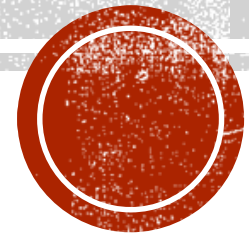


**May 29, 2014
Board Meeting
Attachments**

Agenda Item	Motion No.	Page No.
1. Presentation: Technology Presentations		2
2. Presentation: Proposal for RFP for Managed Print, Copy, Scan & Fax Services		69
3. Superintendent's Report	23616/14	106
3. Chairman's Report	23617/14	114
4. Secretary-Treasurer's Report	23618/14	147
5. Education Quarterly Report	23619/14	151
6. Procedure 418, Staff Educational Leave (Divisional Office)	23621/14	177
7. Procedure 420, Paraprofessional Staff Education	23622/14	179
8. Procedure 422, Support Staff Education Leave (Field Based)	23623/14	181
9. Procedure 434, Salary Administration	23624/14	183
10. 2014-2015 Budget	23625/14	187



LEARNING & TECHNOLOGY POLICY FRAMEWORK



May 29, 2014

NSD61, Peace River

OUTCOMES FOR TODAY

All participants will :

- Become familiar with the 5 policy directions so that we can use these and relevant actions in our future planning
- Advise on divisional planning using the framework



TODAY'S ACTIVITIES

1. **Intro** – sit back and enjoy the slide show. Ask questions, make comments, take notes.
2. **Familiarize ourselves with the Framework**
 - A) Cards activity – How are we doing now?
 - B) Shape activity – How would you present the 5 policy directions in a shape?
 - C) Google Presentation – 1-page summary of 1 Policy Direction
3. **Planning PD for Principals**
4. **Planning PD for 2014-2015**
5. **Closing and video.**



IN THE BEGINNING...

- Digital technology primarily a tool for teachers to:
 - present information
 - communicate with students and parents



NOW: INSPIRING EDUCATION

vision of supporting
students to
become...

engaged thinkers

and

ethical citizens

with an

entrepreneurial
spirit.



INSPIRING EDUCATION - POLICY SHIFT 4

“Ultimately, the power of technology should be harnessed to **support innovation and discovery**, not simply to aid teaching. We need to **engage** learners to use these new technologies as **designers and creators** of knowledge.”

- Technology to Support the Creation and Sharing of Knowledge
- Move towards classrooms in which students themselves use technology to support their learning



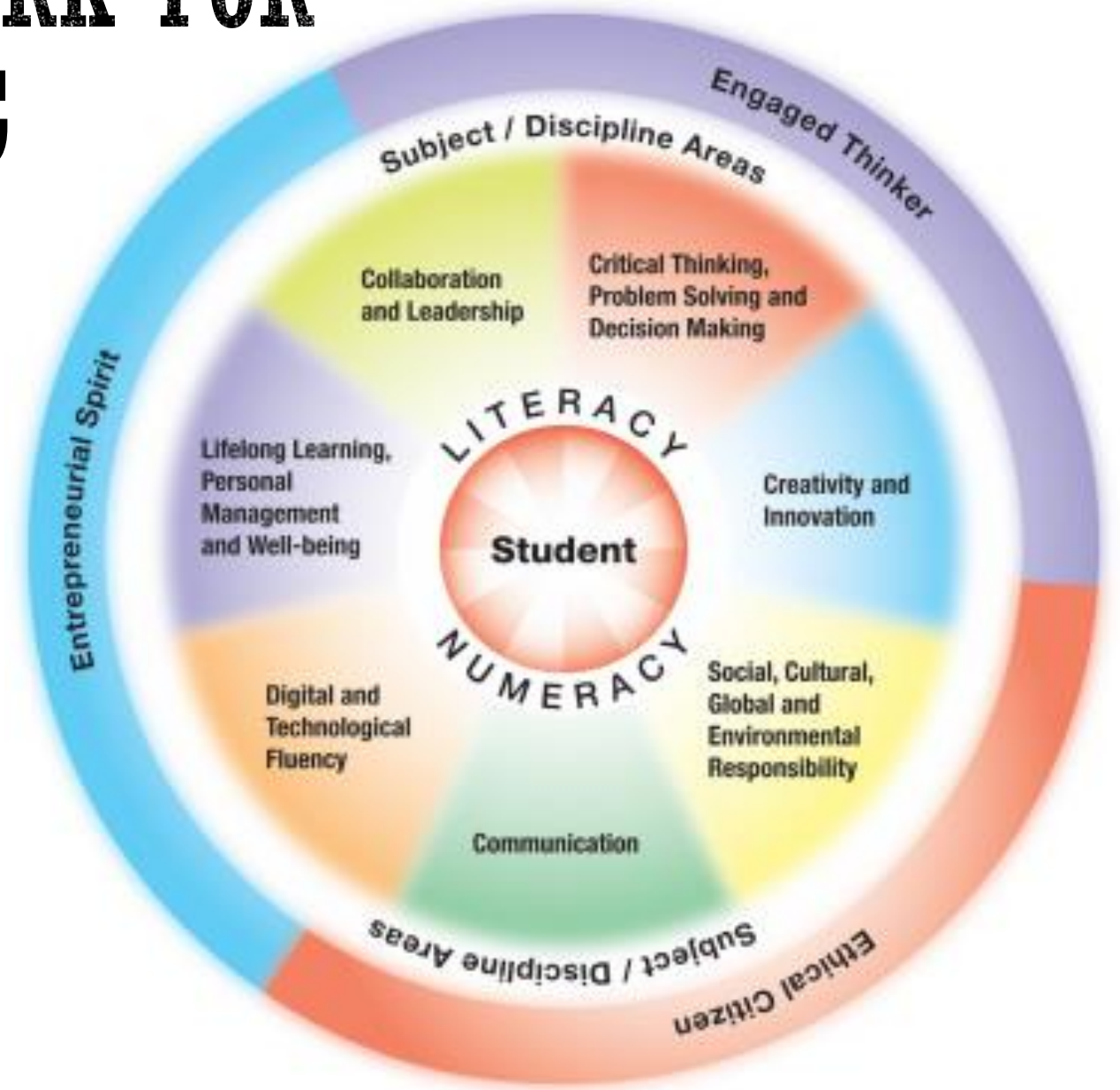
MINISTERIAL ORDER MAY 6, 2013

- <http://education.alberta.ca/departments/policy/standards/goals.aspx>

“WHEREAS education in Alberta will be shaped by a greater emphasis on education than on the school; on the learner than on the system; on competencies than on content; on inquiry, discovery and the application of knowledge than on the dissemination of information; and on technology to support the creation and sharing of knowledge than on technology to support teaching”.



ALBERTA FRAMEWORK FOR STUDENT LEARNING





2013 Learning and Technology Policy Framework





WHAT'S A POLICY FRAMEWORK?

- describes a **common vision** and set of **values**
- used to **inform decisions** and **set policy** at all levels
- more **enabling** than prescriptive
- enables **effective decision-making** to address learning and technology policies, practices, and outcomes
- enables a **common foundation** to evaluate and report progress toward achieving the desired outcomes.



5 LEARNING & TECHNOLOGY POLICY DIRECTIONS

**Policy Direction 1:
Student-Centred
Learning**



**Policy Direction 3:
Professional
Learning**



**Policy Direction 5:
Access,
Infrastructure and
Digital Learning
Environments**



**Policy Direction 2:
Research and
Innovation**



**Policy Direction 4:
Leadership**





HOW WILL THE POLICY FRAMEWORK IMPACT STUDENTS?

- Re-enforces **student at the centre** of decision-making
- Some classrooms have already made great strides in adopting a **student-centred learning philosophy**, while others require more assistance.
- Provides **guidance and rationale** for making decisions that support this shift.





HOW WILL THE FRAMEWORK AFFECT ME AS A TEACHER? AS A PRINCIPAL? AS A PARENT?

- Inform decision-making at all levels:
 - Alberta Education's decisions about research and initiatives to support school authorities
 - Northland's / Superintendents' decisions about network access, digital citizenship, tech purchases
 - Principals' and Teachers' decisions about classroom practices, professional development, tech purchases
- "With a common vision, decisions at all levels have a better opportunity to support each other and yield maximum benefit to students".





HEY, I WASN'T CONSULTED ON THIS!

- Over 1,500 voices
- Teachers, students, parents and education stakeholders
- October 2012 to March 2013, including Nov 28, 2012 JTC event.
- analyzed raw data gathered during the Inspiring Education: A Dialogue with Albertans engagement initiative
- met Minister's Student Advisory Council.





WHO **WROTE** THIS DOCUMENT ANYWAY?

- Alberta Education + School Technology Advisory Committee (STAC).
- STAC :
 - ASBA
 - ATA
 - CASS
 - ATLE
 - Association of Alberta Deans of Education
 - ASBOA
 - Council for School Leadership
 - Galileo Educational Network Association
 - University of Calgary
 - school authorities from across the province (Including Northland!) and
 - branches throughout the ministry of education



School Technology Advisory Committee (STAC) 2013

Member	Jurisdiction/Organization
Brian Callaghan	Alberta School Boards Association
Ed Wittchen	Alberta School Boards Association
Jim Gibbons	Alberta School Boards Association
Philip McRae	Alberta Teachers' Association
Rik Jesse	Alberta Technology Leaders in Education
Jose da Costa	Association of Alberta Deans of Education
Allan Kallal	Association of School Business Officials of Alberta
Ken Robitaille	Battle River Regional Division No. 31
John Deausy	Calgary Roman Catholic Separate School District No. 1
Michael Barr	Calgary Roman Catholic Separate School District No. 1
Cathy Faber	Calgary School District No. 19
Brenda MacDonald	College of Alberta School Superintendents
Jeff Johnson	Council for School Leadership
Leo Turcotte	Edmonton Catholic Separate School District No. 7
Louise Osland	Edmonton School District No. 7
Doug Coffin	FNMI and Field Services, Alberta Education
Sharon Friesen	Galileo Educational Network Association
Aziza Jivraj	Information and Technology Management, Alberta Education
Bette Gray	Learning and Technology Resources, Alberta Education
Lyle Roberts	Prairie Rose Regional School Division No. 8
Merla Bolender	Programs of Study and Resources, Alberta Education
Evan Jones	Policy and Planning, Alberta Education
Karen Shipka	People and Research, Alberta Education
Sherrie Buchner	Northland School Division No. 61
Greg Bass	Rocky View School Division No. 41
Karen Andrews, Chair	School Technology, Alberta Education
Edna Dach	School Technology, Alberta Education
Erin Dobbin	School Technology, Alberta Education
Dave Hauschildt	School Technology, Alberta Education
Derek McCurdy	School Technology, Alberta Education
Ralph Luedtke	School Technology, Alberta Education
Michele Jacobsen	University of Calgary

Writers:

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Alberta Education

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Edmonton, AB T5J 5E6

Telephone: (780) 427-9001 or toll-free in Alberta by dialing 310-0000

Fax: (780) 415-1091

This document is available on the Internet at

<http://www.education.alberta.ca/LTPF>

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10th floor, 44 Capital Boulevard

10044 – 108 Street

Edmonton, AB T5J 5E6

Telephone: (780) 427-9001 or toll-free in Alberta by dialing 310-0000

Fax: (780) 415-1091





HOW CAN NORTHLAND AFFORD THE NECESSARY CHANGES? \$\$\$\$\$\$

Currently:

- Limits on resources for technology
- tech funding meant to be included in Base Instruction:
<http://education.alberta.ca/media/6858012/part81schooljurisdictionrates.pdf>
- <http://education.alberta.ca/media/6858004/booklet2013.pdf>

Ideas for affording :

- Centralizing some purchasing, de-centralizing other purchasing?
- Additional targeted funding?
- IT Governance?
- Pressure from ATA?
- Shift some other spending to technology?
- Work with partners?
- Other ideas from ETAC and beyond?

Grants?
Donations?
Shared Services?



TECHNOLOGY VISION

- 2009-2012
- 2010-2013
- 2011-2014

Technology Advisory Committee Vision:

Technology is used to support and validate safe and ethical, thriving and motivated, self-directed and collaborative lifelong learners.

- 2013-2014

*Northland School Division supports
Alberta's "Inspiring Education"*

vision

*for technology to be
seamlessly integrated into
the learning environment to
support students in creating
and sharing knowledge.*

- 2014-2017

?



2A. CARDS ACTIVITY

HOW ARE WE DOING?



2B. SHAPE ACTIVITY

RELATIONSHIPS AMONG EACH



2C. GOOGLE PRES ACTIVITY

tinyurl.com/LTpolicyframework



**2014-2017
Educational Technology Plan**



3. PLANNING PD FOR PRINCIPALS

- 1. February 2014, Edmonton
- 2.
- 3.
- 4.



4. PLANNING PD FOR TEACHERS 2014-2015

- 2014 WINTER: webinars



NEXT MEETING – FEBRUARY 26

HOLIDAY INN EXPRESS, EDMONTON

- Hot Buffet Breakfast is provided in the Breakfast Room on your own before the meeting begins - let's sit together though.
- 8:30 AM - meeting room - START. Hi!
- 8:30 AM - 9:00 AM
Welcome
Action Item updates
More IT / ET updates
- 9:00 - 10:15 Google Apps for Education - collaborate! create! share! communicate!
- 10:15 AM- 10:30 BREAK. Bagels and fruit, coffee, tea provided.
- 10:30 - 12:00 Tech Plan activity / Learning & Technology Policy Framework - planning 1
<http://education.alberta.ca/admin/technology/policyframework.aspx>
- 12:00 - 12:45 LUNCH provided - soup and sandwiches and dessert
- 12:45 - 1:30 Tech Plan activity / Learning & Technology Policy Framework - planning 2
- 1:30 - 2:00 SHOW AND TELL (lower key version of a Tech Slam)
- 2:00 Bye for now. Safe Travels home.



CLOSING — VIDEO

**FROM MISTASSINIY SCHOOL, WABASCA
THANKS TO BEN STEVENS FOR SHARING!**





LEARNING & TECHNOLOGY PLAN 2014-2015

SHERRIE BUCHNER & JASON JUNEAU, MAY 29, 2014



ALBERTA EDUCATION'S **INSPIRING EDUCATION**



- Focus on students

NORTHLAND SCHOOL DIVISION'S **POLICY I** (APRIL 2014 DRAFT)



- “use of technology in appropriate ways is a key to student success”

LEARNING & TECHNOLOGY **POLICY FRAMEWORK**



1. More **student-centered learning** pedagogy
2. Learning from **research**, participating in research & **innovation**
3. Including educational technologies in the **professional learning** we provide for our staff & leaders
4. **Leadership** ensures technology is leveraged in support of student-centered learning and system efficiencies
5. Providing effective **technology infrastructure**

NSD61 LEARNING & TECHNOLOGY VISION



- Is to “provide technology-supported, student-centered learning and attainment of competencies for all students in an inclusive system”.

Created and supported by the Educational Technology Advisory Committee

LEARNING & TECHNOLOGY ONE-YEAR PLAN 2014-2015

- CONTINUE TO PROVIDE IT SERVICES FOR:

CONTINUE TO PROVIDE IT SERVICES FOR:

INSTRUCTIONAL

- SMARTboards
- Desktop Computers and Laptops (1200+)
- Carts
- Netbooks / Chromebooks (275+)
- iPads / tablets / iPods
- Assistive Technologies
- Projectors & Interactive Projectors
- User Accounts
- Remote Access
- AB ED's Content Delivery Network
- Apps, Websites, Software, online subscriptions
- Document Cameras
- Professional Development for all staff
- Webinar support

CONTINUE TO PROVIDE **IT SERVICES** FOR:

OPERATIONS

- Supernet, Internet
- Ethernet Cabling, Switches & Routers
- Photocopiers / Scanners / Fax / Printers
- Maintenance Connect
- Payroll (SRB)
- Transportation (Edulog)
- Technology Ordering
- Hardware and software Licensing
- Server, Software, Computer Inventory
- Server Support (SCCM)
- Help Desk, trouble ticket system (Spiceworks)
- Antivirus Software
- Firewall
- Network Monitoring System
- Power surge protection / Battery Backup Systems
- HVAC Systems
- Security Systems
- Cooling
- Desktop support

CONTINUE TO PROVIDE IT SERVICES FOR:

COMMUNICATIONS

- VOIP Systems
- Mobile phones (Blackberries, iPhones) and tablets (MS Surface, iPads, Android)
- PA Systems
- Email Systems
- Fax
- Northland61 Website
- Video conferencing classroom suites & desktop units + Gatekeeper
- Wired and Wireless Local Area Networks
- Internet content filtering
- Skype, Elluminate, Google Hangouts

CONTINUE TO PROVIDE IT SERVICES FOR:

DATA MANAGEMENT

- Students Information System (Maplewood & PASI)
- Report Card Systems (Word, Access, Excel, Google Docs, Maplewood)
- PM Benchmarking (Intellimedia)
- Archiving Mail & Records (Liberty & Docushare) & Google Vault)
- User & Hardware Accounts & groups (Active Directory)
- File & Print Servers for Staff & Student files and data
- Hyper-V virtual host servers
- Onsite / Offsite daily, monthly and yearly backups
- Library Circulation Systems (L4U, Athena, Follett Maplewood)

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LEARNING & TECHNOLOGY ONE-YEAR PLAN 2014-2015

New initiatives:

Policy Direction 1: Student-Centred Learning



- Provide in-person and online **Collaborative Learning PD** for teachers (using Google Apps for Education)
- ~~Support student-centered learning in online high school courses in partnership with Kee Tas Kee Now Tribal Council~~
- ~~Support use of text-to-speech and speech-to-text tools (Read & Write Gold) assistive technology for Inclusion of all students in learning.~~
- ~~Provide online Digital Citizenship sessions for students + website for teacher support~~

Policy Direction 2: Research and Innovation



- Update Northland's **Procedure 129** and other Policies & Procedures to ensure they support the use of research-based pedagogies, digital resources, systems, and digital learning environments, especially for Indigenous learners that enable student-centred learning in all schools— and provide recommendations to the Board for any proposed changes.

Policy Direction 3: Professional Learning



- Ensure that Learning Service Team and 6 teachers attend and **share** what they learn at the **Google Summit** and **ATLE conference** to learn about using Google Apps for Education to collaborate, create, communication, peer edit, assess, share and learn.
- ~~Provide **options/choices** in pedagogy, location, medium (including use of Elluminate & Google Hangouts) and formality of PD and **differentiate**, within professional development offerings, to meet teacher-participants' needs while also achieving local goals and priorities~~
- ~~Support implementation and training for the new staff communication system (Staff Connect) that allows staff to share and access teacher resources, division forms and documents, news, blogs, events.~~

Policy Direction 4: Leadership



- ~~Provide technology for education~~ **PD for principals**, LST, DST, especially regarding collaborating, creating, communicating, sharing and assessing using Google Apps for Education and other useful online tools.

Policy Direction 5: Access, Infrastructure and Digital Learning Environments



- IT Infrastructure & Equipment **Evergreen Planning**, ensuring standards for each student, teacher, class and school are met and planned for the future, and that the division becomes more responsible in its spending.
- **IT Service Management** improvements, re-introducing IT Help Desk and IT Request Management System that is used by all staff across the division and supported by the DLT and The Board.
- **Standardize print, copy, scan and fax hardware** across the division to cut costs and improve school and IT efficiencies.
- ~~Spread awareness of the Learning & Technology Policy framework to The Board, the DLT, the LST, Principals, committees, and Local School Boards, The Education Technology school Technology Committees, so that it can be used a framework for strategic planning at all levels. All schools will incorporate relevant pieces in their school plans.~~

Q & A



"... the idea of a literate citizen means something very different than it used to mean. Literacy needs to include the ability to function online".

Zoe Branigan-Pipe





Sherrie Buchner @sherriebuchner · 25 Jan 2012

#ATLE symposium pic from my office in Peace River



Video
Conferencing

Video Conferencing



SMARTboards





The Three Little Pigs

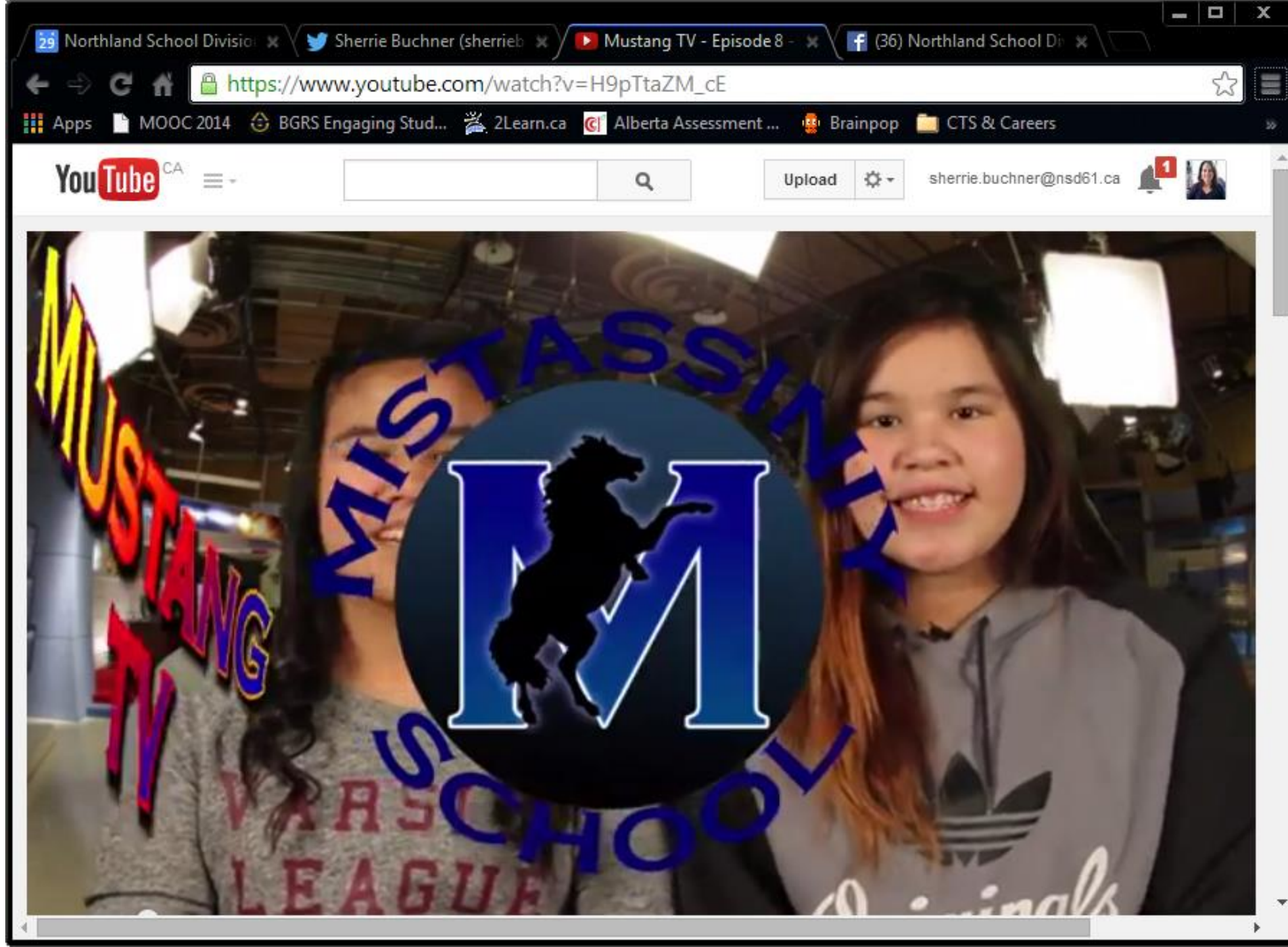
By Grade 6 Cree
Class



Businesses in
Wahkiakum
come from them



YouTube
videos





ECS Learning Strategies:

https://docs.google.com/a/nsd61.ca/presentation/d/1ArJy4kL5TBjDRSdwbzQlZzw-x-Y_SHIHRUGtRDGEnVA/edit?usp=sharing

WHAT MATTERS:

<https://docs.google.com/a/nsd61.ca/presentation/d/1FpMXzf7i6k0nr4f-t0cU8DwdNQLJu2dQ11FjR6ZTFbU/edit?usp=sharing>



Daily 5 ning group:

Daily 5 tweets:

Daily 5 Video Conference

St. Theresa School hosting:

Me, taking this Daily 5 Book Study photo

stress ball

Daily 5 book

**Daily 5
VC
coffee**

Daily 5 teleconference







Sherrie Buchner @sherriebuchner · Mar 11

Paul Neethling and #Treaty8 teachers are learning to be Master Builders with Lego Robotics #nsd61 @northland61



Lego Robotics



Northland School Division No.61 shared a link.

May 24

Kateri School students preparing for Robotics Tournament in Fort McMurray! #nsd61 #abed #robotics

<http://ow.ly/i/5G4WW>



Twitter



Sherrie Buchner @sherriebuchner · Oct 28

BoxCars & 1-Eyed Jacks -Dedicated [#KTC_NSD](#) staff using games to teach math concepts - on a Saturday! [@northland61](#)





Sherrie Buchner @sherriebuchner · 24 Apr 2013

Trevor Woods: U of A committed to overhaul tech infrastructure and provide free wireless to stay relevant.
[#13cass](#)



Sherrie Buchner @sherriebuchner · 28 May 2013

Alberta Education is sharing plans for Curriculum Redesign with Zone 1.
Video: bit.ly/h17g4k @northland61
[@ABSchoolTech](#)



Sherrie Buchner @sherriebuchner · 17 May 2012

I like Jason Ohler's definition of literacy at [#esFNMI](#) :
pic.twitter.com/bEsHzDHb via [@thescamdog](#) [#nsd61](#)

Literacy...

Consuming **and**
producing the media
forms of the day,
whatever they are.



Northland School Division No.61

Liked · September 22, 2013

Sherrie Buchner, Supervisor of Technology is helping teachers to enhance classroom instruction with the use of technology. — at Loon River, Alberta.



Northland School Division No.61



Northland School Division ... Timeline ▾ 2014 ▾



Northland School Division No.61

January 21

UPDATE: Family Literacy Day Events! #nsd61 #abed
<http://ow.ly/sOicU>



Like · Comment · Share



CareerPathWays School

Sherrie
Home

CareerPathWays
School

TimelineAboutPhotosFriendsMore

St. Theresa School, Wabasca Alberta

St. Theresa School, Wabasca Alberta
4.3 ★★★★★ (8 ratings)
266 likes · 14 talking about this · 14 were here

Liked

Following

Message

Elizabeth School
17 hours ago

Early dismissal today at 1:50 p.m.

Like · Comment · Share

Elizabeth School
May 23

Track & Field practice after school today

Mistassini Mustangs shared a link.
March 2, 2013

3D Printing is coming to Mistassiniy School. Check out this YouTube link if you do not know what 3D printing is.
<http://m.youtube.com/watch?feature=fvwr&l&v=S-E8vRfnjw>

3D Printshow London 2012
Report by futurist Christopher Barnatt from the 3D Printshow in London, October 19th 2012. With many thanks to all of the exhibitors, and everybody at the 3D...

Share
2

Mistassini Mustangs
March 1, 2013

Mistassiniy's local TV show, called Mustang TV, will soon be airing weekly at the school. Our first episode aired on Thursday.

northland61.net
Social Network



Staff Connect

northland61 - northland61 x


northland61.net

Apps MOOC 2014 BGRS Engaging Stud... 2Learn.ca Alberta Assessment ... Brainpop CTS & Careers

northland61 Members Photos Videos Discuss PD & Events Groups Blogs Chat My Page


Let no Northland teacher teach in isolation.

Photos



+ Add Photos View All


Videos



Sumi-e Art Grade 8 with Mrs. Rein
Added by Lee Winik
0 ★ 0






Literacy Angels event Jan 27, 2012

Literacy Angels across Northland and beyond




Check out pictures, videos and text at LiteracyAngels.net of our Community Engagement & Literacy Awareness Event.

Groups

 <u>Literacy</u> 20 members 11 ★ 1	 <u>"The Daily 5"</u> 26 members 20 ★ 7	 <u>Literacy Seeds Project</u> 1 member 0 ★ 0	 <u>Assistive Technology</u> 9 members 2 ★ 0	 <u>Grades 4- 6</u> 14 members 0 ★ 0
--------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

View All

Discovery Education



Northland School Division subscribes to Discovery Education Canada's "high quality, ... award-winning digital content, interactive lessons, real time assessment, and virtual experiences" via the Zone 1 Regional Resource Center (ZORRC). Northland teachers report that one of the best features is the Search by Alberta Stud [Sign in to chat!](#)



Sherrie Buchner
@sherriebuchner

@susakids234 took spring nature photos today so they could add Cree vocab words to them with Phonto and share. #nsd61
pic.twitter.com/eiiw3CCr7h

iPads





Sherrie Buchner @sherriebuchner · 7 May 2013

@susakids234: I am showing Mark how to use the Phonto app. You can try it too!! pic.twitter.com/GYOkZurG47



Sherrie Buchner @sherriebuchner · 30 Jan 2012

Beautiful! RT @JoyHattie: @literacyangels Students making angels at Kateri School! #nsd61





3D Printing



360 degree photos

<http://on.bubb.li/183349as1qh4qg1cwrzf572/>



Managed Print, Copy, Scan & Fax Services

*Cost Savings, Cost Certainty, and Better Service
for Northland Schools*



Presented by Sherrie Buchner, Jason Juneau & Patty Johnson
to the Official Trustee and the Advisory Committee
May 29, 2014

Agenda

- Committee
- Background
- 2012 Assessment
- Opportunities
- Current Costs
- Q&A

Managed Print-Copy-Scan-Fax Committee

- **Patty Johnson**, Purchasing
- **Dennis Walsh**, Secretary Treasurer
- **Sherrie Buchner**, Supervisor of Technology
- **Jason Juneau**, Network Administrator
-, Principal
-, Principal

(need 2 principals)

Once upon a time at Northland

- Central Office purchasing
- Stand alone devices



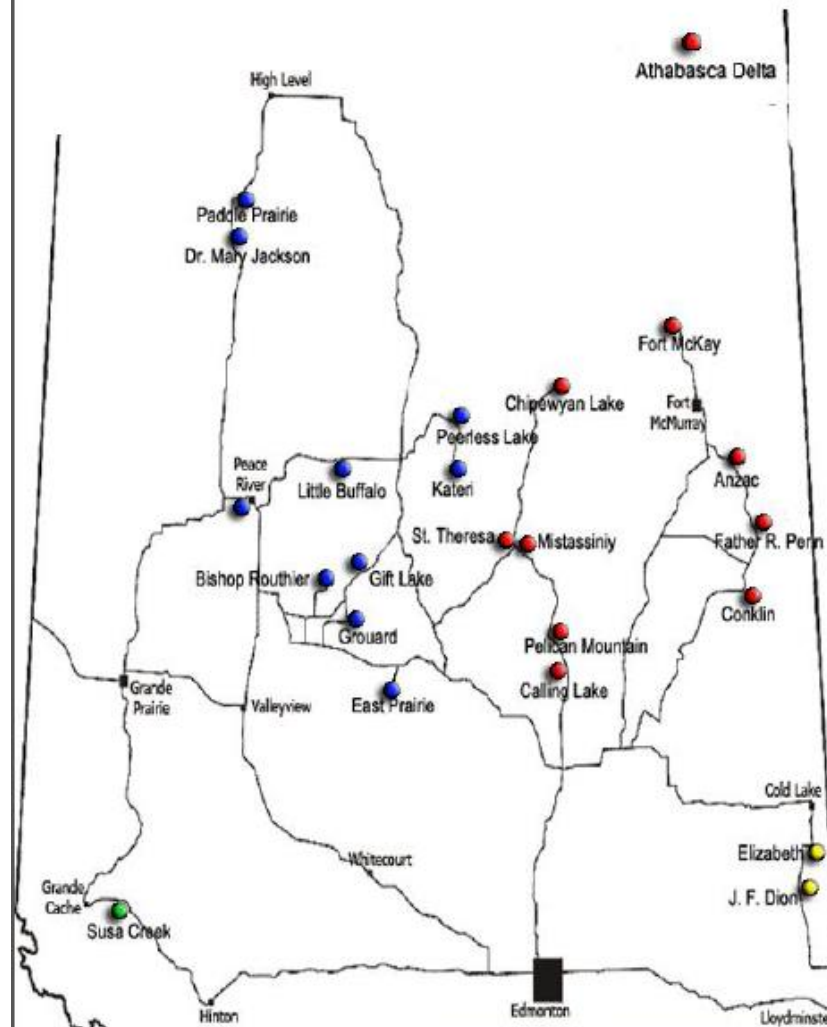
And Then...

school-based decision making

Site Assessments

March 2012

Northland School Division No.61

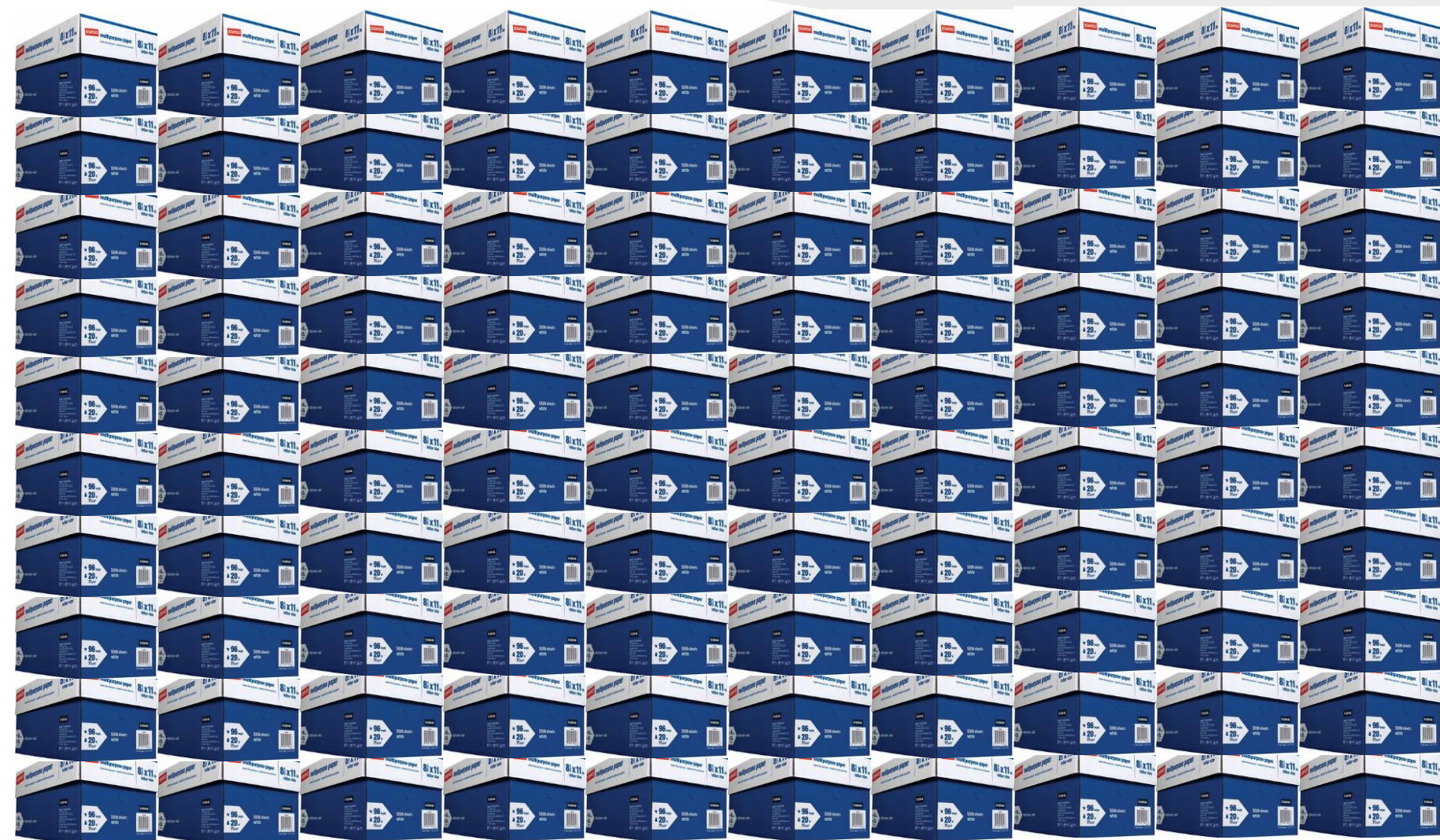


Results

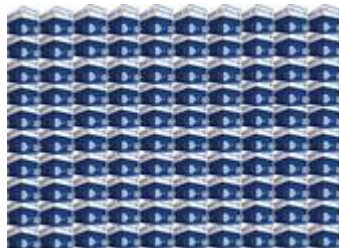
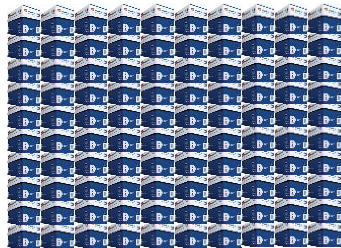
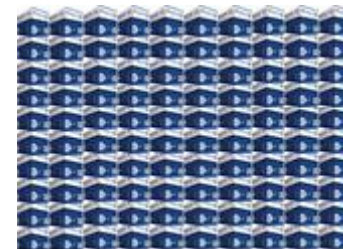
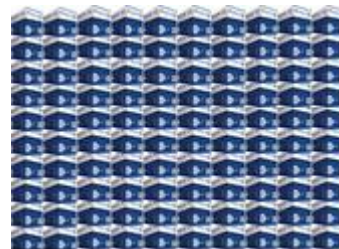
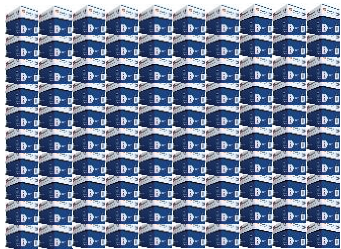
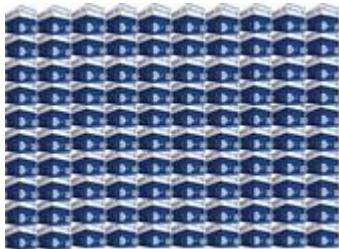
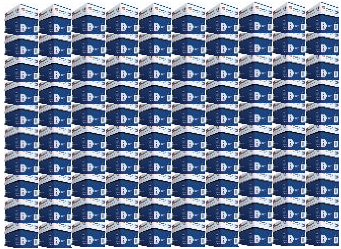
41,000 printouts / day
= 8.2 boxes / day



100 boxes of 5000 pages:



7,784,928 pages per year



Results

\$409,747 / year

~~Cost of paper & service~~

Results

221 devices

126 models

13 brands

Including:

Brother

Canon

Epson

HP

Lexmark

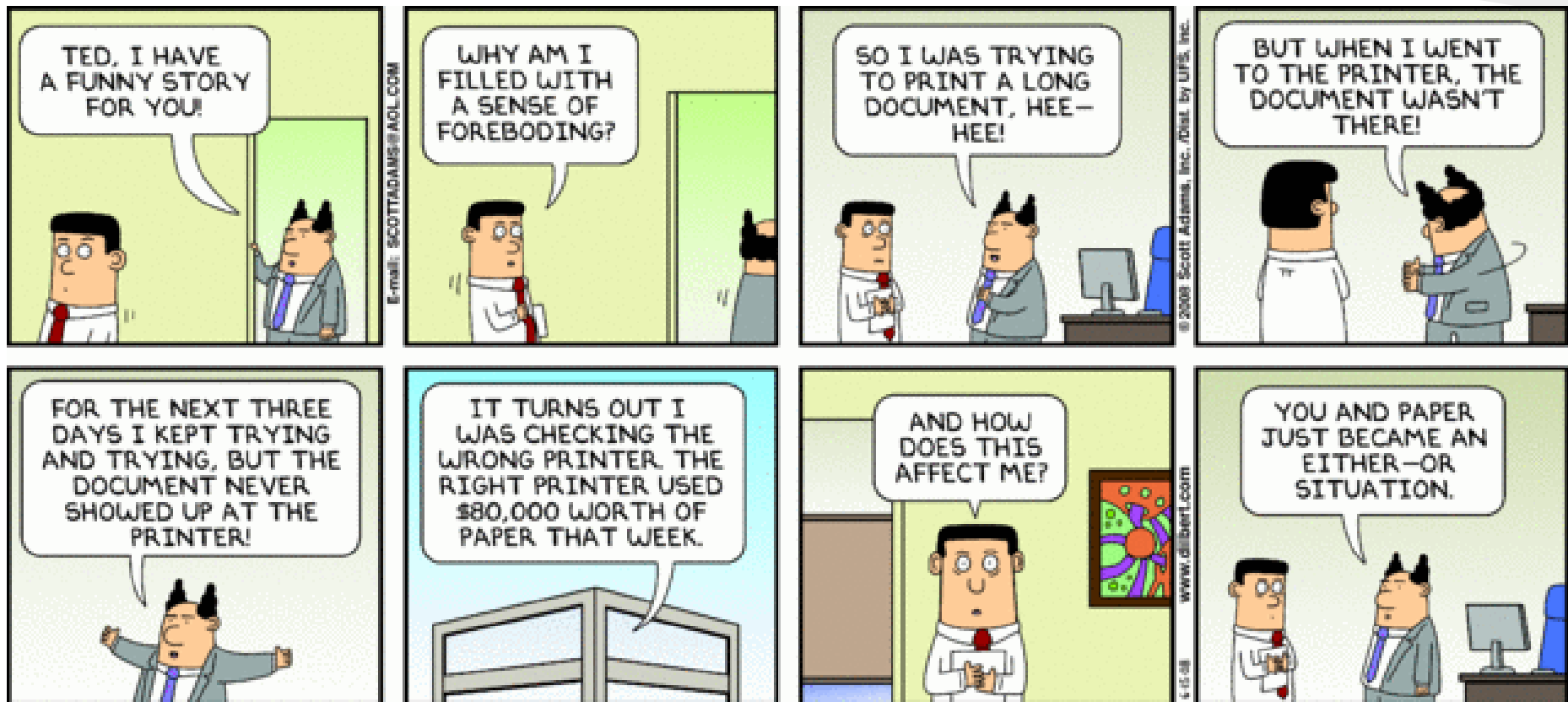
Ricoh

Samsung

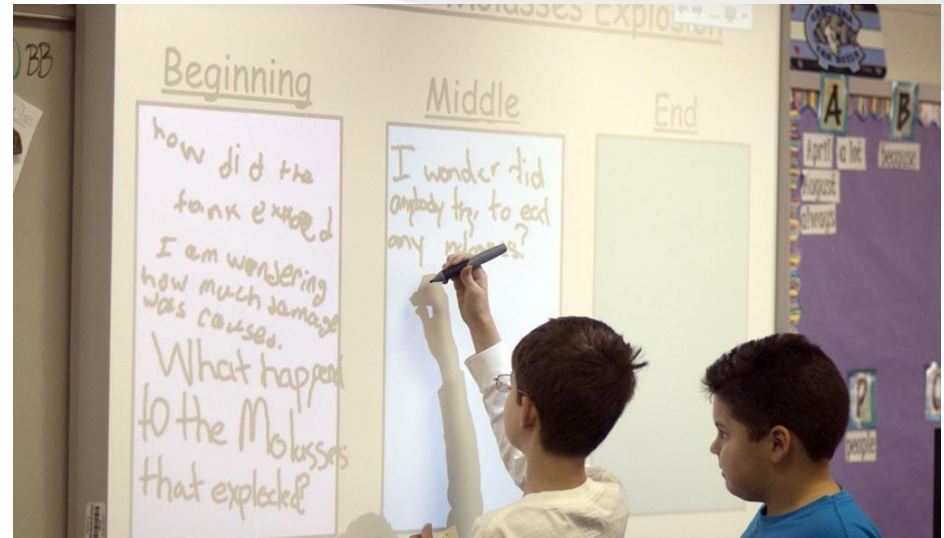
Toshiba

Xerox

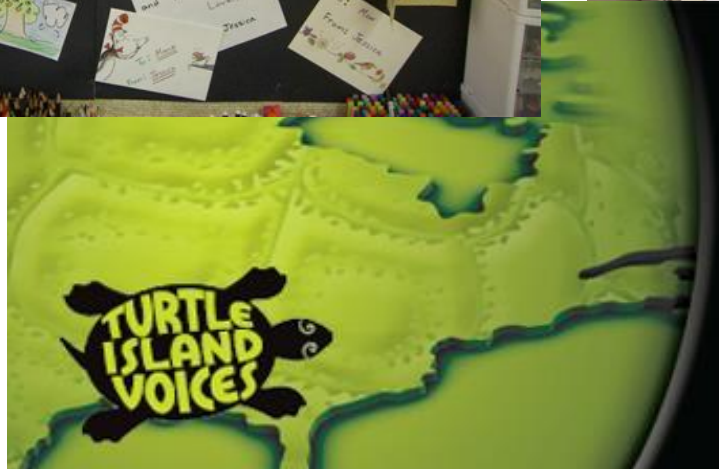
Consciously reduce print volume



Pedagogical Changes



→ Less
need for
printing



Printing vs Photocopying

→ Cheaper per page AND overall if everyone prints to the expensive photocopier!

Stocking Parts and Supplies

→ Supply
Waste



Brother and Samsung ink, toner, rollers for printers
that are no longer in the school



VOLUME DISCOUNT

→ Take advantage of volume discounts

Need more than a few?

Spreadshirt's New Volume Discount

10%

15%

20%

25%

30%



Negotiating Contracts



Negotiating Contracts

I SAVED A FORTUNE
BY PERSONALLY
NEGOTIATING THE
CONTRACT FOR OUR
NEW PHOTOCOPIER.



www.dilbert.com scottadams@aol.com

YOU BOUGHT OUTDATED
HARDWARE AND FORGOT
SEVERAL COMPONENTS
THAT ARE REQUIRED.



9-9-08 © 2008 Scott Adams, Inc./Dist. by UFS, Inc.

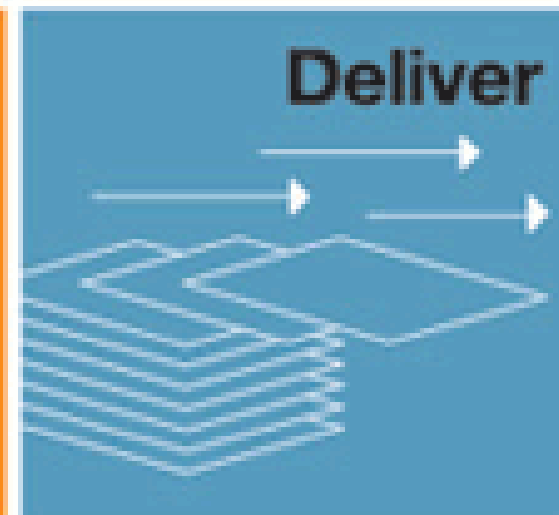
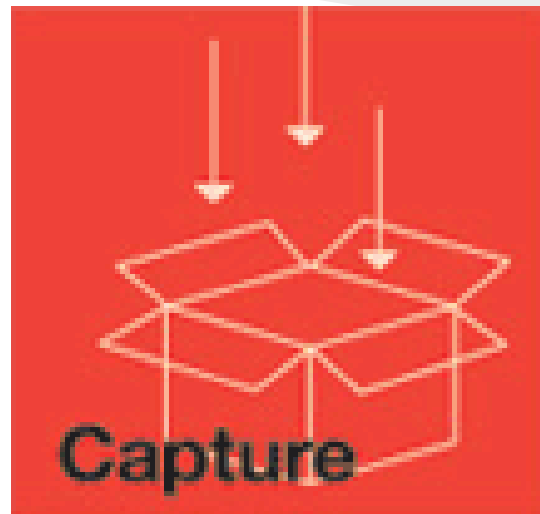
AND I LIKE SOFTWARE
WITH MY HARDWARE,
BUT THAT'S JUST ME.





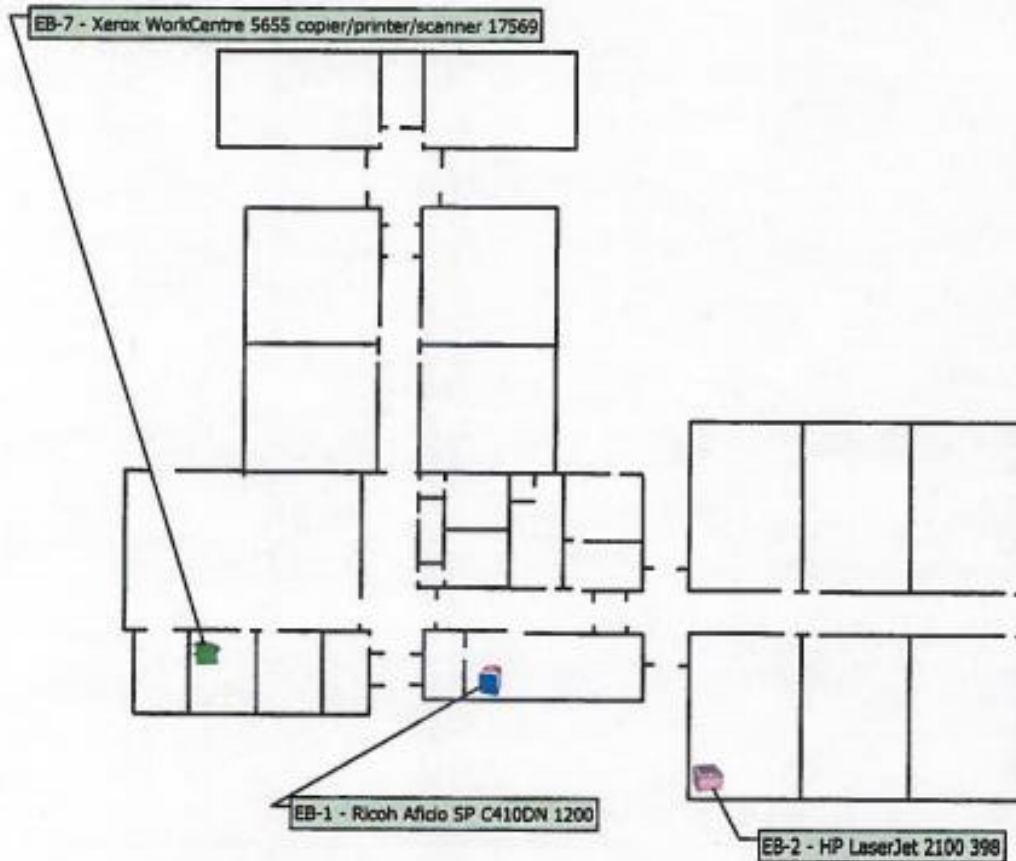
DocuShare®

→ Devices
need to be
compatible
with
Docushare



Schools Already Embracing Centralized & Networked Multifunctional devices

10. Elizabeth School

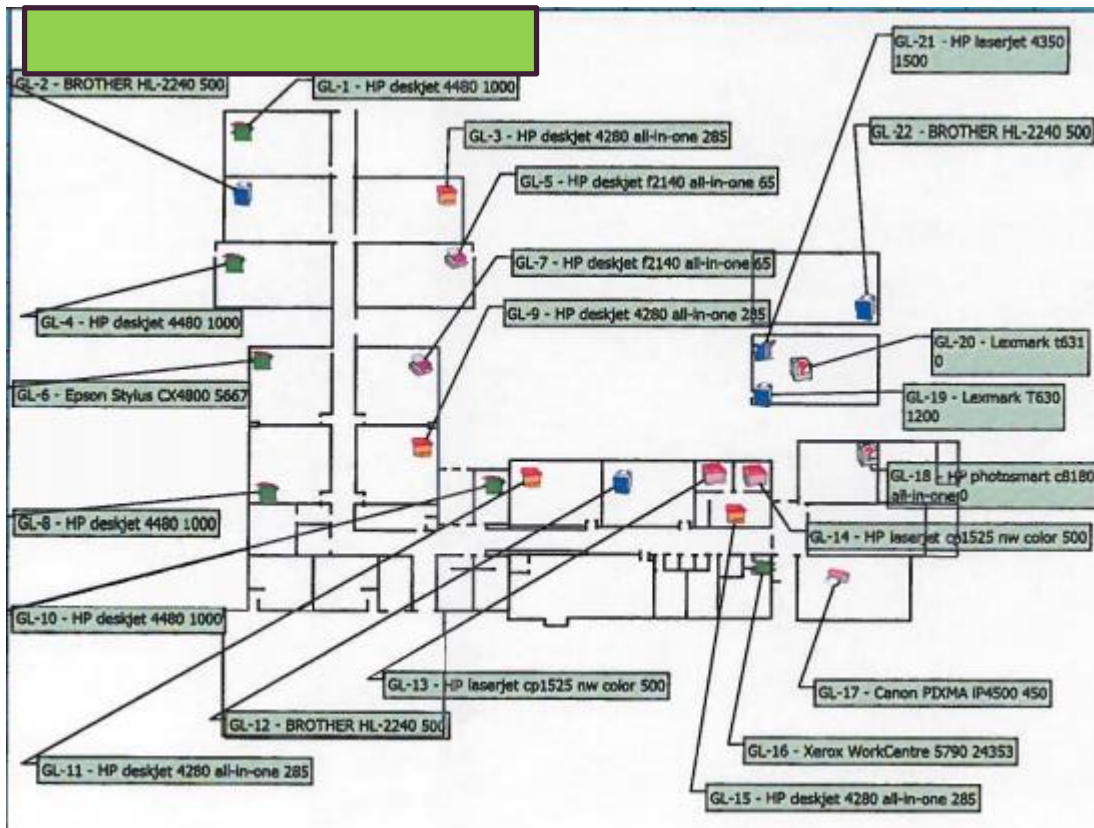


Photocopier +
Printing Annual Costs

(not including paper
or service)

\$64 / student

Others have not yet embraced centralized networked printing:

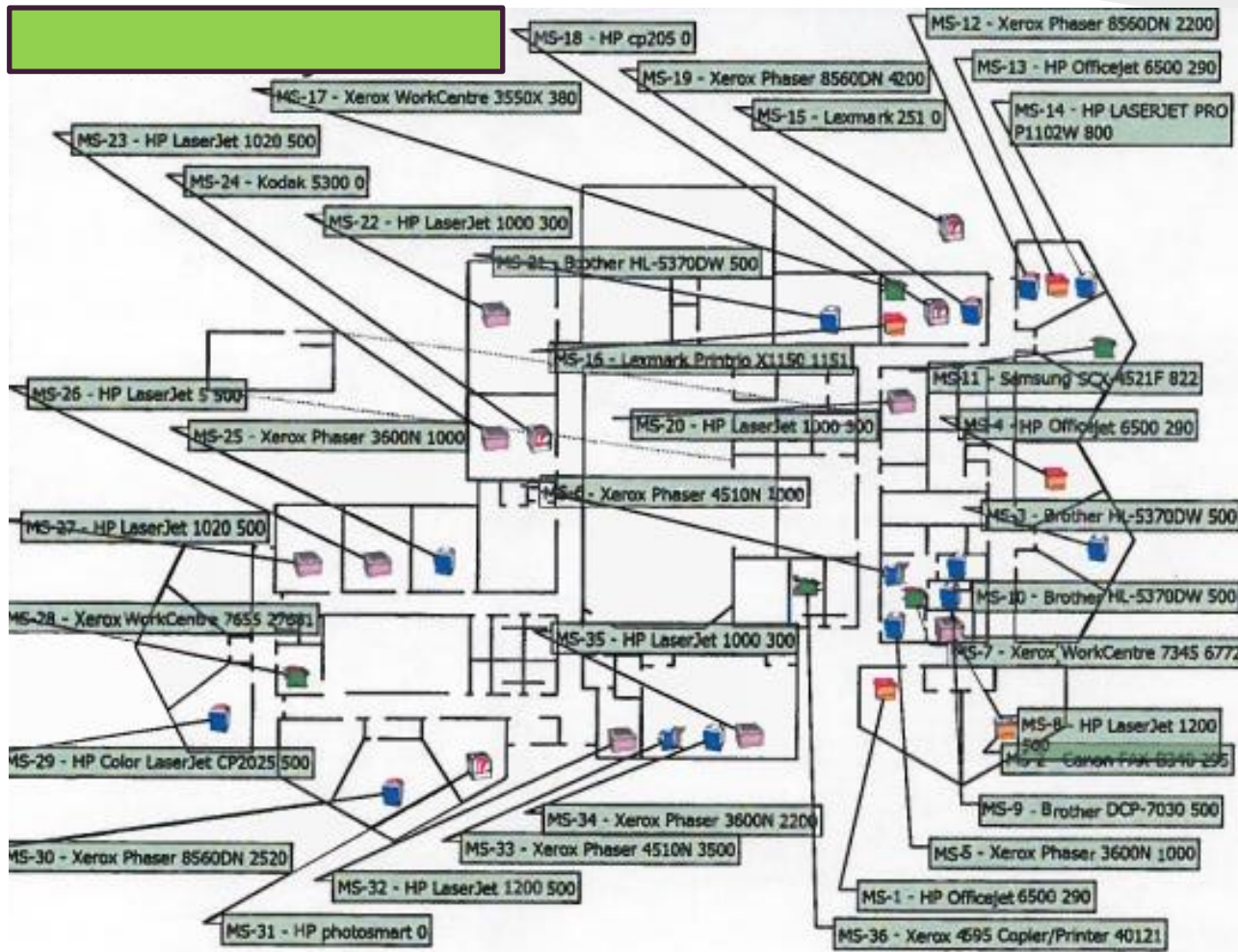


Photocopier +
Printing Annual Costs

(not including paper,
ink, toner or service
for 17 of the printers)

\$224 / student

Others have not yet embraced centralized networked printing:



Photocopier +
Printing Annual
Costs

(NOT including
paper OR ink,
toner, service on
19 of the printers)

\$303 / student

Cost Uncertainty

→ Need cost Certainty

- Lease costs per Photocopier?
- Copy commitments per Photocopier and Printer?
- Charges per copy on each Photocopier and Printer?
- Teacher personal printer ink / toner costs?

Model	Specs	Cost
24	WLC 7535 BW - 0.0145 C - 0.1141	
19	MP 5503 - BW - 0.0099 C - 0.0799	
44	Workcentre 7435 (wscan) BW - 0.0175 C - 0.0833	
13	WLC 7675 - BW 0.0138 C - 0.1735	
30	WLC 5755A - 0.0119 Both? → pg 2	
41		
21	WLC 55205 st. - 0.0271	
29		
05	WLC 7535 - BW - 0.0079 C - 0.0790	
34	WLC 5755A - BW/C - 0.0101	
27	MP - 60015P 0.10 ?/180000/year	
20	WLC 5740 - 0.0149. BW/C.	
14		
15		
11	Aficio - 20515/N - 0.0186. B.W.	
35	Farcentric F116C BW .0912. → pg 2	
23	2015 Aficio - 75000/3months	
09		
25	7655 - BW - 0.0141 C - 0.1243 pg 2	
04		
38	MP 2500 - BW 0.0192 C - 0.1363 pg 2	
28	WLC 7835 - BW - 0.0079 C - 0.0790	
26	4595 Cop/Print - 0.0119 - BW 4590 Copies → pg 2	
39	Real Aficio MP - C3503 - BW - 0.0136 C - 0.0893. → pg 2	
26	Workcentre 7346 (wscan) BW - 0.0148 meter 1	
	meter 2 - BW 0.1187	
	C 0.1121	
26	4590 - 0.0170	
35	WLC 5755A - 0.0101	
25	WLC 7345 - 0.0168 7835 TPL - BW 0.0079 C 0.0790	
30	WLC 7242 - BW 0.0180 C - 0.1463.	
25	4595 - 0.0127	
	Real Printshop 0.01 - 22500/3months	
	Mp 9000	
	Central Office For - Downstairs 2	
	3635 MFP - 0.0295 BW.	
	3635 MFP - 0.0311	
	Colorcube - M-1 - 0.0110	
	M-2 0.0110	
	Central Office M-3. 0.0110	
	0.02160	
39	Aficio SP4100 NL - Copy 0.0295.	
19	MP 2500 - BW - 0.02 C - 0.108.	
19	Aficio - MP - C5503 SW - BW - 0.0099 C - 0.0799	
X2		

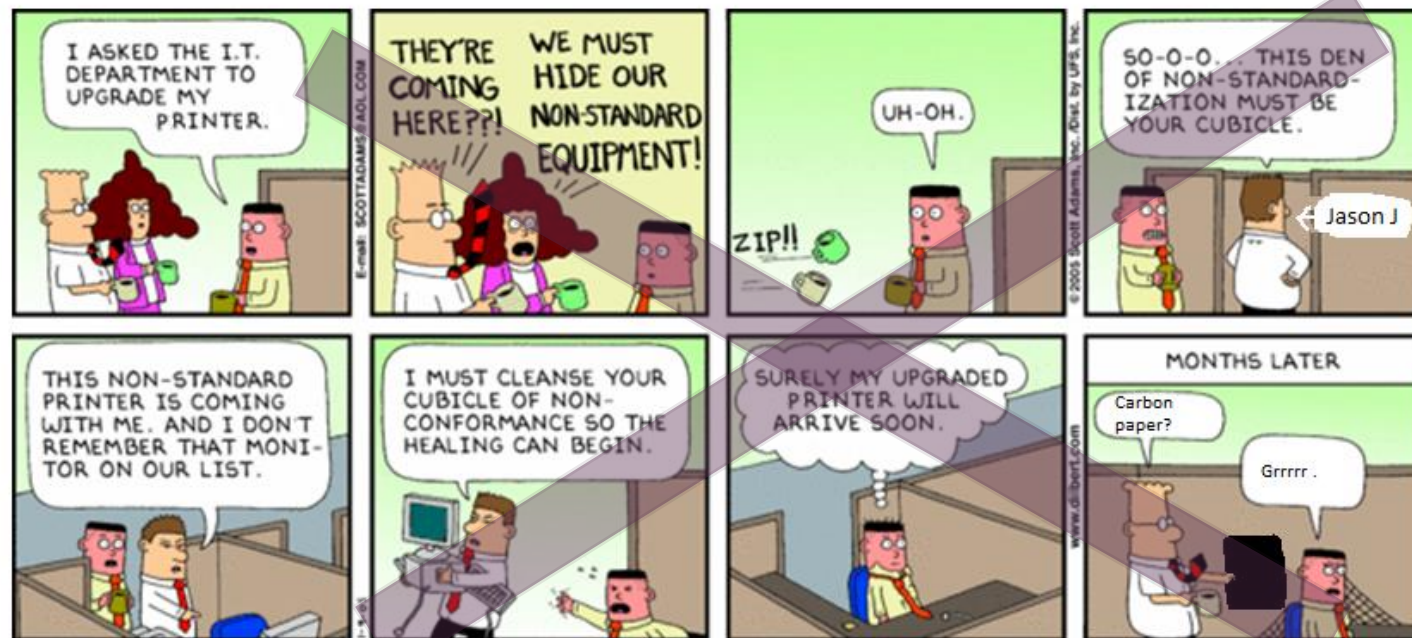
Existing Contracts

- Copier leases \$64 / student to \$657 / student
- Leases expired, still paying
- Trapped in contracts
- Poor service
- No one overseeing contracts

→ Need a *Managed* Solution



A single Vendor, a single Brand

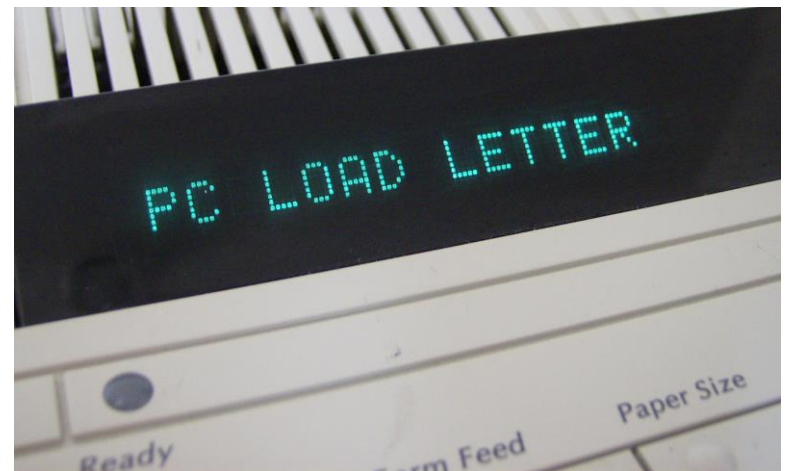


A few models only

This printer
is now called
Bob Marley
because it's
always
jammin'



5/23/2012 2



Technology Changes

- Reduce classroom printers
- Choose shared network printers!

“But I don’t want to walk to another room to pick up my printouts”



- Reduces printing
- Supervision of printing
- Classroom printer for teacher with physical disabilities

“But I print confidential documents”



→ Use secure print

“But I can buy a printer cheaper at Staples”



**CHEAP
CHEAP
CHEAP**

- Consider TCO: Ink and toner costs, Warranty, service, licensing, training costs, Quantity Contracts
- Buying supplies in bulk (as needed only!) is cheaper

PROPOSAL

1. Standardize and centralize purchasing
2. Post an RFP for a managed solution
3. Purchasing Department manages and oversees
4. Reduce volume of printing
5. Remove old devices

Q & A



Managed Print, Copy, Fax & Scan Services

*Cost Savings, Cost Certainty, and Better Service
for Northland Schools*

minions

Browser tabs: "reading a to z book" - Go, Inbox (669) - sherrie.buchner, Pin by Amy Nouanesengs, Despicable Me / #05 / Copy Machine


Address bar: <https://www.youtube.com/watch?v=FtmjgeEL-tk>

Browser extensions: Apps, MOOC 2014, BGRS Engaging Stud..., 2Learn.ca, Alberta Assessment..., Brainpop, CTS & Careers, Create and Collabor..., Exam Prep, Keyboarding, Khan Academy, LearnAlberta

YouTube interface:

- YouTube logo
- Search bar: minion photocopy machine
- Buttons: Upload, Settings
- User: sherrie.buchner@nsd61.ca

Video player:



Video title: Despicable Me / #05 / Copy Machine

Video player controls: 0:00 / 0:22

Thumbnail for next video: Despicable Me / #06 / We are going to steal the Moon.mov by iEnglishman

Taskbar:

- Windows logo
- File Explorer
- Google Chrome
- Google Drive
- Notepad
- Twitter
- Skype
- PowerPoint

System tray: 10:25 PM, 5/26/2014

PRSD Costs

- No purchase payments
- No lease payments.
- Vendor owns the machines.
- School pays per page.

PRSD Costs

- Annual payment is **\$210,274**.
- 6,700,000 B/W prints from the large photocopiers
- 450,000 B/W prints from the multifunction devices and printers.
- 580,000 Colour prints from the colour multifunction devices and printers.

7,730,000 prints

Overages

- Overages are billed at the end of the school year at the following rates.
- \$0.0069 per B/W print for the large photocopiers
- \$0.0139 per B/W print from the multifunction and printers.
- \$0.099 colour prints from the colour multifunction and printers.
- 20% overage for the division results in a bill of \$21,980



Superintendent's Report May 29, 2014

May, 2014

1	Peace River – Corporate Board Meeting
2	Peace River – Divisional Leadership Team Meeting
2	Peace River – Edwin Parr Evaluation at Good Shepherd School
5	Peace River – Budget Meeting
7	Grande Prairie – Edwin Parr Evaluation at Peace Wapiti Academy and Grande Prairie Public School Division
8	Peace River – Recognition Breakfast and Administrators' Meeting
8	Peace River – Long Service and Recognition Awards Ceremony
9	Peace River – Administrators' Meeting
12	Kinuso – Edwin Parr Evaluation at Kinuso School
14	High Prairie – ASBA Zone 1 Meeting
15	Wabasca – Edwin Parr Evaluation at St. Theresa School
15	Calling Lake – Meeting with Calling Lake School Community Partnership
21	Peace River – Committee Meetings and Agenda Review
21	Wabasca – Meeting with Parent Group at Mistassiniy
22	Wabasca – Mistassiniy, St. Theresa, and Career Pathways School Visits
26	Fort McKay – Fort McKay School Visit
26	Anzac – Bill Woodward and Anzac Local School Board Committee Meeting
29	Peace River – Corporate Board Meeting

WE'RE CHANGING THE WAY WE THINK
BECAUSE THE WORLD IS CHANGING.



INSPIRING EDUCATION

What is Inspiring Education?

Initiatives

Task Force for Teaching Excellence

Teachers

Leaders

System

Curriculum Redesign

Student Learning Assessments

High School Success

Learning and Technology Policy Framework

Ministerial Order on Student Learning

The Education Act and Regulation Review

Speak Out: Alberta Student Engagement Initiative

Inspiration in Action

Featured Education Partner

Blog

Forums

Newsletter Signup

Inspiring Education Resources

Alberta.ca > Education > Inspiring Education > Task Force for Teaching Excellence

Log In / Sign Up

A|A

INITIATIVES

TASK FORCE FOR TEACHING EXCELLENCE

Inspiring Education envisions an education system that supports students into the future; an education system that explores new ways to support educators and ensure every student benefits from an excellent teacher.

To best support these students, we need to examine the roles and responsibilities of teachers and educators. So, Alberta's Minister of Education established a Task Force for Teaching Excellence, a dedicated group of educators, school leaders, educational consultants and community leaders who used their combined knowledge and experience to make recommendations to achieve teaching excellence and to ensure the best chance of success for every student.

Extensive research from Alberta and top-performing education systems around the world and significant consultation with close to 3,000 Albertans, informed the Task Force as it made bold recommendations to build capacity and empower teachers and leaders.

On May 27, 2014, Education Minister Jeff Johnson, together with Brad Vonkeman, President of the Alberta School Councils' Association, and Claudine Lajole, President of the Fédération des parents francophones de l'Alberta, joined parents to hear an update and learn more about the recommendations of the Task Force. Parents also had an opportunity to share what they consider to be priorities for ensuring that for every child, in every class, there is an excellent teacher.

For those who were unable to join us, you can still listen to an audio recording of the event online.

Blog: read Premier Hancock's thoughts on the Task Force for Teaching Excellence

Blog: read Education Minister Jeff Johnson's Task Force blog update

Letter: read Task Force Chair Glenn Feltham's letter to Albertans

Letter: read Task Force Member Ron Young's letter to teachers

Video: learn about the Task Force for Teaching Excellence

Video: the student voice on the Task Force for Teaching Excellence

REPORT

Task Force for Teaching Excellence Part 1: Report to the Minister of Education, Government of Alberta

Task Force for Teaching Excellence Part 2: What We Heard – Community and Stakeholder Consultation

Task Force for Teaching Excellence Part 1 & 2: Full Report

RECOMMENDATIONS

TEACHERS

LEADERS

SYSTEM

For a quick summary of all the recommendations in one place, check out our placemat reference.

HAVE YOUR SAY

Alberta Education is committed to a collaborative approach in gathering perspectives on the Task Force for Teaching Excellence report before decisions are made in responding to the recommendations.

Take our survey – available online until June 15th, 2014.

Provide feedback at EDC-TeachingExcellence@alberta.ca or share your thoughts on the discussion board.



23 May 2014

Task Force Report feedback deadline extended to June 15 – take a look & share your thoughts: <http://t.co/wn4PI3Mv1> #AbEd

@AlbertaEd



23 May 2014

Thanks to all who joined Minister @JeffJohnsonMLA for last night's School Council teleconference! Audio here: <http://t.co/JABDMhGQ9W> #AbEd

TEACHERS

- **RECOMMENDATION 1: TEACHING PRACTICE STANDARDS** That the Teaching Quality Standard be revised to align with *Inspiring Education* and with the recommendations of this report.
- **RECOMMENDATION 5: ADMISSION TO TEACHER PREPARATION PROGRAMS** That Alberta's teacher preparation programs be encouraged to look beyond grades, when making decisions, to consider other relevant criteria in the spirit of *Inspiring Education*.
- **RECOMMENDATION 6: ALIGNMENT OF TEACHER PREPARATION PROGRAMS WITH INSPIRING EDUCATION** That the Ministry facilitate an annual discussion among Alberta's teacher preparation institutions on alignment of their programs with *Inspiring Education*.
- **RECOMMENDATION 8: PRACTICUMS** That practicum in Alberta's teacher preparation programs: (8.1) Provide exposure to the field of teaching in the first year, or prior to entering a program; and (8.2) Provide high-quality opportunities throughout with an extension beyond the current minimum of 10 weeks, leading to greater professional independence and awareness.
- **RECOMMENDATION 9: INTERNSHIPS/ARTICLING** That the Ministry consider the introduction of a mandatory one-year paid internship/articling program for all beginning teachers on completion of a teacher preparation program.
- **RECOMMENDATION 10: MENTORSHIP** That a provincewide mentorship framework be introduced to support teachers in the first three-to-five years of their career.
- **RECOMMENDATION 11: TEACHER'S ANNUAL PROFESSIONAL LEARNING PLAN** That the teacher's annual professional learning and growth plan is jointly developed with the principal or designate, is aligned with the goals of the school, the district and the community, and demonstrates professional growth, currency, and competency, leading to teaching excellence.
- **RECOMMENDATION 13: TEACHING SUPPORT** That the Ministry improve the availability of technology and related support, access to and adequacy of specialized supports and services for students (particularly during the early grades) and increased efficiency of process and access supports.
- **RECOMMENDATION 14: SUPPORTS IN THE LEARNING ENVIRONMENT** That teachers be provided appropriate time for planning, collaborating, sharing best practices, and empowering innovation.

LEADERS

- **RECOMMENDATION 2: SCHOOL LEADER PRACTICE STANDARDS** That the Ministry of Education adopt practice standards for school leaders.
- **RECOMMENDATION 3: DISTRICT LEADER PRACTICE STANDARDS** That the Ministry of Education adopt practice standards for district leaders.
- **RECOMMENDATION 15: SELECTION PROCESS FOR SCHOOL LEADERS** That the Ministry collaborate with school authorities and education stakeholders to develop a provincewide framework for the selection process of school leaders, reflecting best practice and aligning with the competencies defined in the practice standards for school leaders.
- **RECOMMENDATION 16: SCHOOL LEADERSHIP PREPARATION** That new school leaders complete a mandatory leadership program with a core curriculum based on the practice standard for school leaders and the responsibilities defined in legislation.
- **RECOMMENDATION 17: MENTORSHIP PROGRAM FOR SCHOOL LEADERS AND DISTRICT LEADERS** That a provincial mentorship framework be introduced for school leaders and district leaders.
- **RECOMMENDATION 18: GROWTH, SUPERVISION AND EVALUATION FOR SCHOOL LEADERS AND DISTRICT LEADERS** That the Ministry of Education develop a framework for "Growth, Supervision and Evaluation" for school leaders and district leaders aligned with the competencies defined in their respective practice standards and *Inspiring Education*.
- **RECOMMENDATION 23: PRINCIPAL PERFORMANCE** That the Ministry of Education develop a provincewide system to provide principals with annual written feedback on their practice to assure leadership excellence in accordance with the school leader practice standard. While the system should be provincewide, it should accommodate any unique circumstances of the individual school or school authority.

SYSTEM

- **RECOMMENDATION 4: REVIEW OF PRACTICE STANDARDS** That the standards for teachers, school leaders and district leaders be reviewed and updated on a regular basis.
- **RECOMMENDATION 7: ALTERNATIVE PATHWAYS TO TEACHING AND LETTERS OF AUTHORITY** To bring people with diversity of skills, expertise and background into Alberta classrooms: (7.1) That alternate pathways to teaching certification be developed; and (7.2) That the use of Letters of Authority be revised to increase their effectiveness and to facilitate the employment of non-certified instructors in an area of specialization.
- **RECOMMENDATION 12: RECOGNIZING AND MOTIVATING TEACHERS** That the Ministry recognize teachers who consistently demonstrate teaching excellence and mastery according to the Teaching Quality Standard. These individuals would be invited to contribute their expertise in areas such as: mentorship of other teachers, leadership in teacher collaboration, support of student teachers during their practicum and/or articling/internship, and citizenship roles which advance the interests of students.
- **RECOMMENDATION 19: SEPARATION OF REVIEW OF CONDUCT AND COMPETENCE** That conduct and competence be dealt with through separate structures, including separate practice review processes. This would apply to both teachers and school leaders.
- **RECOMMENDATION 20: ASSURING PROPER CONDUCT OF TEACHERS AND SCHOOL LEADERS** That the practice review process for addressing issues of teacher and school leader conduct be significantly revised to assure greater openness, transparency, impartiality and efficiency.
- **RECOMMENDATION 21: MAINTENANCE OF CERTIFICATION FOR TEACHERS** That the Ministry of Education introduce a system of maintenance of certification for teachers to assure career-long professional growth, currency and competency. Evaluation for the purposes of maintenance of certification would occur every five years (following the interim certification period).
- **RECOMMENDATION 22: MAINTENANCE OF DESIGNATION FOR SCHOOL LEADERS** That the Ministry of Education establish a framework for the maintenance of administrative designation for principals every five years to assure leadership excellence.
- **RECOMMENDATION 24: EMPOWERING PRINCIPALS** That principals be empowered to effectively undertake the human resource function related to teachers in accordance with the recommendations in this report.
- **RECOMMENDATION 25: THE REGULATORY (GOVERNANCE) MODEL** That the professional regulatory model for teachers be modified to implement the recommendations of this report. The Task Force believes that this can be achieved through collaborative transformation of the existing model in which the Alberta Teachers' Association continues to have both union and professional functions.

Teaching Excellence

"For every child, in every class, there is an excellent teacher."

Alberta Teacher Workload Study Fact Sheet

During the 2014/15 school year, a teacher workload study is being carried out by R.A. Malatest & Associates Ltd. on behalf of the Alberta Ministry of Education, the Alberta Teachers' Association (ATA), and the Alberta School Boards' Association (ASBA). The study is being conducted under section C3 of the Framework Agreement legislated by the *Assurances for Students Act*. The purpose of the study is to assess the current workloads of teachers, school administrators, and central office staff.

This FAQ document has been prepared to answer some common questions about the study.

For additional information about the study, or to address any questions or concerns that are not answered by this document, please contact Malatest's teacher workload study contact coordinator, Tim Sevenhuysen, at 1-877-665-6252, extension 225, or email t.sevenhuysen@malatest.com.

Purpose of the Study

Who is organizing and conducting the study?

The teacher workload study is being conducted by R.A. Malatest & Associates Ltd., an independent research firm, on behalf of the Alberta Ministry of Education, the Alberta Teachers Association, and the Alberta School Boards Association.

Who is R.A. Malatest & Associates Ltd.?

R.A. Malatest & Associates Ltd. is a Canadian market research and program evaluation firm with five offices located across the country, located in Edmonton, Victoria, Ottawa, Toronto, and Halifax. Malatest is a full-service research organization with more than 75 full-time research staff. The firm is a Gold Seal member of the Marketing Research Intelligence Association (MRIA), as well as a member of the Canadian Evaluation Society.

Malatest has been contracted by the Alberta Ministry of Education, in consultation with the ATA and the ASBA, to complete the teacher workload study as an independent third party.

What is the purpose of the study?

The purpose of the teacher workload study is to assess the current workloads of teachers, school administrators, and central office staff across Alberta. The study will gather data about the amount of time school staff and central office staff spend on various work activities, including activities that take place outside of the standard working day.

The study is being conducted under section C3 of the Framework Agreement legislated by the *Assurances for Students Act*, and has the support of the Government of Alberta, the ATA, and the ASBA.

How will the study's findings be reported and used?

Malatest will provide the data collected through the teacher workload study to Alberta Education for review and analysis. Any personally identifiable information will be removed from the data before it is provided to Alberta Education, to ensure participant anonymity and confidentiality.

Malatest will produce a final report which outlines the data collected and makes comparisons between different groups of teachers, school administrators, and central office staff. For example, the workloads of teachers in rural and urban communities may be compared.

Malatest will not make any recommendations to Alberta Education, the ATA, or the ASBA based on the findings of the study. The final use of the data will be determined by Alberta Education, the ATA, and the ASBA.

Methods of the Study

What is unique about this study?

The teacher workload study will be the first study of its type and scope conducted in Canada. As a province-wide time and motion study, this will be the first Canadian study to capture detailed workload data about teachers and school administrators over an entire school year across an entire province. The large scope of the study will allow for detailed comparisons of workloads for teachers in different areas in the province who teach at different grade levels and in different types of schools. This level of detail and comparison has not been possible in previous Canadian studies. The teacher workload study will be able to answer questions about teacher and school administrator workloads on a much more comprehensive scale than has previously been possible.

What research activities are included in the Teacher Workload Study?

There are several research activities involved in the teacher workload study.

Time and Motion Study

The time and motion study will collect daily work activities information from teachers and school administrators across the province. Each participant will report their work activities in detail each day for one week per month. In addition, participants will report on any school-related work they completed over the summer.

Central Office Staff Workload Surveys

Central office staff will complete two workload surveys during the school year. The first will take place in November 2014, and the second will take place in May 2015. These surveys will ask central office staff to provide details about the work activities they complete, including any working time completed outside of the standard work day.

Workload Experience Survey

Teachers, school administrators, and central office staff will complete the workload experience survey in May 2015. The workload experience survey will allow participants to provide feedback about their workloads. For example, the survey may include questions about how manageable school staff's workloads are, and how well central office staff and school administrators are able to help teachers manage their workloads.

Focus Groups

A total of five focus groups will be held over the course of the teacher workload study. The first group will be used to provide feedback on the usability of the time and motion study online reporting tool. The second group will take place at the midpoint of the time and motion study to provide feedback on the study and discuss the preliminary findings. The final three groups will be held towards the end of the school year to provide context and additional detail about the findings of the study. The focus groups will be held in different communities across Alberta.

What kinds of work activities will be included in the study?

Teachers and school administrators often spend many hours working outside of the classroom. One of the main goals of the study is to understand how much time school staff spend on these kinds of activities.

The study will gather information not only about instructional time and work activities completed during the school day, but also the additional work that school staff have to complete outside of the school day, such as grading student assignments, attending meetings, participating in committees, volunteering for extracurricular activities, going on field trips, and more.

Why are teachers and school administrators being asked to participate every month for 10 months?

Malatest is collecting workload information from teachers and school administrators each month for 10 months so that participants' workloads can be tracked over time. This will allow for comparison of workloads at different times of the year, to see what times of the year teachers and school administrators are busiest.

How will my privacy and confidentiality be protected?

All of the data collected by Malatest will be protected under the *Alberta Freedom of Information and Protection of Privacy (FOIP) Act* and the *Canadian Personal Information Protection and Electronic Documents Act (PIPEDA)*. The data Malatest provides to Alberta Education, the ATA, and the ASBA will not include any personally identifiable information, to protect participants' privacy and confidentiality.

Any reports based on the findings from the study will only use aggregated data, so that individual responses cannot be identified.

For more information about how Malatest protects the privacy and confidentiality of research participants, you can read Malatest's privacy policy at <http://malatest.com/Privacy.htm>.

How to Participate

How can teachers, school administrators, and central office staff participate in the study?

All full-time teachers and school administrators (principals and vice principals) who work within the public school, Catholic school, or Francophone school systems and all central office staff who are part of their respective ATA Bargaining Unit will have an equal opportunity to be selected to participate in the study. This does not include teachers entering their first year of full-time teaching, because it will not be possible to recruit these teachers before the school year begins.

Teachers, school administrators, and central office staff will be randomly selected to participate from across the province; not everyone will receive an invitation. The random selection of participants will ensure that the study is representative by the teacher population. If you do not receive an invitation to the study, you will not be eligible to participate.

How will I know if I have been selected to participate?

If you have been randomly selected to participate in the study, you will receive an invitation email telling you that you have been selected. The invitation email will include a unique identifier code and a link to the study webpage, where you can register to participate. Those selected for the pilot study will be contacted in May 2014 and those selected for the full study will be contacted in June 2014.

After you have registered for the study, you will be given further information about how to participate.

Why should I participate in the study?

Your participation in the study will help Alberta Education, the ATA, and the ASBA make informed decisions about policies and practices related to school staff workloads and tasks, based on accurate, reliable data. The availability of high quality data on the workloads of teachers, school administrators, and central office staff will inform other actions that should be taken to support the education system in the future.

In addition, to thank the teachers, school administrators, and central office staff who participate in the study, prize draws are being offered, including monthly draws for iPads and a grand prize draw for a trip for two to any Air Canada destination in Canada or the continental United States.



<<DATE>>

<<ADDRESS 1>>

<<ADDRESS 2>>

<<ADDRESS 3>>

Dear <<NAME>>,

We are writing to inform you that during the 2014/15 school year, a teacher workload study will be carried out by R.A. Malatest & Associates Ltd. on behalf of the Alberta Ministry of Education, the Alberta Teachers Association, and the Alberta School Boards Association. This study will assess the current workloads of teachers, administrators, and central office staff. It is being conducted under section C3 of the Framework Agreement legislated by the *Assurances for Students Act*.

We are asking for your support for this important project. We would appreciate it if you informed the school administrators within your jurisdiction about this study to encourage participation.

To prepare for the teacher workload study, which runs from June 2014 to June 2015, a pilot study will be conducted. The pilot study will occur between May 26th and June 1st, with teachers and administrators contacted by May 19th. Teachers and administrators will be randomly selected to participate in the pilot study and the teacher workload study.

Administrators from your jurisdiction may approach you with questions about the study. A frequently asked questions (FAQ) document has been provided to help you answer these questions.

A member of the Malatest project team will be available to answer any questions or concerns you may have about the study. To contact Malatest, please call 1-877-665-6252 and enter extension 223 to reach me, Eleanor Hamaluk. You may also email e.hamaluk@malatest.com.

Thank you very much for supporting this critical research.

Kind regards,

A handwritten signature in black ink, appearing to read "E. Hamaluk". The signature is fluid and cursive, written over a light blue horizontal line.

Eleanor Hamaluk
Vice President – Research
R.A. Malatest & Associates Ltd.

Chairman's Report

May 29, 2014

P. 25

April, 2014

28	Edmonton	ASBA Expert Panel, Literacy Initiative
29 (PM)	Peace River	Travel
30	Peace River	Office – Budget Review Meeting

May, 2014

1	Peace River	Corporate Board Meeting
5	Edmonton	Teacher Excellence Task Force Report
6	Edmonton	Meeting with CEO, Kee Tas Kee Now Tribal Council
7	Edmonton	Meeting with the Chief, Lubicon Band and CEO, Kee Tas Kee Now Tribal Council
8	Peace River	Long Service Awards and Recognition Ceremony
9	Peace River	Administrators' Meeting
	Peace River	Office
	Leduc	Travel
13	Edmonton	Treaty 8 First Nations of Alberta
14	High Prairie	Zone 1, ASBA
	Peavine	Bishop Routhier School Visit
15	Grouard	Meeting with Northern Lakes College
	Atikameg	Meeting with Director of Education, Whitefish Lake First Nation
	Wabasca	Contact with LSBC Chair
	Leduc	Travel
16	Fort Chipewyan	School Maintenance Tour with AANDC
20	Peavine	Settlement Council Meeting
	Peace River	Travel
21	Peace River	Agenda Review
27	Grouard	Community Visit
28	Edmonton	Meeting with ADM, Education
	Peace River	Travel

Committed Dates

May, 2014

29	Peace River	Corporate Board Meeting
30	Grouard	Northland Games

June, 2014

2	Red Deer	ASBA Spring, AGM
3	Red Deer	ASBA Spring, AGM
4	Red Deer	Inspiring Education Session

NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2013/2014 SCHOOL YEAR
PERIOD ENDING - MAY 28, 2014

ELECTIONS

	ACTUAL	BUDGET	VARIANCE
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	-	-	-
POSTAGE--ELECTIONS	29.52	-	(29.52)
INSERVICE--ELECTIONS	-	-	-
RENUMERATION--ELECTIONS	54,022.50	30,000.00	(24,022.50)
TRAVEL & SUBSISTENCE--ELECTIONS	2,777.84	140,000.00	137,222.16
PRINTING & BINDING--ELECTIONS	3,521.24	10,000.00	6,478.76
ADVERTISING--ELECTIONS	19,399.69	20,000.00	600.31
OFFICE SUPPLIES--ELECTIONS	725.82	10,000.00	9,274.18
SUB-TOTAL	80,476.61	210,000.00	129,523.39

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	20,371.41	-	(20,371.41)
TRAVEL & SUBSISTENCE - NCET-NSD ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
SUB-TOTAL	23,130.12	55,000.00	31,869.88

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	11,169.19	10,000.00	(1,169.19)
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	996.57	-	(996.57)
TELEPHONE - TRUSTEE	1,200.61	5,000.00	3,799.39
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	75,893.22	110,000.00	34,106.78
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	8,916.10	2,000.00	(6,916.10)
INSURANCE - BOARD OF TRUSTEES	178.79	250.00	71.21
ADVERTISING - BOARD	175.63	5,000.00	4,824.37
OFFICE SUPPLIES	2,741.49	500.00	(2,241.49)
AWARDS	23,642.71	16,500.00	(7,142.71)
POSTAGE - BOARD	1,134.48	4,000.00	2,865.52
FURNITURE& EQUIPMENT	-	5,000.00	5,000.00
SUB-TOTAL	312,392.06	606,250.00	293,857.94
TOTAL	415,998.79	871,250.00	455,251.21

**NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2013/2014 SCHOOL YEAR
PERIOD ENDING - MAY 28, 2014**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	1,902.32	2,821.38	4,723.70	4,920.00	196.30	
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	1,902.32	3,032.72	4,935.04	10,202.00	5,266.96	48.4%
<u>Athabasca Delta</u>						
Quarterly Honorarium	1,202.38	2,018.28	3,220.66	4,920.00	1,699.34	
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	1,202.38	2,128.01	3,330.39	10,510.00	7,179.61	31.7%
<u>Bishop Routhier</u>						
Quarterly Honorarium	1,221.94	3,526.22	4,748.16	4,920.00	171.84	
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	1,221.94	4,697.87	5,919.81	7,162.00	1,242.19	82.7%
<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	735.50	1,947.90	2,683.40	4,920.00	2,236.60	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	735.50	1,947.90	2,683.40	7,910.00	5,226.60	33.9%
<u>Conklin</u>						
Quarterly Honorarium	1,455.38	3,583.64	5,039.02	4,920.00	(119.02)	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,455.38	3,583.64	5,039.02	9,314.00	4,274.98	54.1%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	1,471.00	3,694.35	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	1,471.00	4,581.19	6,052.19	7,354.00	1,301.81	82.3%
<u>East Prairie</u>						
Quarterly Honorarium	1,229.75	3,696.19	4,925.94	4,920.00	(5.94)	
Travel & Subsistence		2,145.44	2,145.44	2,128.00	(17.44)	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,229.75	5,841.63	7,071.38	7,298.00	226.62	96.9%
<u>Elizabeth</u>						
Quarterly Honorarium	1,206.25	2,761.62	3,967.87	4,920.00	952.13	
Travel & Subsistence			-	3,816.00	3,816.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,206.25	2,761.62	3,967.87	8,986.00	5,018.13	44.2%
<u>Father R Perin</u>						
Quarterly Honorarium	1,221.56	3,687.40	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	1,221.56	4,718.86	5,940.42	9,314.00	3,373.58	63.8%
<u>Fort McKay</u>						
Quarterly Honorarium	735.50	2,206.50	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	735.50	2,206.50	2,942.00	9,314.00	6,372.00	31.6%
<u>Gift Lake</u>						
Quarterly Honorarium	1,218.00	3,502.51	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	1,218.00	3,502.51	4,720.51	7,462.00	2,741.49	63.3%
<u>Grouard</u>						
Quarterly Honorarium	1,471.00	2,673.35	4,144.35	4,920.00	775.65	
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	1,471.00	5,078.25	6,549.25	7,198.00	648.75	91.0%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>J.F. Dion</u>						
Quarterly Honorarium	1,229.75	3,690.88	4,920.63	4,920.00	(0.63)	
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	1,229.75	4,553.52	5,783.27	9,222.00	3,438.73	62.7%
<u>Kateri</u>						
Quarterly Honorarium	1,206.25	2,045.69	3,251.94	4,920.00	1,668.06	
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	1,206.25	4,089.17	5,295.42	7,586.00	2,290.58	69.8%
<u>Little Buffalo</u>						
Quarterly Honorarium	1,700.50	3,498.86	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	1,700.50	4,298.86	5,999.36	7,050.00	1,050.64	85.1%
<u>Mistassiniy</u>						
Quarterly Honorarium	1,692.69	3,115.70	4,808.39	4,920.00	111.61	
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	1,692.69	4,440.84	6,133.53	8,006.00	1,872.47	76.6%
<u>Paddle Prairie</u>						
Quarterly Honorarium	1,692.66	3,030.28	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	1,692.66	3,430.28	5,122.94	7,458.00	2,335.06	68.7%
<u>Peerless Lake</u>						
Quarterly Honorarium	1,218.00	3,774.35	4,992.35	4,920.00	(72.35)	
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	1,218.00	4,334.35	5,552.35	7,510.00	1,957.65	73.9%
<u>Pelican Mountain</u>						
Quarterly Honorarium	988.50	2,055.05	3,043.55	4,920.00	1,876.45	
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	988.50	2,605.83	3,594.33	8,266.00	4,671.67	43.5%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended	
				Budget	Difference
<u>St. Theresa</u>					
Quarterly Honorarium	1,471.00	3,922.01	5,393.01	4,920.00	(473.01)
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	1,471.00	4,816.90	6,287.90	8,030.00	1,742.10
					78.3%
<u>Susa Creek</u>					
Quarterly Honorarium	1,218.00	2,853.78	4,071.78	4,920.00	848.22
Travel & Subsistence			-	2,984.00	2,984.00
In - Service			-		-
Prior Year Carryover			-		-
Casual Labour, Supplies & Awards		1,147.55	1,147.55	250.00	(897.55)
Total	1,218.00	4,001.33	5,219.33	8,154.00	2,934.67
					64.0%
GRAND TOTAL	29,689.80	82,456.22	112,146.02	181,536.00	69,389.98

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	69,389.98
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	69,389.98

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HOT NEWS

A · S · B · A
Alberta School Boards
Association

May 1, 2014

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

Highlights

Alberta Ed plans
Inspiring Education day June 4

4 of 19 reps on advisory committee
have school board connection

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

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Get your grad speech

ASBA has 12 grad speech templates available for trustees
to use. Contact **Noreen Pownall** to get yours. All the best
with your speeches.

[back to top ↑](#)

New video available

Superintendent contracts: Do's and don'ts

Featuring Education consultant **Terry Gunderson** and
Lawyer **Angela Town**, the ASBA's newest video offering is
Superintendent contracts: Do's and don'ts. Download the
link and watch it in the comfort of your board room. Fee:
\$50 plus GST. Contact **Elaine Pallister**.

Also available:

Recruit/hire your dream team

Peace in the Valley: Mediating trustee relationships

Secrets, privacy and transparency for trustees

A school board's duty to accommodate

*In camera meetings: What – if anything – should be
private?*

Trustee code of conduct: how to develop?

Developing a social networking

policy for your school jurisdiction

Student expulsion: how to avoid getting sued

[back to top ↑](#)

June 4, Sheraton Red Deer

Inspiring Education symposium

Save the date! Alberta Education is planning an *Inspiring
Education* symposium for school boards on June 4 at the
Sheraton Red Deer. This is the day following the ASBA
SGM. Given fiscal constraints, Alberta Education is not
charging a registration fee and attendance at this event is
voluntary. As details become available we will share them
with you.

[back to top ↑](#)

Got talent? Perform at the cabaret

Open to all Spring Conference registrants! We are hosting an "Open-mic" talent show on the evening of Monday June 2 at the Spring General Meeting. Add your name to the performance roster before May 15, 2014. Contact **Suzanne Lundrigan**.

[back to top ↑](#)

Minister appoints new advisory committee on teacher development

Four of the 19 people on the new Teacher Development and Practice Advisory Committee have connections to the ASBA and school boards. This committee will advise the minister of education about issues relating to the teaching profession and continuing improvement of teaching in Alberta.

Heather Welwood is past president of the ASBA and she is currently a consultant for the association. Former superintendent **Jim Gibbons** is a consultant for the ASBA. **Michele Mulder** is a past president of the ASBA. She is currently the executive director of the Alberta School Councils' Association. **Becky Kallal** is a former trustee with Edmonton Catholic Schools. She served as that school board's representative on the ASBA's provincial board. The president of the Alberta Teachers Association will chair the committee. Committee members and their bios are posted here.

[back to top ↑](#)

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

Using public engagement to hire a new Superintendent (PDF-132K) *May Communications Now*

Job postings

Innovation and Inspiring Education Consultant – Grasslands Public Schools (PDF-71K) Closing date: May 2, 2014

Principal and Vice-Principal – Grasslands Public Schools (PDF-37K) Closing date: May 2, 2014

Director of Human Resources - Palliser Regional Schools (PDF-72K) Closing date: May 2, 2014

Director of Learning - Palliser Regional Schools (PDF-71K) Closing date: May 2, 2014

Superintendent - Cleaview Public Schools (PDF-130K) Closing date: May 9, 2014

Assistant Superintendent - North Vancouver School District (PDF-64K) Closing date: July 25, 2014

[back to top ↑](#)

In the news...

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

Recent headlines

BC to retool K to 12 to prep students for trades

4/29/2014, Vancouver Sun

9 year deal for New York teachers?

4/30/2014, New York Times

Ottawa-area high school

students to be breathalyzed at prom

4/30/2014, CBC News

Aboriginal students develop

entrepreneurial schools in new Ont. HS program

4/30/2014, Sudbury Star

Audit finds issues with Toronto trustee expenses

4/29/2014, Star.com

Staples: A new and happy twist on old school closures

4/15/2014, Edmonton Journal

[back to top](#) ↑

[ASBA Home](#)

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HOT NEWS

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

May 15, 2014

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

Highlights

Teaching Excellence task force sessions added to SGM program

Vice-president heads review of ASBA membership fees

Report: Improving Zone/ASBA communications

Is your MLA on govt. committee that deals with education

STAR Catholic student wins first Shining Student Award

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

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June 4 Sheraton Red Deer Alberta Education offers Inspiring Education Symposium

Alberta Education is offering an *Inspiring Education Symposium* in Red Deer on June 4 (day after the ASBA Spring General Meeting). Topics include: the Ministerial Order for Student Learning; the Learning and Technology and Policy Framework and Curriculum Redesign. Program and registration Register before May 29.

Note: Alberta Education is not charging a registration fee and attendance at this event is voluntary.

[back to top ↑](#)

Schedule change for SGM Presentation from Teacher Excellence Task Force added

Fast on the heels of the *Excellence in Teaching Task Force* releasing its report, we have invited the task force to present its findings at the Spring General Meeting. They will present twice on Tuesday June 3. To make space for this session, we have cancelled the *Grade debate* session.

If you have already registered for SGM – and want to attend this new session – please go to the SGM online registration.

You will need your email and password (which you selected) to change your session.

Technical difficulties? Contact **Noreen Pownall** at 1.780.451.7102 and she will help you through the process.

[back to top ↑](#)

SGM Keynote to focus on Trust and trustees

Based on interviews with ASBA President **Helen Clease** and Executive Director **David Anderson**, SGM keynote speaker **Lea Brovedani** provided these thoughts about

how trustees can build trust with each other and their communities. Read *Trust and trustees*, by Lea Brovedani.

[back to top ↑](#)

New model for teacher bargaining to be presented in September

As recommended by the Working Group developing a new model for bargaining with teachers, the ASBA Board of Directors has allowed more time for the development of a model. Ultimately any new model will be presented to school boards for their consideration

The Working Group will present a progress report during the business session at the SGM.

While a specific model has yet to emerge, through the consultation process, school boards have coalesced around the common interests and guiding principles that will guide the development of a new bargaining model.

Working Group: New model for teacher bargaining

Tammy Henkel (Zone 1)

Ron McKay (Zone 2/3)

Dorcas Kilduff (Zone 2/3)

Barb Johnson (Zone 4)

Colleen Munro (Zone 5)

Terry Riley (Zone 6)

Linda Wellman (Calgary Catholic)

Lynn Ferguson (Calgary Public)

John Acheson (Edmonton Catholic)

Ray Martin (Edmonton Public)

ASBA staff:

Scott McCormack

Mac McDonald

Heather Tkachuk

[back to top ↑](#)

ASBA membership fee formula to be reviewed

Vice-president **Michael Janz** and representatives of a metro school board, a small school board and a trustee from Medicine Hat Public Schools will review the formula used to assess membership fees to school boards. Medicine Hat Public Schools asked for this review. This task force will report back to the ASBA Fall General Meeting.

[back to top ↑](#)

Report: Improving Zone/ASBA communications

Zone 6 Director **Peter Grad** reported on the findings of his Zone-based discussion about how to improve

communications within the ASBA. He presented these observations and recommendations to the ASBA Board of Directors.

Communications challenges/observations:

- Not all trustees are getting the President's "Board Chairs" emails.
- Survey timing: Are we creating survey overload?
- Who does what? Need to clarify expectations. From the board of directors to Zones to board chairs to school boards to individual trustees we must educate stakeholders and define roles to help all of us communicate better.
- Use more technology to enhance communications.

Recommendations:

- Remind the membership that board chairs e-mails are intended for all trustees. Consider sending the board chairs e-mail further afield (e.g. send them to vice-chairs and zone chairs).
- Consider the timing of ASBA surveys. Advise school boards that they may not necessarily have to meet to complete a survey. Board participation in surveys will help the association be more "nimble". A 50 per cent response rate on a survey is unacceptable if we wish to be taken seriously.
- Develop workshops to clarify roles. These workshops would/could be repeatable, especially in election years.
- Explore recording meetings and videoconferences to allow those who aren't able to attend to "catch-up".
- Revisit the communications topic periodically.

back to top ↑

Who is on the Cabinet Policy committee that looks at Education?

As reported in the May 2, 2014 Armet Report, education is dealt with by the Cabinet Policy Committee On Families & Communities. The committee's work is similar to the all-party legislative committee on Families and Communities but is made up only of government caucus members.

Jacquie Fenske (Fort Saskatchewan-Vegreville) chairs the committee and **Naresh Bhardwaj** (Edmonton-Ellerslie), Assoc. Minister of Services for Persons with Disabilities is vice chair.

Cabinet members:

Doug Griffiths

(Battle River-Wainwright) Minister of Service Alberta

Fred Horne (Edmonton-Rutherford) Minister of Health

Jeff Johnson

(Athabasca-Sturgeon-Redwater) Minister of Education
Manmeet Bhullar
(Calgary-Greenway) Minister of Human Services
Heather Klimchuk (Edmonton-Glenora) Minister of Culture
Jonathan Denis
(Calgary-Acadia) Minister of Justice & Solicitor General
Dave Rodney
(Calgary-Lougheed) Assoc. Minister of Wellness
Sandra Jansen (Calgary-North West)
Assoc. Minister of Family & Community Safety
Dave Quest
(Strathcona-Sherwood Park) Assoc. Minister of Seniors
Rick Fraser
(Calgary-South East) Assoc. Minister For Regional
Recovery & Reconstruction of High River & Public Safety

Other members:

Cathy Olesen (Sherwood Park) Chair, All-Party
Legislative Committee on Families & Communities
Christine Cusanelli (Calgary-Currie)
Alana DeLong (Calgary-Bow)
Yvonne Fritz (Calgary-Cross)
Mary Anne Jablonski (Red Deer-North)
Matt Jeneroux (Edmonton-South West)
Genia Leskiw (Bonnyville-Cold Lake)
Peter Sandhu (Edmonton-Manning)
George VanderBurg (Whitecourt-Ste. Anne)

[back to top ↑](#)

8 boards work with marketing firm: save money

Through an ASBA pilot project, eight school boards worked with Incite (a marketing firm) to develop and implement plans to deal with a local issue.

Because the school boards signed up as a cohort, they each saved money. For less than \$10,000 per board, each school board had access to services which would have cost \$35,000 if they had hired the marketing firm on an individual basis.

Find out what the school boards thought of this approach. Read the results report here. (PDF-233K)

We are offering a second opportunity to work with Incite in September. Want to find out more? Attend Incite Marketing's session at the Spring General Meeting. For more information contact **Suzanne Lundrigan**.

[back to top ↑](#)

STAR Catholic student wins first Indigenous Shining Student Award

Congratulations **Latiya Northwest**,

a Grade 11 student at St. Augustine School in Ponoka.

She is the inaugural recipient of the new Indigenous Shining Student Award that recognizes a First Nations, Métis or Inuit student who demonstrates leadership and inspires others through an aboriginal perspective, embracing and respecting all cultures.

Twenty-nine students were nominated for the award, created by the *Education partners: FNMI Student Success and Wellbeing Task Force*. This task force is a partnership of the Alberta School Boards Association, the Alberta School Councils' Association, the Alberta Teachers' Association, the College of Alberta School Superintendents and Alberta Education's FNMI Field Services Branch. Xerox Canada sponsored the award.

"We established this award to shine a spotlight on FNMI student success in Alberta," said task force co-chair Sharilyn Anderson. "Latiya's nominators described her as a confident, dedicated student, who is fluent in Cree and proud of her culture, who sets a strong example for the girls at her school," said Anderson. As the 2014 award recipient, Northwest will attend a youth conference on leadership and change.

Congratulations to these students who received honourable mentions:

Jason Bigcharles Grade 12, E.W. Pratt High School, High Prairie, High Prairie School Division
Jacey Solway Grade 12, Bassano School, Bassano, Grasslands School Division.

Primetime interview with Latiya Northwest.

[back to top ↑](#)

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

Agenda Board of Directors May 8-9 (PDF-1.41M)
 Highlights Board of Directors May 8-9 (PDF-114K)
 Draft minutes Board of Directors Mar 13 (PDF-180K)
 Strategic plan second report: May 2014 (PDF-136K)

Job postings

Secretary-Treasurer - Northland School Division (PDF-35K) Closing date: June 9, 2014

[back to top ↑](#)

In the news...

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

Recent headlines

Kamloops school board under pressure

to ban *The perks of being a wallflower*

5/13/2014, CBC News

Video: Breathalyzers before prom

rankle these Canadian high schoolers

5/14/2014, Globe and Mail

School board chair in New York

resigns: described parent as 'chubby wubby'

5/14/2014, Boston.com

Principal on teaching excellence

task force supports recommendations

5/13/2014, Bonnyville Nouvelle

Fullan: No single teacher can help

students: put the sticks and carrots away

5/13/2014, Globe and Mail

Truro mom fights dress code after shorts deemed too short

5/13/2014, CBC News

Spending report divides Toronto

District School Board trustees

5/9/2014, Globe and Mail

Teachers pan task force report

5/10/2014, St. Albert Gazette

Education report requires open mind

5/10/2014, The Lethbridge Herald

Editorial: Ensuring competency of

teachers deserves an A for effort

5/7/2014, Calgary Herald

Ottawa begins pilot program to

test school bus cams to nab drivers who don't stop

5/7/2014, Ottawa Citizen

Task force report has merit: School districts

5/6/2014, Daily Herald-Tribune

[back to top ↑](#)



A · S · B · A
Alberta School Boards
Association

For members of the Alberta School Boards Association

Communications Now

May 2014

Write media releases that get noticed	3
Grad speech	5
Prevent panic about communicable disease at your school	7
Sample crisis letters for student death	10
In <i>Weblinks</i>	
Stars of Alberta Volunteer Awards	18
In <i>Resources for Families</i>	
How to avoid overindulging your children	

Using public engagement to hire a new Superintendent

You hope for stability in the leadership in your school jurisdiction, but change is inevitable. Eventually your Superintendent retires or accepts another opportunity elsewhere.

When this occurs, your decision about who to hire next is critical. The hiring process you use is key to making a choice that is best for the students and staff in your jurisdiction.

When you think about that process, you might want to consider using public engagement strategies, if you haven't already done so.

"It takes time to engage people," says Jim Gibbons, a Senior Education Consultant with ASBA, "but it is very much worth it."

Gibbons, who helps boards do CEO searches, says there are significant benefits to including public engagement in a hiring process. "The community and staff come to trust the board more, when they know

they've been heard," says Gibbons. "Also, it gives a board confidence in its decision. It confirms what they already know, or helps them clarify something they didn't understand before."

A number of Alberta school jurisdictions are seeing success using public engagement in CEO searches. Rocky View Schools recently went through the process.

In the spring of 2013, Rocky View trustees learned they would need to find a new superintendent. Given that the search was starting fairly late in the school year, the board was eager to make a decision quickly. Nonetheless, the school board took the time to engage with stakeholders.

"It has been our practice to engage with our community when we're making big decisions," said board chair Colleen Munro, "so it was just a given that we would ask in this situation. It's just what we do."

Rocky View's board worked with Gibbons to formulate questions they would ask stakeholders, and decided to employ an online survey tool, called *Thoughtstream*®. *Thoughtstream* allowed Rocky View to gather input fairly quickly. Also, because the software can group responses into themes, it allowed Rocky View to ask open ended questions without being overwhelmed with data.

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



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The questions focused on:

1. Strengths needed in a superintendent
2. Challenges that would be faced by the new leader
3. Key leadership competencies required

“We kept our questions fairly broad intentionally,” said Munro, “and that gave us the rich feedback we were looking for. It allowed people to elaborate on their ideas.”

In the end, trustees weren’t surprised with the responses they received. “What I think was surprising to me was how tuned in we are to people’s ideas,” says Munro. “The responses told us we were on the right track, and gave us confidence in our decision.”

If the board had to go back and do it again, Munro says the only thing she’d change is the timeline.

Unfortunately that wasn’t something the board had control over, but additional time would have allowed more time for face-to-face meetings and discussions.

Still, the board is pleased with its decision and Munro would recommend other school boards consider using public engagement when hiring a superintendent.

“I would tell any other board absolutely go ahead and try it,” she says. “It’s really valuable.”

*The ASBA has a license for *Thoughtstream*, so all member boards can have access to the tool when searching for a Superintendent.

Contributed by Laurette Woodward, Communications Consultant

Communications Now features school board public engagement initiatives in a bid to share best practices. Contact Suzanne Lundrigan at 780.451.7122 or slundrigan@asba.ab.ca to arrange to have a writer describe your school board’s project.

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



Communications Now

Media releases that get noticed

Reporters are showered with media releases daily, if not hourly. While stories about your school jurisdiction may be more interesting to a reporter than a company's product release, all that competition means you still have an uphill battle for media attention.

What are journalists looking for?

"Every publication is different, but for the most part, journalists are always looking for a *story*," said Stacey Kennelly, associate editor at Diablo magazine and managing editor at Napa Sonoma magazine. "We want characters and tension, and a beginning, middle, and end."

In the communications office, you may not have a lot of choice in the stories you tell, so how do you make an announcement worth press attention of another award ceremony? The secret is finding a story in it.

Anne Yeager, an investigative journalist, said, "The story needs to be human. We need a character, a boy, a girl, or a teacher who is launching a project that makes waves."

"We love the underdog," said Steve Long, evening co-anchor at WHBF TV (CBS 4 News) in Davenport, Iowa.

Most likely, no matter whom you are writing about, there is something incredible about them that you don't know. Make sure you find out what that incredible thing is so you can put it in your press release.

Headlines, headlines, headlines!

With all those press releases in your reporter's email inbox, they are only going to click on something that catches their eye. This is one of those cases where spending an extra few minutes brainstorming headlines is really worth your time.

What is most sensational about your story? Put it in the headline! "We need a headline that will make parents and communities pay attention," Yeager said. For example, "Talking, Not Teasing: School Jurisdictions Launch Anti-Bullying Peer Groups."

Don't waste time

Get right to the point in the first paragraph. A reporter is likely to read the first paragraph and skim the rest, so make sure that the important points of the story are right up front. What is happening? Who, where, and why?

Include quotes whenever possible

With content generated abundantly on the Internet, there is still something incredibly powerful about quotations. They have weight and authority, and if you are good at pulling out the high points in what people say, they can bring real insight to your topic.

When determining which story is good for a press release, find interview subjects with compelling, personal stories. "Don't jump on a bandwagon to share a story about raising money for Hurricane Sandy unless there is a direct story that will move us," she said. "Look for stories like the boy whose family lost everything and his friend has taken it upon himself to raise money."

Proofread

Perhaps this should go without saying, but your press release should be a layer cake of spelling and grammar perfection. Depending on the publication you are courting, it is quite possible that your press release could pass rapidly across the editor's desk with only minimal editing. If that happens, a spelling error could easily be missed – make sure that doesn't happen to you.

Once the story is printed, someone will be sure to tell the reporter about the mistake and now you're the person whose work can't be trusted. Building relationships with the press takes time and effort. Keep those relationships healthy by only sending them your best work.



Communications Now

Provide access to more information

Limit your press release to one page if possible, but show people how to learn more. Providing relevant links to your school jurisdiction's website where prospective writers can learn more about your mission, student body, and what you've already accomplished, is a crucial element to the release.

Many teachers have their own websites where they detail the projects they are working on. Putting a link to that website can be a great help to the reporter. But be careful not to be pushy. "We don't want you to suggest an angle for us," Kennelly said. "That drives me crazy, personally, as I am not here to write free ads, and it's my job to decide what's most important."

Think about who might be interested

It's easy to rely on your standard list of email addresses for your press releases, but if you have a great story, you might need to think outside the box.

Juliette Kemp, a journalist in the United Kingdom notes, "What might be a story in one quarter won't cut the mustard somewhere else. A school's new state-of-the-art, landmark design science lab might actually only pick up a few column inches on the business or education page of the local newspaper but get a four-page photo spread with Architect Magazine or Young Scientists Reader."

Think about who would be most interested in your story. What at first seems like a local story might have a niche audience you haven't thought of.

Of course, once your press release is done, don't forget to make sure the subject line of your email to the journalist is snappy as well. They aren't going to read it if they don't open it.

But truly, storytelling is most important

When it comes right down to it, a reporter is just like a reader – they want to be surprised, informed and entertained. Ask yourself, what is the story and why should we care?

"Tell me about the student that is volunteering at the soup kitchen, or selling handmade bracelets for her friend who is ill and doesn't have medical insurance," Long said. He wants "people" stories. "Tell me about the teacher whose family got help from a homeless shelter and got back on their feet. Tell me about the family who has relatives back in the Ukraine right now and is coping with the violence." What reporters are looking for is stories with heart.

And finally, reporters have one more requirement, at least according to Yeager. "We need a happy ending."

Long agrees. "We spend a lot of time talking about schools closing down, cutting programs, laying off teachers – we have to do that. It's our responsibility. But, if you're looking to pitch us a story, think personal. If you hear something around school that makes you say "Wow," we might say "Wow!" too."

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



Communications Now

Sample Graduation speech

Thank you, *(Name of person who introduced you)*.

(Thank other appropriate presenters and dignitaries.)

I really like your class motto.... "What lies behind us and what lies before us are tiny matters compared to what lies within us.

Life is all about character and integrity.

Let me share with you a couple words of advice. This year it will seem a little peculiar – I am going to ask you to fail. If that seems odd, remember these words from author and motivational speaker Dr. Willie Jolley:

A setback is only a set up for a comeback

I am going to ask you to fail over and over again. Phil Knight, the founder of Nike, said that the trouble with America is that we are afraid to make mistakes, so we are too cautious. It is okay to make mistakes; you just need to learn from those mistakes and move forward. If we are afraid of making mistakes, we will never try anything new.

This is important, so I will repeat it. We have all made many mistakes, but the key is to learn from those mistakes.

Let your dreams, not your regrets or fears, take command of your life. It's better to attempt to do something great and fail than attempt to do nothing and succeed at doing nothing. Every successful person is someone who failed yet never regarded himself as a failure.

People who always take care never get anywhere. My advice to you is to take chances.

We must reach out beyond our presumed abilities. We have more ability and capacity than we can ever use. Albert Einstein famously said, "If we did all the things we are capable of, we would literally astound ourselves. He said, even at his most productive, he

only used about 10 percent of his abilities.

A setback is only a setup for a comeback.

Successful athletes are inspirational examples of how success is the result of getting up one more time than you fall. These famous athletes were not afraid to fail.

Walter Payton, "Sweetness," the great running back for the Chicago Bears, rushed for over nine miles of yardage; yet he was knocked down every four and a half yards.

Wayne Gretsky, "The great one," the greatest hockey player of all time, not only had his jersey number retired for his team, but the National Hockey League retired his number for all teams – no hockey player can ever have the number 99. He was inducted into the National Hockey League Hall of Fame the year he retired rather than having to wait the traditional five years.

Gretsky had two words of advice:

1. He said he didn't skate to where the hockey puck was; he skated to where he thought it would be next. Don't follow the crowd – go to where the next opportunity might be.
2. He also said that you miss 100% of the shots you don't take – don't be afraid to take the shot.

When Wayne was a boy, his father took him out on the ice and told him to take the long shots at the goal. He would tell his father that it is too far away and he wouldn't be able to make it. He tried over and over again. He became the greatest hockey player of all time.

Don't be afraid of failure.

I have had failures in my life. Some of you have had failures in your lives. In fact, there might have been fewer failures if some of you had studied more and played video games less.



Communications Now

A set-back is only a setup for a comeback.

My challenge to you is to not be afraid of failure. You know you will have failures, just learn from those failures and move on.

I leave you with a poem by Maureen Weiner. This poem, "Dream," has this line in it, "don't be afraid to try."

We have a dream inside ourselves,
A gift to us at birth,
To guide us and protect us
On our journey on this earth;
We all have something special
Each one of us unique;
You have to find the courage
To find the peace you seek.
So dream your dream and live your dreams;
Don't be afraid to try.
Just take your soul by the hand
And let your spirit fly.

Thank you and congratulations.

*Contributed by Ed John, Principal of West Salem High School
in Salem, Oregon.*



Communications Now

Prevent panic about communicable disease at your school

Nothing makes parents more nervous than a threat to the health of their child. If not handled correctly, one incident of a student with a potentially dangerous health issue can result in unnecessary panic and a news media firestorm.

Health-related issues require doing the right thing right away. Solid information and good communications practices can turn a potential disaster into increased trust in your jurisdiction because of your care for students and management of tough situations.

Time-tested tips for communicating

Work quickly

Rumors will quickly fill the void when you fail to provide information. Quick, decisive action will increase confidence that you are acting appropriately. This is especially important in cases of a communicable disease or condition.

Get the facts, consider your options, and decide quickly which actions you will and will not take to control communications about this situation.

Although you need to protect student confidentiality, you can provide some facts and safety tips. Work with your health region contacts to offer the following to parents:

- Facts about the condition
- Symptoms that indicate a student should stay at home
- What students and families can do to help prevent the spread of the disease
- What your school is doing to protect the health of all students

Immediately find out what you are dealing with

Whether this is one student with an antibiotic resistant superbug, or an outbreak of whooping cough in many students, you need reliable information about the health issue. Depending on the issue, you will have to be ready to answer questions

and provide facts about precautions the school is taking, why a student is or is not in school, or what the school is doing to protect students.

Do your homework

Work with local representatives of Alberta Health Services, and refer to other trusted health sources such as Health Canada (www.hc-sc.gc.ca), for information about the disease or condition and how to handle it in a public setting.

In the case of a communicable disease, it is helpful to understand steps schools and families should take to ensure other students are not infected. The health region may provide ready-to-print fact sheets, as well as medical information.

Other information you will need includes:

- How many students are infected or affected? Are they located in the same classroom or school or spread across the jurisdiction?
- Is this disease or condition communicable? If so, how is it spread? How does that pertain to a school situation?
- Is this a community-wide health problem, such as an area outbreak of whooping cough?

Be sensitive to families

Work with impacted families especially if the medical condition affects only one or a few students with special needs or requires steps to protect other students.

Clarify with them whether the student will attend school. If the student will have to be away from school for a significant amount of time, discuss other ways to help the student continue his/her learning.

While assuring the parents that you will protect the identity of their child, tell them in advance about any communications that will go to all parents.



Communications Now

If it isn't yours, don't speak to it

This is the number one rule of communications professionals when faced with a crisis that extends beyond the expertise or jurisdiction of schools. There are situations where Alberta Health will assume the lead role in communicating about communicable diseases.

If this is so, you can expect them to issue news statements and supply fact sheets and letters to parents. If that happens, you will want to work closely with their staff, perhaps issuing joint statements. In those statements, emphasize what the school is doing to protect all students.

Make sure those who need to know, do know

Needless to say, some staff members need all of the facts. Provide adequate information to staff that have to make modifications because of a student's condition or need to respond to questions from parents and students.

Be sure to remind them about confidentiality requirements related to student information and FOIP laws, and set expectations with them as to what they should and shouldn't be saying when they are asked questions.

Stay legal

Before communicating in any way, review your own jurisdiction policies and FOIP.

If you need to disseminate important information, use many channels

Reaching the right people with the right information will be critical to controlling rumors and preventing negative reactions. You will want to use several ways to reach the people who need information. This may include a letter home to parents and use of social media. A sample letter follows this article.



Communications Now

Communicable disease in school Sample letter to families

Note: This letter is a sample of the type of letter which might be sent to families if a student or staff member has a communicable disease such as whooping cough.

Dear ____ school families:

We were notified today that one of our students has been diagnosed with a case of whooping cough. We are working with Alberta Health Services representatives, and they assure us this is an isolated case. However, whooping cough is contagious and we want to be sure it does not spread to other students. The affected student will be staying home from school until they are no longer contagious. We will work with AHS staff to take any needed precautions at school.

As usual, please do not send your child to school if she has a fever or other symptoms that might signal the onset of a more severe illness. More information about whooping cough from AHS is attached. It describes whooping cough symptoms and ways to protect your family from the spread of this disease.

If you have questions about the disease itself, please call AHS at (phone number) _____. If you have questions or concerns about how ____ school is handling this or any other matter, please do not hesitate to contact me at _____ or through my email, _____.

Sincerely,

_____, Principal

Contributed by Gay Campbell, communications consultant



Communications Now

Letter templates for your crisis arsenal Part 2

When stocking your crisis communication toolbox, it is helpful to have a letter on hand for just about any occasion. When a crisis hits, you won't have to search for messages to send to your school community.

This packet of sample letters, compiled by the North Clackamas School District in Oregon, will help you get the facts out fast.

These messages can be tailored for website messages, social media and personalized to parents from your school principals.

Adapt these nine handy word documents and post on a secure intranet site for principals to use.

- Child Safety Tips
- Construction Asbestos
- Illness Alert
- Student Death
- National Tragedy
- School Break-In
- Stranger Alert

Contributed by Shannon Priem, communications consultant



Communications Now

From the principal: Tips on keeping your child safe

(Date)

Dear (school name) parents and guardians:

I wanted to draw your attention to something I believe is important for every child. No particular incident prompted this letter. We are sending this to you to encourage conversation with your child at a time you think is best, and only as you see fit.

The single most effective way to protect your child is communicating with them. Open communication between parents and children are vital components of family safety. We encourage you to really talk with your children. When they are comfortable discussing sensitive matters with you, they are more likely to tell you when they have been put in an uncomfortable situation by a stranger.

Here are some safety rules to share with your children:

- Be aware of the common lures and don't accept a ride from a stranger.
- If someone follows you on foot or in a car, stay away from him or her.
- You DO NOT need to go near a car to talk to people inside.
- Grown-ups who need help should not be asking children for help; they should be asking other grown-ups.
- No one should be asking you for directions or to look for a lost puppy or telling you that your mother or father is in trouble and that he or she will take you to them.
- If someone tries to take you somewhere, quickly get away from them and yell or scream, "This man is trying to take me away!" or, "This person is not my mother (or father)."
- It is safer to be with other people when going places or playing outside, so always use the buddy system.
- If someone tries to touch you in ways that make you feel uncomfortable, or frightened, tell them "NO" and go tell a grown-up you trust what happened.
- Know it is NOT your fault if someone touches you in a way that is NOT okay. You do not have to keep it secret.

Sincerely,

(Principal name)
Principal



Communications Now

From the principal: Upcoming construction at school

(Date)

Dear (school name) parents and guardians:

This spring break, you'll notice some construction projects at our school. This is the official start of the renovation. These include (*examples*):

- Demolition of the old covered area.
- Excavation of the front of the building.
- Excavation for the new media center (north side).
- Removal of asbestos floor tiles in the hallways. The area will be fully contained, cleaned and tested to confirm no possible health exposures to staff and students.

The planning and work will be closely monitored to ensure student safety and create a minimum impact on student learning. The general contractor, (name), will oversee all work.

As always, please feel free to contact me by phone or email with any questions and watch our website for updates. You can also contact us at _____ if you would like more information about asbestos removal.

Email and phone info:

Sincerely,

(Principal name)
Principal



Communications Now

From the principal: Respiratory infection/caution

(Date)

Dear (school name) parents and guardians:

We have had several students with upper respiratory illnesses in the past week. Some have progressed to pneumonia. This illness can be spread person-to-person in the air. We want to try to keep our community as healthy as possible, and we need your help.

What you can do

Please keep your child home from school if they are sick and especially if they have a fever more than 38 degrees (101 degrees Fahrenheit), a frequent cough, vomiting or diarrhea. Your child should stay home for at least 24 hours until they are symptom-free without the use of medication.

If your child stays home, please call the office (number), to report the absence and provide a brief reason why they are out sick. This will help us track the type of symptoms students are having. *(If you have a secure, online web function for this, explain that here).*

Two more important ways to help prevent the spread of illness:

- Frequent hand-washing using soap, warm water and friction for 30 seconds or hand sanitizer if water is not available.
- Cover your cough. Sneeze or cough into a clothed, bent arm so no air escapes. If you don't have sleeves, use a tissue and then wash your hands.

When to contact your doctor if you are concerned about your child's health:

- If a fever over 38 degrees lasts more than three days, if a cough lasts more than one week.
- If you experience shortness of breath, prolonged vomiting or diarrhea three days or more.

What we are doing

In response to this health concern, a custodial crew came in over the weekend and intensively cleaned the school, including changing air filters and disinfecting desktops, doorknobs and common areas, in an effort to stop germs from spreading. We are also working closely with Alberta Health Services to follow up on this unusual number of upper respiratory infections (or flu-like symptoms).

If you have questions, learn more on our website (www.) or contact me at (email and phone).

Sincerely,

Principal



Communications Now

From the principal:

Death of a student: meningitis

(Date)

Dear (school name) parents and guardians:

We are very sad to inform you that one of our students died over the weekend. The student, a (grade) grader, died last night from meningococcal disease.

Our students are dealing not only with the death of a classmate and friend but also the fear of the disease. I would like to share some basic information to help calm fears and inform parents. Meningococcal disease is caused by bacteria called *Neisseria meningitis*. Infection with this bacteria may lead to "poisoning of the blood," (septicemia), meningitis, and rarely death.

How is it spread?

By direct contact, including respiratory droplets from the nose and throat of the infected person. The bacteria that cause meningococcal are very common. Fortunately none of the bacteria are as contagious as things like the common cold or flu, and they are not spread by casual contact or by simply breathing the air where a person with meningococcal has been. The contact must be close and prolonged.

What are the signs and symptoms?

Because the symptoms can be similar to flu, it can be difficult to diagnose. Sudden onset of fever, intense headache, nausea, and often vomiting, joint/muscle pain, stiff neck and frequently a rash that is red and pinpoint or reddish purple, like a rug burn, often occur. The rash is a sign that the bacteria is in the blood and spreading rapidly.

Treatment:

Prompt medical attention and antibiotics.

Prevention:

Close contacts of persons with meningococcal disease can receive an oral antibiotic, which decreases the risk of subsequent development of the disease.

Most of us will carry these bacteria at some stage in our lives without developing any illness. Only a tiny portion of the population will develop meningitis or septicemia if they come into contact with the bacteria. The bacteria are very weak. They survive for only a short period of time outside the body, so they cannot live long in the air and are not carried on household objects such as clothes, furniture or books. Although not very common, it can develop rapidly so it is vital for everyone to know the signs and symptoms of the disease. Please keep this in mind if your child complains of the symptoms listed. If you have questions about your child's symptoms, please call Health Link Alberta at 1-866-408-5465.

Sincerely,

(Principal name)
Principal



Communications Now

From the principal: National tragic event

(Date)

Dear (school name) parent and guardians:

In the aftermath of the tragic events that unfolded on (date), we want to share with you that we are working hard to maintain the routines of school here at (name of school). The staff has been wonderful! They have listened, reassured and nurtured your children – and each other.

We are also sharing some strategies you could use to help your children understand the day's events and cope with their feelings. Here are some tips:

- Maintain your composure. Kids model behavior.
- Reassure your children that they're safe.
- Keep to your normal routines. Children need a sense of stability.
- Talk about the tragedy in an age-appropriate manner. Be patient. It's common for children to ask the same questions about death and disaster over and over.
- Help children to express their feelings. If they don't know the words to say how they feel inside, try to help them put their feelings into words and/or use creative ways, such as art, writing or music, to communicate.
- Listen. Ask questions.
- Make yourself available. Your children may need extra attention from you. Make time for them.
- Explain that there are people who hate for different reasons, and that hatred is never acceptable.
- Tell your children you love them, and offer plenty of hugs and kisses.

We are here for you. Please let us know if we can do anything else to help. We're listening.

Sincerely,

(Principal name)
Principal



Communications Now

From the principal: School break-In letter

(Date)

Dear (school name) parent and guardians:

Because we take student confidentiality very seriously, we need to make you aware of an incident that happened on the (School) campus this past weekend. There was a break-in at the school and someone stole several items, including a satellite radio, speakers, and two laptop computers.

One of the computers was taken from the student management area, and it contained information from our school photography company. The stolen information includes student names, home addresses and photographs, as well as student identification numbers and grade levels for all enrolled students.

Fortunately, no credit card or payment information or parent names were on the stolen computer and a student identification number alone is not enough to access student records.

Our staff is deeply concerned about this incident and we recommend that you pay extra attention to your personal information, mail and accounts to ensure that they have not been used for suspicious activity or identity theft.

I apologize for any inconvenience. The (Name) RCMP office is investigating this matter, and the school is offering a \$500 reward for any information that leads to an arrest. If you learn any pertinent details, please contact the RCMP's tip line at (phone) or call me at (phone).

Sincerely,

(Principal name)
Principal



Communications Now

From the principal: Stranger alert

(Date)

Dear (school name) parent and guardians:

We have had (number) reports in the past (number) weeks of a stranger (white male) in our front drive area and on (school name) grounds, talking with two different students and inviting the students to leave with him.

Both the students reported this immediately to the office. These incidents have been reported to the police, and police are taking them seriously. Police will be patrolling the area and are looking for the “(color)” vehicle that was described by the first student. As of this time, no one has been arrested.

We’ve alerted our staff, increased visibility of our security personnel, and reminded our students of the importance of following safe routes between classes and to and from school. Please take some time to review with your children precautions they should remember to stay safe at all time.

- Tell an adult immediately if they see someone or something that makes them worry or feel uncomfortable.
- Stay with friends. Don’t travel alone.
- Always get the teacher’s permission to leave a class.
- Always stay in well-supervised areas.

Student safety is our first priority. If you have any information that will help police in their investigation, call 911 or give us a call at (phone number). We will make sure the information is shared with the investigating deputy.

Sincerely,

(Principal name)
Principal



Communications Now

Weblinks

Education Week 2014

Theme: We are Teachers
May 5 – 9, 2014

Shine a light on Alberta's education system
www.teachers.ab.ca/News%20Room/IssuesandCampaigns/Pages/Education-Week.aspx

Canada Writes Competition

Celebrate William Shakespeare's 450th birthday this spring.

CBC's Canada Writes is celebrating, through a writing challenge for Canadians aged 12 and older. Canadians are asked to take a classical Shakespeare character, bring him / her to a context, and write a soliloquy. For example, a reluctant Petruchio on a blind date or depressed Ophelia talking with a telemarketer.

The challenge is open from April 14 – May 9, 2014
For more information:
<http://www.cbc.ca/books/canadawrites/2014/03/celebrating-shakespeares-450th-with-new-writing-challenge-and-ya-fiction.html>

Alberta Seniors' Week

June 2-8, 2014
Theme: "Seniors Rock!"

Take the opportunity to celebrate the seniors in your community. Seniors make a difference in the lives of Albertans every day. From supporting family members and friends to assisting charities and volunteering in schools, seniors are deeply involved in our communities and their contributions benefit Albertans of all ages.

For ideas and / or information:
www.seniors.gov.ab.ca/SeniorsWeek/

Stars of Alberta Volunteer Awards

The Stars of Alberta Volunteer Awards recognize extraordinary Albertans whose volunteer efforts have contributed to the well-being of their community and fellow community members.

There are three categories for awards including youth, adult and senior. There will be two awards for each category making a total of six awards, to be presented on or around International Volunteer Day on December 5.

Nomination forms available in May with a nomination deadline in September 2014.
<http://culture.alberta.ca/voluntarysector/stars/default.aspx>

Introduction

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

Current Activity

Budget 2014-2015

The Budget has been completed and will be finalized if given Board approval at this meeting. The Division is projecting a deficit of (\$164,015) based on \$61,288,324 in revenue and \$61,452,339 in expenditures.

The highlights of the budget include the following:

Budget Highlights, Plans & Assumptions:

1. Northland School Division will continue to place sustained emphasis on strengthening language (English and Aboriginal) by multiple strategies that are tailored to the contextual needs of each community. Northland leadership will establish baseline data for these areas and will train all staff in effective teaching of research based strategies.
2. Implement the recommended actions from the external literacy review completed May, 2014.
3. Staff will be provided with school based and online professional learning opportunities to support the 3rd year of the Northland literacy initiative experiential learning and culturally appropriate programming.
4. Resources will be directed to support capacity building in Indigenous languages and cultural programming including land based learning and curriculum weaving.
5. Schools are supported to work with staff and their school communities using school based data to determine priorities, develop plans, and monitor progress to improve outcomes for students in literacy, numeracy, attendance, and successful course completion through the use of culturally relevant programming.
6. The New Teacher Orientation/Teacher Mentorship Program will support new/beginning teachers to become familiar with the Northland context and to provide quality teacher and learning opportunities for all students. All schools will host a community engagement day in August and focus on Community Engagement throughout the year.
7. Pedagogical Supervisors will provide job embedded professional development to improve instruction and build capacity of principal and literacy leads.
8. Northland for the second year will coordinate a district wide initiative to upgrade school libraries.
9. We will continue our commitment to maintaining a safe and caring learning environment for students and staff, by implementing the recommendations of the 2013 maintenance review.
10. Resources will be directed to strengthen CTF/CTS programming including dual credit programming.
11. Northland School Division will begin implementation of Alberta Education's Learning and Technology Policy Framework.
12. Northland will have implemented a new Human Resources and Financial Management system (SRB) to improve processes for human resources and financial management. Our contract with Bellamy will expire the end of August 2014. Mybudgetfile a program that was purchase last year was used by Northland for the first time in preparing our 2014 – 2015 budget.
13. Northland School Division will launch the new division website.
14. Staffing in School Food Services reflects the jurisdiction ratio of cooks to students based on the projected enrolments.
15. Instructional Programming accounts for 63.6% of the total expense.
16. Working with the Auditor General's office to improve community based strategies on improving division attendance.

17. Leadership staff will work on our community based partnerships with our First Nation and Metis communities.
18. Further develop alternative programming to enhance High School completion.

Significant Business and Financial Risks:

The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division. However, efforts are constrained by current funding as follows:

- The major financial burden on the school division will be the salary increase based on grid movement for Certified and Uncertified Staff of approximately \$1,000,000 and the substitute and teacher replacement cost which is budgeted at \$550,000 for 2014 – 2015.
- Our use of Extended Disability Benefits (EDB) has increased over the past several years. For the period ending December 31, 2013 EDB increased by 20%.
- Utilities cost, electricity and propane have increased by over 44% and 33% respectively from 2013 – 2014 actual.
- Insurance cost has increased by approximately 35% compared to 2012 – 2013.
- There will be a significant unfunded liability of \$1,000,000 for maintenance to teacher's residences.
- There is potential for a significant reduction in Federal Revenue if several of our schools come under First Nation control.
- We continue to provide in excess of 475 hours of instructional time for ECS students; however, current funding for ECS makes this a challenge.
- Maintenance funding is status quo. However, as the building infrastructure continues to deteriorate there is increased potential for unexpected emergencies. - These situations create health and safety issues and disrupt the education of students who have no alternate location for instruction when schools are not operational.

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

Inventory count sheets have been sent to all schools and we are in the process of scheduling the inventory counts to be completed at Central Office, Maintenance, Housing, Transportation and School Food Services.

Human Resource and Financial Management System

All departments have completed their "Live" training for the new system. The project is on schedule to have the implementation completed by the end of May.

RFP for Division

If approved at today's Board meeting, this RFP will be a proposal for Managed Print, Copy, Scan & Fax Services. Currently we have over 21 different printers, copiers, scanners etc. This RFP would allow the division to streamline the process and have one brand of each of the different services we require.

Collective Bargaining

The Collective Agreement between Northland School Division and The Alberta Teachers' Association, September 1, 2012 – August 31, 2016 has been approved by both parties. The final agreement has been signed by both Chairman, Dr. Colin Kelly, Secretary-Treasurer, Dennis Walsh and has been sent to the ATA for signing.

Conclusion

Firstly, I would like to thank Assistant Secretary-Treasurer Roxane Guindon for the outstanding job she did for the division as Acting Secretary-Treasurer while I was away on medical leave.

Our priorities over the next month continue to be the conversion from Bellamy to SRB, including training on the new system, the recruitment of a new Secretary-Treasurer and the Facility Equipment Inventory Process for Equipment under \$5,000.

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	\$35,676,777	\$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)	(\$4,378,987)
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	\$3,801,483	\$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)	

28-May-2014 03:20 PM

NAME - CUSTOMER NO.

NORTHELAND SCHOOL DIVISION
RECEIVABLES
Aged Trial Balance as at 28-May-2014

PAGE 1

	CURRENT	31 to 60	61 to 90	91 to 120	> 120	NET
MIKISEW CREE FIRST NATIONS						
< BALANCE	1	248,573.14	0.00	491,689.76	249,482.56	907,729.46 1,897,474.92 BAL
ATHABASCA CHIPEWYAN FIRST NATION						
< BALANCE	2	71,773.40	0.00	0.00	0.00	17,362.00 89,135.40 BAL
WOODLAND CREE BAND #474						
< BALANCE	3	63,541.24	63,541.24	176,120.18-	103,485.51	533,586.25 588,034.06 BAL
INDIAN AND NORTHERN AFFAIRS						
< BALANCE	7	230,027.84	0.00	0.37	0.00	14,810.02 244,838.23 BAL
LESSER STAVE LAKE INDIAN REGION						
< BALANCE	8	8,788.68	8,788.68	0.00	8,788.68	0.00 26,366.04 BAL
BIGSTONE CREE NATION EDUCATION						
< BALANCE	9	695,373.98	695,373.98	0.00	0.00	0.00 1,390,747.96 BAL
LUBICON LAKE BAND						
< BALANCE	11	184,095.94	178,434.10	0.00	0.00	0.00 362,530.04 BAL
INDIAN EDUCATION AUTHORITY						
< BALANCE	13	0.00	0.00	0.00	0.00	61,333.22 61,333.22 BAL
CHIPEWYAN PRAIRIE FIRST NATION						
< BALANCE	14	113,474.06	0.00	0.00	0.00	0.00 113,474.06 BAL
PEERLESS TROUT FIRST NATION						
< BALANCE	87	392,881.86	0.00	0.00	0.00	0.00 392,881.86 BAL
RUN TOTAL		2,008,530.14	946,138.00	315,569.95	361,756.75	1,534,820.95 5,166,815.79
DOLLARS		9	4	3	3	5
ACCOUNTS						10

Purpose:

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

Quarterly Content for May, 2014		
1. Superintendent's Message	Bulletin #1	
2. Divisional Priorities	Bulletin #2	
3. Enrolment, Staffing Positions and Staff and Student Attendance	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> Bulletin #3 Bulletin #4 Bulletin #5 Bulletin #6 Bulletin #7 Bulletin #8 </div> <div style="width: 65%;"> Student Enrolment Student Monthly Attendance Student Attendance by Division Staff Attendance Staffing Update School Visits by Staff </div> </div>	
4. School and Division Success Stories	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> Bulletin #9 Bulletin #10 Bulletin #11 Bulletin #12 Bulletin #13 </div> <div style="width: 65%;"> Calling Lake Students Travel to Ottawa Long Service and Recognition Awards Regional Spelling Bee 2014 Edwin Parr 2014 Kateri Lego Robotics </div> </div>	

May, 2014 Quarterly Report

Superintendent's Update

A great deal has been accomplished in the third quarter of the year. **Professional development** to support our **focus on literacy** has continued. The third of three area professional development sessions was completed. As a result of this work every teacher and school leader in Northland has had the support of three full days of professional development to support the literacy initiative. The second round of **literacy benchmark data** from all students was submitted and analyzed. While there is still much work to do, the data shows **positive trends** in the number of students reading at grade level. School, classroom and individual student results were reviewed with school principals. Guidance was provided to assist schools to identify and celebrate successes and to make plans to address areas of concern. An external **review of the literacy program** was conducted and preliminary findings were shared with school and central leaders at the May administrators meetings. This information will guide planning for the upcoming year.

A pilot of a **literacy observation tool** continues at St. Theresa and later in the year school principals from other schools will have the opportunity for guided use of the document.

Several **proposals for outreach programs** for high school students were submitted to Alberta Education and one was approved in Calling Lake. We will continue to work with other interested high schools to make this type of programming available wherever feasible.

CTS learning materials have been distributed to junior and senior high school programs via the new trailers purchased through the Cenovus donation.

Work continued to **strengthen language and cultural programming** for students across the division. Student continue to attend culture camps and work to develop local resources has continued.

Following the March board meeting an **attendance focus group** was established. As well, the administration has met with members of the Auditor General's office who are gathering information to prepare a report on student attendance. They met with administrators in early May to gather input about expectations for attendance, successful strategies, and barriers. They plan to meet with members of some Northland communities at a later time.

All schools have had the opportunity to view the sample of the new **Student Learner Assessments**.

May, 2014 - Quarterly Report

Divisional Priorities

AERR Priority	Funding Source	Progress	Next Steps
Compilation of an inventory of local community resources	Grant 2013-0277	<p>There are four local community resource inventories being developed at seven schools:</p> <p>School: Calling Lake School</p> <ul style="list-style-type: none"> • Elder and Parent contact is taking place for different events. • Plan to host parenting workshops. • Members of the community are engaged in planning and implementation. • Parents are included in the planning and facilitation of different activities. • Student served the Elders on the day of the feast honoring Elders. • Bannock making taught and facilitated by a local female Elder/retired teacher. • Metis Jigging. • Family Appreciation Night. • Documented Elder Stories, community resource people with completed classroom activities/presentations. • Community Engagement Meeting between school and local community. <p>School: Chipewyan Lake School</p> <ul style="list-style-type: none"> • Cree Language Instructor or the Principal contacts parents, Elders, and other community members by phone or by visit. • Parents accompanied the students participating in the Regional Science Fair held at Bishop Routhier School. • Young parent with a toddler comes in to help with office work. • Young teen school age parents are also welcomed to go to the school to use the computers. • Drum making workshop at the school. • Ice fishing facilitated by the Cree Language Instructor and her family members. • Open House at the school. • Technology Night for adults at the school. • Round Dance at the school on January 29, 2014. 	<ul style="list-style-type: none"> • FNMI Partnership Consultant will return to each school to plan and schedule community engagement meeting(s) between the school and the local community. • Review and validate the names on the inventory, continue including names of community resource people and get contact information. • Develop a Land-Based, seasonally determined Cultural Program for the school.

School: Pelican Mountain School

- Talk to parent's face to face, phone calls, text positive messages, notes home all with positive messages.
- Lunches for Elders at the school on a monthly basis are aimed for.
- Attendance awards.
- Visitor sign-in and sign-out sheet at the front entrance.
- Sports Day with traditional activities i.e. bannock making, tea making and other activities.
- Bazaar (Flea Market) in the school.
- Scheduled to go to the Kapaskwatinak Cultural Centre for cultural learning and to the Grouard cultural program.

School: Career Pathways School

- The planning of the Memorial Feast at the Mistassiniy School included Career Pathways students and staff, co-planning occurred, and Elders were invited.
- Career Pathways students having received Food Preparation & Safety Certification, assisted with pre-preparation of food for the Memorial Feast.
- Trapping skills, cosmetology, hide tanning, and video on teen parenting.
- Bold Eagle Program – two male students have been declared as suitable candidates.
- 10 students completed HEROES training.
- Students attended Skills Canada Trade Show.
- Two students sat as youth representatives at April 2014 Community Action Team (CAT) meeting.
- BCN Community Wellness has completed presentations with the students.
- There will be 12 Career Pathways School students graduating on August 30, 2014.

School: Mistassiniy School

- The planning of the Memorial Feast at the Mistassiniy School included Career Pathways students and staff, co-planning occurred, and Elders were invited.
- NSD "Policy One" presentation to the Desmarais Local School Board Committee.
- Residential boarding and mission school presentation by a local female Elder.
- Parent Support Group was formed.

		<p>School: St. Theresa School</p> <ul style="list-style-type: none"> • CENOVUS Energy presentation a St Theresa School – funding to support NSD No. 61 programming. • NSD “Policy One’ presentation to the Wabasca Local School Board Committee. <p>School: Oski Pasikoniwew Kamik</p> <ul style="list-style-type: none"> • Memorial Feast for BCN Education Authority’s Education Committee Members. • Documented Elder Stories, community resource people with completed classroom activities/presentations. • Received templates to use as part of the FNMI Strategic Planning Process identifying areas to be addressed as part of the FNMI Partnership Consultant position, work is in progress. 	
Increase emphasis on Land Based Experiential Education	Grant 2013-0277	<p>Indigenous languages are rich. When students are taught the language that describes the land, they are being taught specific concepts relating to the land. Specific language is used to refer to mother earth. It is the language that teaches the connection to the land of their ancestors. When students are taught the language of the land, they are being taught the indigenous worldview on being stewards of the land.</p> <ul style="list-style-type: none"> • Seven schools have included approximately 40 parents in land based teachings. • Teachers do nature walks with resource people and students. • Seven schools have included traditional music in school program. 	<ul style="list-style-type: none"> • Students are being provided an enrich approach that is relevant to their heritage. • Providing land based experiential education is a method to improve the learning environment. • Evidence has shown that achievement is enhanced when students’ interests and choices are considered and the need to provide learning experiences that are responsive to the local community and culture of the student population.
Development of strategies to assist in building relationships between teachers and parents.	FNMI – Grant 2013-2077	<p>Building relationships between teachers and parents. 13 schools responded out of 22. Four schools participated in cultural camps.</p> <ul style="list-style-type: none"> • Bake sales • Parent volunteers for culture camps • Staff and parent BBQ • Sports day – traditional activities • Teachers and community held a flea market • Bannock making • Develop school cultural program with community members • School and community PD • Mini winter carnival 	<ul style="list-style-type: none"> • A community resource list developed for schools • Family support center • Family appreciation day • Students record stories from Elders • Interview Elders • Record local stories in local language and translate them • Healthy families’ resource fair • Family literacy day

		<ul style="list-style-type: none"> • Celebrate all mothers on Mother's Day • Celebrate fathers • Have monthly suppers with parents • Technology lessons for parents <p>Approximately 80% of parents are contacted through home visits by administration, teachers and school liaison. Many parents are contacted through texting or Facebook. Few are contacted through written format.</p> <p>Phone calls home is the most utilized form of communication between home and school. All Administrators and teachers contact parents by phone on a regular basis.</p> <p>All schools have face to face Parent/Teacher interviews three times per year.</p> <p>All schools have regular monthly newsletters. About 30% of schools are starting to send out bilingual newsletters (Cree and English).</p> <p>All schools have monthly events and invite parents and community on a monthly basis. Some of the events are feasts, open houses, information night, talent shows, and tea and bannock day for Elders.</p>	<ul style="list-style-type: none"> • Tea and bannock day • Student drummer group • Metis dance workshop • Kapaskwatinak culture center Education activities • Local people identify trees etc. • Fish fry with community • Staff attend treaty days • Hold a fall feast. • Give opportunity for parents to provide regular feedback • Plan a cultural camp with the community • Invite Aboriginal role models to share stories • Honor students on successes • Use the environment as a classroom to teach connections • Ensure land based learning is incorporated as part of long range plan • Local craftsman taught canoe making • Making dream catchers • Snow shoe making • Had a round dance • School newsletter in Cree • Host Metis music nights
Strengthen Instructional Leadership	Grant 2013-0278	Principal Walkthrough Training Program being piloted May 29 th and June 20 th , 2014. Plans to review and revise for training/supporting administrators in 2014-2015.	
Complete revisions to the Policy Manual	Grant 2012-0535	<p>Draft versions of Policy One were discussed at Orientations Sessions for Local School Board Committees in February and March. First Reading took place at the March 20th, 2014 Board meeting.</p> <p>Policy One was tabled at the May 1, 2014 Board meeting to provide opportunities for further consultation</p>	

<p>Implement an Orientation for Local School Board Committees</p>	<p>Local School Board Orientations were completed as per the schedule:</p> <p>January 31 & Feb 1/14</p> <p>Mistassiniy School – Wabasca</p> <ul style="list-style-type: none"> - Calling Lake - Chipewyan Lake - Desmarais - Pelican Mountain - Wabasca <p>February 7 & 8/14 - Grouard School</p> <ul style="list-style-type: none"> - Bishop Routhier - Hillview - Gift Lake - Grouard <p>February 21 & 22, 2014</p> <p>Peace River</p> <ul style="list-style-type: none"> - Trout Lake - Peerless Lake - Little Buffalo - Keg River - Paddle Prairie <p>February 28 & March 1/14</p> <p>Bill Woodward School – Anzac</p> <ul style="list-style-type: none"> - Anzac - Conklin - Janvier - Fort McKay - Fort Chipewyan <p>March 7 & 8, 2014 – Edmonton</p> <ul style="list-style-type: none"> - Elizabeth - J. F. Dion - Susa Creek 	
<p>Superintendent's visits to schools and classrooms</p>	<p>The superintendent has visited the following schools this year:</p> <p>Athabasca Delta Community School</p> <p>Bill Woodward</p> <p>Bishop Routhier</p> <p>Calling Lake</p> <p>Career Pathways</p> <p>East Prairie</p> <p>Elizabeth</p> <p>Fort McKay</p> <p>Gift Lake Elementary School</p> <p>Gift Lake Jr. High School</p> <p>Grouard</p> <p>J.F. Dion</p> <p>Keg River</p> <p>Little Buffalo</p> <p>Mistassiniy</p> <p>Paddle Prairie</p> <p>St. Theresa</p> <p>Trout Lake</p>	

Development of additional measures to document student engagement and student progress	Grant 2013-0276 Literacy Grant	<p>"Tell Them From Me" Student Survey Update All participating schools have access to "Tell Them From Me" (TTFM) student survey responses.</p> <p>School administrators have looked at the results themselves and shared the results with their staff. Many of the schools already have had the opportunity to share the results with their boards and students. All schools plan to meet with students to discuss how programming will change to address student TTFM feedback.</p> <p>The administration and staff will be using the information gleaned to help with planning for next year. They focused in areas where they were doing well to celebrate, and picked areas where they were not doing as well to make plans for improvement.</p> <p>The Literacy Evidence Gathering Tool has been field tested over a period of several months at St. Theresa School. The teachers report that the report template is cumbersome to use in the Adobe format. They appear to have had a great deal of difficulty manoeuvring and collating data gleaned. The Literacy Coordinator and Executive Assistant are working on a Google Doc that will be more user-friendly. We have targeted mid-June as the date for another field test of the new Google Doc format.</p>	
Research and report on strategies to improve student attendance		<p>With Board direction in March 2014, an Attendance Focus Group was organized to review our current practices and offer actionable recommendations for Division-wide attendance improvements. The Focus Group is made up of school administrators, Board advisors and has teacher representation. The Attendance Focus Group met for the first time on April 9th, 2014 to discuss a draft terms of terms of reference, including but not limited to:</p> <ul style="list-style-type: none"> (a) Tracking practices at Central Office and the school level, (b) An examination of best practices in other school jurisdictions, (c) Student voice through "Tell Them From Me" (TTFM) surveys and home visits conducted in the Wabasca area, (d) An examination of attendance literature, 	

		<p>(e) An examination of relevant sections of the <i>Alberta School Act</i>, Northland Procedure 301, and the role and responsibilities of School Community Liaison Worker,</p> <p>(f) Survey feedback from school administrators and teachers on best ways to improve student attendance at the Division and school community levels,</p> <p>(g) Establish a Northland School Division attendance target, and</p> <p>(h) An examination of how attendance information is shared at Central Office and within our school communities.</p>	
Develop indicators of quality teacher performance in Northland School Division.		Northland Focus Group formed and met May 25 th , 2014. Began to develop descriptors of 'what is good teaching and leading in a Northland school/community.'	
Review of Literacy Program		Dr. Sloan visited 18 schools and interviewed school administrators and literacy leads. On April 28, 2014 he arranged for representation of Northland School Division to meet with an expert panel share successful practices. Preliminary findings and recommended actions were shared with school administrators and division leaders at the May 8 th , 2014 administrators meeting.	

13-14 STUDENT COUNT

Bulletin 3

STUDENT ENROLLMENTS FOR SEPTEMBER 30, 2013

As of	May 28, 2014	Active Student	2013-2014	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Home Schoolers	E.C.S.	FCS Students coded 30	FCS Students coded 43	FCS Students coded 47	Sev. Disabled Grades 1-12	Mild & Moderate Grades 1-12	Gifted & Talented	ESL ECS	ESL Grade 1-12	ECS - FMNI	Gr. 1-12 - FMNI
1379	HILLVIEW-EAST PR	1	6	5	8	4	6	0	0	0	0	0	0	0	0	30	0	4	0	0	0	6	3	0	0	10	3	29
1543	CAREER PATHWAYS	0	0	0	0	0	0	0	0	0	0	0	22	20	4	46	0	0	0	0	0	0	1	0	0	12	0	42
1544	BILL WOODWARD	0	0	0	0	0	0	0	0	0	0	0	14	13	0	114	0	0	0	0	0	8	10	0	0	8	0	60
1801	ANZAC	10	23	11	0	0	0	0	0	0	0	0	0	0	0	44	0	21	7	0	4	0	14	0	0	2	7	18
1804	CALLING LAKE	13	13	9	11	10	12	6	9	9	11	19	128	0	8	128	0	8	0	0	0	13	12	0	0	72	5	129
1805	CHIPEWYAN LAKE	0	2	1	4	2	2	1	3	1	2	0	0	0	0	18	0	3	0	0	0	1	2	0	0	0	3	18
1806	CONKIN	4	3	6	3	6	1	5	4	0	0	0	0	0	0	32	0	4	0	0	0	0	3	0	0	1	4	31
1807	MISTASSINI	0	0	0	0	0	0	0	0	54	70	60	74	40	49	347	2	0	0	0	0	32	53	0	0	329	0	250
1808	ELIZABETH	19	16	14	16	12	15	16	17	0	0	0	0	0	0	125	0	16	2	0	2	2	28	0	0	0	13	125
1809	J. F. DION	11	9	8	6	4	5	4	0	0	0	0	0	0	0	47	0	8	0	0	1	2	4	0	0	1	8	46
1810	ATHABASCA DELTA	18	13	20	19	24	21	23	21	18	19	11	15	222	0	222	0	14	0	0	1	17	22	0	1	6	12	221
1812	FORT MCKAY	19	6	12	11	10	9	4	4	0	0	0	0	0	0	75	0	22	1	0	2	8	10	0	19	68	22	75
1817	GIFT LAKE	24	17	17	15	20	17	15	12	20	0	0	0	0	0	157	0	16	0	0	0	5	20	0	16	157	18	157
1818	GROUARD	12	8	11	9	11	9	4	12	7	0	0	0	0	0	83	2	15	2	0	0	5	13	0	0	16	12	75
1820	FATHER R. PERIN	9	12	9	6	5	8	9	3	5	0	0	0	0	0	66	0	9	0	0	0	6	5	0	0	63	9	66
1822	DR. MARY JACKSON	5	4	4	0	4	3	1	1	1	0	1	0	0	0	23	0	9	0	0	1	1	1	0	0	0	7	19
1823	LITTLE BUFFALO	21	15	17	18	12	8	14	13	13	4	20	9	164	0	164	0	21	0	0	0	9	15	0	0	8	20	156
1827	PADDLE PRAIRIE	14	8	6	5	3	7	8	10	8	12	2	4	87	1	87	1	12	0	0	0	7	10	0	0	1	9	86
1828	PEERLESS LAKE	11	5	12	17	9	9	9	9	7	9	9	12	11	120	0	10	0	0	0	0	6	8	0	0	89	10	120
1829	PELICAN MOUNTAIN	4	4	3	3	1	3	0	0	0	0	0	0	0	0	18	0	4	0	0	0	1	0	0	0	6	3	13
1830	SUSA CREEK	4	5	7	5	6	4	3	5	0	0	0	0	0	0	39	0	3	0	0	1	3	1	0	0	0	2	33
1832	KATERI	8	10	5	8	7	5	11	5	6	6	6	3	80	0	80	0	12	0	0	0	1	2	0	1	45	12	80
1833	BISHOP ROUTHIER	8	11	7	6	12	7	0	0	0	0	0	0	0	0	51	0	12	0	0	0	4	12	0	10	50	11	50
1834	ST. THERESA	79	41	52	60	54	42	0	0	0	0	0	0	0	0	328	0	53	12	1	12	18	86	0	6	209	44	293
	Sub - Total	294	231	236	245	232	210	199	209	167	172	135	114	2444	5	276	5	276	24	1	26	155	335	0	53	1153	232	2192
	HOME SCHOOLERS	1	0	1	0	0	1	0	1	0	1	0	0	1	5													
	Sub - Total	295	231	237	245	232	210	200	209	168	172	135	115	2449	5	276												
	CADOTTE LAKE	3	0	2	0	1	0	0	0	0	0	0	1	1	0	8												
	DAWSON CREEK	0	0	0	1	0	0	1	0	1	0	1	0	1	4													
	FORT SMITH	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
	FORT SMITH H/S	0	0	0	0	0	0	0	0	0	0	0	0	0	1													
	BIGSTONE COMM SCH	7	11	6	4	7	3	2	0	0	0	0	0	0	1													
	Sub-Total Special App	10	11	8	5	8	3	3	0	1	1	1	1	1	2													
	GRAND TOTALS	305	242	245	250	240	213	203	209	169	173	136	117	2502	5	278												

Incl in Regular Count

ATTENDANCE PERCENTAGE BY GRADE, BY SCHOOL FOR THE MONTH OF April 2014

SCHOOL	ECS	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ANZAC	85	89	84	93									
ATHABASCA DELTA	59	66	68	63	68	60	70	54	67	56	68	78	64
BILL WOODWARD					90	90	85	92	90	86	96	93	
BISHOP ROUTHIER	70	80	88	81	86	91	84						
CALLING LAKE	74	85	75	74	66	82	77	74	73	57	72	65	74
CAREER PATHWAYS											79	79	84
CHIPEWYAN LAKE	75		96	36	74	100	36	36	66	100	100		
CONKLIN	77	82	94	91	100	88	80	97	97				
DR. MARY JACKSON	83	81	93	91	87	89	87	87	87		87		
ELIZABETH	83	80	87	90	85	85	86	83	81				
FATHER R. PERIN	77	66	73	67	88	52	67	62	74	73			
FORT MCKAY	62	82	80	81	83	78	80	86	78				
GIFT LAKE	76	79	84	80	83	82	80	65	68	64			
GROUARD	73	87	89	84	85	76	86	52	89	89			
VIEW-EAST PR	98	73	92	98	90	95	91						
J. F. DION	94	90	87	94	84	99	98	61					
KATERI	74	85	93	86	91	73	71	86	39	57	48	78	85
LITTLE BUFFALO	58	74	59	78	62	77	57	67	66	57	55	62	84
MISTASSINIY								76	67	64	56	48	53
PADDLE PRAIRIE	73	81	79	65	65	77	73	68	79	61	59	78	68
PEERLESS LAKE	86	91	88	84	82	82	90	91	78	83	85	82	77
PELICAN MOUNTAIN	76	41	79	74	80	100	90						
ST. THERESA	74	81	82	84	79	81	81						
SUSA CREEK	85	59	74	87	89	83	85	94	75				

Student Attendance by Division
for the Month of April, 2014

School	ECS	Div 1	Div 2	Div 3	Div 4
Anzac	85	87			
ADCS	74	74	69	67	62
Bill Woodward			86	93	92
Bishop Routhier	65	81	86		
Calling Lake	75	83	80	72	64
Chipewyan Lake	59	92	82	78	92
Conklin	76	91	88	92	
Dr. Mary Jackson	87	89	85	80	80
Elizabeth	92	90	93	88	
Fr. R. Perin	70	61	63	60	
Fort McKay	70	83	81	74	
Gift Lake	78	83	83	75	
Grouard	80	87	87	85	
Hillview	89	85	92		
J.F. Dion	89	86	89	64	
Kateri	72	88	81	69	63
Little Buffalo	61	68	70	66	70
Mistassiniy				71	44
Pelican Mountain	83	79	86		
Paddle Prairie	79	84	80	81	71
Peerless Lake	89	89	88	89	79
St. Theresa	80	84	83		
Susa Creek	86	84	87	82	
All Schools	79	83	83	75	57

Staff Attendance (Based on Leave Applications)

February 1, 2014 to April 30, 2014

	# of Staff	Calendar Days	Possible Days	Actual Days Recorded	Actual Attendance	# of P.D. Days Taken	# of "Other" Days Taken	% Attendance	% Absent	% Absent for PD	% of Other
Certificated Staff	197	56	11032	1107.5	9924.5	64	1043.5	90%	10%	0.58%	9.46%
Uncertified Staff	176	56	9856	879.5	8976.5	51	828.5	91%	9%	0.52%	8.41%
Maintenance Staff	55	60	3300	187.5	3112.5	2	185.5	94%	6%	0.06%	6%
Central Office Staff	43	60	2580	113	2467	0	113	96%	4%	0.00%	4%

Types of Leaves:

Annual Leave
ATA
Casual Sick Days
Compassionate
Conference
Critical Care Leave
Evergreen
Family Care Days
FNMI
Leave – Other
Lieu Days

Maintenance includes:

Area Maintenance Workers
Custodial Staff

Central Office Staff includes:

Ped Supervisors

Staffing Update - May 15, 2014

Bulletin 7

	Certified Staff	Certified Staff - NL	Early Childhood Instructors	ECS - PUF	Teacher Assistants	Special Assistants	School Community Liaison Worker	Family Community Liaison Advisor	Library Assistant	Native Language Instructor	Clerical	Total by School
Anzac	6	0	0	0	1	0	0	0.25	0.5	0.25	1	9
ADCS	18	0	0	0	1	4	1	0	0	2	1	27
Bill Woodward	8	0	0	0	0	4.2	1	0	0.5	0	1	14.7
Bishop Routhier	5	0	0	0	0	4	0	0	0	0	1	10
Calling Lake	12	0	0	0	0	4	0	0	0	1	1	18
Career Pathways	2	0	0	0	1	0	0	0	0	0	0	3
Chipewyan Lake	2	0	0	0.6	0.58	0	0	0	0	0.33	0.27	3.78
Conklin	4	0	0	0	1	0	0	0	0	0	1	6
Dr. Mary Jackson	2	0	1	1	1	1	0	0	0	0	1	7
Elizabeth	9.4	0	1	1.8	1	0	0	0	0	1	1	15.2
Father R. Perin	7	0	0	0	0	0.6	0	0	0	0	0.6	8.2
Fort McKay	7	1	0	0	4.5	0.5	0	0	0	1	1	15
Gift Lake	13	0	1	0	2	4.5	1	0	1	1	1	24.5
Grouard	7	1	0	1	3	1	1	0	0	0	1	15
Hillview	3	0	0	0	1.5	0	0	0	0.2	0.5	0.8	6
J.F. Dion	5.58	0	0	0.4	0	0.74	1	0	0	0	1	8.72
Kateri	7	0	0	0	1	1	0	0	0	1	1	11
Little Buffalo	12	0	0	0	1	4	1	0	0	1	1	20
Mistassiniy	20	0	0	0	3	3	0	2	0	1	2	31
Paddle Prairie	8	0	0	0	2	1	0	0	0	0.5	1	12.5
Peerless Lake	10	0	0	0	1	2	1	0	0	1	1	16
Pelican Mountain	2	0	0	0	0.75	0	0	0	0	0.25	0	3
St. Theresa	22	0	1	5	6	4.5	0	1	1	2	2	44.5
Susa Creek	3.6	0	0	1	1	0	0	0	0	0.4	0.85	6.85
Totals	195.58	2	4	10.8	33.33	40.04	7	3.25	3.2	14.23	22.52	335.95

School Visits by Department September 1, 2013 - April 30, 2014			
	Management	Learning Services Team	Totals
Anzac	1	16	17
ADCS	11	26	37
Bill Woodward	2	13	15
Bishop Routhier	3	10	13
Career Pathways	19	23	42
Calling Lake	10	18	26
Chipewyan Lake	1	7	8
Conklin	4	16	20
Dr. Mary Jackson	3	6	9
East Prairie/Hillview	3	16	19
Elizabeth	1	11	13
Fort McKay	7	23	30
Fr. R. Perin	10	15	25
Gift Lake	15	25	39
Grouard	2	12	14
J.F. Dion	1	9	11
Kateri	7	10	17
Little Buffalo	4	10	15
Mistassiniy	16	22	33
Paddle Prairie	1	3	4
Peerless Lake	6	6	12
Pelican Mountain	1	15	16
St. Theresa	10	21	31
Susa Creek	2	6	8

Bulletin 8



Calling Lake Students Travel to Ottawa



Grade 10 and 11 students from Calling Lake School experienced a trip of a lifetime in Ottawa!

Sharon Loonskin and Jocelyn Arther, Calling Lake School Teachers, organized an exchange through the YMCA Youth Exchanges Canada Program with Nepean High School. The exchange began with Nepean students visiting Calling Lake in April. Before arriving in the northern Alberta community, Nepean students studied Aboriginal History. The visit gave students a taste of First Nations, Métis and Inuit (FNMI) culture through the lens of students, parents and community members in Calling Lake.

From May 4th until May 10th, Calling Lake students explored many sites such as Nepean High School, Canadian War Museum, Parliament Hill, Canadian Museum of Civilization, Canada Science and Technology Centre Museum and a chance to venture into Montreal.

"I am so proud of the effort and time my staff put into organizing this trip for our students," said Cheryl Saddleback, Calling Lake School Principal. "Our students really took ownership of the opportunity as well. They were great hosts and created some wonderful friendships with

the students in Ottawa. It is so important to create and embrace opportunities for our students.”

The field trip was showcased on CBC News on May 5th. See the link below to view the story online!

<http://www.cbc.ca/news/aboriginal/ottawa-and-calling-lake-students-forge-powerful-partnership-1.2632838>



NSD61 Long Service and Recognition Awards



Northland School Division (NSD61) hosted the 2014 Long Service and Recognition Awards on May 8, 2014. The event is held every year to recognize teachers, principals and support staff for special achievements and for years of service

Excellence in Teaching Award

Kirk Keating, Teacher, Bill Woodward School (Anzac)

Judy Meyer, Teacher, Mistassiniy School (Wabasca-Desmarais)

Robert Rowland, Teacher, St. Theresa School (Wabasca-Desmarais)

Edwin Parr Teacher Award

Deborah McLeod-Gladue, St. Theresa School (Wabasca-Desmarais)

Ashley Jones, Bill Woodward School (Anzac)

Arlene Eldridge, Little Buffalo School (Little Buffalo)

20 Years of Service

Julie Mercredi, Teacher, Fort McKay School (Fort McKay)

Laurie Collins, Teacher, Elizabeth School (Elizabeth Métis Settlement)

Lorraine Ridsdale, Teacher, Paddle Prairie School (Paddle Prairie)

Christine Brown, Teacher, St. Theresa School (Wabasca-Desmarais)

Don Tessier, Associate Superintendent

Emily Hunt, School Food Services Operations Manager

Bryan Parker, Plumber

25 Years of Service

Rose Carifelle, Special Assistant, Bishop Routhier School (Peavine Métis Settlement)

Connie Toft, Teacher, Calling Lake School (Calling Lake)

Doris Christian, Bus Driver, Dr. Mary Jackson School (Keg River)

Laura Collins, Native Language Instructor, Elizabeth School (Elizabeth Métis Settlement)

Doreen Gladue, Caretaker, Kateri School (Trout Lake)

Pauline Yellowknee, Teacher Assistant, Kateri School (Trout Lake)

Donna Yellowknee, Teacher Assistant, Kateri School (Trout Lake)

Sophie Gladue, Native Language Instructor, Mistassiniy School (Wabasca-Desmarais)

Nandia Narine, Teacher, St. Theresa School (Wabasca-Desmarais)

Shelley Stevenson, Acting Principal, St. Theresa School (Wabasca-Desmarais)

Susan Chartrand, Teacher, Susa Creek School (Susacreek)

30 years of Service

Norbert Halcrow, Caretaker, Grouard Northland School (Grouard)

35 years of Service

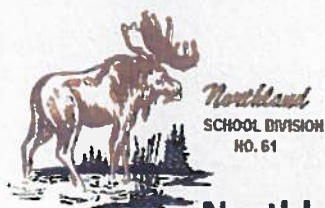
Eileen Auger, Teacher Assistant, St. Theresa School (Wabasca-Desmarais)

Rosalynn Gladue, Library Assistant, St. Theresa School (Wabasca-Desmarais)

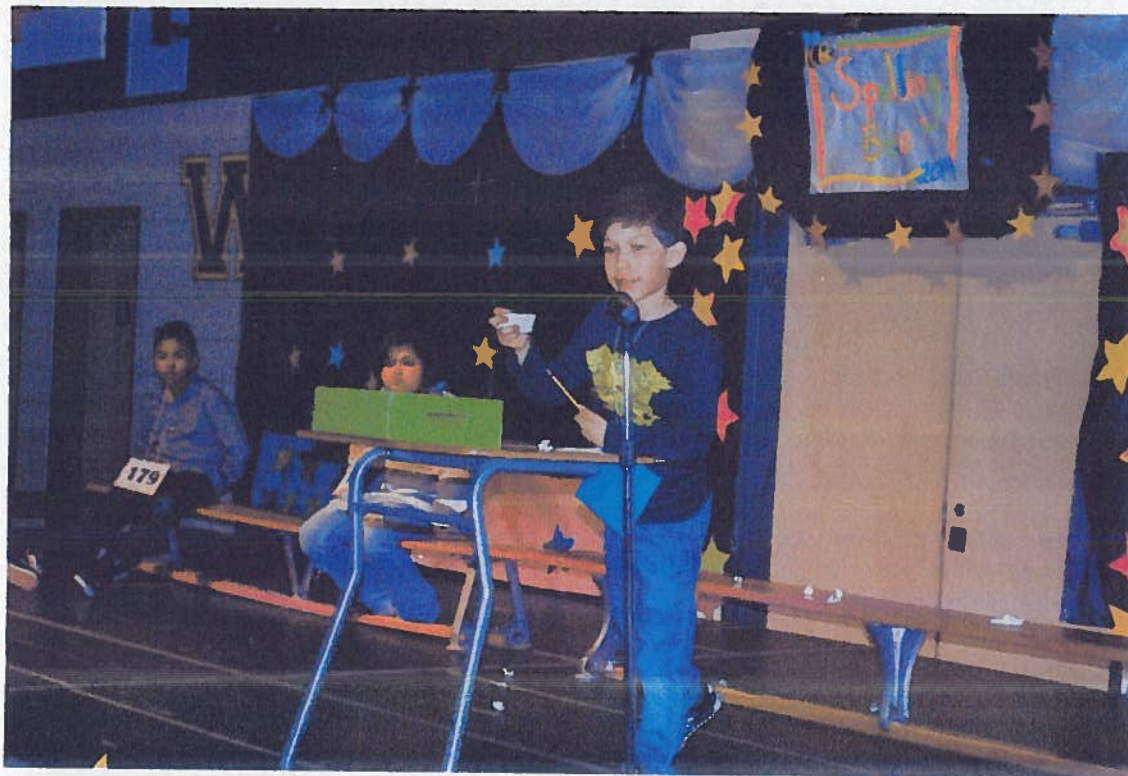
Retirement

Peter Patrick, Teacher, Grouard Northland School (Grouard)

Eliza Gullion, Native Language Instructor, Kateri School (Trout Lake)



Northland School Division No. 61 Regional Spelling Bee



Dinner, D-I-N-N-E-R!

That is what Sidney Roasting spelled correctly to win in the grade 3 category at Northland School Division's (NSD61) Regional Spelling Bee at St. Theresa School in Wabasca-Desmarais! Over 50 Kindergarten to Grade 6 students from 5 schools competed in the event; 4 from NSD61 and Bigstone Cree Nations Oski Pasikoniwew Kamik (OPK) School. The four NSD61 schools included St. Theresa School in Wabasca, Hillview School in East Prairie, Dr. Mary Jackson School in Keg River and Peerless Lake School. Students from each school qualified for the Regional Spelling Bee after placing 1st or 2nd in their local Spelling Bee. Congratulations to all participants, organizers and winners!

Kindergarten

1st - Darbi Bissell (St. Theresa)

2nd- Ashley Auger (St. Theresa), Paula Houle (Peerless Lake)

Grade 1

1st- Jacob Dunham (St. Theresa)

2nd- Zach Bileal (St. Theresa)

3rd- Amaris Noskiye (OPK)

Grade 2

1st- Kaidon Gagnon (St. Theresa)

2nd- Youtin Alook (St. Theresa)

3rd- Halle Alook- Gullion (OPK)

Grade 3

1st- Sidney Roasting (St. Theresa)

2nd- Madison Hamelin (Dr. Mary Jackson)

3rd- Dru Gladue (OPK)

Grade 4

1st- Madison Cardinal (Peerless Lake)

2nd- Draven Muskego (OPK)

3rd- Caleigh Taron-McGrath (St. Theresa)

Grade 5

1st- Bethany Orr (OPK)

2nd- Justin Gladue (OPK)

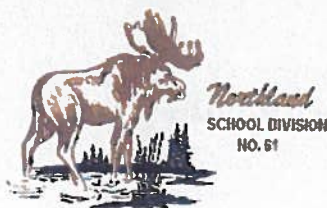
3rd- Alex Dunham (St. Theresa)

Grade 6

1st - Rae-Lynn Anderson (Hillview)

2nd- Sammy Auger (St. Theresa)

3rd- Eliana Desgroselliers (Dr. Mary Jackson)



Wabasca-Desmarais Educator Nominated for Edwin Parr Teacher Award



Northland School Division No.61 (NSD61) is pleased to announce that Deborah Gladue-McLeod, St. Theresa School Teacher, has been selected as NSD61's 2014 Edwin Parr Teacher Award Nominee. The Edwin Parr Teacher Award recognizes first year teachers that demonstrate exemplary dedication and commitment in the field of education.

"I am extremely honoured to be chosen as the Edwin Parr Nominee for Northland School Division", said Gladue-McLeod.

Deborah, who started out as a teacher assistant with NSD61, teaches grade 1 at St. Theresa School. She was one of 20 first year NSD61 teachers to graduate from the Aboriginal Teachers Education Program (ATEP) in 2013.

"Mrs. Gladue-McLeod has developed a great rapport with parents and developed communication connections with them by making phone calls home, visiting homes, meeting with parents at school and sending newsletters," said Shelley Stevenson, St. Theresa School Acting Principal. "She strives to make each student succeed at their level. Students feel loved and safe in her classroom."

Deborah has been praised for developing lesson plans to help students succeed and make connections.

"Family is essentially the most important need in my eyes and making those connections for students has been a top priority," said Gladue-McLeod. "I try to meet all learning styles because if my students express themselves best through drawing or by explaining themselves verbally, then it is always honoured and respected. Just because someone cannot read or write doesn't mean they are not capable of learning and that is why I have my students demonstrate their learning through projects, presentations or simulations."

Deborah, who is originally from Wabasca, is always willing to volunteer her time.

"Mrs. Gladue-McLeod volunteers at school functions such as sporting events and carnivals," said Stevenson. "She is also part of the Mentorship Program where staff members are mentoring other students. She works hard for the benefit of all students in our school."

Deborah says she is thankful to many institutions for her success and believes that ATEP has helped her develop into the teacher she has become.

"NSD61 has always been supportive in my determination to pursue my career when I wanted to become a teacher assistant and then a teacher," said Gladue-McLeod. "I am thankful to the University of Alberta, Northland School Division and Northern Lakes College for developing ATEP. I am also thankful to Bigstone Cree Nation."

Deborah was recognized at the NSD61 Long Service and Recognition Awards at the Sawridge Inn in Peace River on May 8th. She was accompanied by Ashley Jones from Bill Woodward School (Anzac) and Little Buffalo School's Arlene Eldridge who were both in the running for the nomination. Deborah will also be recognized at the Alberta School Boards Association (ASBA) Zone One Awards Luncheon in the fall.



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Kateri School Students Shine in Lego Robotics Tournament

For immediate release – May 28, 2014



Northland School Division No.61 (NSD61) is celebrating a true Cinderella story!

Kateri School, located in Trout Lake, overcame the odds to earn a third place finish at Fort McMurray Public School's 4th Annual Lego Robotics Tournament!

The Kateri Wolves made the nine hour trek to compete against 27 schools in the Fort McMurray region. The event saw students in grades 4 to 9 design and program Lego robots to emulate human like challenges such as time trial racing and sumo wrestling.



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The achievement is truly remarkable considering students had a short period of time to prepare for the event. Andrea Horton, Kateri School Teacher says she is very proud of the kids.

"It was really short notice so more rational people probably would have said are you crazy not this year but we said ok let's do it," said Horton. "The kids have really taken to it; we have a few who have a natural aptitude for it. Everyone has worked very hard and I couldn't be more proud of the kids."

Paul Neethling, Technology Specialist for Kee Tas Kee Now Tribal Council (KTC), started introducing Lego robotics to NSD61 and KTC schools during the 2012-2013 school year. Neething says the kids accomplished a feat that they will never forget.

"I am so proud of these kids," said Neethling. "These students overcame challenging circumstances to achieve success! They practiced three days a week and worked very hard to make sure the programming and design for each robot was just right."

Neething believes Lego Robotics has the potential to play an important role in 21st Century learning for our students and support Inspiring Education and the student-centred learning competencies of the Learning and Technology Policy Framework.

"[Lego Robotics] provides an exceptional opportunity for hands on learning," said Neething. "The most important purpose of Lego Robotics is it gives students a view of what the engineering world looks like. In the engineering world, you need strong skills in math, science and literacy. You need to be able to read instructions, you need to be able to communicate your ideas when writing programs and you need to be able to solve problems and create solutions."

Lillian Noskiye was one of many parents to attend the event. She says she has witnessed the benefits of kids learning Lego Robotics.

"I really like the idea of [students] coming out to an event like the [Lego Robotics Tournament]," said Noskiye. "The kids are able to interact with other schools and learn different cultures. I like the technology part of Lego robotics because it gives them more hands on learning. It teaches them a little bit of everything."



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Tyler Yellowknee was one of 11 students who represented the Kateri Wolves in Fort McMurray. He says he is proud of how everyone performed in the tournament and explained that Lego Robotics has helped him think about his future.

"[Lego Robotics] makes me feel like a mechanic," said Yellowknee. "Lego Robotics has helped me think about becoming a mechanic someday."

For media enquiries contact:

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

BOARD OF TRUSTEES.

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 29, 2014

PRESENTED BY: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

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

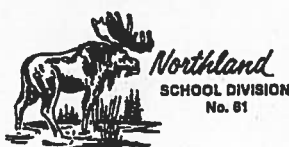
ORIGINATOR: PERSONNEL COMMITTEE

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

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 29, 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, in principle.

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:

**Procedure 420****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 29, 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), in principle.

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:

**Procedure 422****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 29, 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, in principle.

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:



Procedure 434

Salary Administration

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.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 29, 2014

PRESENTED BY: DENNIS WALSH, SECRETARY-TREASURER

SUBJECT: 2014-2015 BUDGET

ORIGINATOR: FINANCE, MAINTENANCE, TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees approve the 2014-2015 budget as attached.

CURRENT SITUATION: This budget must be submitted by May 31, 2014.

BACKGROUND:

School Jurisdiction Code: 1280

**BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2015**

[School Act, Sections 147(2)(b) and 276]

NORTHLAND SCHOOL DIVISION NO 61

Legal Name of School Jurisdiction

(780) 624-2060 (Telephone) (780) 624-5914 (Fax)

Telephone and Fax Numbers

BOARD CHAIR

Dr. Colin J. Kelly

Name

Signature

SUPERINTENDENT

Dr. Donna Barrett

Name

Signature

SECRETARY TREASURER or TREASURER

Dennis M. Walsh, C.M.A.

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board
of Trustees at its meeting held on May 29, 2014 .**
Date

c.c. Alberta Education
c/o Robert Mah, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5

E-MAIL: Robert.Mah@gov.ab.ca (780-427-3855)

TABLE OF CONTENTS

	Page
BUDGETED STATEMENT OF OPERATIONS	3
BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)	3
PROJECTED STATEMENT OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)	4
PROJECTED STUDENT STATISTICS	5
PROJECTED STAFFING STATISTICS	6

Color coded cells:

blue cells:	require the input of data/descriptors wherever applicable.	Grey cells:	data not applicable - protected
salmon cells:	contain referenced juris. information - protected	white cells:	within text boxes REQUIRE the input of points and data.

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2014/2015 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

1. Northland School Division will continue to place sustained emphasis on strengthening language (English and Aboriginal) by multiple strategies that are tailored to the contextual needs of each community. Northland leadership will establish baseline data for these areas and will train all staff in effective teaching of research based strategies.
2. Implement the recommended actions from the external literacy review completed May, 2014.
3. Staff will be provided with school based and online professional learning opportunities to support the 3rd year of the Northland literacy initiative experiential learning and culturally appropriate programming.
4. Resources will be directed to support capacity building in Indigenous languages and cultural programming including land based learning and curriculum weaving.
5. Schools are supported to work with staff and their school communities using school based data to determine priorities, develop plans, and monitor progress to improve outcomes for students in literacy, numeracy, attendance, and successful course completion through the use of culturally relevant programming.
6. The New Teacher Orientation/Teacher Mentorship Program will support new/beginning teachers to become familiar with the Northland context and to provide quality teacher and learning opportunities for all students. All schools will host a community engagement day in August and focus on Community Engagement throughout the year.
7. Pedagogical Supervisors will provide job embedded professional development to improve instruction and build capacity of principal and literacy leads.
8. Northland for the second year will coordinate a district wide initiative to upgrade school libraries.
9. We will continue our commitment to maintaining a safe and caring learning environment for students and staff, by implementing the recommendations of the 2013 maintenance review.
10. Resources will be directed to strengthen CTF/CTS programming including dual credit programming.
11. Northland School Division will begin implementation of Alberta Education's Learning and Technology Policy Framework.
12. Northland will have implemented a new Human Resources and Financial Management system (SRB) to improve processes for human resources and financial management. Our contract with Bellamy will expire the end of August 2014. Mybudgetfile a program that was purchase last year was used by Northland for the first time in preparing our 2014 – 2015 budget.
13. Northland School Division will launch the new division website.
14. Staffing in School Food Services reflects the jurisdiction ratio of cooks to students based on the projected enrolments.
15. Instructional Programming accounts for 63.6% of the total expense.
16. Working with the Auditor General's office to improve community based strategies on improving division attendance.
17. Leadership staff will work on our community based partnerships with our First Nation and Metis communities.
18. Further develop alternative programming to enhance High School completion.

Significant Business and Financial Risks:

The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division. However, efforts are constrained by current funding as follows:

- The major financial burden on the school division will be the salary increase based on grid movement for Certified and Uncertified Staff of approximately \$1,000,000 and the substitute and teacher replacement cost which is budgeted at \$550,000 for 2014 – 2015.
- Our use of Extended Disability Benefits (EDB) has increased over the past several years. For the period ending December 31, 2013 EDB increased by 20%.
- Utilities cost, electricity and propane have increased by over 44% and 33% respectively from 2013 – 2014 actual.
- Insurance cost has increased by approximately 35% compared to 2012 – 2013.
- There will be a significant unfunded liability of \$1,000,000 for maintenance to teacher's residences.
- There is potential for a significant reduction in Federal Revenue if several of our schools come under First Nation control.
- We continue to provide in excess of 475 hours of Instructional time for ECS students; however, current funding for ECS makes this a challenge.
- Maintenance funding is status quo. However, as the building infrastructure continues to deteriorate there is increased potential for unexpected emergencies. - These situations create health and safety issues and disrupt the education of students who have no alternate location for instruction when schools are not operational.

School Jurisdiction Code: 1280

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2014/2015	Fall Budget Update 2013/2014	Actual 2012/2013
REVENUES			
Alberta Education	\$36,668,698	\$36,992,443	\$37,200,087
Other - Government of Alberta	\$930,824	\$0	\$988,929
Federal Government and First Nations	\$20,966,622	\$20,293,271	\$20,862,392
Other Alberta school authorities	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0
Fees	\$0	\$0	\$0
Other sales and services	\$1,274,650	\$2,279,255	\$656,887
Investment Income	\$40,000	\$10,600	\$10,292
Gifts and donations	\$450,000	\$222,878	\$665,555
Rental of facilities	\$957,530	\$1,062,648	\$973,522
Fundraising	\$0	\$0	\$251,134
Gains on disposal of capital assets	\$0		\$156,458
Other revenue	\$0	\$0	\$0
TOTAL REVENUES	\$61,288,324	\$60,850,495	\$61,743,256
EXPENSES			
Instruction	\$39,379,882	\$39,327,747	\$39,872,808
Plant operations & maintenance	\$9,439,207	\$9,029,030	\$9,696,288
Transportation	\$3,572,677	\$3,678,263	\$3,721,237
Administration	\$3,774,411	\$3,428,402	\$3,233,159
External Services	\$5,287,162	\$5,606,329	\$5,172,372
TOTAL EXPENSES	\$61,452,339	\$61,069,771	\$61,695,864
ANNUAL SURPLUS (DEFICIT)	(\$164,015)	(\$219,276)	\$47,392

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2014/2015	Fall Budget Update 2013/2014	Actual 2012/2013
EXPENSES			
Certificated salaries	\$20,940,642	\$21,596,506	\$21,031,067
Certificated benefits	\$4,351,911	\$4,150,964	\$4,092,469
Non-certificated salaries and wages	\$13,306,691	\$12,219,849	\$13,282,741
Non-certificated benefits	\$3,642,980	\$2,912,849	\$2,916,643
Services, contracts, and supplies	\$14,683,930	\$16,165,900	\$15,450,160
Capital and debt services			
Amortization of capital assets			
supported	\$3,272,623	\$2,998,969	\$3,192,643
unsupported	\$1,208,400	\$1,027,049	\$1,609,872
Interest on capital debt			
supported	\$0	\$28,901	\$23,193
unsupported	\$0	\$784	\$433
Other interest and finance charges	\$45,162	\$8,000	\$29,088
Losses on disposal of capital assets	\$0		\$67,735
Other expense	\$0	\$0	\$0
TOTAL EXPENSES	\$61,452,339	\$61,069,771	\$61,695,864

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)
for the Year Ending August 31

	(1) ACCUMULATED OPERATING SURPLUS (2+3+4+7)	(2) INVESTMENT IN TANGIBLE CAPITAL ASSETS	(3) ENDOWMENTS	(4) ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	(5) UNRESTRICTED SURPLUS	(6) INTERNALLY RESTRICTED OPERATING RESERVES	(7) CAPITAL RESERVES
Actual balances per AFS at August 31, 2013	\$10,052,128	\$8,465,499	\$0	\$247,204	\$247,204	\$0	\$1,339,425
2013/2014 Estimated impact to AOS for:							
Estimated surplus(deficit)	(\$219,276)			(\$219,276)	(\$219,276)		\$0
Estimated Board funded capital asset additions		\$1,181,488		(\$1,181,488)	(\$1,181,488)	\$0	\$0
Estimated Disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$4,026,018)		\$4,026,018	\$4,026,018		
Estimated capital revenue recognized - Alberta Education		\$3,020,254		(\$3,020,254)	(\$3,020,254)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated Unsupported debt principal repayment		\$0		\$0	\$0		\$0
Estimated reserve transfers (net)				\$0	\$0		\$0
Estimated Assumptions/Transfers of Operations (Explain)	\$0	\$0		\$0	\$0		\$0
Estimated Balances for August 31, 2014	\$9,832,852	\$8,641,223	\$0	(\$147,796)	(\$147,796)	\$0	\$1,339,425
2014/2015 Budget projections for:							
Budgeted surplus(deficit)	(\$164,015)			(\$164,015)	(\$164,015)		\$0
Projected Board funded capital asset additions		\$0		\$0	\$0		\$0
Budgeted Disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		
Budgeted Amortization of capital assets (expense)		(\$4,481,023)		\$4,481,023	\$4,481,023		
Budgeted capital revenue recognized - Alberta Education		\$3,272,623		(\$3,272,623)	(\$3,272,623)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted Unsupported debt principal repayment		\$0		\$0	\$0		\$0
Projected reserve transfers (net)		\$0		\$0	\$0		\$0
Projected Assumptions/Transfers of Operations (Explain)	\$0	\$0		\$0	\$0		\$0
Projected Balances for August 31, 2015	\$9,668,837	\$7,432,823	\$0	\$896,589	\$896,589	\$0	\$1,339,425

ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS SUMMARY- 2014/2015 BUDGET REPORT
The following explains the anticipated changes to Unrestricted Surplus, Investment in Tangible Capital Assets, Endowments, Operating Reserves and Capital Reserves for 2013/2014 and 2014/2015 and breaks down the planned additions to unsupported capital. Additional space is provided in the next tab.

Reason for Changes in Unrestricted Surplus; Investment in Tangible Capital Assets; Endowments; Operating Reserves; and Capital Reserves
2013/2014

See Next Tab

ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS
for the Year Ending August 31

The following explains the anticipated changes to Unrestricted Surplus, Investment in Tangible Capital Assets, Endowments, Operating Reserves and Capital Reserves for 2013/2014 and 2014/2015 and breaks down the planned additions to unsupported capital.

Reason for Changes in Unrestricted Surplus; Investment in Tangible Capital Assets; Endowments; Operating and Capital Reserves
2014/2015

Planned Changes to Board Funded Tangible Capital Assets
2013/2014

The following is a list of some of the major capital expenditures for the 2013-2014 budget totalling \$1,181,488:

Wireless for 15 schools	\$ 91,000
Student Safety - Volp redundancy	\$ 39,000
Mini-trailers and CTS Kits	\$115,000
HR and Finance Management System	\$300,000
4 - New School Buses	\$355,000
School Food Services New Equipment	\$167,000
Parking Lot at St Theresa	\$100,000
Other Equipment	\$ 14,488

2014/2015

The following is a list of some of the major capital expenditures for the 2014 - 2015 budget totalling \$636,100:

4 - School Buses	\$400,000
3 - Trucks for Maintenance	\$136,000
Tractor/Snowblower	\$ 27,000
Landscaping unit for Bobcat	\$ 8,500
HVAC Duct Cleaning unit	\$ 13,600
Video Conferencing upgrade	\$ 13,000
Server Replacements	\$ 38,000

Other information:

PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

	Budgeted 2014/2015 (Note 2)	Actual 2013/2014	Actual 2012/2013	Notes
GRADES 1 TO 12				
Eligible Funded Students:				
Grades 1 to 9	1,198	1,453	1,153	Head count
Grades 10 to 12	80	85	131	Note 3
Total	1,278	1,248	1,284	Grades 1-12 students eligible for base instruction funding from Alberta Education.
Other Students:				
Total	1,291	1,264	1,111	Note 4
Total Net Enrolled Students	2,369	2,312	2,395	
Home Ed and Blended Program Students	9	5	15	Note 5
Total Enrolled Students, Grades 1-12	2,378	2,317	2,406	
Of the Eligible Funded Students:				
Severely Disabled Students served	155	155	63	Total eligible funded severely disabled student FTEs; including Code 40s (excluding Code 47s).
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	174	166	159	ECS children eligible for ECS base instruction funding from Alberta Education.
Other children	93	110	105	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	267	276	267	
Program Hours	997	997	997	Minimum: 475 Hours
FTE Ratio	1.049	1.049	1.049	Actual hours divided by 950
FTE's Enrolled, ECS	260	290	312	
Of the Eligible Funded Children:				
Severely Disabled Children served	26	26	23	Total eligible funded severely disabled children FTEs, including Code 40 children in program units.

- NOTES:**
- 1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
 - 2) Budgeted enrolment is to be based on best information available at time of the 2014/2015 budget report preparation.
 - 3) The # of FTE grade 10-12 students is determined by taking the total # of students' credits / 35; where 35 CEU's = 1 FTE.
 - 4) Other Grade 1-12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or INAC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.
 - 5) Because they are funded separately, Home Education students are not included with total net enrolled students. In the blended program, funding per student is pro-rated on the percentage of the student's program which is taken at school and at home; home education students are assigned a weighting of 0.25 FTE for base funding.

School Jurisdiction Code: 1280

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budgeted 2014/2015	Actual 2013/2014	Actual 2012/2013	Notes
<u>CERTIFICATED STAFF</u>				
School Based	198.0	197.6	200.8	Teacher certification required for performing functions at the school level.
Non-School Based	10.0	11.0	18.0	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	208.0	208.6	218.8	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Certificated Staffing Change due to:				
Enrolment Change	-	-	-	If negative change impact, the small class size initiative is to include any/all teachers retained.
Other Factors	3.4	10.2	14.4	Descriptor (required):
Total Change	8.4	10.2	14.4	Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:				
Continuous contracts terminated	-	-	-	FTEs
Non-permanent contracts not being renewed	-	-	20.0	FTEs
Other (retirement, attrition, etc.)	-	-	4.0	Descriptor (required):
Total Negative Change in Certificated FTEs	-	-	24.0	Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
<u>NON-CERTIFICATED STAFF</u>				
Instructional	152.9	115.4	120.2	Personnel providing instruction support for schools under 'Instruction' program areas.
Non-Instructional	184.2	172.6	164.7	Personnel in Transportation, Board & System Admin., O&M and External service areas.
Total Non-Certificated Staff FTE	297.1	287.8	284.9	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Non-Certificated Staffing Change due to:				
Enrolment Change	-	-	-	FTEs
Other Factors	9.5	22.8	36.9	Descriptor (required):
Total Change	9.5	22.8	36.9	Year-over-year change in Non-Certificated FTE