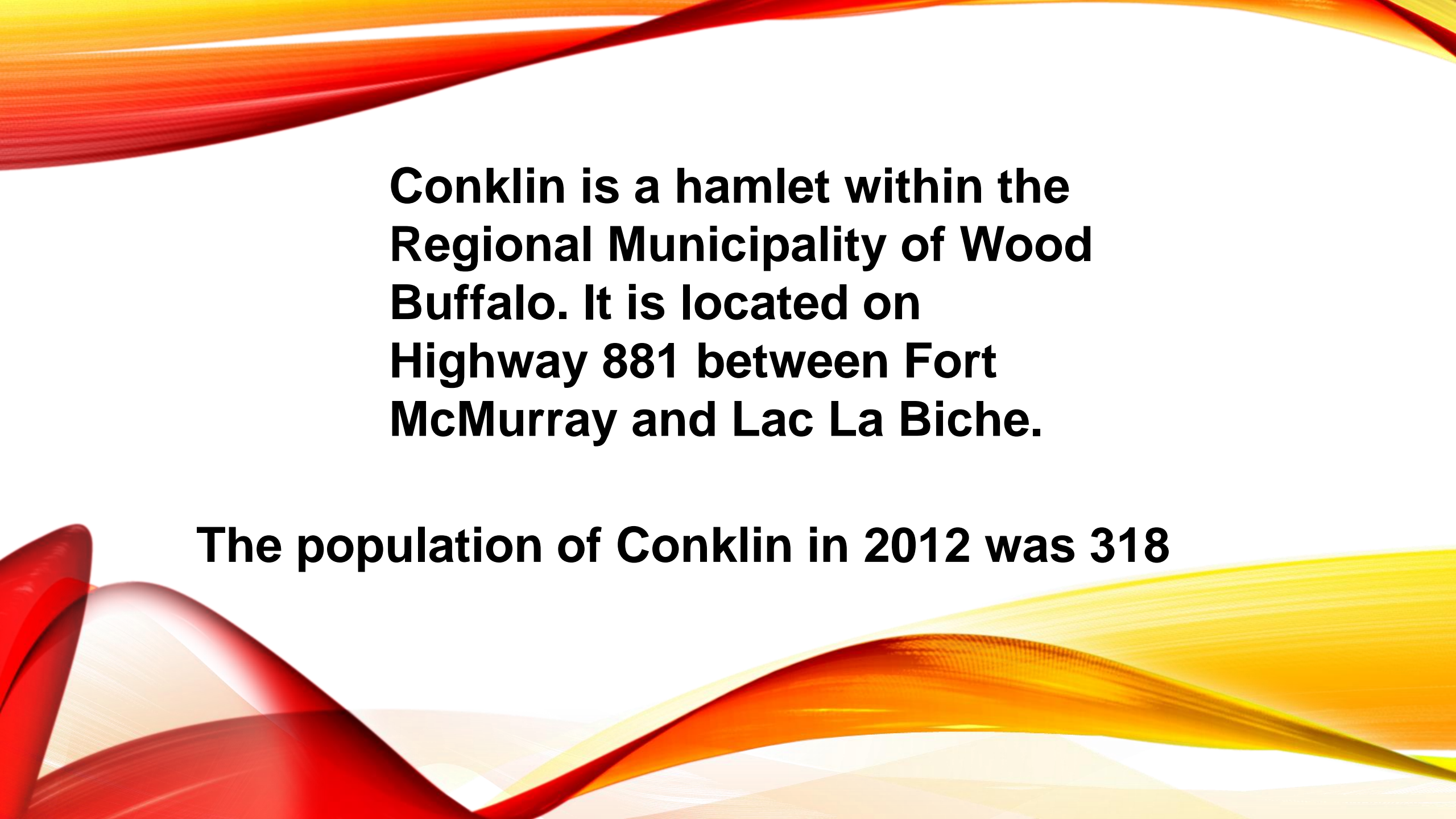


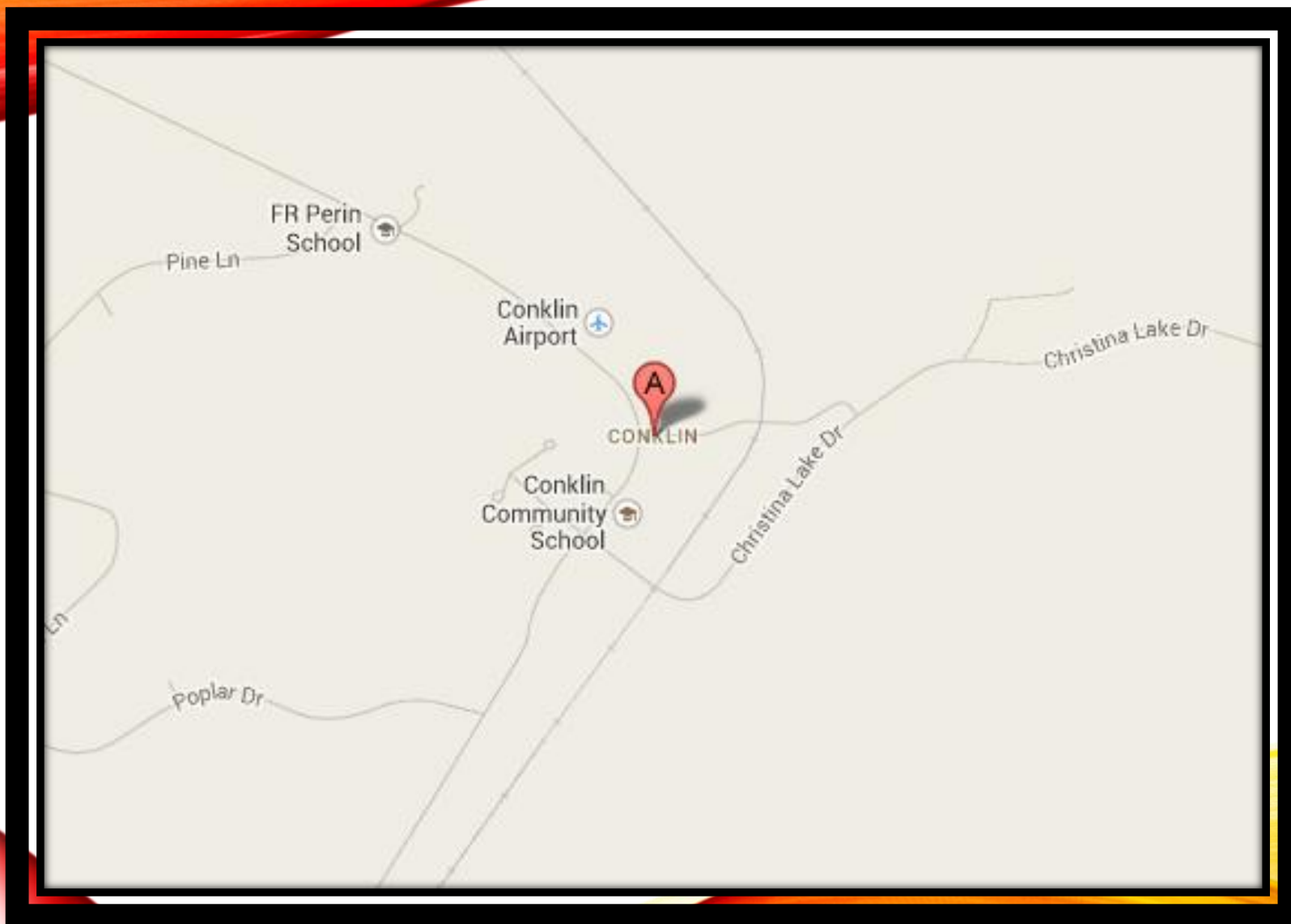
**May 1, 2014
Board Meeting
Attachments**

Agenda Item		Motion No.	Page No.
1.	Presentation: Conklin Community School		2
2.	Superintendent's Report	23595/14	37
3.	Chairman's Report	23596/14	69
4.	Secretary-Treasurer's Report	23597/14	78
5.	What We Heard Report, Policy One	23598/14	82
6.	Procedure 418, Staff Educational Leave (Divisional Office)	23602/14	96
7.	Procedure 420, Paraprofessional Staff Education	23603/14	98
8.	Procedure 422, Support Staff Education Leave (Field Based)	23604/14	100
9.	Procedure 434, Salary Administration	23605/14	102



**Conklin is a hamlet within the
Regional Municipality of Wood
Buffalo. It is located on
Highway 881 between Fort
McMurray and Lac La Biche.**

The population of Conklin in 2012 was 318





Conklin Local School Board

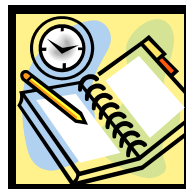
Kathy Quintal

Linda Novak

Margaret Quintal

Stacey Atkinson

Verna Quintal









Our Library

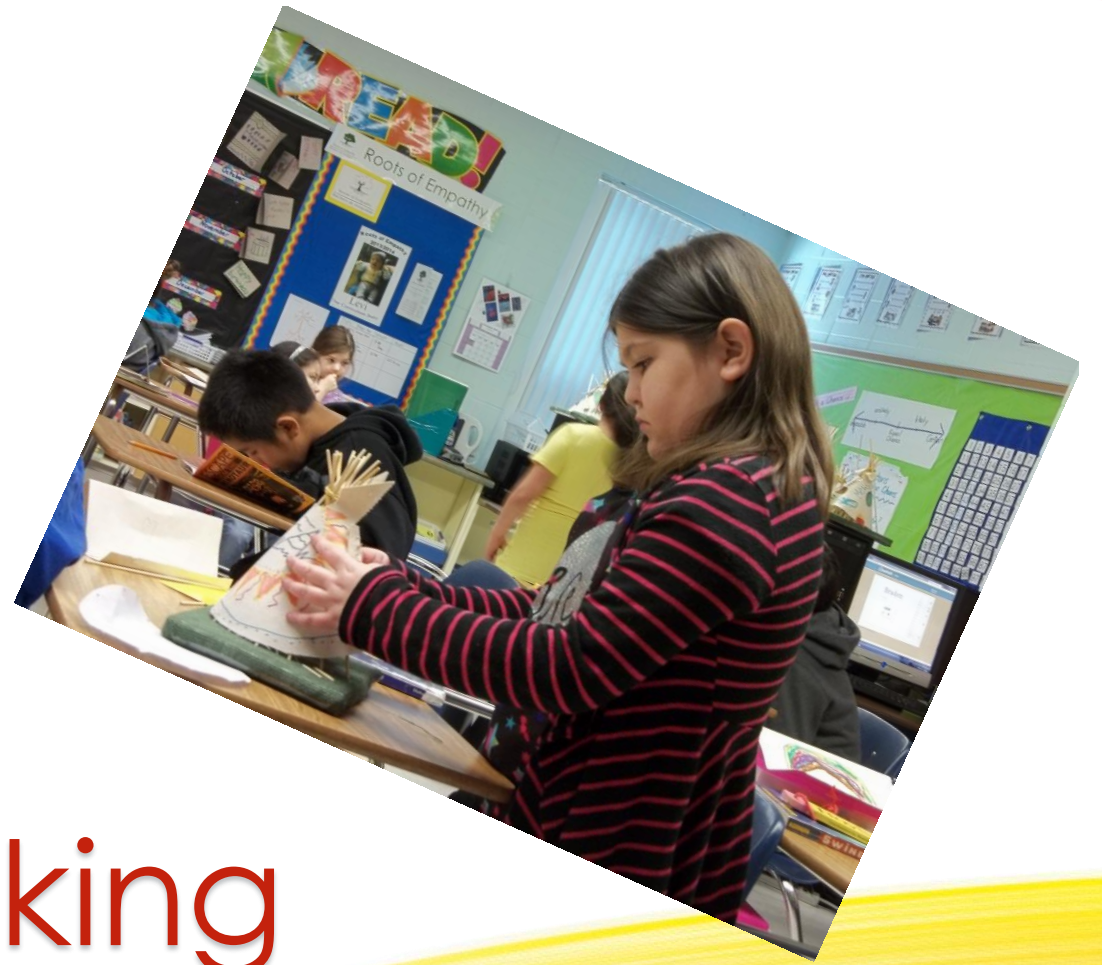
Traditional Cultural Programming

- Traditional Dance and Culture Showcase with Beverley Lambert
- Co-Curricular – Family Literacy Day (Aboriginal Story)
 - _ Art (sacred animal drawings)
 - _ Teachers attempt to integrate aboriginal issues in course content
 - _ Tipi making class
- Cree Word of the day program
- Junior Cree teacher
- LSB and Staff joint meetings to plan Land Based Learning Initiatives


Traditional Dance







Tipi Making



Summary of Land Based learning meeting with LSB and Conklin Staff . At our joint meeting we are committed to the following activities

May 6 2014


Bannock and Tea Day prepared on open pit fire in school grounds

- Elder Story Telling
- Music

June 19 2014

Wassasi trip

- Quads will be arranged to take students from Bus (which can only travel part way) then travel to Beach
- Open fires will be arranged
- Canoes and all safety gear will be arranged by the school through Linda Novak for a full day of canoeing lessons
- Lunch materials and supplies will be planned at early May meeting

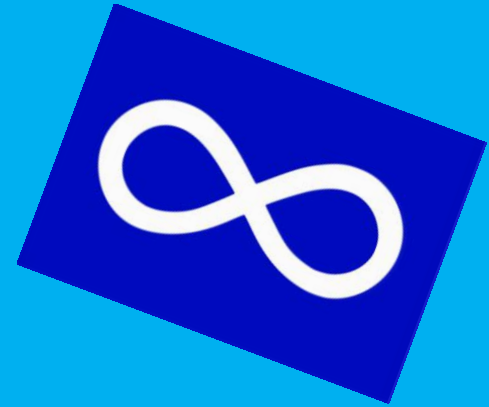


Other discussions which will eventually lead to a Conklin land-based learning program being developed for next year.

- Beading
- Trapping

We will work towards a school Land-based learning program next year which will be themed around the 4 seasons.

Cree Word Of The Day



Thanks to Margaret Quintal for translation and video

Community Engagement

- School Startup community BBQ
- Program Night
- Spirit Day
- Halloween Festivities
- Movie evening
- LBL initiatives



 Conklin Community
School

TANSI
COMMUNITY BBQ
FRIDAY AUG. 30
12:00

Spirit afternoon







Attendance

Average student absents Sept-June 2012-13	18
--	----

Average student absents Sept-March 2013-14	10
---	----

K-1-2	
Student	Days Absent
1	25
2	37
3	4
4	20.5
5	2
6	3.5
7	22
8	4


Students moving between communities.

3-4-5	
Student	Days Absent
1	5
2	6
3	6
4	9
5	7
6	18 (sick)
7	0
8	3
9	32
10	10
11	2
12	20

Extreme Behavioral

6-7-8	
Student	Days Absent
1	8
2	4
3	2
4	3
5	5
6	0
7	20

Family Health Issues requiring travel

- 
- Call home daily
 - Encourage parents to call us
 - Provide parents with student work
 - Conklin Cash
 - Personal letter from principal at report time
 - Arrange fun hands on activities in the pm
 - Movie evenings (2nd Friday)
 - Themed after school activities (one day a week)

RESPOND TO STUDENT NEEDS

Dear Parents of STUDENT :

I know that this has been a difficult year for your family and that STUDENT has missed some time from class. I want you to know that teachers are prepared to do whatever it will take to help STUDENT keep up with any missed work.

I believe that STUDENT was given some work in math and Language Arts over the last two weeks but not sure if it was completed. I know that for career education and technology, STUDENT can easily complete missed work at home over the break. For Career Education STUDENT will need access to the internet.

Please let us know whatever you need and whatever STUDENT needs to get work completed.

Your Principal

Bernard Woodfine

Pie The Principal Day



Conklin Cash Store





CTS



Skiing with Beckie Scott



Friday is After School Movie Day

Please sign below and give to your child to return to school

I _____ give permission for _____,

Parent signature

Student (s) names

to attend the after-school movie Friday February 7.

Note: All children Grades K-3 MUST have adult supervision. Come join in the fun!

As usual Students pay 1 Conklin dollar
and everyone else is free. Popcorn
and drinks for all are free. Everyone in
the community is welcome.



Conklin Road Trip 2014



April 14: Conklin to Edmonton

April 15: Stay in Edmonton

April 16: Edmonton to Drumheller

April 17: Drumheller to Conklin



Student Performance

- Benchmarking
- Report Card

Benchmarking

Below	11
Approaching	2
At	5
Above	2

- **Almost every student has shown growth this year**
1. Staff PD with benchmarking theme...discuss strategies using/Lit. Lead
 2. Individual student plan (IPP in place in many cases)
 3. Teachers must show that they are modifying instruction to meet needs
 4. More one-one with students
 5. Use of TA in a more directed and child specific manner

	L.Arts	Math	Science	Soc.Stud	Health	Music	Art	P.ED	Career
< 50	3	3	1	1	1	1	1	1	1
D	4	4	4	4	4	2	5	0	1
C	3	3	6	6	5	6	4	3	0
C+	1	0	0	0	0	1	0	0	0
B-	0	1	0	2	0	0	0	0	0
B	5	4	4	7	6	5	4	7	0
B+	0	1	1	0	0	0	0	2	0
A-	1	0	0	2	1	1	0	0	0
A	2	4	5	0	6	5	3	9	0
A+	1	1	1	0	0	2	1	1	3

When you attend conferences please remember it is the school's role to explain the level of progress your child has made so far and what specific instructional strategies we are using to reach your child. Please feel free to ask as many questions as possible and to offer your opinions on what we can do better.

What parents have a right to know !

- Is my child performing as expected ?
- What can my child do to improve ?
- Is my child cooperating with instruction ?
- Is there anything I can do as a parent to help ?
- What types of Instructional strategies are you as a teacher using to improve my child's performance ?

.....And any other opinion or question you have ...



- Conklin Cash
- Call Home frequently
- Personal letters at report time
- Pie the Principal
- Fun activities on Friday PM and afternoons in general

Attendance

- Internal Reporting more reflective of student progress
- Redesign Report Card ... include more specific scale
 - ... focus on strengths and challenges
 - ... highlight importance of attendance (instructional time)
- Pilot Student-Led Conferencing grades 3-4-5 level
- Encourage parents to ask questions/offer their views of student learning

Performance

- Metis showcase day (traditional dancing)
- Tea and Bannock day
- Beach/canoeing day
- Land Based Learning program
- Cree word of the day

Cultural

Conklin Community School Student Performance Report

256 Northland Drive
Conklin, AB
T0P1H1
Phone: 780 559 2228



Student Name

Term 2 Report

Grade Level

Kiskinwahamâtowin

- teaching one another
- learning
- education



Attendance Information

My Strengths

KIND, CARING, AND FRIENDLY CHARACTER

LIKES TO ACHIEVE

VERY MUSICAL

Ways I Can Improve

STUDY A LITTLE MORE FOR TESTS

BE MORE WILLING TO SHARE WITH IDEAS

CHECK WORK OVER BEFORE GIVING TO TEACHER

120



Days School Open

Days Absent

Days Late

Percentage Instructional Time Missed

Sometimes I have to miss school so what can I do about the instructional time I miss?

- I can check with the teacher before I leave to find out what I will miss
- I can complete classwork missed for homework
- I can ask a classmate what I have missed

Teacher Signature _____

Principal Signature *Bernard Woodfine*

April 21, 2014

If you have any concerns or perhaps some suggestions as to how your child might improve please chat with us.

We Want To Hear From You



Superintendent's Report May 1, 2014

March, 2014

25	Peace River – Staff Meeting
26	Peace River – DLT Meeting
27	Edmonton – Truth and Reconciliation Conference

April, 2014

8	Peace River – Online Pedagogical Supervisor Meeting (am)
8	Peace River – Online Administrators Meeting (pm)
11	Wabasca – Bigstone Cree Nation Meeting – Cultural Centre
14	Peace River – Northern Sunrise County Meeting
15	Peace River – Committee Meetings and Agenda Review
16	Wabasca – Bigstone Cree Nation Meeting – Cultural Centre
16	Calling Lake – LSBC Meeting
22	Fort Chipewyan – ADCS Interviews
24	Fort McMurray – Mikisew Cree First Nation Meeting
25	Wabasca – Mistassiniy school visit
28	Edmonton – ASBA Literacy Meeting
29	Peace River – Budget Meeting
30	Peace River – Budget Meeting with Advisory Committee

Achievement Test Administration Schedule: May/June 2014

Note: Achievement tests **must** be administered according to the dates and times indicated in this schedule, as approved by the Director, Examination Administration.

(published in Bulletin 5, Principals Communique, January 24, 2014).

Monday, May 12	9:00 – 11:00 A.M.	Grade 9 English Language Arts Part A	<i>Same as original schedule</i>
Tuesday, May 13	9:00 – 10:10 A.M.	Grade 3 English Language Arts Part A	<i>Same as original schedule</i>
Wednesday, May 14	9:00 – 11:00 A.M.	Grade 6 English Language Arts Part A	<i>Same as original schedule</i>
Monday, June 02	9:00 – 10:00 A.M.	Grade 3 English Language Arts Part B	<i>New approved date</i>
	9:00 – 10:00 A.M.	Grade 6 English Language Arts Part B	<i>New approved date</i>
Tuesday, June 03	9:00 – 10:15 A.M.	Grade 6 Mathematics	<i>New approved date</i>
Wednesday, June 04	9:00 – 10:00 A.M.	Grade 3 Mathematics	<i>New approved date</i>
	9:00 – 10:00 A.M.	Grade 6 Science	<i>New approved date</i>
Thursday, June 05	9:00 – 10:00 A.M.	Grade 6 Social Studies	<i>New approved date</i>
Monday, June 09	9:00 – 10:15 A.M.	Grade 9 Science	<i>New approved date</i>
Tuesday, June 10	9:00 – 10:30 A.M.	Grade 9 Mathematics	<i>New approved date</i>
Wednesday, June 11	9:00 – 10:15 A.M.	Grade 9 English Language Arts Part B	<i>New approved date</i>
Thursday, June 12	9:00 – 10:20 A.M.	Grade 9 Social Studies	<i>New approved date</i>

Key Features of the Achievement Tests

All students are permitted an additional one-half hour to complete a test
--

Grade	Subject/Test Component	# of Booklets	Answer Sheet	Time Allowed	Extra Time
3	English Lang Arts Part A	1	No	70 min +	30 min
	English Lang Arts Part B	1	No	60 min +	30 min
	Mathematics	1	No	60 min +	30 min
6	English Lang Arts Part A	1	No	120 min +	30 min
	English Lang Arts Part B	1	Yes	60 min +	30 min
	Mathematics	1	Yes	75 min +	30 min
	Science	1	Yes	60 min +	30 min
	Social Studies	1	Yes	60 min +	30 min
9	English Lang Arts Part A	1	No	120 min +	30 min
	English Lang Arts Part B	2	Yes	75 min +	30 min
	Mathematics	1	Yes	90 min +	30 min
	Science	1	Yes	75 min +	30 min
	Social Studies	2	Yes	80 min +	30 min

Significant Dates: May/June 2014 Administration

- April 22–23, 2014** - Grades 3, 6, & 9 **Part A** achievement test materials (**Shipment 1**) are shipped to schools for the **May** achievement test administration.
- April 29, 2014** - Last day for schools to inspect their shipment of grades 3, 6, & 9 **Part A** achievement test materials (**Shipment 1**) and to contact Exam Administration if test materials have not been received or if there are errors or omissions in the shipment
- May 12–15, 2014** - Schools administer grades 3, 6, and 9 **Part A May (Shipment 1)** achievement tests.
- May 16–27, 2014** - Schools locally mark grades 3, 6, and 9 **Part A** achievement tests
- May 28, 2014**
- Schools return **all Shipment 1 Principal's Statements, Lists of Students**, and test booklets and answer sheets that require **marking or scoring** to the **Financial Building**
 - Schools return **all secure Shipment 1** test materials that **don't** require **marking or scoring** to the **Learning Resources Centre**
 - All unused/extra language arts Part A booklets that are **unsecured** after administration may be kept at the school or returned to the **Learning Resource Centre**
-
- May 26–28, 2014** - Grades 3, 6 and 9 (**Shipment 2**) achievement test materials are shipped to schools for the **June** achievement test administration
- June 2, 2014** - Last day for schools to inspect their shipment of grades 3, 6 and 9 (**Shipment 2**) achievement test materials and to contact Exam Administration if test materials have not been received or if there are errors or omissions in the shipment
- June 3–12, 2014** - Schools administer grades 3, 6, and 9 **June (Shipment 2)** achievement tests
- June 20, 2014**
- Schools return all **Grade 3 Shipment 2 Principal's Statements, Lists of Students**, and test booklets that require **scoring** to the **Financial Building**
 - Schools return all **secure Grade 3 Shipment 2** test materials that **don't** require **scoring** to the **Learning Resources Centre**
- June 25, 2014**
- Schools return all **Grade 6 Shipment 2 Principal's Statements, Lists of Students**, and answer sheets that require **scoring** to the **Financial Building**
 - Schools return all **secure Grade 6 Shipment 2** test materials that **don't** require **scoring** to the **Learning Resources Centre**
- June 27, 2014**
- Schools return all **Grade 9 Shipment 2 Principal's Statements, Lists of Students**, and answer sheets that require **scoring** to the **Financial Building**
 - Schools return all **secure Grade 9 Shipment 2** test materials that **don't** require **scoring** to the **Learning Resources Centre**
- August 26, 2014** - Schools and school authorities access their Achievement Testing Program results reports via Alberta Education's extranet site and review them for errors or omissions

September 3, 2014 - Last day for schools and school authorities to report any errors or omissions in their reports to the Director, Achievement Testing (see the *Contacts* section)

Late September 2014- Alberta Education releases Individual Student Profiles, which schools may access via Alberta Education's extranet site
- Alberta Education releases multiyear reports, which schools may access via Alberta Education's extranet site

For Further Information, Please see “*Receiving and Inspecting Test Materials in the Administration Directives, Guidelines, & Procedures*” section of the General Information Bulletin.

General Information Bulletin

Purpose

- The **General Information Bulletin** outlines the **key features** of the Provincial Achievement Testing Program and lists the specific directives issued under the authority of the *Student Evaluation Regulation, Alberta Regulation 177/2003*. The information provided is intended primarily to assist school authorities and school administrators and classroom teachers in implementing the program in their authorities and schools.

Security of Testing Materials

- Unless otherwise designated, **all tests and testing materials are secured before, during, and after test administration and must be handled accordingly.**
- **No secured test, written response exemplar, or other secured testing material may be kept at a school or school authority office following test administration.** Copying of any secured test material in whole or in part is prohibited. To do so is a breach of security.
- After each achievement test administration session, a principal **must sign a declaration** that is part of the *Principal's Statement* attesting that these security requirements have been met.

Access

- Students may **only** access secured achievement test materials while writing those tests.
- Under the principal's supervision, a teacher of students writing an achievement test may view it **within the 24 hour period immediately preceding its scheduled date and time** of administration. Teachers may also access their students' tests after administration to mark or score them before the return of that material to Alberta Education.
- **No notes about or copies of test items may be made during or after the viewing of a secured achievement test.** It is a breach of security to create, use, or distribute test items that imitate or closely resemble secured achievement test questions in appearance, content, or style.

Security Status of May Testing Materials

- **All English language arts exemplars are secure** before and after administration in **May** and **all copies** must be returned as scheduled.
- The grades 3, 6, and 9 English language arts Part A test booklets are **unsecured** after test administration. **Unused** copies of these test booklets may be kept at the school after their May administration.

Important Dates for School Jurisdictions

- May 1-2, 2014 – CASS/Alberta Education Annual Conference
- May 5, 2014 – Task Force on Teaching Excellence Symposium, Edmonton
- May 5-9, 2014 – Education Week
- May 5-11, 2014 – Mental Health Awareness Week

Curriculum

New Curriculum Redesign Tools Available Online

In 2009, as part of the Inspiring Education (<http://education.alberta.ca/department/ipr/inspiringeducation.aspx>) dialogue, Albertans said every student in Alberta should benefit from an engaging, relevant, and personalized learning experience. Curriculum Redesign (<http://education.alberta.ca/department/ipr/curriculum.aspx>) is building on the success of our current education system and the many innovative educational practices already underway in schools to make the vision of Inspiring Education a reality for all students. In support of this, there is an opportunity to create curriculum that is more responsive to the many different ways in which students learn and better prepare them for tomorrow's challenges.

Alberta's future curriculum will include the basics and weave 21st century competencies, such as innovation, creativity and collaboration, with core skills of numeracy and literacy. New programs of study will be less prescriptive and will empower the professional judgement of teachers to enable them to better support the unique learning needs of the students in their community. Literacy and numeracy benchmarks in all subjects and all grades will be included in programs of study, making it easier for teachers to support student learning in the growing diversity in today's classrooms. By reducing the number of learning outcomes and having a common construct across programs, teachers will be able to maximize their creativity as designers of learning experiences and students will have more opportunities to focus deeply in an area of study. For information on the Guiding Principles and Standards for Future Curriculum please see the Appendix in the *Curriculum Development Prototyping Guide* (<http://tinyurl.com/mbfmcnp>).

New tools that highlight the benefits of redesigned curriculum for [teachers](#) and [students](#), as well as Curriculum Redesign At-a-Glance (<http://tinyurl.com/mnvunc1>), are available on Alberta Education's website. Updates (<http://tinyurl.com/kdzwk7>) about Curriculum Redesign and tools (<http://tinyurl.com/14llw3s>) to help you engage in conversation with your colleagues and community about the directions for future curriculum also are available online.

Curriculum Development Prototyping Update

Partners participating in Curriculum Development Prototyping (<http://tinyurl.com/kjryw2t>) represent school authorities across the province, as well as post-secondary, business and industry, First Nations, Métis and Inuit (FNMI) partners. The lead partners are publicly funded school authorities with experienced educators.

Alberta Education's prototyping partners have identified community, corporate, technical and post-secondary experts as part of their consortium or as working group members and/or advisory members. As classroom

teachers and other educators develop curriculum, they will benefit from the input of these experts. Business and industry are involved as one of the objectives of education is to prepare students for the world of work. Using the current programs of study as a starting point, the new prototyping process will first yield draft aspects of new curriculum for all grade levels for six subject/discipline areas (Arts Education, Language Arts [English, French Language Arts, Français], Mathematics, Social Studies, Sciences, Wellness) for the ministry's consideration. Aspects may be used by the ministry to develop new provincial curriculum with feedback and further vetting by education partners. The target is to have draft programs of study in selected areas developed (not implemented) by 2016. If more development time is required, more time will be given.

Provincial implementation dates for new programs of study are not yet determined. Dates will be determined in consultation with education partners based on readiness and supports.

Alberta Education will continue to keep all education partners apprised of ongoing opportunities to help shape the future of provincial curriculum while further building on the momentum generated through Curriculum Redesign (<http://tinyurl.com/4p5s6cs>) and other initiatives that are helping to realize the vision of Inspiring Education.

For further information, please contact Merla Bolender, Executive Director of Programs of Study and Resources, Education Program Standards and Assessment Division, at Merla.Bolender@gov.ab.ca or 780-644-2530. Dial 310-0000 first for toll-free access in Alberta.

Supporting Teachers and Parents with the Current Math Program

Recent media attention has highlighted questions about Alberta's math program. To assist school authorities in responding to inquiries, Alberta Education has a number of resources available.

The first of a series of targeted supports to clarify the expectations of the Alberta Mathematics Programs of Study is a series of five videos for parents (<http://tinyurl.com/mcna7yn>, French – <http://tinyurl.com/klgzqtx>). The videos show elementary students communicating, solving problems, using technology and applying strategies in mathematics. In addition to these new materials, Alberta Education's mathematics web page (<http://tinyurl.com/22pa4s7>, French – <http://tinyurl.com/1883fsf>) is an excellent resource for students, parents and educators. The web page includes:

- [11 fact sheets for parents \(French\)](#) of students in Kindergarten to Grade 9 (K–9) describing key changes to the math program, including messages about [personal strategies \(French\)](#), [developing number sense \(French\)](#) and [appropriate technology use \(French\)](#);
- [six fact sheets for parents and students in high school \(French\)](#) explaining the three high school course sequences;
- FAQs for [parents \(French\)](#), [students \(French\)](#) and [educators \(French\)](#) to answer common questions regarding learning math in Alberta, including the question “How can I help my child with homework?”;
- [seven videos \(French\)](#) and accompanying [fact sheets \(French\)](#) featuring each of the mathematical processes;
- [four videos \(French\)](#) to promote awareness of the revised program and the nature of the program (*Math: It's everywhere*); and
- supports for teachers, including [Programs of Study \(French\)](#), [Authorized Resources \(French\)](#), [Fact Sheets and Useful Links \(French\)](#) and other [Support Materials \(French\)](#).

As teachers are the first and best point of contact for parents, Alberta Education encourages this information be shared with teachers in your school jurisdictions. Parents need to know that the fundamentals of mathematics are included in Alberta's current program and students are expected to:

- know “the basics” (number facts, add, subtract, multiply and divide);

- understand their number facts and commit them to memory; and
- have the understanding to enable them to apply their knowledge to solve problems in real-world situations.

Mastery of number facts can be accomplished in a variety of ways, and teachers use their professional judgment to choose appropriate pedagogical approaches to help students meet program expectations.

For further information or questions about the mathematics programs of study, please contact:

- Amaya Ortigosa, Team Leader of Mathematics K–9, at 780-422-5079 or Amaya.Ortigosa@gov.ab.ca;
 - Kris Reid, Team Leader of Mathematics 10–12, at 780-427-3588 or Kris.Reid@gov.ab.ca; or
 - Diane Stobbe, French Team Leader of Mathematics K–12, at 780-427-7489 or Diane.Stobbe@gov.ab.ca.
- Dial 310-0000 first for toll-free access in Alberta.

New Career and Technology Studies Pathways Coming Soon

As part of Alberta Education's commitment to develop 20 new pathways by 2015 for the Provincial Dual Credit Strategy (<http://tinyurl.com/kjw8dx6>), the ministry is currently working on eight proposed new pathways for the Career and Technology Studies (CTS) program with a projected provincial implementation of September 2014. These include Agriculture Equipment Technician, Baker, Communication Technician, Electrician, Instrument Technician, Insulator, Landscape Gardener, and Painter and Decorator.

Through the vision of [Inspiring Education](#), Alberta Education is proud to work in partnership with schools, communities, post-secondary institutions and industry to offer a wide range of exciting and rewarding learning opportunities for students. Enhancing the Career and Technology Studies (CTS) program is an integral part of the commitment to transforming the educational experience of high school students. It complements the work to create more flexible, inclusive and personalized learning opportunities through initiatives such as the Provincial Dual Credit Strategy, the Review of Alberta High School Credentialing Requirements, High School Redesign, Curriculum Redesign, and online diploma exams.

CTS currently provides students with choices from more than 1,000 courses in 28 different occupational areas with many students then moving on to apprenticeship training, post-secondary programs, or the workforce. In addition to the proposed new pathways, CTS also is updating three existing occupation areas with a projected provincial implementation of September 2014. These include Cook Apprenticeship (CKA), Recreation Leadership (REC), and Welder Apprenticeship (WDA).

Recently, CTS launched its Guide to CTS website in English (<http://tinyurl.com/kzveas9>) and French (<http://tinyurl.com/lstdso6a>), which includes information about CTS, how to implement CTS and an extensive section on health and safety. This online resource supports teachers in their delivery of CTS courses by providing best practices and suggestions. The Health and Safety section of this resource is a general resource and is not intended to, and does not, replace health and safety policies and practices a school board or school may have in place or the safety instructions or directions on use of equipment and materials provided by manufacturers.

For further information, please contact Bill Lomax, CTS Team Leader, Education Program Standards and Assessment Division, at Bill.Lomax@gov.ab.ca or 780-415-8191. Dial 310-0000 first for toll-free access in Alberta.

Inclusive Education

Final Report for the Early Years Continuum Project

The Early Years Continuum Project (EYCP) was designed to learn how to create and sustain a comprehensive continuum of community supports for families with young children. Three Alberta communities were engaged to gain a better understanding of the essential qualities of family and community environments needed for healthy early childhood development, to identify needs and challenges, assets and opportunities, and to develop strategies for establishing effective continuums of services and supports for families.

The EYCP has concluded and project sites identified six keys for establishing effective continuums of services and supports for families: strong project management, community coordinators, evaluation support, community controlled resources, strategic assessment/planning and actions, and adequate time.

A final report highlighting the EYCP's successes and recommendations was developed, including the recommendations of building early childhood networks and champions that exist in communities; building from the grassroots ability to self-evaluate; taking action and advocating for early childhood in community; connecting projects focused on child development in the early years; overcoming barriers and creating opportunities for early childhood development; and continuing to invest in understanding, including research, of how children are developing in Alberta.

The findings will help inform the work of the Alberta Approach to Early Childhood Development. The *Early Years Continuum Project* final report (<http://tinyurl.com/mxq8jup>) has been posted, and for more information on the project, visit www.successby6edmonton.info.

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

Mental Health Awareness Week

Mental Health Awareness Week 2014 takes place May 5-11, 2014 and its events are designed to engage individuals, schools, families, and the community in reducing stigma and supporting improved mental health outcomes for children and youth.

There is growing evidence about the long-term value of promoting the positive mental health of children and young people through more effective educational services and school programs. Schools and the community can play an important role in reaching youth and determining their level of mental health. Effective mental health promotion in educational and community settings in turn strengthens the core objectives of education and the youth sector.

A focus on positive mental health for students, families, schools and communities contributes to building a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Students who are mentally healthy are better able to achieve success and fulfillment as engaged thinkers and ethical citizens with an entrepreneurial spirit. They are more likely to build healthy relationships with others, value diversity and demonstrate respect, empathy and compassion. Children and youth who demonstrate positive mental health are motivated, resourceful, self-reliant and confident – all necessary skills to meet the challenges of the 21st century.

The Society for Safe and Caring Schools and Communities, Institute of Families, Canadian Mental Health Association, Alberta Health Services, the Mental Health Foundation, Boys and Girls and Big Brothers Big Sisters of Edmonton and Area, Lieutenant Governor's Circle, CASA, Human Services, Health and Education are coming together as one collective voice to support child and youth mental health.

- May 5 – Share your Mental Health Awareness Week events with your local media.
- May 6 – Coffee Conversation – Adults who work with children and youth are invited to take a minute to watch and discuss “Enhancing Adult Capabilities to Improve Child Outcomes” (Harvard Centre for the Developing Child) over a cup of coffee. Access the link and a conversation guide at www.safeandcaring.ca.
- May 7 – Hats on for Mental Health – Wear your favorite hat and let people know why! Schools are asked to encourage their students to wear hats and to spread the message in the community. Put an “I care for you” button or ribbon on your hat.
- May 8 – Family Hour – Spend an hour together as a family doing an activity supporting healthy family relationships. Take a walk, eat dinner together, play a game or do an activity together.
- May 9 – Share how you Care – Tweet your support: #care4u – ‘Share how you care’ by tweeting at #care4u, about how you are supporting positive mental health and building positive relationships in your life, family, school, and community.

For further information, please contact Vicky Mamczasz or Dena Davis, Education Managers, School and Community Supports for Children and Youth Branch, at Vicky.Mamczasz@gov.ab.ca or 780-422-5399, Dena.Davis@gov.ab.ca or 780-422-6547. Dial 310-0000 first for toll-free access in Alberta.

Teaching and Leadership

Examining Teacher Workload

Alberta's teachers are dedicated to providing a world-class education to students. As the education system evolves, so do the roles and responsibilities of teachers – often with growing demands on their time.

Under the *Assurance for Students Act* and the modified Framework Agreement, a commitment was made to conduct a third party review of teacher workload. An advisory committee representing the Government of Alberta, the Alberta Teachers' Association and the Alberta School Boards Association has selected R.A. Malatest & Associates Ltd. to conduct the study.

The study will examine workload for classroom teachers, school administrators (vice-principals and principals) and central office staff with a focus on their professional duties, the time spent completing these duties, fluctuations in workload throughout the year and the relationship between workload and various types of schools.

A pilot of the teacher workload study will be conducted in spring 2014, with the full province-wide study running from July 1, 2014 to June 30, 2015.

The information gathered through this study will provide comprehensive insight into what Alberta educators are asked to deliver each day. Ultimately, this information will contribute to improving the educational experience for our students.

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

2014 Excellence in Teaching Awards

The 2014 Excellence in Teaching Awards are being held in Calgary at the Hyatt Regency Hotel on Saturday, May 24, 2014.

For further information visit <http://education.alberta.ca/teachers/excellence.aspx> or email edc.excellenceinteaching@gov.ab.ca or call toll free 1-866-590-1660.

Adobe Teacher Home Use Program Update

In May 2012, Alberta Education signed a three-year agreement with Adobe Systems Incorporated to extend the Adobe Cumulative Licensing Program agreement to May 2015. Participating school authorities under this *Adobe Enterprise License Agreement* can purchase the Adobe software at the lowest possible price for schools, as well as for teacher home use.

The Adobe Teacher Home Use Program has been transitioned from the Learning Resources Centre to a third-party provider, Kivuto Solutions Inc. Participants will need to register and create an account with the third-party provider in order to purchase and download a license key. The use of a school authority email address is required to make a purchase. To register go to the provider's website at <http://education-alberta.onthehub.com/WebStore/ProductsByMajorVersionList.aspx?JSEnabled=1>.

As Adobe has phased out its physical media option (i.e., CD-ROM), the software must be downloaded from the website. Please review the system requirements and review your order before finalizing as there are no refunds or changes to orders once submitted.

For further information, please contact Jason Paradis, Manager, Resources Management, School Technology Branch, at Jason.Paradis@gov.ab.ca or 780-427-5293. Dial 310-0000 first for toll-free access in Alberta.

FNMI Success**Truth and Reconciliation Commission of Canada**

The Cross Canada Truth and Reconciliation Hearings made its final stop in Edmonton from March 27 to 30, 2014. March 27 was an education day and students from all over Alberta came to listen, learn, and share their messages of hope and reconciliation.

Premier Hancock and Aboriginal Relations Minister Oberle issued an Expression of Reconciliation for the Legacy of the Indian Residential School System. The Government of Alberta made the following commitments:

- Alberta students will learn about the history and legacy of residential schools, along with the history of First Nations, Métis and Inuit peoples of Canada.
- Kindergarten to Grade 12 programs of study will include enhanced content on the significance of residential schools and treaties. This commitment is consistent with what is already planned as part of Curriculum Redesign: a new K-12 curriculum development standard for Alberta – "Curriculum must include the diverse perspectives of FNMI peoples living in Alberta in relation to historical and contemporary contexts."
- Teachers will learn about the history and legacy of residential school and First Nations, Métis and Inuit peoples.
- Opportunities will be provided for Albertans to hear first-hand from those who attended residential schools and those whose families and communities continue to experience this legacy today.

Alberta Education has reallocated existing staff to form a new division under the leadership of a new Assistant Deputy Minister, Aboriginal Learning. This new leadership position will be fundamental in implementing First Nations, Metis and Inuit education policies programs and initiatives.

For further information, please contact Margaretha Ebbers, Director, FNMI Services Branch, at Margaretha.Ebbers@gov.ab.ca or 780-415-1378. Dial 310-0000 first for toll-free access in Alberta.

Operational Information

TWINS is Live and Online



TWINS (Teacher Workforce Information System), the new teacher registry system was launched on March 17, 2014. TWINS replaces the current Teacher Registry System (TRS).

TWINS provides for an improved teacher certification application process and includes a teacher self-service function. Once enrolled in teacher self-service, initial applicants and currently certificated teachers will have access to a number of online functions, such as requesting statements of professional standing, paying fees for services and tracking the status of not only their application for teaching authority, but also tracking the status of recommendations made by school authorities for issuance of teaching authority to them.

TWINS also includes a new provision for certificated teachers and new teacher applicants to self-identify voluntarily as First Nation, Métis or Inuit (FMNI). This information will be used to determine the provincial FNMI teacher workforce numbers for forecasting and planning purposes to support FNMI learner success.

The link to access TWINS is <https://extranet.education.alberta.ca/twins.public/public/>.

The initial implementation of TWINS gives school authorities access to a number of new online functions through an enhanced TWINS extranet site, including the ability to create teaching authority requests, create recommendations for Permanent Professional Certificates, and create/maintain signing authority requests.

TWINS will provide more comprehensive and accurate employment data to support teacher workforce planning and analysis, while supporting the Registrar's legislated responsibility to maintain a registry of certificated teachers.

For contacts and information about TWINS, please see the Q & As at <http://education.alberta.ca/admin/workforce/faq/teachers/twins.aspx>

Respect in School Online Training Licensing Agreement

Alberta Education has entered into a one-year licensing agreement for the Respect in School online training and is making it available to public and separate school jurisdictions, francophone authorities and charter schools at no charge. The agreement with Respect Group Inc. (RGI) will enable school authorities to offer this optional training and limited, three-year certification for up to 4,000 people across the province.

Respect in School is a two-and-a-half hour online training program for school leaders to enhance their knowledge of abuse, bullying, harassment and neglect. "School leaders" are almost anyone who works or

volunteers at a school, including teachers, administrators, librarians, school bus drivers, custodians, educational assistants, volunteers and student leaders.

The training is available in English and French and covers a range of topics including:

- leadership styles;
- emotional development;
- defining harassment;
- defining bullying; and
- responding to incidents of bullying, harassment and neglect.

Alberta Education is paying for a one-year licensing agreement ending March 31, 2015. School authorities may access the optional training at any time during the one-year period.

For more information on the Respect in School online training program, please contact Kylee Evans-O'Reilly at kevans-oreilly@respectgroupinc.com. You can also learn more about RGI by visiting their website at <http://respectgroupinc.com/>.

Questions from the Field

Q: Is the Learning and Technology Policy Framework supported by educational research?

A: Yes. In addition to the considerable stakeholder consultation that contributed to the development of the Learning and Technology Policy Framework (<http://education.alberta.ca/media/7792655/learning-and-technology-policy-framework-web.pdf>), one of the guiding principles behind the policy framework's development was that any recommended policy directions must be supported by research. In reviewing the full policy framework document, you will see that each Policy Direction section includes a summary of academic research. School authority leaders can proceed with confidence to implement the policy framework, knowing that the policy directions outlined have been proven by research to yield measureable benefits for student learning.

Q: How does the Learning and Technology Policy Framework align with global trends in education? How is it viewed by leaders in other education jurisdictions?

A: Education scholars from around the world have commented on the forward-thinking vision of the policy framework and the collaborative process that led to its development. In recent months, Education staff have been invited to share the policy framework at two international events—the Consortium for School Networking (CoSN) conference and the International Society for Technology in Education (ISTE) conference. The United States Department of Education also sent congratulations and is exploring updating its own policies. Most recently, Dr. Gerry White, Principal Research Fellow at the Australian Council for Educational Research, praised the policy framework in an article for the Digital Education Research Network (<http://dern.org/dern/research-reviews/page/research-informed-policy>).



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

www.northland61.ab.ca
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Mistassiniy School Student Honoured for Great Kids Award

For immediate release – April 30, 2014



Northland School Division No.61 (NSD61) is pleased to recognize a special achievement by Willow Auger! Auger, a grade 8 student from Mistassiniy School in Wabasca-Desmarais, won a *Great Kids Award*! She was one of 16 recipients honoured at the Fantasyland Hotel in Edmonton on April 27th.

"When I received the call that I won a *Great Kids Award*, my smile kept getting bigger and bigger", said Willow. "My mom gave me a huge hug and said she was very proud of me."

The award recognizes children and youth who demonstrate strong determination, generosity and compassion. Willow, who was endorsed by teachers for helping others, demonstrating quality leadership skills and good sportsmanship says she was surprised just to be nominated.

"My Vice-Principal (Christy Jellet) asked me to bring home a note to my Grandma after school," Willow said. "I was under the impression that Grandma was making a donation to the school but she told me two months later that I was nominated for the *Great Kids Award*."



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

www.northland61.ab.ca

Follow us on Twitter and Like us on Facebook!

Willow is involved in a number of sports such as Volleyball, Basketball and Badminton; she is also involved in an after school program called Izzy's Attic. The group meets on a weekly basis to organize activities and help promote safe and caring schools. Willow believes the after school group has helped her to achieve the *Great Kids Award*.

"Izzy's Attic helped me realize that I'm more helpful to others than to myself," said Willow. "I can be pretty hard on myself."

Along with winning a *Great Kids Award*, Willow was presented a trophy, attraction passes for West Edmonton Mall, a gift from IBM and a one night stay at the Fantasyland Hotel with family members!

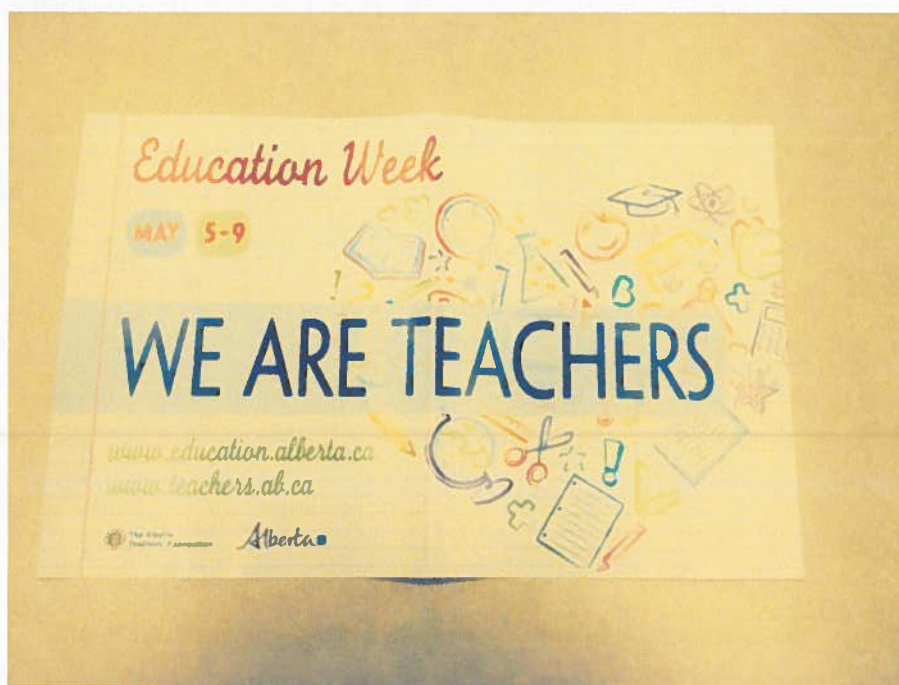
For media enquiries contact:

Curtis Walty, Communications Coordinator
Office: 1-780-624-2060 extension: 6183
Cell: 1-780-219-1870

THE COMMUNIQUE

Friday April 25, 2014

Education Week



Hello everyone,

Alberta Education invites you to celebrate Education Week 2014, May 5 to 9, in schools and communities across the province. Education Week provides all Albertans with an opportunity to highlight the important role education plays in shaping the future of our province.

This year's theme is "We Are Inspiring Education." Please take this theme and adapt it to the work occurring in your districts and schools. We all own a piece of *Inspiring Education*, and this is an opportunity to show what is happening at the local level. The Alberta Teachers' Association, for example, is building its Education Week around the theme "We Are Teachers."

Education Week is an opportunity to capture and promote the amazing quality of education our system provides each and every day. Alberta Education will use the week to highlight ongoing initiatives, such as Dual Credit, Student Learning Assessments and International Education, as well as hosting the Task Force for Teaching Excellence Symposium on May 5 in Edmonton.

Please compile and submit a list of activities occurring in your schools and communities during Education Week.

Alberta Education has set up a web page to feature Education Week activities from across the province.

<http://education.alberta.ca/departments/events/educationweek.aspx>

NOTE: Please submit activities to Curtis Walty, Communications Coordinator
curtis.walty@nsd61.ca A.S.A.P.

I look forward to hearing your plans!

Sincerely,

Jeff Johnson
Minister of Education

Name: Donna Barrett
Title: Superintendent of Schools
Phone: 780-624-2060 Extension: 6102
Cell: 780-618-5140
Email: Donna.Barrett@nsd61.ca

THE COMMUNIQUE

Friday April 25, 2014

Teaching Excellence Symposium

Hello everyone,

I hope this email finds you well. I'm reaching out today to ensure that you, and others in your school division, have the latest information about Alberta Education initiatives – including the Task Force for Teaching Excellence.

As you may have heard, the Government of Alberta recently announced plans for the release of the Task Force for Teaching Excellence report, which contains a series of recommendations for Alberta's teaching profession.

Click on the link for more details: <http://alberta.ca/release.cfm?xID=36218D3180C88-A6A0-459A-09966C5E251EA16E>

The report will be released on **Monday, May 5** and will be the focus of the Task Force for Teaching Excellence Symposium.

The Task Force for Teaching Excellence was established in September by the Minister of Education, Jeff Johnson, and assigned one goal: to ensure that for every child, in every class, there is an excellent teacher. The Task Force is a 16-member, blue-ribbon panel made up of a wide range of Albertans, including students, parents, teachers and academics, in addition to four MLAs. The Task Force undertook a wide-spread consultation process – both online and through regional meetings across the province – and heard from thousands of parents, teachers, students, administrators and other Albertans.

The May 5 symposium will provide an opportunity for teachers, students, parents, education stakeholders and others to hear about the Task Force's recommendations and provide immediate feedback. All of the comments shared at the Symposium will be captured by facilitators and provided to Minister Johnson.

Following the symposium, all Albertans are invited to review the report and provide online feedback over the next thirty days. The newly established Teacher Development and Practice Advisory Committee—consisting of nine teachers representing the Alberta Teachers' Association and nine individuals representing other education stakeholders—will be provided the opportunity to comment on the report as well. Receiving input from education partners is an integral component of the Ministry's initiative to further define and support the role of teachers and the profession. Minister Johnson will review all feedback when considering each of the Task Force's recommendations.

I hope that you'll share this information with your school division colleagues, so that your organization can offer feedback on the Task Force for Teaching Excellence report. Upon the report's release, I will be back in touch with you to provide a hyperlink to the report, along with any other necessary information about the feedback process.

Thanks in advance for your assistance.

Sincerely,
Camille Weleschuk
Acting Communication Director, Alberta Education

Name: Curtis Walty
Title: Communications Coordinator
Phone: 780-624-2060 **Extension:** 6183
Cell: 780-219-1870
Email: Curtis.Walty@nsd61.ca

THE COMMUNIQUE

Friday April 25, 2014

Mental Health Awareness Week

Hello everyone,

Mental Health Awareness Week is only a couple of weeks away. Mental Health Awareness Week is a week to connect with children and let them know that their mental health is important to us and we are there for them.

The **Safe and Caring Schools and Communities** has provided some mental health activities and resources for Northland Schools. Click on the link to view activities.

<http://safeandcaring.ca/special-events/mental-health-awareness-week/>

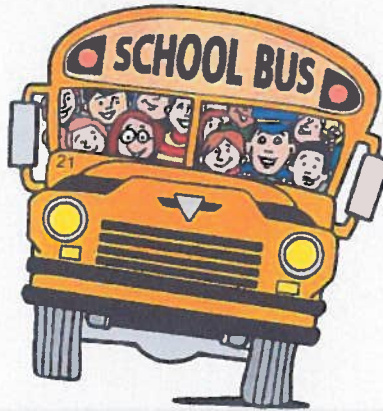
If your school is hosting a Mental Health Awareness Week activity, please send the information to Curtis Walty, Communications Coordinator curtis.walty@nsd61.ca.

Name: Stephanie Ritcey
Title: Supervisor of Student Services
Phone: 780-624-2060 **Extension:** 6162
Cell: 780-618-4721
Email: Stephanie.Ritcey@nsd61.ca

THE COMMUNIQUE

Friday April 25, 2014

School Bus Driver Appreciation Day



Alberta jurisdictions and schools have requested a date whereby we can join together with the common purpose of celebrating our school bus drivers. As a result, the first Monday in May, May 5th has been declared "School Bus Driver Appreciation Day" by the Student Transportation Association of Alberta.

School Bus Drivers are the unsung heroes of school divisions. School Bus Drivers impact a child's day from the first morning greeting to the final farewell at the end of the day. When surveyed, drivers across the province universally declare that they drive because they care about children, they care about their communities and they want to make a meaningful contribution.

Through the dark, ice, snow, rain, mud, dust, heat and wildlife, school bus drivers are there for the students. School bus drivers work hard to keep the busses clean and operating day after day to get our kids to school and help ensure success.

Please help us celebrate our school bus drivers on May 5th and throughout the year. Please note the attached poster and some ideas for possible activities.

- Print and post the posters throughout your school and communities
- Have an art class draw pictures or cards for the drivers "Why their driver is the best"
- Have your Cree or Language Arts class write an essay or a poem "Why I like my bus driver" or "Why I have the best bus driver".
- Have your art class create a dream catcher or traditional art work as a gift of appreciation.

- Have the music, drumming or traditional dancers prepare a visual presentation.
- Have your cooking class prepare a traditional treat such as bannock for the drivers.
- Invite your drivers to have lunch at your school and have the students read or display their work.
- Invite local Elders from the community to join the luncheon and celebration.
- Invite your bus drivers to stop by for coffee and a treat.
- Have your students offer to help by washing the inside of the bus and/or the outside of the bus.
- Give the bus drivers "free coffee in the staff room" coupons to use throughout the year.
- Issue invitations to drivers to join in future school events such as concerts, track meets, graduation and commencement ceremonies.
- Issue invitations to drivers for all future staff activities such as the year-end BBQ, going away luncheons, photo sessions, staff retreats and the school year book.
- Offer to have students deliver a school newsletter to each bus driver each time they are published.

Please take photos of your school activities for upcoming display in the Northland School Division Newsletter (Achimowin).

Thank you so much!

Name: Carmen Smith
Title: Transportation Coordinator
Phone: 780-624-2060 Extension: 6173
Cell: 780-618-6736
Email: Carmen.Smith@nsd61.ca

SCHOOL BUS DRIVER APPRECIATION DAY MAY 5, 2014

The Student Transportation Association of Alberta's has declared May 5th, 2014 "School Bus Driver Appreciation Day". Join us in recognizing and celebrating our hard working, dedicated School Bus Drivers!

- * Remember your school bus driver with a greeting card.
- * Take a moment to tell a school bus driver how much you appreciate the job they do.
- * Treat a school bus driver to coffee and a donut.

Today and throughout the year take a moment to recognize how important School Bus Drivers are to our children's success at school!

Northland School Division No. 61



Donna Barrett <donna.barrett@nsd61.ca>

Superintendents - Message from Minister Johnson

Barry Litun (CASS) <Barry.Litun@cass.ab.ca>
To: "Barry Litun (CASS)" <Barry.Litun@cass.ab.ca>

Wed, Apr 23, 2014 at 11:23 AM

Superintendents

I am pleased to share that the CASS commentary on Curriculum Redesign and Math Curriculum has been published in a number of newspapers and/or websites across the province, including today in the Lethbridge Herald. On the weekend I noticed the commentary was printed in its entirety in the County of Lamont weekly newspaper. It was also been posted on the Edmonton Journal website by David Staples. A link to the site is <http://bit.ly/1nmcv6c> <<http://bit.ly/1nmcv6c>>

I appreciate that many of you may have reached out to your local media representatives and made them aware of the commentary. Thank you for doing so.

Recently Minister Johnson sent a message to education stakeholder organizations in the province with respect to curriculum redesign and the rally that was held in Edmonton last weekend.

Within his message the Minister outlined the following points:

1. He expressed appreciation for the contributions towards the Inspiring Education blueprint which has led to the curriculum redesign project.
2. While CASS as an organization has supported Curriculum Redesign, the Minister asks that if CASS members are not satisfied that Alberta Education is heading in the right direction that the members should contact him and make him aware of this. He said that he has "no desire to impose curriculum changes on a system if key stakeholders are not supportive."
3. The Minister expressed his view that if stakeholders support

curriculum redesign, they needed to express the support publically so that "staff, parents and media as well as upcoming leadership candidates" and "MLA's . . . both government and opposition" hear the message of support.

At its meeting next week, the CASS Board of Directors will be reviewing how CASS can best move forward in ensuring the voice of CASS is heard on an ongoing basis.

How to share the views of your jurisdiction with parents, students, your communities, staff, elected officials, including MLA's and media representatives is something that I ask each of you to consider with your Board and leadership team.

I plan to include discussion on this topic on the agenda for the CASS Annual General Meeting scheduled for next Thursday, May 1 at 3.45 pm.

Please feel free to contact me if you have questions, or to share communication initiatives your jurisdiction has undertaken or plans to undertake.

Thank you

Barry

Barry Litun

Executive Director - CASS

College of Alberta School Superintendents

1200, 9925 - 109 Street NW

Edmonton, AB T5K 2J8

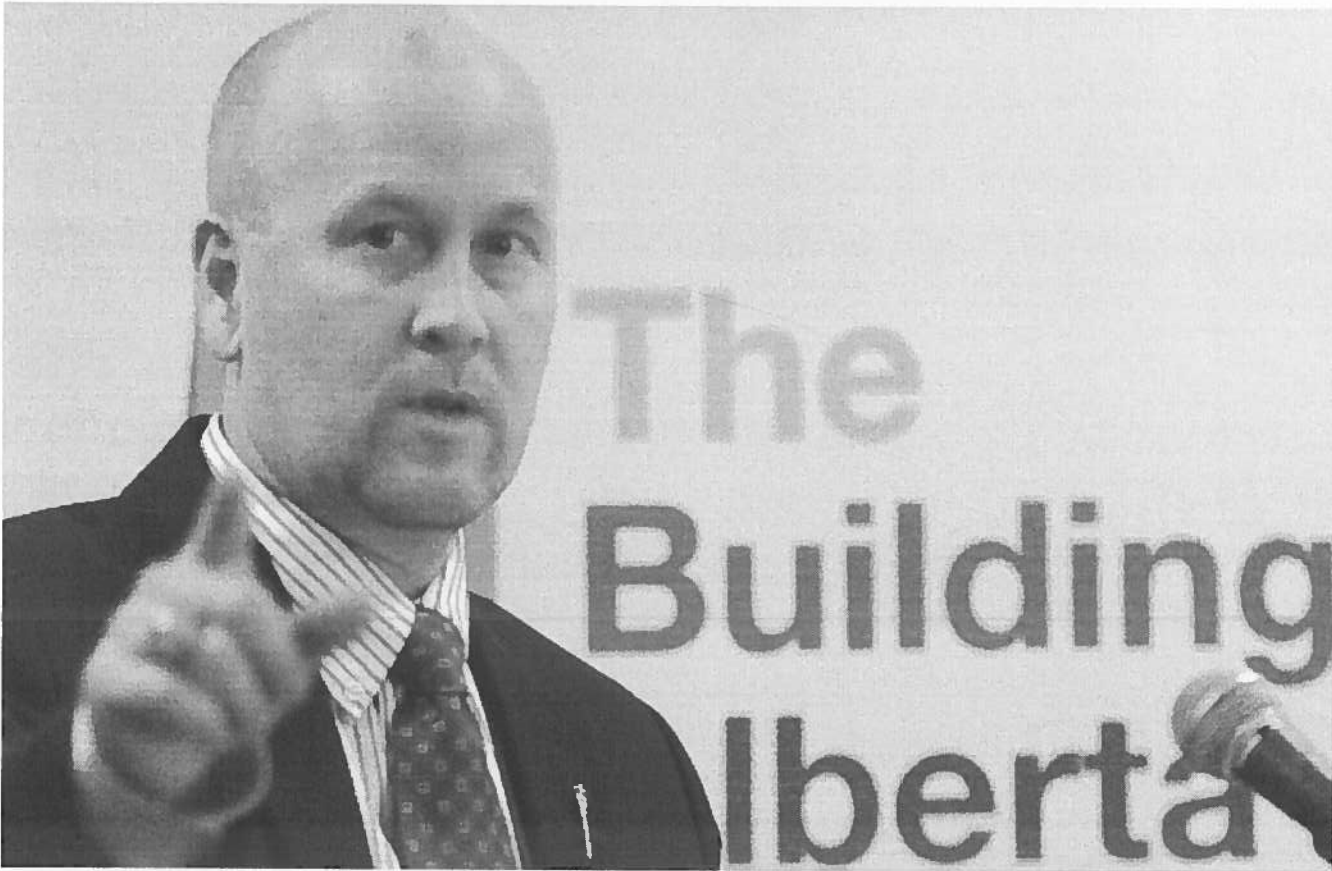
Office - 780.451.7106

Cell - 780.887.1098

FAX - 780.482.5659

International test results confirm education system 'on the right track,' minister says

EDMONTON JOURNAL APRIL 1, 2014



Education Minister Jeff Johnson.

Photograph by: John Lucas, Edmonton Journal

EDMONTON - International test results released Tuesday confirm Alberta's education system is "on the right track," Alberta's education minister said.

Results released Tuesday by the Organization for Economic Co-operation and Development's show Alberta students tied for top place in Canada and fourth in the world on the 2012 Programme for International Assessment's computer-based creative problem solving component.

"Alberta students have proven that they're among the best problem solvers anywhere in the developed world," Minister of Education Jeff Johnson said in a written statement. "Today's results confirm that our education system is on the right track and that Alberta's students continue to thrive."

The test for 15-year-olds involves "real-life scenarios to measure the skills young people will use when faced with everyday problems," such as setting a thermostat or finding the quickest route to a destination, the OECD's website says.

A total of 53 jurisdictions around the world participated in this component of the test, including about 2,900 Alberta students from public, separate, francophone, charter and private schools in the spring of 2012.

"Problem-solving is a skill that is critical for success in life. Our students' outstanding performance in this area is a reflection our great teachers and of Alberta's cutting-edge curriculum," Johnson said.

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Literacy a key component in turning youth away from criminal activities

Alberta Sweetgrass

Author:

By Paula E. Kirman
Sweetgrass Contributor
EDMONTON

Volume: 21 **Issue:** 4 **Year:** 2014

Literacy is central to keeping youth out of the criminal justice system.



"A lack of literacy means a lack of employment. It is very difficult to get a job if you can't read or write," said Kyle Dube, executive director of YOUNG Youth Services and vice chair of REACH Edmonton board. "These young people need to see the importance of employment, which only comes from being literate."

Dube was the keynote speaker on Feb. 20 at Frontier College's forum on Literacy's Impact on Criminal Justice and Youth, in Edmonton.

"Many of these young people have not been successful at school – either from poor attendance or being kicked out due to behavioural issues – and unfortunately a lot of them fall between the cracks and they don't get the education they need which means their literacy is not what it should be," he said. "If these kids are not educated, if they don't see the potential for education and being literate, then crime is an easy out for them."

Karen Erickson, formerly of Native Counselling Services of Alberta, said Aboriginal youth are particularly vulnerable because of "intergenerational issues caused by residential school experiences which have disrupted the fundamental relationship between parents and children, and led to a disconnectedness from ceremonies like sweats." She also listed racism and the effects of colonization as factors, and stressed the need for self-determination.

"An effect of residential schools is parents not knowing how to nurture their children. This starts the path to poverty through not attending school and self-medication from not being connected to a support

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network," added David Berger, deputy executive director with Boyle Street Community Services.

Many local agencies offer programs that encourage literacy amongst youth. Erickson talked about Pohna: Keepers of the Fire, a gang intervention program, while Berger touched on Boyle Street's Water Wings program, which largely serves an Aboriginal and immigrant population by helping break through barriers to employment. The program offers resume building, careers searches, the acquisition of safety tickets, and other job-related assistance

Dube said the government has a role to play in the quest towards youth literacy.

"I think what they can continue doing is finding different ways of engaging non-traditional education, to teach the same things but in different ways. They need to continue supporting organizations in working with some of the barriers to success that these young people have in education in order for us to get them back in school," he said.

Forums like this are part of Frontier College's legacy which was founded in 1899 to take literacy to the frontiers, said Abby Robins, director of communications for Frontier College.

"We still work on the frontiers, but now, those frontiers are places like inner-city schools, prisons, Aboriginal communities, and shelters. We work with children, youth, and adults, helping them improve their literacy and increase their opportunities," she said.

The forum was a national event, taking place in Vancouver, Winnipeg, Toronto, and Halifax as well. A panel discussion in Winnipeg live streamed to all locations.

Changes intended to bridge aboriginal education gap in Alberta

Curriculum tweaks, new advocate coming

BY ANDREA SANDS, EDMONTON JOURNAL MARCH 24, 2014



Students from the Paul First Nations School tour the Edmonton Journal in September 2013. Alberta Education is creating a new assistant deputy minister position to help boost the number of First Nations, Metis and Inuit students who complete their educations.

Photograph by: Larry Wong, Edmonton Journal

EDMONTON - Alberta Education will establish a new assistant deputy minister of First Nations, Métis and Inuit education as part of provincial work to narrow the troubling achievement gap in education, says Education Minister Jeff Johnson.

"One of our biggest challenges is that gap between aboriginal and non-aboriginal kids," Johnson said last week at a Journal editorial board meeting.

The department's deputy minister of education, Greg Bass, sent out a letter Thursday to ministry staff announcing that recruiting is starting for the new position.

"This new leadership role will provide a focal point within the ministry and government for implementing (First Nations, Metis and Inuit) education policies, programs and initiatives," the letter said. "It will help ensure that our work with partners — school jurisdictions, parents and communities — is well aligned, and that we continue to take a co-ordinated and collaborative approach to FNMI education in the province."

Alberta needs to do a better job of making education relevant and valued in First Nations, Métis and Inuit communities, Johnson said.

"It's embarrassing and it's unfortunate, but I think there's a real legitimate reason for that (gap), and it's the residential schools. The generation who are parents now, or grandparents, their experience with education was not a good one," he said. "Imagine people showing up and taking your kids out of your community and tying that to education, and what that does to your impression of education."

At last year's annual meeting, in Iqaluit, the Council of Education Ministers of Canada agreed to include the study of treaties and residential schools in the curriculum. Alberta and the Northwest Territories expect to present a proposal in July related to better training teachers about aboriginal issues, and to attracting aboriginal students who want to go into education and supporting them better, Johnson said.

"The smudging, respecting the culture, making sure that, in the curriculum, there is some solid education on the history of our province, the First Nations, the treaties, the residential schools — that is part ... of the solution," he said.

Rewriting Alberta's curriculum and making learning opportunities more flexible for students, so they can learn at their own pace, where and when it's convenient, should help, Johnson said.

"To force every kid in the same system to sit at a desk for six hours a day, learning about the 1,400 different outcomes (in the current curriculum), ramming that curriculum down their throat, does not work in a remote, rural First Nations community. They just don't go to school. They won't come. So how are we going to make the education system more relevant, to inspire them to be there?"

In Fort McMurray, where the school district works more closely with First Nations groups and industry, the gap in graduation rates for aboriginal versus non-aboriginal students has almost closed, Johnson said.

"So there's some great examples," he said.

Jurisdictional issues make the matter of closing the achievement gap more challenging, Johanson said, because the federal government is responsible for education on reserve land. However, provincial officials are working with the federal government and aboriginal leaders to press for more funding and for better equality on and off reserves, he said.

The new assistant deputy minister position is good news, said Fred Hines, principal at Amiskwaciy Academy, an Edmonton public school that incorporates aboriginal culture.

Amiskwaciy Academy serves students from about 50 different First Nations communities across Alberta, Saskatchewan and Manitoba. The school provides many extra supports, such as a healthy breakfast and lunch program, an elder and counselling services, to its students, many of whom attend the school for short periods of time before returning to their home communities, Hines said.

"You've really got to be creative at hooking these kids and getting them back into learning, and learning in a healthy way," Hines said. "It's always adapting the curriculum, enriching the curriculum, working outside the curriculum, really helping the kids and getting their attention, but also allowing them input and incorporating their culture into their learning. That's a really important piece — allowing them to express themselves."

asands@edmontonjournal.com

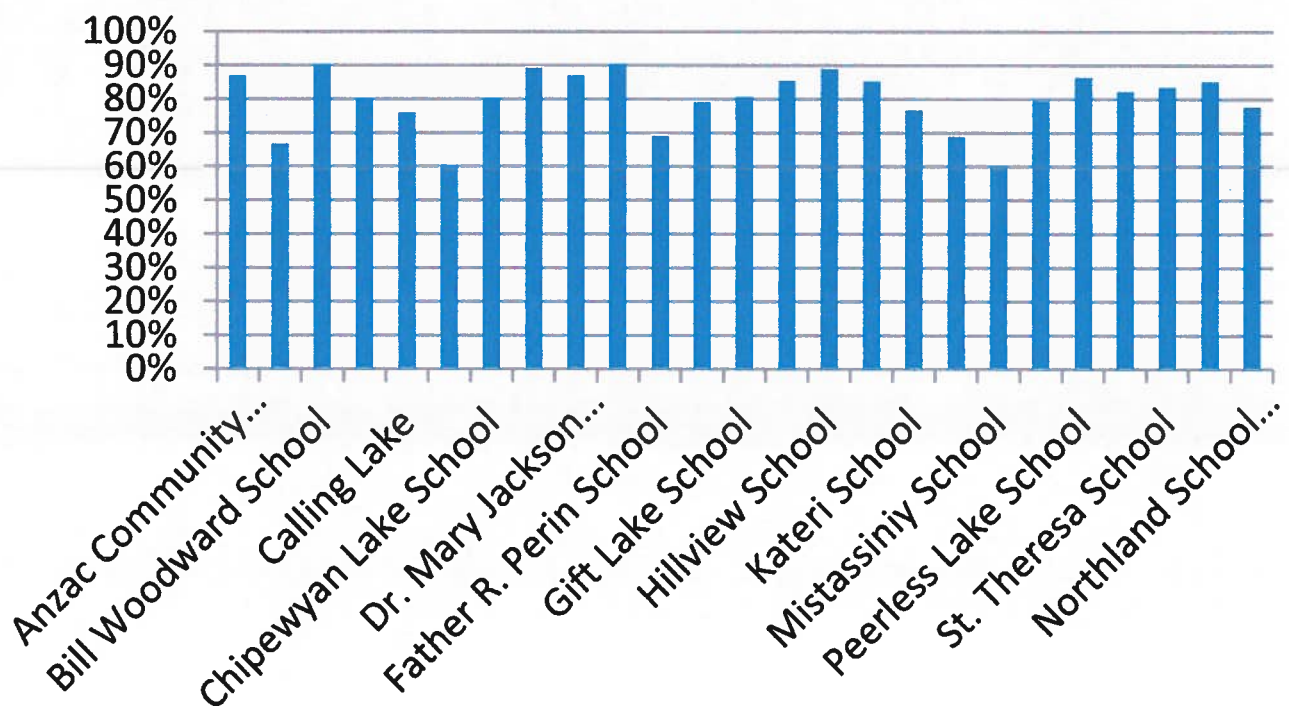
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Northland School Division #61
ATTENDANCE 2013-2014

DIVISION WIDE

SCHOOL	ATTENDANCE	ELEM	JUNIOR	SENIOR	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Anzac Community School	87%	87%			65	65	66	66	68	67	68
Athabasca Delta Community School	67%	75%	61%	61%	238	238	242	245	257	255	257
Bill Woodward School	90%	87%	93%	92%	114	115	113	111	115	115	118
Bishop Routhier School	80%	81%			62	62	63	63	66	66	69
Calling Lake	76%	81%	73%	63%	139	146	150	150	163	163	145
Career Pathways	60%			60%	48	52	50	49	33	33	32
Chipewyan Lake School	80%	82%	78%	92%	21	24	24	24	19	20	20
Conklin Community School	89%	88%	92%		36	30	30	30	27	30	29
Dr. Mary Jackson School	87%	86%	81%	81%	33	35	36	35	37	38	38
Elizabeth School	91%	92%	88%		142	146	142	145	146	146	150
Father R. Perin School	69%	62%	59%		74	75	75	75	76	75	75
Fort McKay School	79%	82%	76%		97	99	97	98	93	100	99
Gift Lake School	81%	84%	75%		174	181	183	183	177	178	167
Grouard Northland School	86%	87%	87%		101	101	105	104	98	98	97
Hillview School	89%	92%			48	42	41	41	34	36	33
J. F. Dion School	85%	89%	83%		57	59	64	64	61	65	66
Kateri School	77%	81%	69%	63%	93	95	91	91	90	91	90
Little Buffalo School	69%	71%	68%	72%	191	185	194	195	177	179	182
Mistassiniy School	60%		72%	45%	363	372	374	375	373	372	369
Paddle Prairie School	79%	80%	81%	71%	104	107	103	101	99	99	97
Peerless Lake School	86%	89%	90%	76%	132	127	125	122	123	126	130
Pelican Mountain School	82%	86%			21	23	22	22	23	21	24
St. Theresa School	84%	83%			386	387	384	385	393	400	407
Susa Creek School	85%	87%	82%		43	45	38	38	41	41	41
Northland School Division	78%	82%	75%	57%	2782	2811	2812	2812	2789	2814	2803

2013-2014 Attendance Average



Chairman's Report

May 1, 2014

March, 2014

17	Edmonton	Meeting with ASBA Consultant Re: Literacy Initiative Review
18	Peace River	Travel (PM)
19	Peace River	Corporate Board Meeting
	Little Buffalo	Local School Board Committee Meeting
	Slave Lake	Overnight
24	Fort McKay	Meeting with the CEO, Fort McKay First Nation
27	Edmonton	Truth and Reconciliation Conference
28	Edmonton	Truth and Reconciliation Conference
	Edmonton	Smart School Meeting
31	High Prairie	Travel

April, 2014

1	High Prairie	Meeting with the Director of Education, Whitefish Lake First Nation
	Grouard	Northern Lakes College
	Fort McMurray	Travel
2	Anzac	Student Expulsion Hearing
4	Edmonton	Meeting with the CEO, Kee Tas Kee Now Tribal Council
	Leduc	Meeting with ASBA Consultant Re: Literacy Initiative Review/Update
8	Edmonton	Meeting with Intellimedia
	Peace River	Travel
9	Leduc	Travel
10	Edmonton	Meeting with MLA, Lesser Slave Lake
15	Peace River	Agenda Review
16	Peavine	College Discussion
22	Edmonton	Meeting with the Office of the Auditor General
	Edmonton	Meeting with ASBA Consultant Re: Literacy Review Update
23	Wabasca	School visits: Mistassiniy School, Pelican Mountain School
	Fort McMurray	Travel
24	Fort McMurray	Meeting with Mikisew Cree First Nation, Athabasca Chipewyan First Nation, and Aboriginal Affairs and Northern Development Canada
25	Gift Lake	Meeting with principal and Chair of Local School Board Committee
28	Edmonton	Alberta School Boards Association Literacy Experts Panel

NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2013/2014 SCHOOL YEAR
PERIOD ENDING - APRIL 28, 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	19,002.83	20,000.00	997.17
OFFICE SUPPLIES--ELECTIONS	725.82	10,000.00	9,274.18
SUB-TOTAL	79,276.50	210,000.00	130,723.50

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	18,013.75	-	(18,013.75)
TRAVEL & SUBSISTENCE - NCET-NSD ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
SUB-TOTAL	20,772.46	55,000.00	34,227.54

OTHER EXPENSES

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	2,502.80	-	(2,502.80)
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	93,089.60	200,000.00	106,910.40
IN-SERVICE - BOARD	-	110,000.00	110,000.00
IN-SERVICE - BOARD (ORIENTATION)	47,426.62	100,000.00	52,573.38
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	300.89	-	(300.89)
TELEPHONE - TRUSTEE	1,054.96	5,000.00	3,945.04
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	70,706.99	110,000.00	39,293.01
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	43,324.25	38,000.00	(5,324.25)
PRINTING & BINDING	6,755.59	2,000.00	(4,755.59)
INSURANCE - BOARD OF TRUSTEES	178.79	250.00	71.21
ADVERTISING - BOARD	175.63	5,000.00	4,824.37
OFFICE SUPPLIES	2,630.81	500.00	(2,130.81)
AWARDS	209.10	16,500.00	16,290.90
POSTAGE - BOARD	1,134.48	4,000.00	2,865.52
FURNITURE& EQUIPMENT	-	5,000.00	5,000.00
SUB-TOTAL	277,814.90	606,250.00	328,435.10

TOTAL	377,863.86	871,250.00	493,386.14
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NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2013/2014 SCHOOL YEAR
PERIOD ENDING - APRIL 28, 2014

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
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%
<u>Athabasca Delta</u>						
Quarterly Honorarium	2,404.76	1,129.77	3,534.53	4,920.00	1,385.47	
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	2,404.76	1,239.50	3,644.26	10,510.00	6,865.74	34.7%
<u>Bishop Routhier</u>						
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%
<u>Calling Lake</u>						
Quarterly Honorarium	2,201.87	1,804.44	4,006.31	4,920.00	913.69	
Travel & Subsistence			-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,201.87	1,804.44	4,006.31	8,230.00	4,223.69	48.7%
<u>Chipewyan Lakes</u>						
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%
<u>Conklin</u>						
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
<u>Dr. Mary Jackson</u>						
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		886.84	886.84	250.00	(636.84)	
Total	2,700.75	3,351.44	6,052.19	7,354.00	1,301.81	82.3%
<u>East Prairie</u>						
Quarterly Honorarium	3,689.25	1,236.69	4,925.94	4,920.00	(5.94)	
Travel & Subsistence		272.19	272.19	2,128.00	1,855.81	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,689.25	1,508.88	5,198.13	7,298.00	2,099.87	71.2%
<u>Elizabeth</u>						
Quarterly Honorarium	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%
<u>Father R Perin</u>						
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%
<u>Fort McKay</u>						
Quarterly Honorarium	2,206.50	735.50	2,942.00	4,920.00	1,978.00	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,206.50	735.50	2,942.00	9,314.00	6,372.00	31.6%
<u>Gift Lake</u>						
Quarterly Honorarium	2,436.00	2,284.51	4,720.51	4,920.00	199.49	
Travel & Subsistence		-	-	2,292.00	2,292.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,436.00	2,284.51	4,720.51	7,462.00	2,741.49	63.3%
<u>Grouard</u>						
Quarterly Honorarium	2,436.00	1,780.94	4,216.94	4,920.00	703.06	
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	2,436.00	4,185.84	6,621.84	7,198.00	576.16	92.0%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>J.F. Dion</u>						
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%
<u>Kateri</u>						
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%
<u>Little Buffalo</u>						
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%
<u>Mistassiniy</u>						
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%
<u>Paddle Prairie</u>						
Quarterly Honorarium	2,436.00	2,286.94	4,722.94	4,920.00	197.06	
Travel & Subsistence		400.00	400.00	2,288.00	1,888.00	
In - Service		-	-		-	
Prior Year Carryover		-	-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,436.00	2,686.94	5,122.94	7,458.00	2,335.06	68.7%
<u>Peerless Lake</u>						
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%
<u>Pelican Mountain</u>						
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
<u>St. Theresa</u>						
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		894.89	894.89	250.00	(644.89)	
Total	2,459.50	3,587.15	6,046.65	8,030.00	1,983.35	75.3%
<u>Susa Creek</u>						
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		1,016.35	1,016.35	250.00	(766.35)	
Total	2,436.00	2,801.20	5,237.20	8,154.00	2,916.80	64.2%
GRAND TOTAL	53,652.90	56,989.38	110,642.28	181,536.00	70,893.72	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	70,893.72
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	70,893.72



ALBERTA
EDUCATION

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

FEB 14 2014

AR82913

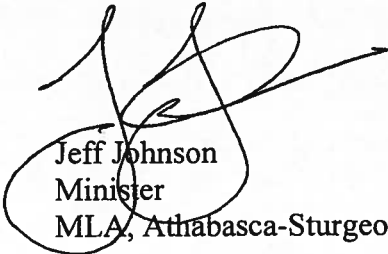
Dr. Colin Kelly
Official Trustee
Northland School Division
Bag 1400 PO Box Station Main
Peace River, AB T8S 1V2

Dear Dr. Kelly:

Thank you for your November 22, 2013 letter requesting approval for capital expenditure borrowing. I have had the opportunity to review the capital borrowing proposal you provided, which outlines your board's proposed plan for addressing the maintenance and infrastructure of employee housing in the Northland School Division.

At this time, I am requesting additional information to support the financial feasibility of this request. I understand that Education staff have been in contact with Dennis Walsh, your Secretary Treasurer, and have asked him to provide this additional information. Please continue to work with department representatives so that this request can be addressed in the near future.

Sincerely,



Jeff Johnson
Minister
MLA, Athabasca-Sturgeon-Redwater



ALBERTA
EDUCATION

Office of the Minister
MLA, Athabasca-Sturgeon-Redwater

AR83779

February 14, 2014

Dr. Colin Kelly
Chair
Northland School Division
9809 - 77 Avenue
Bag 1400 Station Main
Peace River, AB T8S 1V2

Dear Dr. Kelly:

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

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

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

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

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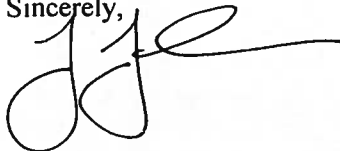
As a testament to this, I recently had the chance to speak with one Canadian working hard at building this foundation for the future. Dr. Tim Goddard suffered a tremendous loss in 2006 when his daughter Captain Nicola Goddard, the first Canadian female soldier to die in combat operations, was killed in Kandahar Province. As Minister of Education, I am thankful that the Calgary Board of Education recognized her role as a leader and named a school in her honour. As a parent, I am in awe of the fact that despite his personal loss, Dr. Goddard is now working in Afghanistan as part of the Canadian aid effort to improve teacher certification and accreditation to ensure a better future for Afghanistan's children. Dr. Goddard is an example of the commitment and sacrifice that many Albertans are making to foster a better future for Afghanistan's children. It is a burden that has been shared by many of our military families and one we need to ensure we do not forget.

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

I am requesting that you follow the lead of the Alberta Government with the flag protocol and plan appropriate ceremonies or teaching moments to complement that day's events. I would also encourage you to include your local community in your events. In the coming days, additional resources will also be made available to support your jurisdiction's participation in this event and assist teachers with their planning. The event web page at <http://education.alberta.ca/departement/events/afghanistan.aspx> will have a link to the Government of Canada's video of the March 12 flag lowering in Kabul, providing Alberta students with a chance to witness this moment of living history for themselves.

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

Sincerely,



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

cc: Donna Barrett, Superintendent of Schools
Northland School Division

Secretary Treasurer's Report
For the Period Ending April 30, 2014
Presented by Roxane Guindon, Assistant Secretary-Treasurer

Introduction

In our year to date, for the period ending March 30, 2014, Northland School Division's operating costs are in line with the operating budget.

The Actual revenue of \$39,318,316 represents 64.56% of the November Revised Budget of \$60,903,359. Expenses of \$35,424,590 represent 57.96% of the November Revised Budget of \$61,122,635.

Current Activity

Budget 2014-2015

The preparation of the 2014-2015 is well underway. MyBudgetFile was successfully implemented and has received a number of positive reviews from the staff that are using it. School and department budgets have been received and compiled into a budget for the Division.

Facility Equipment Inventory Process for Equipment under \$5,000

If given Board approval at this meeting, Finance will be introducing the new Facility Equipment Inventory Process for Equipment under \$5,000.00 in May. This system will allow Finance and the schools to track the inventory of non-capital items which cost between \$500 and \$5,000. The first year will entail having the schools input descriptions for a many of the items in the classrooms and offices, but then the quantities and descriptions will be entered into the forms for the schools to use in subsequent years.

Human Resource and Financial Management System

We have begun the actual conversion from using Bellamy to using SRB. The last Finance and Accounts Payable entries and adjustments were posted on Friday, April 25. Currently, we are unable to create any accounts payable cheques or journal entries until SRB is live on May 5. Payroll is still using the Bellamy system and will continue to do so until mid May. For the next few weeks, payroll data will be entered into both systems as part of the verification process. Beginning May 20, Payroll will be processed using the SRB system. Payroll has actually started the SRB training and will continue to do so up until the final conversion. HR is working on setting up current assignments for staff members. The project is on schedule to have the implementation completed by the end of May.

Conclusion

Our priorities over the next month will be the finalization of 2014 – 2015 Budget, the introduction of the Inventory Control System to the schools, and the conversion from Bellamy to SRB, including training on the new system. We are also looking forward to the return of Dennis in early May.

STATEMENTS OF OPERATIONS

For the Period Ending April 30, 2014 (in dollars)

	Actual 2011-2012 (Restated)	Actual 2012-2013	Actual YTD April 30 2013-2014	Budget 2013-2014 June Approved	Budget 2013-2014 Nov. Revised	Balance Remaining
REVENUES						
Alberta Education	\$37,455,386	\$37,200,087	\$23,835,063	\$35,840,506	\$36,676,777	\$12,841,713
Other - Government of Alberta	\$1,095,583	\$966,929	\$504,978	\$80,022	\$600,000	\$95,022
Federal Government and First Nations	\$20,845,936	\$20,862,392	\$16,158,687	\$21,459,628	\$20,293,271	\$4,134,584
Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	\$0
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	\$565,572	\$656,887	\$2,188,600	\$1,730,185	\$1,597,785	(\$590,815)
Investment income	\$39,891	\$10,292	\$40,562	\$10,000	\$10,000	(\$30,562)
Gifts and donations	\$693,754	\$665,555	\$111,095	\$247,964	\$222,878	\$111,782
Rental of facilities	\$1,000,651	\$973,522	\$582,946	\$1,052,648	\$1,052,648	\$469,702
Fundraising	\$347,164	\$251,134	\$0	\$450,000	\$450,000	\$450,000
Gains (losses) on disposal of capital assets	\$1,260	\$156,458	\$0	\$0	\$0	\$0
Other revenue	\$0	\$0	\$689,509	\$0	\$0	(\$689,509)
TOTAL REVENUES	\$62,045,197	\$61,743,256	\$44,111,440	\$60,870,953	\$60,903,359	\$16,791,918
EXPENSES						
Certificated salaries	\$21,544,783	\$21,031,068	\$13,882,183	\$21,442,507	\$21,352,159	\$6,782,882
Certificated benefits	\$4,218,552	\$4,092,469	\$3,163,382	\$4,181,647	\$4,162,486	\$1,014,522
Non-certificated salaries and wages	\$13,536,225	\$13,282,741	\$8,378,375	\$11,381,492	\$12,412,748	\$4,038,131
Non-certificated benefits	\$2,959,078	\$2,916,643	\$1,838,712	\$3,040,196	\$2,912,775	\$1,074,945
SUB - TOTAL SALARIES AND BENEFITS	\$42,258,638	\$41,322,920	\$27,262,653	\$40,045,842	\$40,840,168	(\$667,035)
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$10,037,215	\$16,458,786	\$16,218,764	\$7,044,280
Amortization of supported tangible capital assets	\$3,138,632	\$3,192,543	\$2,134,598	\$2,998,969	\$2,998,969	\$915,188
Amortization of unsupported tangible capital assets	\$995,957	\$1,609,872	\$1,138,502	\$1,027,049	\$1,027,049	\$879,949
Supported interest on capital debt	\$40,429	\$23,193	\$14,448	\$28,901	\$28,901	\$14,453
Unsupported interest on capital debt	\$650	\$433	\$0	\$784	\$784	\$784
Other interest and finance charges	\$4,690	\$29,008	\$2,229	\$8,000	\$8,000	\$5,771
Losses on disposal of tangible capital assets	\$33,167	\$67,735	\$0	\$0	\$0	\$0
Other expense	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$62,676,435	\$61,695,864	\$40,589,644	\$60,568,331	\$61,122,635	\$21,770,905
OPERATING SURPLUS (DEFICIT)	(\$631,238)	\$47,392	\$3,521,796	\$302,622	(\$219,276)	(\$4,978,987)
EXPENSES						
Instruction	\$40,504,149	\$39,872,808	\$25,489,987	\$38,500,949	\$39,261,126	35.23%
Plant operations and maintenance	\$9,968,293	\$9,696,288	\$6,994,734	\$8,952,563	\$9,029,030	30.12%
Transportation	\$3,753,651	\$3,721,237	\$2,414,197	\$3,801,463	\$3,678,263	33.87%
Administration	\$3,173,874	\$3,233,159	\$2,366,644	\$3,706,302	\$3,547,887	35.95%
External services	\$5,274,639	\$5,172,372	\$3,324,083	\$5,607,039	\$5,606,329	41.17%
TOTAL EXPENSES	\$62,674,606	\$61,695,864	\$40,589,644	\$60,568,316	\$61,122,635	34.91%
OPERATING SURPLUS (DEFICIT)	(\$629,409)	\$47,392	\$3,521,796	\$302,636	(\$219,276)	

Northland School Division
Federal Accounts Receivable

4/28/2014

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
Apr-14	-	-	248,573.14	-	695,373.98	-	8,788.68	178,434.10	-	63,541.24	1,194,711.14
Mar-14	-	-	243,116.62	-	-	-	-	-	-	(176,120.18)	66,996.44
Feb-14	-	-	249,482.56	-	-	-	8,788.68	-	-	103,485.51	361,756.75
Jan-14	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
Dec-13	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
Nov-13	-	-	274,489.60	-	-	-	-	-	9,988.00	176,109.45	460,587.05
Oct-13	-	-	236,979.04	-	-	-	-	-	-	67,172.94	304,151.98
Sep-13	17,362.00	-	(8,369.30)	-	-	-	-	-	-	67,172.94	76,165.64
Aug-13	-	-	(94,335.00)	-	-	-	-	-	-	(112,640.40)	(206,975.40)
Jul-13	-	-	-	-	-	-	-	-	-	-	-
Jun-13	-	-	-	-	-	-	-	-	-	(55,756.16)	(55,756.16)
May-13	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Apr-13	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Mar-13	-	-	-	-	-	-	-	-	0.37	7,172.94	7,173.31
Feb-13	-	-	-	-	-	-	-	-	4,822.02	7,172.94	11,994.96
Jan-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Nov-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Oct-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Sep-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Sep-11	-	-	-	-	-	-	-	-	-	-	-
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	61,333.22
	17,362.00	61,333.22	1,648,901.78	-	695,373.98	-	17,577.36	178,434.10	14,810.39	516,912.90	1,888,998.15
Current	-	-	248,573.14	-	695,373.98	-	8,788.68	178,434.10	-	63,541.24	1,194,711.14
30 days	-	-	243,116.62	-	-	-	-	-	-	(176,120.18)	66,996.44
60 days	-	-	249,482.56	-	-	-	8,788.68	-	-	103,485.51	361,756.75
90 days	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
120 days	-	-	249,482.56	-	-	-	-	-	9,988.00	103,485.51	362,956.07
180 days	-	-	274,489.60	-	-	-	-	-	-	176,109.45	450,599.05
181 - 365	17,362.00	-	228,609.74	-	-	-	-	-	-	134,345.88	380,317.62
1 yr - 2 yr	-	-	(94,335.00)	-	-	-	-	-	4,822.39	16,159.90	(73,352.71)
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	17,362.00	61,333.22	1,648,901.78	-	695,373.98	-	17,577.36	178,434.10	14,810.39	524,492.82	3,158,285.65
Long Term											
Total Aging	17,362.00	61,333.22	1,648,901.78	-	695,373.98	-	17,577.36	178,434.10	14,810.39	524,492.82	3,158,285.65

Accounts Receivable Federal Government and First Nations

Student Counts 13-14 Student Count		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
Reg	E.C.S.										
Indian & Northern Affairs (INAC)	111	26	-	0.00	4,822.02	9,988.37	0.1	14,810.39	230,027.84	1,868.86	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	695,373.98	1.0	695,373.98	695,373.98	1,868.86	868.63
Indian Education Authority Athabasca - Chip - Mikisew	0 40 138	0 2 8	61,333.22 - 0.00	- - 0.00	17,362.00 (102,704.30)	- 1,751,606.08	0.2 6.6	17,362.00 1,648,901.78	71,773.40 248,573.14	1,750.93 1,750.93	868.10 868.10
Woodland Cree	54	3	-	(0.00)	16,159.90	508,332.92	5.1	524,492.82	103,524.33	1,868.86	868.63
Lubicon Cree First Nation (INAC)	72	11	-	(0.00)	-	178,434.10	1.2	178,434.10	144,112.85	1,868.86	868.63
Chipewyan Prairie First Nation (INAC)	57	8	-	0.00	0.00	(0.00)	-	0.00	113,474.06	1,868.86	868.63
Peerless Kateri First Nations (INAC)	201	21	-	(0.00)	0.00	-	-	(0.00)	393,882.09	1,868.86	868.63
	1039	109	61,333.22	0.00	(64,360.38)	3,161,312.81		3,158,285.65			
Total Outstanding									8,788.68	March 2014	
									82,749.80	12-13 Adj/13-14 Sept-Mar 2014	
									712,253.22	12-13 Adj/13-14 Sept-Mar 2014	
									450,148.13	12-13 Adj/13-14 Sept-Mar 2014	
									189,434.62	12-13 Adj/13-14 Sept-Mar 2014	
									698,195.43	12-13 Adj/13-14 Sept-Mar 2014	
									700,067.88	13-14 Adj/March 2014	
									392,881.86	April 2014	
									113,474.06	April 2014	
									71,773.40	April 2014	
									230,027.84	April 2014	
									5,661.84	April 2014	
									3,655,456.76		

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

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 1, 2014

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: WHAT WE HEARD REPORT, POLICY ONE

ORIGINATOR: DELORES PRUDEN, DIRECTOR OF FNMI EDUCATION

RECOMMENDATION
That the Board of Trustees accept for information the What We Heard Report, Policy One, as attached.



WHAT WE HEARD REPORT

Policy One
ALL SESSIONS COMBINED

Updated: April 14, 2014

Background

With Elections 2014, it was decided that Northland School Division (NSD) No. 61 would provide orientation sessions for all Local School Board Committee members. Five sessions were planned in the following communities: Wabasca, Grouard, Fort McMurray, Peace River and Edmonton.

Trustee Orientations

Orientations were held on January 31, February 1, February 7, February 8, February 21, February 22, February 28, March 1, March 7 and March 8, 2014. Local School Board Community (LSBC) Members from Anzac, Bishop Routhier, Calling Lake, Chipewyan Lake, Conklin, Desmarais, East Prairie, Elizabeth, Fort Chipewyan, Fort McKay, Gift Lake, Grouard, J.F. Dion, Janvier, Keg River, Little Buffalo, Paddle Prairie, Peerless Lake, Pelican Mountain, Susa Creek, Trout Lake, Wabasca and Central Office along with school administrators and Central Office staff joined together for Trustee Orientations for discussions on the following:

1. **Draft Policy 1: Vision, Purpose, Beliefs, Values – Discussion**
2. **Email Responses – Combined Report Only (the email responses will be compiled and placed at the end of this document)**

Process

In each of the five communities LSBC members and attendees broke out into approximately 3 - 4 groups and addressed policy and topic questions. At the end of each discussion a speaker from each group shared with the group a summary of their discussions and ideas.

What We Heard

Information compiled between all the groups relayed many common ideas and suggestions. These are listed below:

Draft Policy 1:

What words or statements stand out for you?

- Choice is a foundational principle
- One size fits all is appropriate
- Kids first
- Intergenerational transfer of knowledge
- Geographical context
- Holistic wellness of the child particularly emotional
- Community engagement – LSB
- Culture, language, community history are to be nurtured
- Different paths needed to achieve – academic & personal skills
- Relevancy
 - Historical
 - Cultural
- “One size fits all” – is inappropriate for our learners – they all individuals, learn differently
- Parents, family, community, school and LSBC working together
- Holistic
- Multiple pathways to learn
- Learning environments
- Kids first
- Unconditional love
 - Maximize learning
- Context
- Environment
- Accountability
- No “one size”
- Different learning
- Guided by Aboriginal focus
- Community based learning
- Life long
- Responsive to needs
- Holistic
- Intellectual/spiritual
- Local parents
- Achievement
- Community based alternative programs

- Teachers assume the role of the parent
- Teachers “school staff”
- Mandate
- Responsibility and caring falls short that’s why students are not trying hard enough.
- Mission – Need more emphases on parent involvement
- Kids first
- Choice foundational
- Provide diverse learning environment
- Indigenous Education
- Learning Wheel?
- Kids first? Children First... for the children...
- The “One size fits all”
- Special Gifts
- Community History
- Elder Involvement
- Parent Involvement
- Respect
- Kids First
- One size fits all is inappropriate
- Self, self-confident...contributing members...
- NSD61 commits to respecting diversity to provide culturally rich, community based alternative programs.
- Safe learning environments
- Different paths to success
- Respect is mentioned throughout, but it specifically states “Welcoming place for Indigenous learners where their past present and future is honored.” What about others?
- “Special gifts” we like! Do we believe kids are “predestined”
- Predestined is mentioned in the philosophy and “self-determination” and self-reliant is shared in the Mandate... is it consistent?
- The mission it says uniqueness of Indigenous populations “should perhaps say “Communities”.
- Guiding Principles #1 Assess learner growth and development in a way that respects individual culture, language and learning
- Encourage Future Aspirations (Page 3 2nd bullet from top)
- Kisewat’sowin??
- What does this mean?
- What culture does this represent – Dene, Cree, Metis...?
- Also issues with dialects
- Learning Wheel (is this tied into the Medicine Wheel)
- Honoring Kids First
- Kisewat’sowin
- Diverse learning environments

- Unconditional love /compassion staff/vested interest community history
- Parents/students having the choice of where or how they pursue educational programming
- Our young different learning styles and some achieve in experimentally based learning environment
- The continuity of the parenting process (positive)
- Put Kids First
- Bring unconditional love to the kids and show compassion
- Can love be a policy?
- Honoring kids first
- "Honor and respect for children"
- Beliefs and Values
- Vision has the word culture three times
- Kids First
- "One Size Fits all"
- Self-Reliant and Self Confident
- Contributing members of their communities
- Community empowerment (Parents/home)
- Nurture culture
- Education and lifelong learning are viewed as a partnership
- Recognizing residential school legacy
- Teacher's - Knowledge and respect (invitation and interaction with parents)

What do you like about this draft policy? Do you have any questions or concerns?

- Comprehensive
- Pretty inclusive:
 - Culture
 - Tech
 - Diversity
 - Encourage future aspirations
- What is Northland doing to get the parents to send their child(ren) to school?
We need family support.
 - Incentives
 - Attendance
- Community meeting – each communities' individual needs
- Mission statement – how do we ensure we have adequate staffing to meet the needs of our students?
- Need more information on the Community Engagement Model
- Provide flexibility for each (community)
- Vision – integrate culture & give individual something to relate to
- Highly contextualized education
- What is the purpose of education?
- How are we preparing our students?

- Need student voice
- “Buy in” or be a “Part of”
- Have to have foundation culture/language
- Predestined purpose
- Kids first!
- Life Long Learning!
- Mandate
- Land based
- Concerns & Questions
 - 21st Century Reality?
- Comprehensive
- Recognize impact of residential schools
- Includes elders & recognized them
- Recognition of tradition & cultures
- How do you address/recognize special needs/inclusion
- Bullet 2p 2 of 4 – how do you achieve that (holistic wellness)
- “Honor & Respect Parents” missing
- What core cultural values are you looking at? This needs to be the basis
- Convoluted statements
- How is the Division going to support this financially
- How do we stay consistent
- Cree Language should be spoken more/increase
- Beliefs and values are important to be in the policy
- Important “Honor and respect elders
- “Honor and respect children
- Everything looks good in the Policy – satisfied
- Agree with philosophy mission
- What is community? Are parents included/involved? (from Mandate)
- It supports the Diversity of Communities
- Engagement Model
- Different Paths to Success
- Put kids first
- Welcoming for Indigenous learners
- Celebrating social/cultural growth
- Heading down this path already w/EII/OSLI
- Safe learning environment, comfortable
- Community engagement
- Respect For Community Values
- Infusion/Weaving Pg.4
- Counselling services?
- Where is the accountability of students
- As a special jurisdiction that is moving towards experiential learning and land based learning is there more funding for this type of programming
- Unsure if the language is accepting of all cultures.
- Like the focus on culture and significance
- Acknowledge different styles of learning

- Opportunity to discover and learn about Elizabeth History
- Kids First
- We don't have to be one size fits all
- Relevancy – Historical, social cultural content that is relevant to Indigenous experiences will be central to mandated curriculum
- Infusion/weaving – as appropriate to the community
- Accountability – Include parents success indicators?
- Parent/community Engagement include
- When are you considered an elder?
- How would an outsider identify an elder?
- Please define, what does Kisewat'sowin mean?
- Don't say all staff must be committed S/B community members, presenters....not just the staff
- Proper education on what it means?
- Interpretation to all
- Self-determination Are you talking about community?
- What does that pertain to?
- Indigenous – education on the word its self
- What is highly contextualized curricula?
- How are we going to prove accountability? To prove that these things are happening
- How does technology fit into the Plan?
- It may be dangerous shifting to much to one side (IE. Not enough of AB Ed curriculum may hinder integration into mainstream (City vs Rural)
- How does technology fit into the plan?
- How to motivate students with technology
- Make sure staff is up to date with technology

What are some implications that need to be considered?

- Ways to encourage this intergenerational transfer (geographical context)
- Ways to encourage
- Whole community involvement
- LSB – ways to encourage strategies for community involvement
- What if we do not like the Community Engagement Model?
- Predestined purpose in life
- Who do we service?
- Geographical size
- Enable balance of cultural & traditional beliefs (traditional + Metis)
- Providing for servicing identified needs
- Rather than using the word "Indigenous, use All"
- Empower students to be proud of who they are & where they came from (Northland successes)
- Bring the community resources together – a community collaboration (college/band etc.)
- Voice – important for people to have the ability to "drive" the education of their children

- How do we support parents in their role as the first educators of their children?
- Classroom vs field (balance)
- How do we get the parents more involved
- Negative impact the residential schools had on parents and students
- Need workshops
- Parents must understand education that way students can progress and grades to
- Local language
- Mission – negative ... the gaps in achievement, indigenous and non-Indigenous students
- Remove in philosophy section and from choice is ...Remove from this section the words “programming and study and use opportunities
- Remove “kisewat’sowin” meaning change from community to community
- Parent involvement – Lack of
- How to have parents involved
- Holistic wellness?
- Counsellors
- Challenges Communities to plan for success
- Teacher Retention (Continuity)
- Community consultation, How do we make policy 1 “ours”
- Orientation
- Acknowledgement of policy 1 is a prerequisite for employment
- Allow locals to shape policy 1 guidelines, policies
- Teacher retention!
- Communities that are not overwhelmingly aboriginal are marginalized
- Under the mission statement (last bullet) where does the “financial resources come from? How does it affect allocations for staffing?
- Future budget must support i.e. Experiential learning curriculum development land based learning resource development
- Translate Policy To: staff, community, students, boards, parent and stake holders
- Big Communication Piece
- Will academics be sacrificed?
- Future perspective – links to Inspiring Education and connections to future
- Should the policy include a future looking perspective while including culture
- Recognize that the various northland communities have different social customs, viewpoints and ways of learning
- How do we educate teachers and ourselves
- \$ To develop curriculum
- How do we assess sources
- #3 Balance – so important, but how do we make it happen?

What is your feedback on this policy?

- Looks good as it is
 - With some changes
- Kisewat’sowin (put in brackets what this means)

- The mandate is the purpose
- 2 concepts – guided by values/but also goals
- Support, maintain, collaborate & implement school programs
- Need to send idea to students
- Language/culture trump all mainstream
- Has to be a lot of change
- Children/industry – not just laborers
- Look at education in a different light
- Well written
- Mission
- Mandate
- On track
- Want to ensure that every student has the best education possible (110% not 50%)
quantity & quality
- A lot of good stuff in it
- How do we go about accessing resources
- Satisfied with it
- Sounds great ...But....
- Parental Support? How do you actualize this?
- Philosophy – Add: Students and Elders
- “Indigenous-use term First Nation, Metis, Inuit
- The term Indigenous Education does not include non-aboriginal peoples. Inclusive?
- Like the focus on cultural Importance
- Good idea, but it must be adaptable to the community
- Far and above the original, more detailed, but are a few areas of concern
- Excellent flavor and a definite step forward
- Pg. 3 -3rd bullet redundant: if we are addressing holistic education and context
specific sites – addressed?
- Translate the policy into language that parents/students understand
- Pg. 2 – Bullet 4... a better way of saying...What does it mean?
- Clarity of document
- Is the policy inclusive enough (Cree, Dene, Metis, European)
- Culture and larger society are mentioned – is it clear enough that culture/future
aspiration need to be balanced
- The conversation is valuable and enriching for planning
- We need to give our children the confidence and abilities to be proud of who they are
and where they come from while preparing them academically for the outside world
and their future
- Is there a “short and sweet’ mission statement?
- Add: weaving of technology (safe/ethical/balanced use of technology to create,
collaborate, communicate, problems, analyze!
- Too many bullets
- Fewer would have more impact
- In the beliefs and values part, do not list specific three people to honor and respect
– otherwise miss out on some important ones like honoring and respecting
environment, selves, (Repeated in Guided Principles).
- Beliefs and Values: use “Kids First”

- Student-centered approach instead of "All Staff must"
- Stuff on back page is more important than what is on front I.E. Attendance
- Kids First is a vision that would be applicable to all schools
- There also should be something FNMI culturally mentioned in the vision statement?
- Policy S/B easily understood by all readers
- For post-secondary education
- How do you embed the culture?
- How do you prepare the student for post ed, when some of them have never left their communities?
- We have orientation of new teachers, but we need more localized training (cultural)
- Make sure any "aboriginal" words are clearly defined so no one is confused
- Goal – All aboriginal teachers "some disagree"

Policy One Request for Feedback:

Email Responses:

On Sunday, April 13, 2014 10:43:25 PM, [REDACTED] wrote:
Melanie,

Thank you for requesting that I review Policy #1, before the second reading on May 1, 2014 and third and final reading on May 29, 2014.

I cannot recall being consulted regarding the extensive work and consultation part of the policy because, I was not consulted. After reading, rereading and consulting with the Principal, [REDACTED] and Vice Principal, [REDACTED], I still have many concerns about Policy #1, Article #4 (the spirituality and the death feast for the former students who have past on). To top this off, I have had many phone calls from parents who are upset enough to pull their children from the school. They seem to think that even though I am an in elected position, that I have a say in what their kids are taught, They don't know that the appointed board has undemocratically usurped our decision making to the point that the only important issue I have voted on this semester is regarding the purchase of a new flag pole.

I cannot support Article #4 of the Policy. I will list the issues the parents are upset about; smudging, prayers and death feasts. I will explain the death feast; food is prepared and served up to the people who have passed. Also, the smudging and prayer is to be done during school hours. My support has to be with the concerned parents.

That said, I have come to the end of my review of Policy #1. I think we can work with the rest of the Policy as it is. Thank you.

Sincerely,

[REDACTED]

Date: April 15, 2014 at 7:45:15 AM MDT
To: Donna Barrett <donna.barrett@nsd61.ca>
Subject: Re: Policy 1 Feedback

Hi

We went through the policy (as a LSB) last week. No issues identified.

Sent from my iPhone

<Policy 1 Draft NSD Mission, Mandate, Beliefs & Values March 19, 2014.pdf>

Conclusion and Next Steps (This step is to be determined)

Northland School Division No. 61 will create "What We Heard" reports for each Local School Board Committee orientation. Once all orientations are complete, a final "What We Heard" report will be created and used in future strategic planning.

During the following month, the Chairman of the Board will work closely with the LSBC members, administrators and management to develop Policy One, Board Philosophy Mandate, Core Purpose, Vision Beliefs and Values. Input gathered through Trustee Orientations will be brought to the table and will be great a support in planning for student learning and success division wide.

On behalf of the Chairman of the Board and all Executive staff we thank each LSBC member, administrator, staff member and community member that has shared your feedback. Your voices are an immeasurable tool and your dedication, support and passion in working, sharing and learning together for the success of all students!

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 1, 2014

PRESENTED BY: DELORES PRUDEN, DIRECTOR OF FNMI EDUCATION

SUBJECT: 2014 – 2015 ECS PLANS

ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

That the Board of Trustees receive the Early Childhood Services plans for 2014-2015, as information.

CURRENT SITUATION: At the February 27th, 2014 Board meeting, data was presented regarding Early Development Instrument (EDI) mapping and at that time the administration was requested to develop plans to address the results.

BACKGROUND: The following documents have been considered when constructing the future plan For Early Childhood Services: Northland Inquiry Report, Policy 1 Draft, and the results of the Early Development Instrument (EDI).

OPTIONS:

Key Ideas

1. Recommend the program needs to be culturally relevant hands on exploratory learning linked to the language of the community (Recommendation 12);
2. Recommend mandatory full day kindergarten programs for all Northland School Division schools (Recommendation 10);
3. Recommend early entry for students, and continue to build partners with Head Start Programs (Recommendation 11);

4. Build on student strengths and involve the community. This would incorporate the EYE (Early Years Evaluation) Tool to inform planning;
5. Recommend on-going embedded on-line monthly Professional Development for teachers;
6. Encourage that all ECS classrooms are taught by certified ECS teachers.

Design Pilot

- At the May, 2014 Administrators meeting, share with the staff that the program will be changing to move away from paper and pencil tasks toward a more play-based, inquiry-focused, oral language, literacy and numeracy rich programs linked to the language of the community;
- At the August 21 and 22, 2014 teacher orientation held in Grouard, bring all the ECS teachers together for face to face PD which will encompass an overview of the changes, the resources that can be used in classrooms, professional development on the EYE tool, and puppet making;
- Students need to have access to the language of the community (Cree, Dene);
- Students need to have access to culturally relevant print text in their classrooms;
- Ongoing throughout the school year, meet monthly as an ECS Professional Learning Communities (PLC). These meetings would be online and would be a time for sharing and building. (This requires that all principals ensure that the ECS teachers are available to meet and have common prep for all ECS teachers);
- Need to ensure that we have the right person in the ECS classrooms; teachers need to be willing to have play explorations and big theme projects going on in the classrooms.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: MAY 1, 2014

PRESENTED BY: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

SUBJECT: PROCEDURE 418 – STAFF EDUCATIONAL LEAVE (DIVISIONAL OFFICE)

ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION
That the Board of Trustees accept the attached changes to Procedure 418 – Staff Educational Leave (Divisional Office), as information.

CURRENT SITUATION: Procedure 418 currently provides ½ tuition reimbursement up to a maximum of \$1,500.00 per school year, upon successful completion and with prior approval from the Superintendent of Schools, to central office staff not covered under the collective agreement

BACKGROUND: The practice in Northland School Division has been to parallel benefits from the Northland Teachers' Collective Agreement. The last settlement changed the tuition benefit for teachers from ½ coverage to 75% coverage.

OPTIONS:



Procedure 418

Staff Educational Leave (Divisional Office)

Background

It is important that positions in divisional office be staffed with well-qualified staff in order that the best educational opportunities will be provided to the students and the communities. In order that staff members are given an opportunity to complete their educational studies, opportunities for educational leave will be provided when it is deemed to be in the best interests of the division.

Procedures

1. Support for staff development shall be as follows:
 - 1.1 Fees for evening and/or home study courses, relevant to the employee's position, will be reimbursed to the employee at ~~1/2~~ **75%** the cost of tuition, to a maximum of \$1,500.00 per year upon proof of successful completion of the course and a receipt for cost. The staff member must have written approval from the superintendent prior to commencement of the coursework for reimbursement of fees.
 - 1.2 A return service commitment to a maximum of one year may be required as a condition of financial assistance.
2. The prime consideration for the granting of any educational leaves shall be based upon the educational needs of the division.
3. Support for education leave shall be as follows:
 - 3.1 Staff members wishing to be considered for educational leave must submit their request to the superintendent by February 28 of the year in which the leave is to commence.
 - 3.2 Requests for leaves must specify the nature of the program for which the leave is being requested and its application to the staff member's responsibilities.
4. Educational leaves may be granted for a period of up to one year. A further leave request may be considered if additional time is warranted in order to complete the program.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: MAY 1, 2014

PRESENTED BY: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

SUBJECT: PROCEDURE 420 – PARAPROFESSIONAL STAFF EDUCATION
LEAVE

ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION
That the Board of Trustees accept the attached changes to Procedure 420 – Paraprofessional Staff Education Leave, as information.

CURRENT SITUATION: Procedure 420 currently provides ½ tuition reimbursement up to a maximum of \$1,500.00 per school year, upon successful completion and with prior approval from the Superintendent of Schools, to paraprofessional staff members.

BACKGROUND: The practice in Northland School Division has been to parallel benefits from the Northland Teachers' Collective Agreement. The last settlement changed the tuition benefit for teachers from ½ coverage to 75% coverage.

OPTIONS:



**Paraprofessional
Staff Education
Leave**

Background

Educational leave may be granted to Teacher Assistants, Library Assistants, School/Community Liaison Workers, Native Language Instructors, Special Assistants and Early Childhood Instructors who wish to pursue upgrading courses, college level courses leading to a certificate or diploma, or university level courses leading to a B.Ed.

Procedures

1. Upgrading courses will be supported in accordance with the following:
 - 1.1 Fees for evening and/or home study courses, relevant to the employee's position, will be reimbursed to the employee at ~~1/2~~ **75%** the cost of tuition, to a maximum of \$1,500.00 per year upon proof of successful completion of the course and a receipt for cost. The staff member must have written approval from the Superintendent prior to commencement of the coursework for reimbursement of fees.
 - 1.2 A return service commitment to a maximum of one year may be required as a condition of financial assistance.
2. Educational leave for paraprofessionals that wish to enter a college, or university acceptable to the Superintendent shall be in accordance with the following:
 - 2.1 In order for an individual to qualify for support, the following conditions must apply:
 - 2.1.1 A current employee of the Board in a paraprofessional capacity
 - 2.1.2 Have a successful record of performance of duties
 - 2.1.3 Obtain support from the Local School Board Committee
 - 2.1.4 The written application to the Superintendent is submitted by February 28 of the year in which the leave is to commence.
3. Subject to budget availability, education leave may be granted to a maximum of four applicants in each academic year.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: MAY 1, 2014

PRESENTED BY: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

SUBJECT: PROCEDURE 422 – SUPPORT STAFF EDUCATION LEAVE (FIELD BASED)

ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION
That the Board of Trustees accept the attached changes to Procedure 422 – Support Staff Education Leave (Field Based), as information.

CURRENT SITUATION: Procedure 422 currently provides ½ tuition reimbursement up to a maximum of \$1,500.00 per school year, upon successful completion and with prior approval from the Superintendent of Schools, to school based support staff not covered under the collective agreement.

BACKGROUND: The practice in Northland School Division has been to parallel benefits from the Northland Teachers' Collective Agreement. The last settlement changed the tuition benefit for teachers from ½ coverage to 75% coverage.

OPTIONS:



**Support Staff
Education Leave
(Field Based)**

Background

Qualified personnel should occupy all support staff positions. Therefore there is a need to provide opportunities for educational leave in order that staff members may complete educational studies that will enhance their competencies and provide them with opportunities for career advancement.

Procedures

1. Support for upgrading courses shall be as follows:
 - 1.1 Fees for evening and/or home study courses, relevant to the employee's position, will be reimbursed to the employee at ~~1/2~~ **75%** the cost of tuition, upon proof of successful completion of the course and a receipt for cost. The staff member must have written approval from the superintendent prior to commencement of the coursework for reimbursement of fees.
 - 1.2 A return service commitment to a maximum of one year may be required as a condition of financial assistance.
2. Support for education leave shall be as follows:
 - 2.1 The key consideration for all education leave shall be the education needs of the division.
 - 2.2 All requests for education leaves must be supported by the immediate supervisor before consideration can be given.
 - 2.3 Employees requesting education leave shall obtain support from the Local School Board Committee.
 - 2.4 Requests for education leave shall be submitted to the superintendent by February 28 of the year in which the leave is to commence.
 - 2.5 Education leave may be granted to two applicants in each school year, subject to budget availability.
 - 2.6 Education leave requests will be granted for a period of up to one year. A further leave request may be considered on completion of the original leave, if additional time is warranted for program completion.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: MAY 1, 2014

PRESENTED BY: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

SUBJECT: PROCEDURE 434 – SALARY ADMINISTRATION

ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION
That the Board of Trustees accept the attached changes to Procedure 434 – Salary Administration, as information.

CURRENT SITUATION:

BACKGROUND:

- Changes to Procedure 424 in March 2013 redefined vacation allocation for all central office staff. Support staff and professional staff, as well as new and experienced personnel now have experience in the same or similar position in other organizations recognized for vacation allocations.
- Northland's procedure of recognizing non-NSD experience for grid placement has been applied inconsistently over the years.
- The general practice has been to recognize up to 3 years of experience when placing people on grids. This has not been applied consistently. Some people have had no recognition of previous experience, while others have been granted additional experience beyond the three years.
- Additional experience can be recognized if the experience took place in NSD at a different time or with approval of the superintendent. There is not recognition for direct

experience in the same position elsewhere, nor recognition for similar experience in other organizations.

- The most significant impact of this policy has been to staff being recruited to positions in Northland's central office services.
- Compensation may also be used as an incentive to attract experienced essential personnel, such as Directors, Executive Assistants and Plumbers.

OPTIONS:



The Board believes that it should establish criteria that are well known to employees relative to salary determination.

Guidelines

The following apply to all staff: support, casual, paraprofessionals, **and professional** (except those ~~covered~~ **defined** under the Collective Agreement).

1. Initial Salary Placement

1.1 Grade Placements represent salary ranges for various categories of personnel.

1.1.1 Newly appointed personnel are placed according to the salary level (grade) as determined in the job description.

1.2 Step Placements represent salary ranges for recognition of experience in the position or in an equivalent position.

~~1.2.1 Newly appointed personnel are placed according to previous experience up to a maximum of three years.~~

~~1.2.1.1 Additional experience can be recognized if experience was completed in Northland School Division at a different time or upon the approval of the Superintendent.~~

2. Performance Increments

2.1 Each grade classification has a minimum and maximum salary range (steps). As detailed above, new employees generally start near the minimum of the range and are entitled to move through the range by being granted performance increments. The procedure for granting performance increments is as follows:

2.1.1 Employees are eligible for a performance increment:

2.1.1.1 on completion of probation if detailed in the offer of employment.



Procedure 434

Salary Administration

- 2.1.1.2 On September 1st, providing an increment has not been granted in the preceding three months, and the employee has held the position for three complete months.
 - 2.1.2 Increments shall be granted by the Superintendent on the recommendation of the employee's Supervisor.
 - 2.1.2.1 Generally, one increment is granted; however, if the employee's responsibilities have changed significantly, two increments may be granted.
 - 2.1.2.2 Total annual increments awarded shall never exceed two.
-

Division, Peace Wapiti School Division, Holy Family Catholic
Regional Division, Fort McMurray Public School Division, Aspen
View School Division and Northern Lights School Division.

OPTIONS:
