need to take all courses in the same sequence;  
e.g. Drama 10-20-30?***

No. Students are welcome to take a variety of courses. They are restricted only by the prerequisites required for each course.

***Is a second language a requirement for university entrance?***

This is not a general requirement for Alberta universities. However, a second language can be used as an academic subject for entrance to several programs and in calculations for scholarships. It may also be used to calculate the academic average. Certain post-secondary faculties may require a second language.

***What happens if a Grade 12 student is short of credits after the first semester?***

It may be possible for such a student to complete the diploma requirements by taking extra courses, an extra semester, summer school, night school or distance learning. Please consult the student's school for assistance.

***Can a student return to senior high school to complete a high school diploma or upgrade courses following Grade 12?***

All students who are 19 years or under as of September 1 of a school year have the right to attend school. School boards can designate specific schools for returning students.



***Can parents request that their children have a particular teacher for a course?***

Most schools attempt to accommodate individual requests but are sometimes restricted because of enrollment and scheduling concerns.

***How can I best assure that my child will have a positive experience in senior high school?***

Parents and teachers share a commitment to lifelong learning. Ongoing communication among parents, teachers and students is one way of ensuring success.

***What does it mean to challenge a course?***

Students who believe that they already possess the knowledge, skills and attitudes for a senior high school course and are ready to demonstrate that achievement may ask the school about how they can receive credits for the course without actually taking it. Usually, a course challenge will apply only to a course that is at a higher level than a student has already achieved in a course sequence, or is at a similar level in an alternative course sequence. Students who successfully complete a course challenge of the school-awarded mark component of a diploma examination course must write the diploma examination to be eligible for a final course mark and credits in that course.

***Are there provisions for special needs students writing a diploma examination?***

Yes. Contact the school.



## APPENDIX 1

### Senior High School Graduation Requirements

#### Introduction

Diplomas and certificate(s) certify that the holder has successfully completed a prescribed program of instruction. **However, possession of an Alberta high school diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post secondary institutions for admission requirements.**

#### Alberta High School Diploma Graduation Requirements

Students may graduate from senior high school with an Alberta High School Diploma or a Certificate of Achievement-Knowledge and Employability.

Planning for a student's senior high school experience and course selections should involve parents, the school counselor and/or teachers, and the student. Planning should be based upon student achievement, realistic assessment of ability, and post-secondary and career goals. Upon the completion of this program, students receive an Alberta High School Diploma.

<b>ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)</b>
The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.
<b>100 CREDITS</b> <b>including the following:</b>
<b>ENGLISH LANGUAGE ARTS - 30 LEVEL</b> (English Language Arts 30-1, 30-2)
<b>SOCIAL STUDIES - 30 LEVEL</b> (Social Studies 30 or 33)
<b>MATHEMATICS - 20 LEVEL<sup>①</sup></b> (Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24)
<b>SCIENCE - 20 LEVEL<sup>②</sup></b> (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
<b>PHYSICAL EDUCATION 10 (3 CREDITS)</b>
<b>CAREER AND LIFE MANAGEMENT (3 CREDITS)</b>





**10 CREDITS IN ANY COMBINATION FROM:**

- **Career and Technology Studies (CTS)**
- **Fine Arts**
- **Second Languages<sup>3</sup>**
- **Physical Education 20 and/or 30<sup>4</sup>**
- **Locally developed/acquired and locally authorized courses in CTS, fine arts or second languages**
- **one 36-level course from any Knowledge and Employability or IOP**
- **Knowledge and Employability or IOP occupational courses**
- **Registered Apprenticeship Program**

**10 CREDITS IN ANY 30-LEVEL COURSE<sup>5</sup>**  
**(IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A**  
**30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)**

- **35-level locally Developed/Acquired and Locally authorized courses**
- **3000 Series; Advanced Level in Career and Technology Studies Courses**
- **35-level Work Experience<sup>6</sup>**
- **30-4 level Knowledge and Employability course or 36-level IOP course**
- **35-level Registered Apprenticeship Program**
- **30-level Green Certificate Specialization**

For students who entered Grade 10 before September 1998, the mathematics requirement-Mathematics 20 or 23 or 24-may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; e.g., Mathematics 10 and Mathematics 14. Students may also use Pure Mathematics 10, Applied Mathematics 10, Mathematics Preparation 10 (5 credits) in conjunction with Mathematics 10 or Mathematics 13 to meet this requirement.

The science requirement-Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20-may also be met with the 10-credit combination of Science 10 and Science 14.

Students may earn any number of credits in each second language, but only 25 credits in each second language studied may be used to meet the 100-credit requirement for the Alberta High

School Diploma

Students entering Grade 10 in the 1998-1999 school year and subsequent school years will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.

Integrated Occupational Program (IOP) students who wish to transfer to an Alberta High School Diploma route at any time must meet the requirements outlined above. One 36-level course (10 credits) from any occupational cluster, or 10 credits from any Green Certificate Specialization or two 35-level RAP courses are acceptable for students transferring from IOP to the Alberta High School Diploma program in order to meet the 10-credit requirement in any 30-level courses.

Students may earn any number of credits in work experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.



**Education Placement – Boarding Home Program****FURTHER NOTES:**

- For 30-level courses that have a diploma examination, the final course mark consists of an average of the school-awarded mark and the diploma examination mark.
- Students in Francophone programs should consult the Alberta High School Diploma Graduation Requirements for French First Language-Francophone.

Mature students should consult the Mature Students section in this *Guide* for applicable graduation requirements.

**Certificate of Achievement Program**

To qualify for a Certificate of Achievement students must earn a minimum of 80 credits.

<b>Subject</b>	<b>Minimum Credits</b>	<b>Minimum Course(s)</b>	<b>Eligible Courses and Credits</b>
English Language Arts	8/9	2/3	English Language Arts 20-2 or 30-4
Social Studies	5/6	1/2	Social Studies 13 or 26
Mathematics	3	1	Mathematics 14 or 20-4
Science	3	1	Science 14 or 20-4
Physical Education	3	1	Physical Education 10 (3 credits)
Career & Life Management	3	1	CALM (3)

**5 CREDITS IN**

- 30-level Knowledge and Employability Occupational course, or
- 30-level Career and Technology Studies (CTS), or
- 30-level Locally developed course with an occupational focus

**AND****5 CREDITS IN**

- 30-level Knowledge and Employability Workplace Practicum course, or
- 30-level Work Experience course, or
- 30-level Green Certificate course

**OR****5 CREDITS IN**

- 30-level Registered Apprenticeship Program (RAP) course



## APPENDIX 2 Student Attendance

### Attendance

Attendance at school is compulsory. Section 13(1) of the *School Act* states:

13(1) An individual who

- (a) is eligible to be enrolled in a school,
- (b) at September 1 in a year is 6 years of age or older, and
- (c) is younger than 16 years of age, shall attend school.

### Powers of boards

60(3) A board may make rules

- (b) respecting the attendance of students at schools;

### Section 12 sets out code of conduct

12 A student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- (a) be diligent in pursuing the student's studies;
- (b) attend school regularly and punctually
- (c) co-operate fully with everyone authorized by the board to provide education programs and other services;
- (d) comply with the rules of the school
- (e) account to the student's teachers for the student's conduct;
- (f) respect the rights of others.

The Attendance Board provides a means to enforce compulsory school attendance. Referral of matters regarding student attendance to the Attendance Board is governed by the *School Act*

15(1) Where

- (a) a student who is required to attend a school under section 13 does not attend school, and
- (b) attempts to enforce school attendance under section 14 have, in the opinion of the board, not been effective,

the board of which the student is a resident student or that operates or supervises the school in which the student is enrolled may refer the matter to the Attendance Board.

### Order of Board



128(1) On hearing a matter referred to it, the Attendance Board may, subject to any terms or conditions that the Attendance Board considers proper in the circumstances, make an order doing one or more of the following:

- (a) directing the student to attend school
  - (b) directing the parents of a student to send the student to school;
  - (c) subject to section 29, 47, and 48, directing the student to take an education program, course or student program set out in the order;
  - (d) reporting the matter to a director under the *Child, Youth and Family Enhancement Act*;
  - (e) imposing on the student's parent a monetary penalty not exceeding \$100 per day up to a maximum of \$1000 to be paid to the Crown for each day that the student does not attend school;
  - (f) giving any other direction not referred to in clauses (a) to (e) that the Attendance Board considers appropriate in the circumstances.
- (3) A copy of an order of the Attendance Board made under subsection (1) may be filed with the clerk of the Court of Queen's Bench at the judicial centre closest to the place where the cause of the proceedings before the Attendance Board arose.
- (4) On the filing of a copy of an order with the clerk of the Court of Queen's Bench pursuant to subsection (3), the order of the Attendance Board has the same force and effect as if the order were an order of that Court.
- (5) A copy of the order as filed shall be sent to the Minister and any person to whom notice of the order is sent.





**Alberta Human Rights Act**

The Alberta Human Rights Act establishes requirements for the notification of parents and exemption of students from class or the place of instruction in certain instances where the subject matter of the course, program or instruction deals primarily and explicitly with religion, human sexuality or sexual orientation. See Notice under Section 11.1 of the Alberta Human Rights Act in the *Guide* for further information.

**Notice to parent or guardian**

- 11.1(1) A board as defined in the *School Act* shall provide notice to a parent or guardian of a student where courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under that Act include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation.
- (2) Where a teacher or other person providing instruction, teaching a course of study or educational program or using the instructional materials referred to in subsection (1) receives a written request signed by a parent or guardian of a student that the student be excluded from the instruction, course of study, educational program or use of instructional materials, the teacher or other person shall in accordance with the request of the parent or guardian and without academic penalty permit the student
- (a) to leave the classroom or place where the instruction, course of study or educational program is taking place or the instructional materials are being used for the duration of the part of the instruction, course of study or educational program, or the use of the instructional materials, that includes the subject matter referred to in subsection (1), or
  - (b) to remain in the classroom or place without taking part in the instruction, course of study or educational program or using the instructional materials.
- (3) This section does not apply to incidental or indirect reference to religion, religious themes, human sexuality or sexual orientation in a course of study, educational program, instruction or exercises or in the use of instructional materials.



### **Suspension and Expulsion of Students**

Principals and teachers should be aware of the relationship between the Code of Student Conduct, Section 12, and Suspension and Expulsion of Students, Sections 24 and 25. Students and parents should also be provided with the information contained in these sections in order to familiarize themselves with what is acceptable for student conduct and the consequences, to both students and parents, should students fail to comply. Section 24 of the *School Act* states:

#### **Suspension**

- 24(1) A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal
  - (a) the student has failed to comply with section 12, or
  - (b) the student's conduct is injurious to the physical or mental well-being of others in the school.
- (2) A teacher may suspend a student from one class period.
- (3) A principal may suspend a student
  - (a) from school,
  - (b) from one or more class periods, courses or education programs, or
  - (c) from riding in a school bus.
- (4) A principal may reinstate a student suspended under subsection (2) or (3).
- (5) When a student is suspended under subsection (3), the principal shall
  - (a) forthwith inform the student's parent of the suspension,
  - (b) report in writing to the student's parent all the circumstances respecting the suspension, and
  - (c) if requested, provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the reasonableness of the suspension.
- (6) If the student is not to be reinstated within 5 school days after the date of the suspension, the principal shall
  - (a) forthwith inform the board of the suspension, and
  - (b) report in writing to the board all the circumstances respecting the suspension and the principal's recommendations,

and the student remains suspended until the board has made a decision under subsection (8).
- (7) The principal may recommend that the board expel the student if



**Education Placement – Boarding Home Program**

- (a) the student has displayed an attitude of willful, blatant and repeated refusal to comply with section 12, or
  - (b) the student's conduct is injurious to the physical or mental well-being of others in the school.
- (8) The board shall within 10 school days after the date of the suspension
- (a) reinstate the student, or
  - (b) expel the student from school in accordance with section 25.
- (9) Before the board makes a decision under subsection (8), the student and the student's parent may make representations to the board with respect to the principal's recommendation to expel the student.

**Expulsion**

- 25(1) On considering the report provided to it under section 24(6)(b) and any representations made to it under section 24(9), the board may expel the student if
- (a) the principal has recommended that the board expel the student, and
  - (b) the student has been offered another education program by the board.
- (2) An expulsion must be for a period of more than 10 school days.
- (3) When a student is expelled under this section, the board shall forthwith notify, in writing, the student's parent, and the student if the student is 16 years of age or older,
- (a) of the expulsion, and
  - (b) of the right to request a review under section 124.
- (4) The board may re-enrol a student who has been expelled.

## APPENDIX 3

## Northland School Division No. 61 List of Schools

Geoff Petley-Jones, P (Claudia Covelli, V/P) ANZAC COMMUNITY SCHOOL 112 Christina Drive ANZAC, AB TOP 1J0 e-mail: <a href="mailto:Geoff.Petley-Jones@nsd61.ca">Geoff.Petley-Jones@nsd61.ca</a>	Grades K-3 334-2271 (2400) Fax: 334-2339 P: (2401) Charlotte Taylor	Barbara Laderoute, P (Bob Heyde, V-P) GIFT LAKE SCHOOL P.O. Box 150 GIFT LAKE, AB TOG 1B0 e-mail: <a href="mailto:Barbara.Laderoute@nsd61.ca">Barbara.Laderoute@nsd61.ca</a>	Grades K-9 767-3935 (1400) Fax: 767-3792 P: (1401) Joyce Laderoute
Michael Fieger, A/P (Margot Simonot, A/V-P) ATHABASCA DELTA COMMUNITY SCHOOL P.O. Box 59 FORT CHIPEWYAN, AB TOP 1B0 e-mail: <a href="mailto:Michael.Fieger@nsd61.ca">Michael.Fieger@nsd61.ca</a>	Grades K-12 697-3933 (1900) 697-3927 Fax: 697-3604 P: (1901)	Jackie Sander, P GROUARD NORTHLAND SCHOOL P.O. Bag 2000 GROUARD, AB TOG 1C0 e-mail: <a href="mailto:Jackie.Sander@nsd61.ca">Jackie.Sander@nsd61.ca</a>	Grades K-9 751-3772 (1500) Fax: 751-3731 P: (1501) Kristy Willier
Geoff Petley-Jones, P (Claudia Covelli, V/P) BILL WOODWARD SCHOOL 107 Christina Drive ANZAC, AB TOP 1J0 e-mail: <a href="mailto:Geoff.Petley-Jones@nsd61.ca">Geoff.Petley-Jones@nsd61.ca</a>	Grades 4-9 334-0818 (4400) Fax: 334-0820 P: (4401) Leanne Bunning	Shelly Hamelin, P HILLVIEW SCHOOL P.O. Box 1589 High Prairie, AB TOG 1E0 e-mail: <a href="mailto:Shelly.Hamelin@nsd61.ca">Shelly.Hamelin@nsd61.ca</a>	Grades K-6 523-9676 (1100) Fax: 523-9671 P: (1101) Lana L'Hirondelle
Bruce Joudrey, P BISHOP ROUTHIER SCHOOL P.O. Box 1410 HIGH PRAIRIE, AB TOG 1E0 e-mail: <a href="mailto:Bruce.Joudrey@nsd61.ca">Bruce.Joudrey@nsd61.ca</a>	Grades K-8 523-2216 (1300) Fax: 523-4567 P: (1301) Teasa Gauchier	Elaine Ward, P J.F. DION SCHOOL General Delivery FISHING LAKE, AB TOA 3G0 e-mail: <a href="mailto:Elaine.Ward@nsd61.ca">Elaine.Ward@nsd61.ca</a>	Grades K-6 943-2348 (3500) Fax: 943-2299 P: (3501) Hannah Durocher
Cheryl Saddleback, A/P CALLING LAKE SCHOOL P.O. Box 120 CALLING LAKE, AB TOG 0K0 e-mail: <a href="mailto:Cheryl.Saddleback@nsd61.ca">Cheryl.Saddleback@nsd61.ca</a>	Grades K-9 559-2228 (3000) Fax: 559-2391 P: (3001) Gwen Cardinal	Bill Sewepagaham, P KATERI SCHOOL P.O. Box 40 TROUT LAKE, AB TOG 2N0 e-mail: <a href="mailto:Bill.Sewepagaham@nsd61.ca">Bill.Sewepagaham@nsd61.ca</a>	Grades K-12 869-3990 (2300) Fax: 869-3833 P: (2301) Donna Laboucan
Christoph Ruge, P CAREER PATHWAYS P.O. Box 240 Wabasca, AB TOG 2K0 e-mail: <a href="mailto:Christoph.Ruge@nsd61.ca">Christoph.Ruge@nsd61.ca</a>	780-891-3766 Fax: 780-891-3099	Brian Dewar, P LITTLE BUFFALO SCHOOL General Delivery, Little Buffalo via CADOTTE LAKE, AB TOH 0N0 e-mail: <a href="mailto:Brian.Dewar@nsd61.ca">Brian.Dewar@nsd61.ca</a>	Grades K-12 629-3950 (0900) Fax: 629-3810 P: (0901) Jane Seeseequon
AnneMarie Byrne, A/P CHIPEWYAN LAKE SCHOOL P.O. Box 1290, Chipewyan Lake via WABASCA, AB TOG 2K0 e-mail: <a href="mailto:Anne-Marie.Byrne@nsd61.ca">Anne-Marie.Byrne@nsd61.ca</a>	Grades K-9 899-3770 (2100) Fax: 899-3950 P: (2101) Viola Noskiye	Dafydd Thomas, A/P (Christine Jellett, V-P and Terri-Lynn McLeod, A-V/P) MISTASSINI SCHOOL P.O. Box 750 WABASCA, AB TOG 2K0 e-mail: <a href="mailto:Dafydd.Thomas@nsd61.ca">Dafydd.Thomas@nsd61.ca</a>	Grades: 7-12 891-3949 (2500) Fax: 891-3676 P: (2501) Vivian Gullion Stephen Okemow
Bernard Woodfine, A/P CONKLIN COMMUNITY SCHOOL General Delivery CONKLIN, AB TOP 1H0 e-mail: <a href="mailto:Bernard.Woodfine@nsd61.ca">Bernard.Woodfine@nsd61.ca</a>	Grades K-9 559-2228 (2900) Fax: 559-2391 P: (2901) Betty Peterson	Jill Gaudet, P PADDLE PRAIRIE SCHOOL P.O. Box 40 PADDLE PRAIRIE, AB TOH 2W0 e-mail: <a href="mailto:Jill.Gaudet@nsd61.ca">Jill.Gaudet@nsd61.ca</a>	Grades K-12 981-2124 (0400) Fax: 981-3777 981-3770 (Pvt.) P: (0401) Shawna Ghostkeeper
Lori Perley, A/P DR. MARY JACKSON SCHOOL P.O. Box 54 KEG RIVER, AB TOH 2G0 e-mail: <a href="mailto:Lori.Perley@nsd61.ca">Lori.Perley@nsd61.ca</a>	Grades: K-12 981-2275 (0500) Fax: 981-3955 P: (0501) Diane Prochinsky/ Elizabeth Peters	Audrey Anderson, P PEERLESS LAKE SCHOOL P.O. Box 30 PEERLESS LAKE, AB TOG 2W0 e-mail: <a href="mailto:Audrey.Anderson@nsd61.ca">Audrey.Anderson@nsd61.ca</a>	Grades K-12 869-3832 (3800) Fax: 869-3831 P: (3801) Corrine Alook
David Anger, P ELIZABETH SCHOOL P.O. Box 6B COLD LAKE, AB T9M 1P1 e-mail: <a href="mailto:David.Anger@nsd61.ca">David.Anger@nsd61.ca</a>	Grades: K-8 594-2017 (3400) Fax: 594-3111 P: (3401) Kathy Lepine	Linda Foster, P PELICAN MOUNTAIN SCHOOL P.O. Box 720 WABASCA, AB TOG 2K0 e-mail: <a href="mailto:Linda.Foster@nsd61.ca">Linda.Foster@nsd61.ca</a>	Grades: K-6 891-2442 (2800) Fax: 891-2369 P: (2801)
Randy Porterfield, A/P FATHER R. PERIN SCHOOL General Delivery CHARD, AB TOP 1G0 e-mail: <a href="mailto:Randy.Porterfield@nsd61.ca">Randy.Porterfield@nsd61.ca</a>	Grades: K-9 559-2240 (2700) Fax: 559-2365 P: (2701) Robyn Janvier	Shelley Stevenson, A/P (Peter Bailey, V-P) ST. THERESA SCHOOL P.O. Box 210 WABASCA, AB TOG 2K0 e-mail: <a href="mailto:Shelley.Stevenson@nsd61.ca">Shelley.Stevenson@nsd61.ca</a>	Grades: K-6 891-3833 (2600) Fax: 891-3893 P: (2601) June Houle Ann Houle
Ruth Ryan, P FORT MCKAY SCHOOL General Delivery FORT MCKAY, AB TOP 1C0 e-mail: <a href="mailto:Ruth.Ryan@nsd61.ca">Ruth.Ryan@nsd61.ca</a>	Grades: K-8 828-4222 (2000) Fax: 828-4254 P: (2001) Hilda Orr-Desjarlais	Mark McGimpsey, P SUSA CREEK SCHOOL P.O. Box 150 GRANDE CACHE, AB TOE 0Y0 e-mail: <a href="mailto:Mark.McGimpsey@nsd61.ca">Mark.McGimpsey@nsd61.ca</a>	Grades: K-8 827-3366 (3900) Fax: 827-2712 P: (3901) Tammy Smith



# **APPENDIX 4** **Application for Education Placement/Boarding Home Program**

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APPLICATION FOR EDUCATION PLACEMENT/  
 BOARDING HOME PROGRAM  
 20\_\_/\_ SCHOOL YEAR

## **Student Information**

Student Name: \_\_\_\_\_ Birth date: (yyyy/mm/dd) \_\_\_\_\_

Home Address: \_\_\_\_\_ Is Student: \_\_\_\_\_

\_\_\_\_\_ Of Treaty Status? ☐ Yes ☐ No

\_\_\_\_\_ Living on Reserve? ☐ Yes ☐ No

\_\_\_\_\_ Living on Crown Land? ☐ Yes ☐ No

Grade: \_\_\_\_\_ Alberta I.D. Number \_\_\_\_\_

Date of most recent medical checkup (yyyy/mm/dd) \_\_\_\_\_

Name of Doctor: \_\_\_\_\_ Alberta Health Care No. \_\_\_\_\_

List any Medical Conditions: \_\_\_\_\_

Name and Address of Parent/Guardian: \_\_\_\_\_

Home Phone No. \_\_\_\_\_ Home School No. \_\_\_\_\_

## **Rationale (by parent)**

Briefly explain why boarding is necessary:

Name of School to be attended: \_\_\_\_\_ Phone No. \_\_\_\_\_

Address: \_\_\_\_\_

Subject/Programs to be taken: \_\_\_\_\_

## **Division Office Use Only (below this line)**

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

Processed on: \_\_\_\_\_

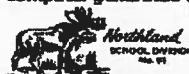
Please send completed application to:

Associate Superintendent  
 Northland School Division No. 61  
 Bag 1490, Peace River, AB T8S 1V2  
 Phone: 780.624.2060  
 Fax: 780.624.5914

## APPENDIX 4 continued

Page Two

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 **Northland**  
SCHOOL DIVISION  
No. 61

APPLICATION FOR EDUCATION PLACEMENT/  
BOARDING HOME PROGRAM  
20\_\_/\_ SCHOOL YEAR

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**Proposed Boarding Home**

Name of Boarding Home Parent(s): \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Home Telephone No. (include area code) \_\_\_\_\_

On behalf of the above named student, I hereby make application to Northland School Division No. 61 for payment of Divisional Boarding Allowance at the rate set by the School Division as well as payment of other authorized school fees.

I hereby give permission to Northland School Division to have access to information from receiving schools outside its jurisdiction relating to my child's program, progress and attendance.

I hereby give permission to the Boarding Home Parent to act in "loco parentis", including assessing immediate emergency medical care and treatment when necessary.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

**Note:** If a student's boarding home placement changes use form J001b-10-02 to advise Northland School Division to whom payment of Boarding Allowance should be made. Incomplete and late forms may delay approval and payment. Inaccurate information could result in termination of the Boarding Home Allowance.

In accordance with The Freedom of Information and Protection of Privacy Act, the following information is being collected to determine student eligibility for the boarding home program. This information is being collected under the School Act and will be used only for the purposes stated previously. If you have any questions about the collection of this information, you may contact the Secretary-Treasurer of Northland School Division No. 61 at Box 1400, Peace River, AB T8S 1V2. Ph: 780.624.2060, Fax: 780.624.5914.

J001a-02-12

Page 2

## APPENDIX 5 Change of Boarding Home



### NOTIFICATION OF CHANGE IN BOARDING HOME

Date: \_\_\_\_\_

#### STUDENT DATA/INFORMATION

Student's Name: \_\_\_\_\_ Attending School: \_\_\_\_\_

Is Attending School aware of change of address: Yes ☐ No ☐  
 Is Home School aware of change of address: Yes ☐ No ☐  
 Is Parent/Guardian aware of change of address: Yes ☐ No ☐

Student Alberta Health Care #: \_\_\_\_\_ Medical Conditions: (Specify) \_\_\_\_\_

I no longer board with: \_\_\_\_\_. The last day I stayed there was: \_\_\_\_\_

\_\_\_\_\_. I have removed all my belongings from this place.

Former Boarding Home Parent's Signature: \_\_\_\_\_

Claim for insurance has been passed on to new boarding home? Yes ☐ No ☐

#### NEW BOARDING HOME INFORMATION:

Name of Boarding Home Parent(s): \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Address: \_\_\_\_\_

Postal Code: \_\_\_\_\_ Telephone #: \_\_\_\_\_

Date student began living with you: \_\_\_\_\_

I agree to act in "loco parentis" including accessing immediate emergency medical care and treatment when necessary.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
New Boarding Home Parent Signature

**Failure to send in this form prior to or immediately after move may delay payment to new boarding home parent.**

Please forward completed form to: Associate Superintendent - Northland School Division No. 61, Bag 1400, Peace River, AB T8S 1V2 Phone (780) 624-2060, Fax (780) 624-5914.

**J001b-02-12**



**APPENDIX 6**  
**Boarding Allowance Claim Form**



**BOARDING ALLOWANCE CLAIM FORM**

BOARDING ALLOWANCE CLAIM FOR THE MONTH OF \_\_\_\_\_, 20\_\_\_\_

Name of Student (Please Print)	Age	Grade	Number of Days Claimed for Boarding Allowance

I hereby certify that the above named student boarded at my home from:

the \_\_\_\_ day of \_\_\_\_\_ to the \_\_\_\_ day of \_\_\_\_\_ inclusive.

\_\_\_\_\_  
(Signature of Boarding Home Parent)

\_\_\_\_\_  
(Signature of Student)

\_\_\_\_\_  
(Name - Please Print)

\_\_\_\_\_  
(Name of Boarding Home)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Town, Province) (Postal Code)

Mail in completed form at the **end** of each month to:

Associate Superintendent  
NORTHLAND SCHOOL DIVISION NO. 61  
Bag 1400  
PEACE RIVER, Alberta T8S 1V2

**Please do not fax!**

**For Northland School Division Use Only:**

T	F	OBJ			FS		P	SP		EL			FA		AMOUNT	
	1	4	8	1	0	6	0	2	6	0	0	0	0			

**J311-07-04**





**APPENDIX 7**  
**Boarding Home Parent Declaration**



**Boarding Home Parent Declaration**

I, \_\_\_\_\_, hereby fully understand that should my  
 Boarding Home Student \_\_\_\_\_ leave my residence, I will  
(Boarding Home Student Name)  
 notify Northland School Division No. 61 at 1-800-362-1360 and any monies owing  
 will be reimbursed immediately.

Please do not use as a form.

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Witness Signature

\_\_\_\_\_  
 Date

\*Please Note: this does not include any scheduled school breaks.

**J010-08-09**

BAG 1400, 9809-77 AVE., PEACE RIVER, ALBERTA T8S 1V2 Telephone: (780) 624-2060 Fax: (780) 624-5914



## APPENDIX 8

### Direct Deposit Form



### DIRECT DEPOSIT FORM - BOARDING HOME PROGRAM

To: Northland School Division #61

Your name: \_\_\_\_\_  
(Print your name)

I hereby authorize and request Northland School Division #61 to credit my:

☐ Payroll Cheque ☐ Accounts Payable Cheque ☐ Boarding Home Program Cheque

to my Bank account with any payment to the noted financial institution shown on the attached Void Cheque. This authorization may be cancelled at any time upon written notice by me. If I wish to change my direct deposit or cancel, I must inform Northland School Division #61 one (1) week prior to the deposit date. I have enclosed a void cheque or a copy of my saving passbook, front cover and inside first page.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

In accordance with the Freedom of Information and Protection of Privacy Act, the above personal information is collected for the purpose of electronically depositing funds to your financial institution. If you have any questions about the collection of this information, you may contact the Secretary-Treasurer of Northland School Division #61 at Bag 1400, Peace River, Alberta T8S 1V2, Phone: (780) 624-2060, Fax: (780) 624-5914.

#### OFFICE USE ONLY

Payroll No. \_\_\_\_\_

Accounts Payable No. \_\_\_\_\_

Effective date: \_\_\_\_\_

Effective Date: \_\_\_\_\_

Date cancelled: \_\_\_\_\_

Date Cancelled: \_\_\_\_\_

**G982-02-06**



**APPENDIX 9**  
**Education Placement/Boarding Home Program**  
**Questionnaire**

The information provided in the booklet has been provided to assist you as a boarding home parent, student or parent. We would appreciate receiving feedback concerning its use. Kindly complete the following questionnaire that is intended to help us to revise and improve this document.

1. Have you read the Education Placement/Boarding Home Program Informational Package? ☐ Yes ☐ No

2. Please comment on its usefulness to you as a parent, boarding home parent or student.

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3. Are there any sections that you do not find useful? Please specify.

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4. What sections have been useful to you?

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5. Do you have any other comments on this manual?

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Please mail or fax to  
 Louisa Alexie  
 Bag 1400, 9809 – 77<sup>th</sup> Ave  
 Peace River, Alberta T8S 1V2  
 or  
 fax to (780) 624-5914.  
 Thank you for your assistance



# NORTHLAND SCHOOL DIVISION HOME BOARDING PROGRAM

This brief summary of the Home Boarding Manual is to be used as a guide when considering the Home Boarding Program. The complete manual can be obtained from your school Principal or by contacting Central Office.

## **Role of the Principal in the Boarding Home Process**

The Principal will:

- organize a 'Boarding Home Information Session' for parents in May of each school year to explain the application process.
- distribute the Northland School Division Boarding Home Pamphlet to interested parents
- discuss Boarding Home attendance information at monthly Local School Board Committee meetings on an "as needed basis"



### **Boarding Home Information**

The Boarding Home Program provides financial support for students who need to be away from their community, in order to have a particular or exceptional educational need met.

Who are involved in the Boarding Home Program – School Principal, Local School Board Committee, Superintendent or his designate, Student applicant, Parent/Guardian.

### **Who qualifies for the Boarding Home Program**

- A current student of Northland School Division. (Minimum of one year)
- A person who could present a document/ evidence that the Division cannot provide for the educational needs of the student.

### **How to apply**

- Parent, guardian, or student will apply to the local principal and the Local School Board Committee. Application forms are available from school principals.
- Principal and the Local School Board will review and make a recommendation to Central Office.
- Central Office will then review the application.
- Approval or denial shall be made in writing by the Superintendent or his/her designate to the parent, guardian or student.

### **What are the expectations of Northland School Division**

- Complete the program each year.
- Support the attendance policies of the receiving school

- Unexcused absences may result in a student being asked to leave the Boarding School Program.
- Maintaining at least 50% achievement in  $\frac{3}{4}$  of their courses to be considered for ongoing support in the Boarding Home Program.

### **Deadline for Applications**

- Applications for Boarding Home Assistance will not be considered after September 30<sup>th</sup>.

### **Suggested time lines**

- May – Fill out the application form. Ensure the application has the LSB motion number and the Principal's signature. Select school, program and Boarding Home in a community. Send completed application form to the Central Office.

### **If Approved:**

- June – Accompanied by your parent/guardian, register at the school you have chosen.
- August – Accompanied by your parent/guardian, make the move to your boarding home.
- September – Commence school attendance and requirements.

### **What are the roles of the student?**

- Attend school regularly and be diligent in his/her studies
- Comply with the rules of the school and cooperate with other personnel relating to education and boarding home program.

### **What are the roles of the parents/ guardians?**

- Complete, sign and submit the Boarding Home Application.

- Assist your child in finding a boarding home and in moving expenses.
- Prior to boarding home, arrange for a full medical for your child and advise boarding home parent of any medical conditions/medications.
- Discuss house rules, school work and attendance with your child
- Encourage and support your child in his/her educational journey
- If and when there are changes(school programs or boarding homes), contact the Division

#### **Very Important Points to Remember**

- Moving costs are not covered by the Division.
- The Division does not pay transportation to and from boarding home
- The Division will cover the costs of school supplies up to a maximum of \$100.00, with an itemized receipt/s.
- Textbook rentals are covered by the Division.
- Other course fees, specific to a course /program, will be paid to a maximum of \$75.00.
- Costs not covered by the Division include but not limited to the following: I.D. Cards, Student Union Fees, Lease to own musical instruments, school pictures, locks/locker rentals, computers, yearbooks, school insurance, school newspapers, lab coats, tote bags, calculators, Physical Education clothes, recreation or any personal items of the student.

#### **What are the roles of the boarding home parent/s?**

- Fill out the boarding home parent declaration form
- Complete the direct deposit form. Boarding allowance is paid at the rate of \$700.00 per month. It may take two weeks after the claim arrives to prepare the cheques.
- Collects the boarding home student's monthly attendance, marks, and forward them along with their Boarding Allowance Claim Form to Central Office.
- Claim only for the days the student stayed in your home.
- Help your boarding student be successful at school by encouraging regular attendance, monitoring homework, and by contacting the student's parent/guardian, or the Division for any pertinent educational and personal issues.
- Attend parent/teacher interviews, assist with homework and other educational projects.
- Ensure that the student's medical information is available.
- In the event of an emergency act as the parent in taking care of the medical needs of the student. Be responsible; contact the student's family as soon as possible.

#### **Further Information:**

For further information regarding the Home Boarding Program at Northland School Division please feel free to drop into one of our schools and request the complete Home Boarding Manual.



## Policy 1

### **Board Philosophy, Mandate, Core Purpose, Vision, Beliefs and Values**

### **The Vision**

To ensure student success, Northland School Division No 61 is committed to offering culturally specific, highly contextualized curricula in ways that complements and enhances the unique identities, backgrounds, strengths, and talents of young lifelong learners. To support, maintain and advocate for individual and collective cultural identities, NSD61 commits to respecting diversity, to provide culturally rich, community-based programs, in collaboration with parents, family and the community to meet academic and lifelong learning needs.

### **Core Purpose**

As a center of excellence for Indigenous education, NSD61 will focus on the uniqueness of the Indigenous populations by recognizing and respecting their languages, cultural environments, local governance structures, and geographical contexts. Recognizing the residential school legacy and its residual intergenerational impacts, the role of Northland School Division No. 61 is to be responsive to community needs in advocating for high levels of student success.

To achieve its core purpose Northland School Division will:

- Provide diverse, comfortable, safe learner environments and context-specific sites (i.e. trap lines, cultural camps, Elder's homes, land-based learning sites),
- Address student's holistic wellness by balancing the emotional, physical, intellectual and spiritual dimensions of learning,
- Utilize teaching approaches that build upon what the child knows, helping to discover the gifts the learner brings to the learning context,
- Ensure that the teachers acknowledge and respect the need for supporting the continuity of the parenting process from the home to the school,
- Ensure teachers assume the role of the parent (in loco parentis) in the school environment,
- Ensure NSD staff have a vested interest in the well-being of the child
- Nurture culture, language, heritage and community history,
- Promote and celebrate cultural/social growth, academic achievement and success,



## Policy 1

### Board Philosophy, Mandate, Core Purpose, Vision, Beliefs and Values

- Encourage future aspirations within a supporting, nurturing environment where learners voice and share their dreams,
- Offer different paths to achieving academic and personal success,
- Ensure that community engagement will be achieved through the involvement of the Local School Board Committees. (Northland Community Engagement Framework),
- To achieve its Philosophy, Mandate, Core Purpose, Vision, Beliefs and Values, Northland School Division will ensure the financial resources are adequately allocated to support Indigenous education as per Policy One mandate.

### Beliefs and Values

All staff must be committed to Kisewat'sowin and demonstrate the ability to:

- Put "Kids First",
- Honor and respect Elders,
- Honor and respect parents/guardians,
- Honor and respect children,
- Recognize and respect the role of the extended family in our communities,
- Build relationships to connect with students, families and the community to increase personal learning and to enhance teaching effectiveness,
- Bring unconditional love to the kids and show compassion,
- Develop caring, supportive and safe learning environments, including school buildings, to help children feel good about who they are,
- Provide diverse, appropriate and relevant learning experiences to meet individual cultural, social, physical, emotional, academic and entrepreneurial spirit needs,
- Assess learner growth and development in a way that respects individual culture, language and learning.

### Guiding Principles

1. **Welcoming** Schools in Northland School Division will provide a safe, welcoming place for Indigenous learners where their past, present and future is honored.





## Policy 1

### **Board Philosophy, Mandate, Core Purpose, Vision, Beliefs and Values**

- |                     |   |
|---------------------|---|
|                     | Schools in Northland School Division should be welcoming to parents and the community.  |
| 2. Relevancy        | Historical, social and cultural content that is relevant to Indigenous experiences will be central to mandated curricula.   |
| 3. Balance          | Schools in Northland School Division will address student's holistic wellness by balancing the emotional, physical, intellectual, and spiritual dimensions of learning.   |
| 4. Infusion/Weaving | Continue to promote and celebrate cultural/social growth, academic achievement and success by nurturing culture, language, heritage and community history.  |
| 5. Respect          | Respect self, others, and all relations.  |
| 6. Responsiveness   | Responsive to the needs of the students, family, local and greater community.   |
| 7. Accountability   | Identify success indicators of teacher effectiveness in the areas of: student attendance, student retention, learner engagement, and achievement. School administrator effectiveness indicators include community engagement, the use of local resources, promotional and celebration of cultural and social growth. Support use of teaching strategies that help build what a child knows. |

Legal Reference: Section 3, 45, 60, School Act – RSA 2000, Chapter S-3

**BOARD OF TRUSTEES**

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

**DATE: MARCH 20, 2014**

**PRESENTED BY:** DON TESSIER, ASSOCIATE SUPERINTENDENT

**SUBJECT:** BOARDING HOME MANUAL

**ORIGINATOR:** EDUCATION COMMITTEE

**RECOMMENDATION**

That the Board of Trustees approve changes to the Boarding Home Manual, as attached.

\*\*\*\*\*

**BACKGROUND:**

On October 26, 2011, a six member committee gathered to review Northland School Division's Boarding Home Program and, where necessary, make suggestions for improvement.

Based on this committee's activities, three boarding home problem areas were identified. The problems and improvement actions are outlined below.

**PROBLEM #1:**

Parents have little understanding of the Boarding Home process. The manual is too lengthy and cumbersome for parents.

**PROBLEM #2:**

1. Local School Board Committees have limited understanding of the Boarding Home application and approval process.
2. Once an application has been approved at the local level and unless there are parent complaints, they are left out of the information loop.
3. Local School Board Committees have limited knowledge of