

**June 26, 2014  
Board Meeting  
Attachments**

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# Northland School Division CTS/CTF June 2014



# Areas of study in schools

- MDC - Communications Technology - Mistassiniy, ADCS, Bill Woodward, Calling Lake, Little Buffalo, Peerless Lake, Kateri, Career Pathways (Elizabeth, St. Theresa)
- TMT - Fabrication – ADCS, Bill Woodward, Career Pathways (Little Buffalo, Mistassiniy)
- TMT - Construction – Mistassiniy, Little Buffalo, Peerless Lake, Bill Woodward, ADCS, Career Pathways
- HRH - Cosmetology/Esthetics – Paddle Prairie, Peerless Lake, Loon Lake, Career Pathways (CPO)
- HRH - Foods – ADCS, Bill Woodward, Mistassiniy, Paddle Prairie, Calling Lake

# Paddle Prairie School Gr. 6 – 7 (4 – 12)





# Pelican Mountain School, Gr. 4 - 6





# Kateri School, Gr. 6 - 7





# Calling Lake School





# OPK – Gr. 6 – 7 (NLC shop Wabasca)





# Areas of Study in schools, cont'd

- MDC – Design Studies – Mistassiniy, CPO, Bill Woodward
- MDC – Fashion Studies – ADCS, Mistassiniy, Susa Creek,
- NAT – Agriculture – Dr. Mary Jackson
- NAT – Environmental Stewardship – Bill Woodward, Little Buffalo
- NAT – Wildlife – Calling Lake
- TMT – Mechanics – Little Buffalo, Peerless Lake, Loon Lake, Cadotte Lake
- BIT – Business and Entrepreneurship – Bill Woodward, Mistassiniy, Career Pathways Outreach

# Chipewyan Lake School Gr. 4 - 10





# Mistassiniy School





# Peerless Lake School Gr. 10 -12, 5 - 6





# ADCS





# ADCS







# Work with other Organizations

- Alberta Education – CTF (Aspenview) – Wellness – Equipment transfer
- Northern Lakes College – Space, Dual Credit, TOLKO, CTS trailers ... very good neighbours
- KTC – Paul Neethling OSLI – Bev Barca
- ADCS, Keyano, Careers Next Generation, RMWB and Non-profits
- Skills Alberta – Try a Trade – 7 schools had students attend
- NAIT, U of A, Grant MacEwan, GPRC, Portage, RDC
- Atoske Action Group – AAG
- World ICU



# Hillview School Gr. 5/6





# St. Theresa School    Grade 6s





# CJS – Loon River









# Skills Alberta - Edmonton

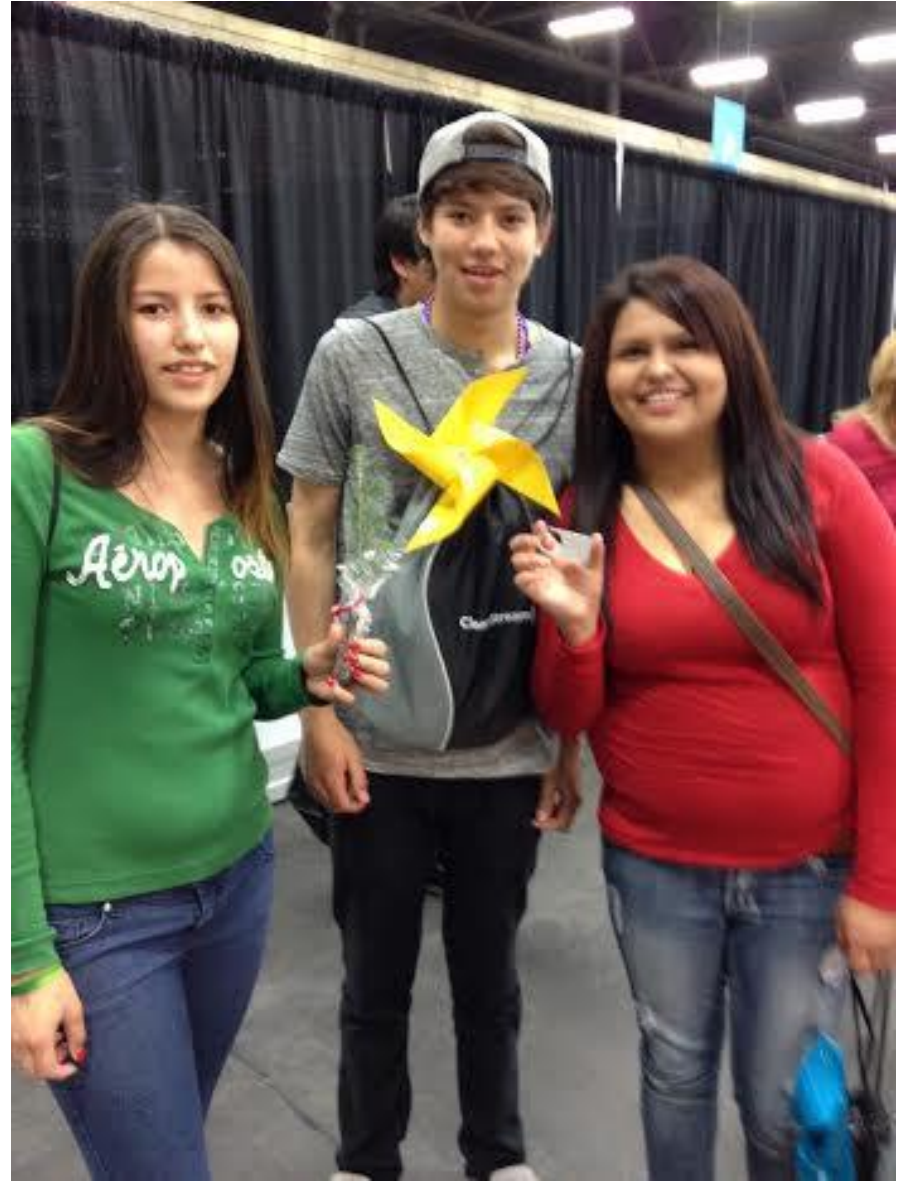




# Bishop Routhier School











# Fort McKay School Gr 5 - 8





# Dr. Mary Jackson Gr. 4 - 10





# Bill Woodward School



# Grouard School





# TRC Edmonton



# CTF/CTS 2014 – 2015

- Budget – about 115 k spent of 150, PD and purchases = mostly gone
- Credits – few more weeks we'll be able to compare to last year
- Staff – Capacity building, professional development, turnover, differentiated support, (KTC/NSD ...)
- Fundraising – Cenovus, Suncor, D ...joint w NLC, KTC, NSD
- Robotics, digital media, sublimation, textiles, legal studies, business, sports management
- Space to work from
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## **NSD61 Graduation Video Project 2013-2014**

*June 26, 2014*

Northland School Division No. 61 (NSD61) has completed an important journey to showcase student voice and recognize high school graduates. In March, 2014, Curtis Walty, Communications Coordinator and Terry Lynn Cook, Pedagogical Supervisor, spearheaded this movement by developing the “NSD61 Graduation Video Project 2013-2014”. This project involved gathering short video clip interviews from grade 12 graduates. Students were asked a series of questions relating to their educational experience. The questions include:

- What are some positive experiences you have had at school?
- What motivated you to graduate?
- What inspirational message would you like to leave with future students?
- What are your future plans?
- Can you think of strategies to improve the learning experience at Northland School Division?

The “NSD61 Graduation Video Project 2013-2014” highlights many of the positive practices happening throughout the division. The video provides important feedback for the Northland Board and has the potential to assist with professional development sessions for educators.

NSD61 would like to thank the following schools, individuals and departments for helping with the “NSD61 Graduation Video Project 2013-2014”

- **NSD61 grade 12 graduates who participated in the video!!**
- **Donna Barrett, Superintendent of Schools**
- **NSD61 FNMI Programming Department**
- **Micheal Auger: assisted NSD61 with editing the video**
- **Paddle Prairie School staff**
- **Calling Lake School staff**
- **Peerless Lake School staff**
- **Mistassiniy School staff**
- **Career Pathways School staff**
- **Athabasca Delta Community School staff**
- **Kateri School staff**



## Superintendent's Report June 26, 2014

### May, 2014

30	Grouard – Northland Games
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### June, 2014

2	Grouard – Meeting with Local School Board Committee
3	Bishop Routhier– Meeting with When We Were Healthy
4	Grouard – Meeting with Grouard Northland School Principal Grouard – Meeting with Gift Lake School Principal Wabasca – Meeting with Calling Lake School Principal
5	Peace River - Teleconference with U of A Peace River – Meeting with Cadotte Lake Representative
6	Fairview – Edwin Parr Evaluation at St. Thomas More School Peace River – Peerless Lake Local School Board Committee Meeting
9	Peace River – Divisional Leadership Team Meeting
10	Peace River – Meeting with Education Minister Jeff Johnson
11	Peace River – Teleconference Meeting with Alberta Education and Office of the Auditor General regarding Attendance
12	Buffalo Head Prairie – Edwin Parr Evaluation at Buffalo Head Prairie School
13	Cleardale – Edwin Parr Evaluation at Menno Simons Community School
16	Gift Lake – Meeting with Gift Lake Metis Settlement Council and LSBC Atikameg – Meeting with Gift Lake School Staff Peerless Lake – Meeting with Peerless Lake Local School Board Committee
17	Peace River – Committee Meetings and Agenda Review Peace River – Little Buffalo Staff Appreciation Supper
18	Peavine – Tour Bishop Routhier School with Assistant Deputy Minister Gift Lake – Tour Gift Lake School with Assistant Deputy Minister Martin Lake – Tour Cultural Camp with Assistant Deputy Minister
19	Wabasca – Tour Mistassiniy School, St. Theresa School, and Career Pathways with Assistant Deputy Minister Calling Lake – Meeting for Calling Lake Project
20	High Prairie – Meeting with Education Minister Jeff Johnson Gift Lake – Grade 9 Gift Lake Graduation
21	Trout Lake – Kateri School Graduation
23	Slave Lake – Quality of Work/Life Meeting
24	Peace River – Learning Services Team Meeting Peace River – Advisory Committee Supper and Orientation
25	Peace River – Advisory Committee Meeting
26	Peace River – Corporate Board Meeting

### Committed Dates:

27	High Prairie – Gift Lake School Appreciation Lunch
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# the Director's Report

JUNE 2014

FNMI AND FIELD SERVICES

## Important Dates for School Jurisdictions

- June 4, 2014 – Inspiring Education Symposium, Red Deer

## Curriculum

### Curriculum Development Prototyping Update

Alberta Education is collaborating in new ways with publicly funded school authorities and their teachers in having them develop and review aspects of future provincial curriculum for the ministry's consideration. One of these processes is Curriculum Development Prototyping, which provides the opportunity for our education partners to make a greater contribution earlier in the process to develop curriculum. A short video that highlights this new collaborative approach to developing curriculum is available on the Inspiring Education YouTube channel at

<http://www.youtube.com/watch?v=6qROZ3vYJyU&list=UUNMaJ2GhV7FKFLOZ6h3sASA>.

The prototyping process will yield draft aspects of provincial curriculum for all grade levels for six subject/discipline areas (Arts Education, Language Arts [English/French Language Arts, Français], Mathematics, Social Studies, Sciences, Wellness Education). These draft aspects will be used by Alberta Education to develop future provincial curriculum for Kindergarten to grade 12 (K–12) with feedback and further vetting by education partners.

Alberta Education's prototyping partners are currently working on developing a K–12 Scope and Sequence for each of the six subject/discipline areas. Beginning June 2014, ministry staff will bring together and refine the prototyping partners' scope and sequences to create a K–12 Scope and Sequence appropriate for consideration at the provincial level. Learning Outcomes, the next draft aspect of provincial curriculum, are due to Alberta Education at the end of August 2014, and will provide further insights for consideration by the ministry in its work to develop provincial curriculum. Our prototyping partners are using the current programs of study as the starting point of their work. In an effort to give teachers and students more flexibility, our prototyping partners will be identifying fewer learning outcomes.

Alberta Education will be offering various engagement opportunities for education partners and parents to build awareness and understanding for the future use of the draft provincial programs of study. The ministry will invite interested teachers to use these draft programs of study in their classrooms and provide feedback and advice to the ministry on possible refinement and enhancements. More engagement opportunities are also being planned, such as subject-area expert panels and online focus groups, to gather further feedback and advice from teachers, experts and the broader community. Alberta Education will refine and enhance the final provincial Programs of Study that will move forward for ministerial approval.

Provincial implementation dates for new Programs of Study are to be determined. Teachers will have ample opportunity to "test drive" the draft programs of study and time to determine supports required for successful implementation. Dates will be determined in consultation with education partners based on readiness and supports being in place.

More information about Curriculum Development Prototyping is available on Alberta Education's website at <http://education.alberta.ca/departments/ipr/curriculum/curriculum-development-prototyping.aspx>. A list of prototyping partners is also available online at <http://education.alberta.ca/media/8382747/partners.pdf>.

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

### **Highlighting Student Engagement**

Alberta Education continues to demonstrate how future curriculum will improve learning for Alberta students.

Alberta's future Programs of Study will be less prescriptive and will empower the professional judgement of teachers to enable them to support in better ways the unique learning needs of the students in their communities. By having fewer learning outcomes, and less overlap and duplication among Programs of Study, teachers will be able to maximize their creativity when designing learning experiences with more opportunity to include local and community needs. Students also will have more opportunities to engage in their learning and focus deeply in an area of study.

Students at Michael Strembitsky School in Edmonton had the opportunity to experience these benefits of future curriculum. Students collaborated to use an allocated budget to bid on a lot in the fictitious development of Shark Lake and then actually create a scale-model home. A video that highlights how students were engaged in their learning is available on the Inspiring Education YouTube channel at <http://www.youtube.com/watch?v=6qROZ3vYJyU&list=UUNMaJ2GhV7FKFLOZ6h3sAS>.

More information about Curriculum Redesign is available on Alberta Education's website at [education.alberta.ca/curriculumredesign](http://education.alberta.ca/curriculumredesign).

### **Field Testing of Grade 3 Student Learning Assessments**

While most school authorities will pilot the new Grade 3 Student Learning Assessment (SLA) in the fall of 2014, many benefitted from an early look at the assessment through field testing from April 22 to the end of May 2014.

Field testing is an important component in the development process as test questions are administered to determine difficulty level and appropriateness for use on the SLA. Teachers have the opportunity to provide comments about potential questions, which contributes to developing fair, valid and reliable assessments.

Components of the Grade 3 SLAs have been determined in partnership with the Alberta School Boards Association, Alberta School Councils Association, Alberta Teachers' Association, College of Alberta School Superintendents, and Alberta Assessment Consortium. The structure of the SLAs will have four components: digitally scored literacy component; literacy performance-task component; digitally scored numeracy component; and numeracy performance-task component.

The new SLAs contribute to realizing the vision of Inspiring Education by enabling parents and teachers to be aware of a child's strengths or areas needing improvement at the start of the school year. The SLAs will be administered at the start of Grades 3, 6 and 9 and will reference the current provincial Programs of Study until the implementation of future curriculum through the Curriculum Redesign initiative.



The announcement and demonstration of the grade 3 SLA pilot is available on Alberta Education's website at <http://alberta.ca/release.cfm?xID=363969CF77C7F-A945-6C4C-A01529FB80F01A78>. The latest *Student Learning Assessment Update* is available at [http://education.alberta.ca/media/8649851/sla\\_update-spring2014.pdf](http://education.alberta.ca/media/8649851/sla_update-spring2014.pdf) and in French at [http://education.alberta.ca/media/8652739/sla\\_miseajour\\_printemps2014.pdf](http://education.alberta.ca/media/8652739/sla_miseajour_printemps2014.pdf). A technical requirements document also is available on Alberta Education's website at [http://education.alberta.ca/media/8416904/ministryapp\\_webstdrds\\_slatechrqrmnts.pdf](http://education.alberta.ca/media/8416904/ministryapp_webstdrds_slatechrqrmnts.pdf) and in French at [http://education.alberta.ca/media/8439759/minappwebstdslatechrqd\\_fr.pdf](http://education.alberta.ca/media/8439759/minappwebstdslatechrqd_fr.pdf).

### **Important Information Regarding Alberta's Math Program**

Alberta Education will be clarifying some of the elementary math program outcomes that relate to basic facts. This will help our education partners clearly understand the expectations of Alberta's current math program – students are expected to know and understand how to add, subtract, multiply and divide, and they must understand their number facts and commit them to memory. These clarifications to the Kindergarten to Grade 9 mathematics program of studies, along with new and revised support documents, will be available on the website before the end of the 2013/2014 school year.

Alberta Education recognizes that teachers and parents have a significant role to play in student learning, and that teachers remain the first and best point of contact for parents seeking to understand how the math program is meeting their child's needs.

New supports for the math program include a:

- series of five videos for parents that show elementary students communicating, solving problems, using technology and applying strategies in mathematics (<http://education.alberta.ca/teachers/program/math/videos.aspx>).
- Q&A document for teachers that clarifies program expectations and supports parental engagement ([http://education.alberta.ca/media/8394320/q-a\\_teach\\_eng.pdf](http://education.alberta.ca/media/8394320/q-a_teach_eng.pdf)).
- Q&A document for parents that answers key questions that parents may have about mathematics education in Alberta ([http://education.alberta.ca/media/8394307/q-a\\_par\\_eng.pdf](http://education.alberta.ca/media/8394307/q-a_par_eng.pdf)).

In addition to these new materials, Alberta Education's mathematics web page ([education.alberta.ca/math](http://education.alberta.ca/math)) is an excellent resource for students, parents and educators. The web page includes an extensive selection of fact sheets for parents of students in Kindergarten to Grade 12 and a variety of supports for teachers.

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

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

## **Inclusive Education**

### **Early Child Development Mapping Project**

The Early Child Development Mapping Project data and the community coalitions are strong examples of two of Inspiring Education's guiding principles. Through the establishment of over 100 community coalitions, Albertans have moved toward shared responsibility and community engagement to provide young children with a solid start.

Early Development Instrument (EDI) baseline results for communities were released on April 28, 2014. The results, along with socio-economic data and information on community resources, were shared with community coalitions during their second provincial gathering on April 28 and 29, 2014. These three pieces make up EMap.

Baseline EDI results for Alberta have been updated to include a total of 70,200 kindergarten-age children. EDI information was collected in two waves by school authorities between 2009 and 2013, and the data has been merged to create a provincial baseline for comparing future EDI results and tracking change over time.

Baseline results provide a more complete picture of early development in Alberta than interim results, which were released earlier. Differences between the interim and baseline results do not reflect actual changes in early development. They are largely the result of adding information on large numbers children into the data base. For example, EDI information was collected on an additional 20,000 children in 2013.

Over the next few months, government will review the 100 final community coalition reports, and this data will help inform policy and program development in support of young children across Alberta.

To view the updated Community reports, visit the EMap website at [www.EMap.ca](http://www.EMap.ca).

For further information, please contact Raelene Finlayson, Senior Manager, Learner Services Branch, at [Raelene.Finlayson@gov.ab.ca](mailto:Raelene.Finlayson@gov.ab.ca) or at 780-427-4159. Dial 310-0000 first for toll-free access in Alberta.

### **Individualized Program Planning Templates: Going Forward into 2014/2015**

To support the new Education Act, ministry work is underway to align corresponding regulations, Ministerial Orders, including the Standards for Special Education (2004) and other related policies. As a result, a selection of optional sample Individualized Program Plan (IPP) templates was made available on the Education website on October 16, 2013. These templates are an optional resource to help the education system transition to meet the expectations of the Education Act and related regulations in 2015. The templates will fulfill the current requirements related to IPPs, as outlined in the Standards for Special Education, and reflect the shifts in thinking and practice articulated in Inspiring Education.

Over the past several months, Education collected feedback on the optional templates, including at a provincial IPP discussion in February 2014, where participant feedback was overwhelmingly positive. Participants commented on the value of the Inclusive Education Library and how it contains templates and information that support teachers in ensuring they are able to provide meaningful instruction for every student. The optional templates were viewed as useful and reflective of Inspiring Education principles. Many participants also commented that the new templates reflect jurisdictional philosophy on inclusion and are supportive of the shifts in thinking and practice toward which they are working. This feedback is being used to make minor enhancements, and the revised templates will be reposted on the Education website before the end of June for schools to use in the coming year.

During this time of transformational change, educators continue to develop new ways of responding to the learning needs of each and every student. The ministry recognizes the importance of providing teachers with information and resources that support the learning for all students in their classroom. Teachers will continue to identify and respond to the educational needs of individual students who require additional supports to be successful learners. One of the guiding principles of Inspiring Education is inclusive, equitable access, and on page 32, it states, "Some learners will require additional specialized supports to fully access these opportunities." To ensure individual learners receive the instructional supports they need to be successful, it is



critical that there be a plan in place that identifies the student's specific learning needs and the school's commitment to meet these needs. The IPP templates are available for this purpose to assist teachers and others who support learner success.

For further information, please contact Leah Dushenski, Senior Manager, School Accreditation and Standards Branch, at [Leah.Dushenski@gov.ab.ca](mailto:Leah.Dushenski@gov.ab.ca) or at 780-427-6894. Dial 310-0000 first for toll-free access in Alberta.

### **Moving to Unified English Braille**

Alberta's braille-using students are moving to a new braille code. Unified English Braille (UEB), a move to combine literary, mathematics, science and computer braille codes into one integrated code, has been moving forward in the English-speaking world. Implementation in North America is currently underway. Braille Literacy Canada approved UEB in 2010, and the Braille Authority of North America made the transition in November 2013.

UEB has now been adopted by all of the major English-speaking countries in the world, with some of them in full implementation. For several months, the Canadian Association of Education Resource Centres (CAER), of which Alberta's Services for Students with Visual Impairments is a member, has been planning the national implementation, and an Alberta committee has been working on planning implementation in Alberta. The 2014/2015 school year will mark the beginning of ECS-Grade 6 implementation. In the following year, Grades 7-9 will follow suit, and the 2016/2017 school year will include Grades 10-12.

Training will be a key element in the successful implementation of UEB. Two training sessions took place this spring, focused on the literary aspect of UEB and the math/science aspect up to a grade 6 level. Over 40 vision teachers and braille transcribers took part in the training. In the future, more technical training will take place to account for the secondary students moving into UEB and requiring a higher skill level for their advanced math and science courses. Additional training opportunities will be announced in the near future to support the braille transcription needs of school-based teams.

This transition will make the acquisition of comprehensive braille reading skills, and ultimately the development of strong literacy and numeracy skills, a reality.

For further information, please contact Roy McConnell, Manager, Inclusive Resources and Supports, Learning Resources Centre, at [Roy.McConnell@gov.ab.ca](mailto:Roy.McConnell@gov.ab.ca) or at 780-427-5234. Dial 310-0000 first for toll-free access in Alberta.

### **PAX: The Good Behaviour Game and Triple P: Positive Parenting Program**

In support of Creating Connections: Alberta's Addiction and Mental Health Strategy, the Government of Alberta has invested in two strategies to protect children from risks of mental, emotional, and behavioral disorders – PAX: The Good Behaviour Game (school-based) and Triple P: Positive Parenting Program (home-based).

The Ministry of Health has provided a grant to The Alberta Centre for Child, Family and Community Research (The Centre) to test the benefits of a PAX and Triple P combination. The Centre is inviting up to 30 Alberta schools with over 150 elementary-aged children to participate.

PAX is designed to help children learn to develop self-regulation and focused attending skills, crucial for engaged thinking, collaborating and cooperating with peers and adults, and a greater sense of self-efficacy.

Triple P is a system of supports that vary in intensity for parents and has been proven to prevent or reduce multiple mental, emotional, or behavioral disorders, including child maltreatment.

While both PAX and Triple P have been shown to produce real, measurable improvements in child functioning, Alberta is leading the first research project in the world to examine the combined benefits of PAX and Triple P.

For further information, please contact Dr. Hannah Pazderka, The Alberta Centre for Child, Family and Community Research, at [hpazderka@research4children.com](mailto:hpazderka@research4children.com) or at 780-803-4367.

### **New Program Unit Funding Process**

Education is pleased to share a more efficient and effective process designed to decrease the administrative work associated with Program Unit Funding (PUF). School authorities will no longer be required to encrypt their files before sending information to Learner Services Branch.

All documentation will be submitted on the Extranet's new Program Unit Funding SharePoint site. Through this site, school authority staff will be able to access resources and information to assist them in the identification of children with mild/moderate disability/delay and severe disabilities.

Children, whose documentation supports PUF eligibility requirements, will be approved by the Learner Services Branch in the first year they are claimed for funding by an ECS operator. As long as the child remains with the same school authority, PUF will be provided for up to three years without the need to re-submit documentation to Learner Services. If the child changes to a different school authority during this time period, documentation will need to be sent to Education for review and funding approval.

The cost of the Early Years Evaluation (EYE) can now be included under *Specialized Equipment* in the PUF budget. School authorities that were involved in the EYE pilot will continue to use the Multidisciplinary Functionality Summary Form for Code 47. Before submitting documentation, all non-pilot school authorities will need approval from Learner Services to identify children with a severe delay involving language using the EYE and multidisciplinary team approach.

For further information, please contact the Learner Services Branch at [PUF@gov.ab.ca](mailto:PUF@gov.ab.ca) or at 780-415-0783. Dial 310-0000 first for toll-free access in Alberta.

## **Teaching and Leadership**

### **Teacher Workload Study Update**

During the 2014/2015 school year, a Teacher Workload Study will be carried out by R.A. Malatest & Associates Ltd. on behalf of Alberta Education, the Alberta Teachers' Association (ATA), and the Alberta School Boards Association (ASBA). The study is consistent with the agreement reached by the parties as described by section C3 of the Modified Framework Agreement. The purpose of this study is to assess the current workloads of teachers, school administrators, and central office staff (active members of the ATA), in order to improve the educational experience of Alberta's students.

The study will gather data about the amount of time school teachers, school administrators and central office staff spend on various work activities, including activities that take place outside of the standard working day. Some of the survey tools used in the full study will be informed by a small pilot study conducted in May 2014. The full scale study will officially begin in August, 2014 and conclude in July, 2015.



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, it will be the first Canadian study to capture detailed workload data about teachers and school administrators over an entire school year and across an entire province.

Malatest will provide the data collected through the Teacher Workload Study to Alberta Education for review and analysis and 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 further information, please contact Doug Aitkenhead, Director, Teacher Relations Branch, at [Doug.Aitkenhead@gov.ab.ca](mailto:Doug.Aitkenhead@gov.ab.ca) or at 780-643-1277. Dial 310-0000 first for toll-free access in Alberta.

## Operational Information

### **2014-2015 Guide to Education: ECS to Grade 12**

The *Guide to Education: ECS to Grade 12* for the 2014-2015 school year is now available on the Alberta Education website at <http://education.alberta.ca/admin/resources/guidetoed.aspx>.

A *Summary of Key Changes* made in the *Guide* since the 2013-2014 edition is posted at the same location.

The *Guide to Education* is an important planning document for programming and delivering quality Early Childhood Services to Grade 12 education in Alberta. Each year, ministry staff work hard to ensure that the *Guide to Education* is a document that continues to be useful.

This year's *Guide to Education* features the following significant changes:

- A new Learning Commons Policy that describes the learning commons and expectations for school authorities. Guidelines for implementation are also included.
- Information regarding Student Learning Assessments (SLAs) to reflect the pilot implementation of Grade 3 SLAs in September 2014.

For further information, please contact Evan Jones, Senior Manager, Policy Development, at [Evan.Jones@gov.ab.ca](mailto:Evan.Jones@gov.ab.ca) or at 780-643-0844. Dial 310-0000 first for toll-free access in Alberta.

### **Request for Expressions of Interest for the Delivery of School Infrastructure**

Alberta Infrastructure has issued a Request for Expressions of Interest (RFEOI), looking for third party innovative approaches for delivering new schools and/or optimizing the use of existing schools. The RFEOI was posted on the Alberta Purchasing Connection on April 23, 2014.

The competition will be open for six weeks, following which all submissions will be evaluated. If any are found to have potential, a business case will be developed and put forward for government consideration and approval. If the business case is approved, a Request for Qualifications will be issued, followed by a Request for Proposals. The process from RFEOI to closing of the RFP could take upwards of one year.

The RFEOI notification is posted here:

<http://vendor.purchasingconnection.ca/Opportunity.aspx?Guid=77ADCE47-522C-4D72-A3DE-664D92B28441&>. The RFP closes on June 4, 2014.

Potential respondents to the RFEOI should contact Mo Kurani, Project Procurement Specialist, Alberta Infrastructure, at [Mo.Kurani@gov.ab.ca](mailto:Mo.Kurani@gov.ab.ca).

For further information, please contact Avi Habinski, Director, Capital Planning South, at [Avi.Habinski@gov.ab.ca](mailto:Avi.Habinski@gov.ab.ca) or at 780-427-2272, or Michael Ediger, Director, Capital Planning North, at [Michael.Ediger@gov.ab.ca](mailto:Michael.Ediger@gov.ab.ca) or 780-427-2083. Dial 310-0000 first for toll-free access in Alberta.

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

#### *What is TTFM*

Alberta Education awarded a three-year contract, beginning in 2013/2014, to The Learning Bar to provide a tool for measuring student engagement. The TELL them FROM me (TTFM) Student Survey is a web-based survey that measures student engagement. It gives schools and school authorities reliable and timely data based on student voice. One click reports help schools and school authorities promote and monitor practices that positively impact students' sense of belonging, well-being and achievement.

#### *The Learning Bar Contract*

The contract between Alberta Education and The Learning Bar supports a cost sharing model between Alberta Education and school authorities choosing to use the TTFM Survey. This allows The Learning Bar to offer the TTFM Survey to Alberta school authorities at a reduced rate.

School authorities signing onto this contract agree to data sharing with Alberta Education and the Government of Alberta for the purpose of informing provincial initiatives and/or reporting on provincial projects/priority areas.

Also included in the contract is the embedding of the Accountability Pillar survey questions for students within the TTFM Survey, thus streamlining survey administration and reducing survey fatigue. For further information about the combined Accountability Pillar/TTFM survey, please contact Keith Bowen, Director, System Assurance Branch by email at [keith.bowen@gov.ab.ca](mailto:keith.bowen@gov.ab.ca) or by phone at 780-422-4750. Dial 310-000 first for toll-free access.

#### *Planning for 2014-15*

In the 2013/2014 school year, 40 school authorities utilized TTFM to gather student engagement data to inform their planning processes. School authorities that involved all or most of their schools overall or at a particular level (e.g., elementary or high school) were able to use the data for system-level analysis and planning. This also helped simplify the administration processes for the Accountability Pillar and TTFM surveys.

In planning for the 2013/2014 school year, schools authorities are asked to keep this in mind as they determine participating schools. Participating school authorities wishing to add/remove schools participating in TTFM are asked to contact Robert DiDiodato, Senior Account Manager, The Learning Bar at [Robert.d@thelearningbar.com](mailto:Robert.d@thelearningbar.com) or 506-458-9311 ext. 227.

In order to plan and support schools and school authorities for the 2013/2014 school year, The Learning Bar will be inviting district coordinators to participate in a short year-end conversation regarding their experiences with TTFM. School coordinators and principals will also be invited to provide their feedback via a year-end survey. Summarized feedback will be shared with Alberta Education.



School authorities that did not participate in the Alberta Education- The Learning Bar contract in 2013/2014 can still sign up for 2014/2015.

For further information, please contact Anthony Warren, Education Manager, FNMI and Field Services Sector, at [Anthony.Warren@gov.ab.ca](mailto:Anthony.Warren@gov.ab.ca) or at 780-415-9310. Dial 310-000 first for toll-free access in Alberta.

### Question from the Field

**Q: As a school authority leader, how can I build up my own knowledge base to be able to make good decisions about how my district supports technology in the classroom?**

**A:** The primary outcome identified in the Learning and Technology Policy Framework's Policy Direction 4: Leadership is that "Education leaders at all levels champion effective and innovative uses of technology for all schools." Worth noting is that the policy direction recognizes that this is a team effort. No single leader is expected to be making decisions in isolation. Technology, in particular, is a field that requires a combination of expertise and perspectives from all leaders in order to make effective decisions.

To help superintendents and other senior leaders build their capacity to think critically and plan to support students using technology in their learning, School Technology Branch is publishing a series of Technology Briefings. Each Technology Briefing introduces a topic related to a particular approach to technology, explains why it merits consideration, and offers a set of initial steps to guide leaders who want to start the conversation in their district.

In the fall, Technology Briefings were released for Cloud Computing and Digital Citizenship. This May, School Technology Branch released its latest installment to the series on Bring Your Own Device initiatives. All three Technology Briefings can be found on Education's Learning and Technology Policy Framework website, under Policy Direction 4.

For further information, please contact Tara Reimche, Business Analyst, Technology Planning, School Technology Branch, at [Tara.Reimche@gov.ab.ca](mailto:Tara.Reimche@gov.ab.ca) or at 780-415-0820. Dial 310-0000 first for toll-free access in Alberta.



June 2, 2014

**TO:** Superintendents of Schools

**RE: Joint Protocol for the Release of the 2013/2014 Provincial Achievement Test and Diploma Examination Results**

Each year, Alberta Education and the Alberta School Boards Association develop a protocol for the release of provincial achievement test and diploma examination results. The protocol provides a coordinated approach to the release of results, both locally and provincially.

Attached is a copy of the protocol outlining this year's timeline for the release of provincial achievement test and diploma examination results.

If you have any questions, please do not hesitate to contact us.

Sincerely,

[Original Signed June 2, 2014]

David Anderson  
Executive Director  
Alberta School Boards Association  
780-482-7311

[Original Signed June 2, 2014]

Neil Fenske, Ph.D.  
Executive Director, Assessment  
Alberta Education  
780-427-0010

Attachment

cc Board Chairs  
Elementary, Junior High and Senior High School Principals



**JOINT PROTOCOL FOR THE RELEASE OF  
THE 2013/2014 PROVINCIAL ACHIEVEMENT TEST  
AND  
DIPLOMA EXAMINATION RESULTS**

# JOINT PROTOCOL FOR THE RELEASE OF THE 2013/2014 PROVINCIAL ACHIEVEMENT TEST AND DIPLOMA EXAMINATION RESULTS

***NOTE: The results are not final until the official release by the Minister.***

Dates	Action
August 26, 2014	Alberta Education makes available electronically on the Extranet the results of the 2013/2014 achievement tests and June diploma examinations for individual schools and jurisdictions together with the provincial results.
September 12, 2014	Alberta Education provides a briefing on provincial results and trends to the Alberta School Boards Association Board of Directors.
September 23, 2014	Alberta Education makes available electronically on the Extranet the Diploma Examination Multiyear Reports.
September 23, 2014	Alberta Education makes available electronically on the Extranet the Achievement Test Multiyear Reports.
September 30, 2014	<p>Alberta Education makes available electronically on the Extranet the individual student profiles, to be printed at the school for distribution to individual parents on or after September 27.</p> <p>(The individual student data is also available in <i>Table 7, Individual Student Results by Reporting Category</i>, of the school reports, which will be available on the Extranet on August 23.)</p>
By October 7, 2014	Each superintendent should inform his or her board of the school authority's results in a closed meeting.
October 7, 2014	Alberta Education hosts a technical briefing regarding the provincial results and trends with: Alberta School Boards Association, Alberta Teachers' Association, Alberta School Council Association, College of Alberta School Superintendents and the four Calgary and Edmonton school jurisdictions.
October 8, 2014a.m.	The Minister of Education officially releases provincial results to the public based on the achievement test results and the diploma examination results made available to school jurisdictions in August and September. This release is in conjunction with the release of Accountability Pillar results.
October 8, 2014p.m.	Jurisdictions release results to the public based on the Achievement test results and the Diploma examination results made available to school jurisdictions in August.

*June 2, 2014*



Search



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## ATA News

Volume 48 2013-14

# Students see a future in robotics

June 10, 2014 ATA News Staff



KEISHA THUNDER SETS UP A LEGO ROBOT FOR THE RACE AROUND THE BLOCK CHALLENGE DURING FORT MCMURRAY PUBLIC SCHOOL'S FOURTH ANNUAL LEGO ROBOTICS TOURNAMENT.

To some, Trout Lake might appear to be at the end of the Earth. But for students in the remote northern community, a local school program may be the beginning of their engineering or technology careers.

Trout Lake is eight hours north of Edmonton. Cut off from other northern communities, it takes a circuitous nine-and-a-half hour drive to make it from Trout Lake to Fort McMurray, even though the latter is technically closer to the community than the capital.

That hasn't stopped a local teacher in Northland School Division No. 61 from teaming up with a tech specialist to introduce students to the world of robotics using Legos. Paul Neethling, tech specialist with the Kee Tas Kee Now Tribal Council, sees the program as a way to not only start the kids on a productive path, but to open a wider world to them.

"It provides an exceptional opportunity for hands-on learning," said Neethling. "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."

It doesn't hurt that it's also fun—and they're winning awards doing it, recently taking third prize at Fort McMurray Public School's Fourth Annual Lego Robotics Tournament.

## Also In This Issue

A day in the life of Alberta schools

Editorial: Johnson's latest attack is deliberately irresponsible

Q and A: Maintenance of professional functions is a hill to die on

Teachers can lead government renewal

Your Views

Teacher voices on work-life balance

Education minister skating on thin ice

Cartoon

Members' Bulletin: Johnson ignores big picture

Jiu jitsu throws students' problems for a loop

First Nations education act put on ice

Class rocks at music fest

Kids' donations cap off big day for mental health

Notice

Teaching scholarships announced

Symposium debates technology as a tool

Notices and Events

ATA Magazine

The Learning Team

Research

Other Publications

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

Their teacher, Andrea Horton, said the decision to attend was last-minute, but the kid's enthusiasm couldn't be contained. "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."

Parents who made the long trip were left wide-eyed by their kids' skill at building robots. "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," said parent Lillian Noskiye.

And it has them dreaming big. "Lego robotics has helped me think about becoming a mechanic someday," said Tyler Yellowknee, one of the 11 Kateri students who attended. ■

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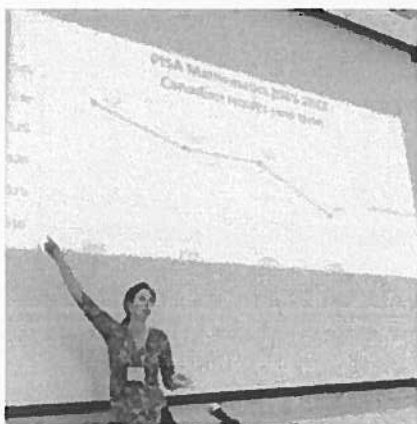
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11010 142 Street NW, Edmonton, Alberta T5N 2R1 | 106, 3016 5 Avenue NE, Calgary, Alberta T2A 6K4



## Slipping math scores don't equal a crisis, says math conference panel

Tuesday, June 03, 2014



EDMONTON - International test results that show Alberta's and Canada's math scores have slipped don't mean the education system is in a crisis, education and math professors said Tuesday morning during a mathematics conference at the University of Alberta.

Data from the Programme for International Student Assessment (PISA) has ignited a firestorm of debate recently about whether Canadian students are getting an adequate math education, said the panel of academics speaking at this year's Canadian Mathematics Education Study Group Conference.

"We have to speak against the claims that Canada is failing, because we're not," said Dave Wagner, associate dean of education with expertise in math at the University of New Brunswick. "We are doing quite well."

Between 2003 and 2012, PISA numbers show a six-per-cent drop in Alberta's math results, although Alberta students remain near the top in math relative to other countries.

When you compare PISA data with results from another international test that examined adults - the Programme for the International Assessment of Adult Competencies (PIAAC) - the numbers show today's 15-year-olds actually outperform adults in math, said Lynn McGarvey, associate dean of teacher education at the University of Alberta.

"In numeracy, we were below the average for our adults," said McGarvey. "Our 16-24-year-olds certainly do better in numeracy than the 45-50-year olds and the 55-65-year-olds ... This sort of proved to me that, yes, the mathematics that 15-year-olds and teenagers are doing is more helpful in terms of them developing problem-solving skills than perhaps some of our adults who are complaining about mathematics in the schools."

Deputy Education Minister Greg Bass referred to those same results Tuesday while speaking at an Alberta School Boards Association meeting in Red Deer, saying the numbers show that people taught under the old system are not outperforming today's students.

Just because scores have slid doesn't mean curriculum is the cause, the panel said. Myriad factors affect a country's PISA results, said McGarvey, such as class sizes, education funding, immigration patterns, inclusive education for children with special needs, and students learning English as a second language.

The chair of Edmonton Public Schools, who attended the Red Deer school boards meeting, said Edmonton public students will continue learning math basics along with strategies to solve problems and become creative thinkers who are also capable employees and citizens.

"We going to make sure kids continue to learn the basics, but the basics aren't enough anymore," Sarah Hoffman said. "You need to go beyond that."

The president of the Alberta Teachers' Association said what PISA measures is very narrow compared to what Alberta's education system tries to teach students.

"The Alberta curriculum is far more complex," Mark Ramsankar said. "We talk about student agency, we talk about ingenuity and creativity. PISA doesn't measure that."

**asands@edmontonjournal.com**

**Twitter.com/Ansands**

### **NUMBERS CRUNCHERS**

Education and math professors at a national mathematics conference, hosted this year at the University of Alberta, spoke Tuesday morning about how international test scores have been misinterpreted to make it seem like math education is in crisis in Canada.

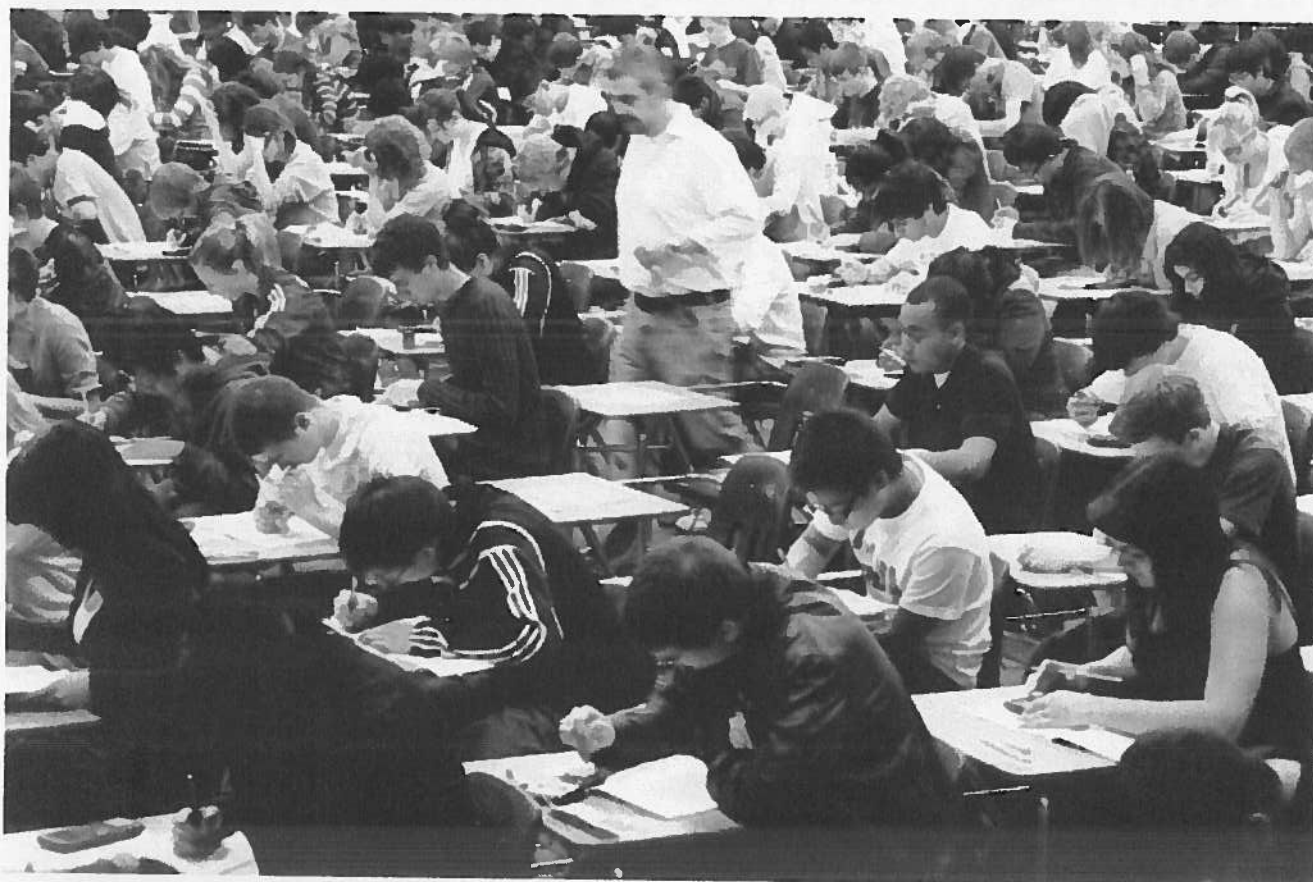
The four panelists were:

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# Education Minister reverses decision to halve diploma-marking fee

BY ANDREA SANDS, EDMONTON JOURNAL MAY 27, 2014 12:32 PM



Edmonton high school students write exams. A marker shortage could delay diploma-exam marks, worth 50 per cent of a student's final grade and required for post-secondary admissions, the Alberta teachers' union says.

Photograph by: Edmonton Journal, file

EDMONTON - Education Minister Jeff Johnson said Monday in a letter to teachers he is reversing a decision last fall to cut an honorarium in half for teachers who mark Grade 12 diploma-exam essays.

"I can assure you that the decision to lower the standard working day honorarium was done in good faith and with the best of intentions," Johnson wrote. "We now recognize that this decision was counterproductive and, although unintentional, may have resulted in making teacher volunteers feel undervalued for the hard work they do on behalf of students. For this reason, I have asked the Ministry of Education to immediately reinstate the \$200 honorarium for weekday grading of diploma exams."

Last fall, the minister cut the honorarium for diploma-exam grading from \$200 to \$100 for regular working days. The \$200 fee remained in place for grading done on weekends.

Alberta Education is having difficulty attracting enough teacher volunteers this year to mark the Grade 12 diploma exams, tests worth 50 per cent of a student's final mark. Some teachers have said

FILED IN  
2014

the fee cut is an insult that strains already tense relations between the province and teachers.

In his letter, Johnson said the government appreciates "the tremendous dedication" of teachers sacrificing their personal time to mark the exams.

"I hope that the reinstatement of the \$200 honorarium signals our intention to maintain a healthy two-way dialogue between teachers and government."

It's up to individual teachers whether they volunteer to mark the exams, said Alberta Teachers' Association spokesman Jonathan Teghtmeyer.

"I think you'll find there will be a number of teachers that appreciate this gesture."

Johnson also reassured teachers the Education Ministry doesn't plan to have computers mark Grade 12 diploma-exam essays, despite an Alberta Education commissioned feasibility study that said computer-grading of the essays could work.

Currently, two teachers grade each essay. When the marks differ, a third teacher grades the paper.

"The ministry-commissioned report on the computer grading was merely an exercise in due diligence," Johnson wrote. "It was important to investigate this emerging technology. We believe that the essay component of the diploma exam ought to be marked by Alberta teachers. Students deserve to have their work and talents reviewed by a professional with a deep understanding and appreciation for the many complexities and nuances of essay writing."

ATA delegates recently voted at the annual general assembly to oppose computer grading of essays. Automated marking has been hotly debated in the United States, where it's being explored as a way to keep costs lower in the face of new education standards that demand increased testing and grading of those tests.

The minister is making "absolutely the right choice" in staying away from computerized grading of diploma exams, Teghtmeyer said.

"That's a good reassurance. I think the next step now is for the government to clearly release the report just so that everybody has a sense of what was included in it."

The report cost \$5,000 and was produced in January by LightSide, a U.S. company that develops educational software including programs that grade student essays. LightSide examined questions and teacher-graded answers from Alberta's 2013 diploma exams and determined its software would be able to more reliably grade the essay answers than the teachers.

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June 20, 2014

## The art of making learning fun with drama, music and visual arts

By KATE HAMMER

*Royal Conservatory program uses drama, music and visual arts to teach core curriculum to students*

At St. Anne's School in northern Alberta, teachers are stepping away from the chalkboard and using creative new techniques to teach the most confusing parts of the curriculum.

Sometimes this means using elaborate charades to act out examples of literary tools such as similes, metaphors and personification. Or turning a tarp into a giant Cartesian grid, laying it on the floor and getting the students to use mathematical equations to move between co-ordinates. Or explaining the food chain through a break-dancing competition – insects do a simple step and shuffle, apex predators must perform a more demanding move like the worm.

It's all part of the Royal Conservatory's Learning Through the Arts Youth Empowerment Program, which uses drama, music and visual arts to teach core curriculum to students in Grades 6 through 9.

The results, outlined in a report released this week by the Royal Conservatory, show that those who benefited most from the program were First Nations and Métis students.

Between 2010 and 2013, the first three years that the Learning Through the Arts program was delivered to about 3,000 students in Fort McMurray, the Grade 9 math scores of First Nations students have climbed more than 20 percentage points, beating the average for Alberta's non-aboriginal students.

First Nations students also beat the provincial average by nearly 10 points in Grade 6 language arts and posted a 20-percentage-point gain in Grade 9 social studies.

"It's thrilling," said Shaun Elder, executive director of Learning Through the Arts. "We always thought it was possible, but to see [aboriginal students] beating the provincial average in serious topics like math and language arts, that's off the charts."

Educators across the country are struggling with how to get First Nations youth – a fast-growing demographic – to live up to their academic potential. As a group they have long trailed their non-aboriginal peers on standardized tests, and only one in three graduates from high school.

The program pairs local artists with classroom teachers to develop creative ways to teach some of the drier or more confusing parts of the core curriculum. The teachers identify the concepts that their students struggle with most, and the artists help develop new ways to visualize or act out those ideas.

Grade 6 students at Fort McMurray's St. Anne School learned about a type of metaphor called personification this week using Learning Through the Arts techniques. Rather than memorizing the definition of



personification – a literary tool that lends human traits to animals and inanimate objects – 11-year-old Ryan Kelloway and his classmates acted out examples.

Ryan crouched on his hands and knees, like a chair, and pleaded with his classmates to sit on him.

"Please, please, please! Just come and sit!" he said, his eyes wide with dramatic flair.

"The chair begged me to sit on it," someone shouted, as the classroom erupted with laughter.

The program generates a more fun and informal feeling to the classroom, according to Gabby St. Martin, 16, a Métis Grade 10 student at Fort McMurray's Holy Trinity School. She remembers feeling intimidated and shy for most of her school career until she became part of Learning Through the Arts about two years ago.

"[The program] allowed me not to be worried about messing up," she said. "If you did you could laugh it off."

Gabby particularly enjoyed the elements of the program inspired by First Nations culture, many of which were developed with the help of Hazel "Issapaakii" Derange, a local elder and residential school survivor.

Issapaakii teaches students about traditional medicines, such as dandelions, and their teachers lead them in a scientific investigation of why these weeds can be used to treat skin rashes. (They contain an abundance of nutrients, including vitamins A, C and K, calcium and potassium.) First Nations and Métis students often struggle because they're intimidated by traditional classrooms, according to Issipakii.

"For all of my life I was terrified of classrooms," she said. "I never wanted to go to school. The teacher would ask me to answer a question and my mind was blank."

Just letting kids out of their desks to move around can help them relax, she said, and the cultural elements of the program give aboriginal students a badly needed sense of validation.

Mr. Elder and his staff are exploring ways to expand the program into nearby communities with a higher density of aboriginal students, including Fort Chipewan and Fort McKay.

The challenge is finding local artists in a remote part of Canada where the cost of living is so high. The expansion will also test whether the program's success can be replicated outside the affluence of Fort McMurray and the region of Wood Buffalo, where the average household income is \$189,000.

Issapaakii, a soft-spoken great-grandmother with shoulder-length salt and pepper curls, lowers her voice and drops her easy smile when she talks about the expansion.

"It's a different way to reach kids," she said, "and there are kids who badly need that."

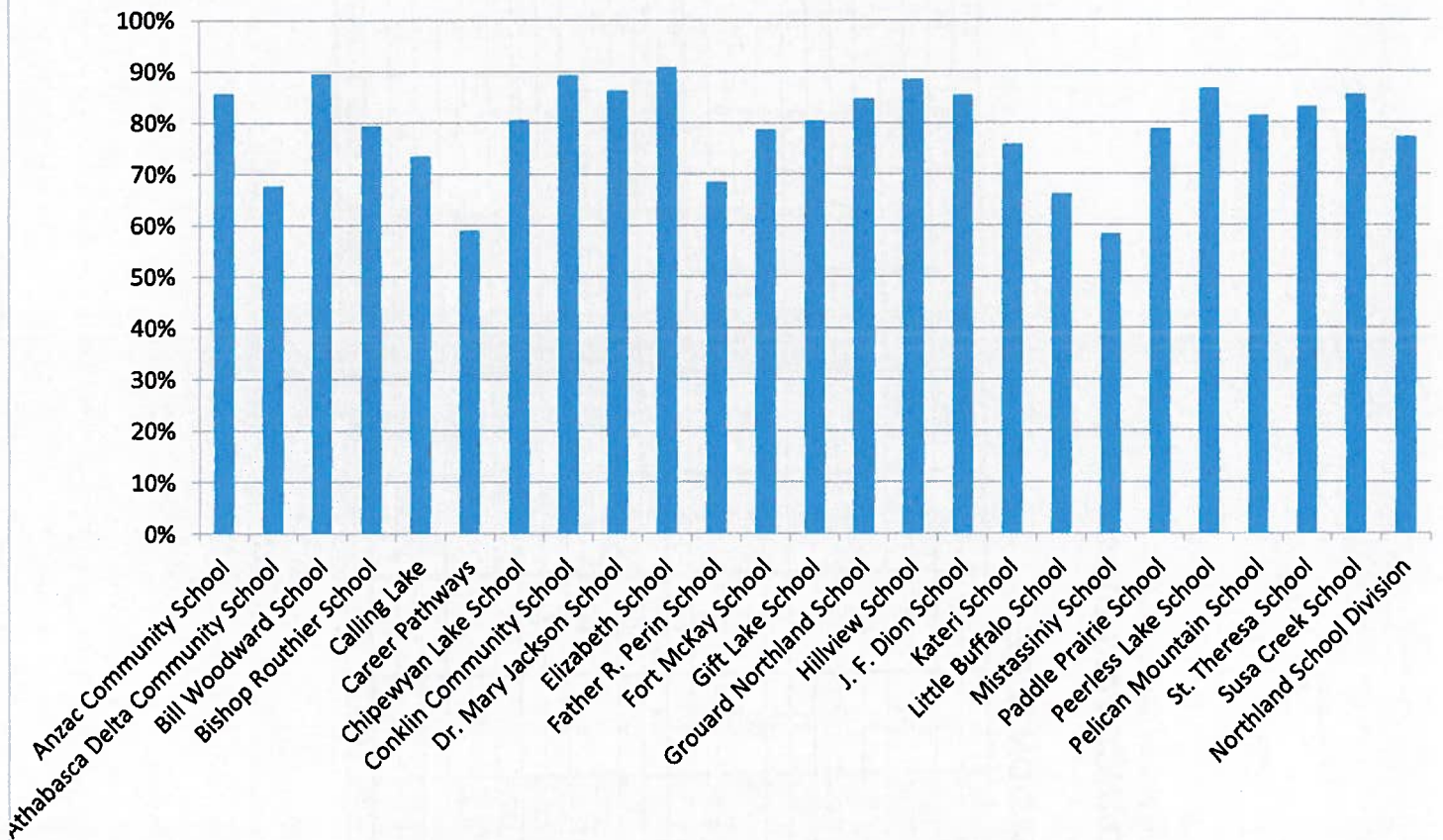
The Globe and Mail, Inc.

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

**DIVISION WIDE**

SCHOOL	ATTENDANCE	ELEM	JUNIOR	SENIOR	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Anzac Community School	88%	86%			65	65	66	68	68	67	68	68	67
Athabasca Delta Community School	68%	74%	61%	62%	238	238	242	245	257	255	257	256	229
Bill Woodward School	90%	86%	83%	91%	114	115	113	111	115	115	118	117	114
Bishop Routhier School	79%	81%			62	62	63	63	66	66	69	67	63
Calling Lake	74%	78%	71%	62%	139	146	150	150	163	163	145	147	150
Career Pathways	59%			59%	48	52	50	49	33	33	32	32	32
Chipewyan Lake School	81%	82%	77%	93%	21	24	24	24	19	20	20	20	21
Conklin Community School	88%	87%	92%		36	30	30	30	27	30	29	31	33
Dr. Mary Jackson School	86%	85%	78%	90%	33	35	36	35	37	38	38	37	35
Elizabeth School	91%	93%	88%		142	146	142	145	146	146	150	150	151
Father R. Perin School	68%	62%	60%		74	75	75	75	76	75	75	76	77
Fort McKay School	78%	81%	74%		97	99	97	98	93	100	99	101	101
Gift Lake School	80%	84%	75%		174	181	183	183	177	178	167	164	162
Grouard Northland School	85%	87%	85%		101	101	105	104	98	98	97	98	98
Hillview School	89%	91%			48	42	41	41	34	36	33	33	35
J. F. Dion School	85%	89%	84%		57	59	64	64	61	65	66	66	60
Kateri School	76%	80%	69%	62%	93	95	91	91	90	91	90	91	90
Little Buffalo School	66%	69%	64%	67%	191	185	194	195	177	179	182	183	189
Mistassini School	58%		70%	43%	363	372	374	375	373	372	369	371	371
Paddle Prairie School	79%	80%	80%	70%	104	107	103	101	99	99	97	99	98
Pearless Lake School	87%	88%	87%	81%	132	127	125	122	123	126	130	130	131
Pelican Mountain School	81%	87%			21	23	22	22	23	21	24	24	25
St. Theresa School	83%	83%			366	387	384	385	393	400	407	395	392
Susa Creek School	85%	88%	82%		43	45	38	38	41	41	41	42	42
Northland School Division	77%	82%	74%	56%	2782	2811	2812	2812	2789	2814	2803	2798	2766

## 2013-2014 Attendance Average







## Chairman's Report June 26, 2014

### May, 2014

29	Peace River	Corporate Board Meeting
	High Prairie	Overnight
30	Grouard	Northland Games
	Leduc	Travel
31	Red Deer (PM)	PSBAA Annual Spring Meeting
	Leduc	Travel

### June, 2014

1	Red Deer (PM)	ASBA Spring Annual General Meeting
2	Red Deer	ASBA Spring Annual General Meeting
3	Red Deer	ASBA Spring Annual General Meeting
4	Red Deer	Inspiring Education Conference
9	Edmonton	Meeting with Alberta Infrastructure
	Peace River	Travel
10	Peace River	Meeting with the Minister of Education
	Leduc	Travel
11	Edmonton	Meeting with the Office of the Auditor General
12	Sherwood Park	Meeting with Opus Stewart Weir
	Hinton	Travel
13	Grande Cache	Meeting with the Chair of the Susa Creek LSBC
15	High Prairie	Travel
16	Gift Lake	Meeting with the Gift Lake LSBC and the Gift Lake Metis Settlement Chairperson and Council
	Peace River	Travel
17	Peace River	Agenda Review
	Peace River	Little Buffalo Staff Appreciation Dinner
	High Prairie	Travel
18	Peavine	Assistant Deputy Minister Information Visit
	Gift Lake	Information Visit
	Martin Lake	Information Visit
	Wabasca	Overnight
19	Wabasca	School Visits and Information Visit
	High Prairie	Overnight
20	High Prairie	Meeting with the Minister of Education and the Northland Community Engagement Team Representatives
	Leduc	Travel
23	Slave Lake	Quality of Work/Life Committee Meeting
	Manning	Overnight
24	Paddle Prairie	School Visit
	Keg River	School Visit
	Peace River	Advisory Committee Orientation

### Committee Dates

27	Edmonton	Meeting with Alberta Education
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### July

4	Fort McKay	Fort McKay Meeting with Director of Education, Fort McKay First Nations
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**NORTHLAND SCHOOL DIVISION NO. 61**  
**BOARD REPORT**  
**2013/2014 SCHOOL YEAR**  
**PERIOD ENDING - JUNE 17, 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
<b>SUB-TOTAL</b>	<b>80,476.61</b>	<b>210,000.00</b>	<b>129,523.39</b>

**COMMITTEES**

RENUMERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE-PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE-EDUCATION	-	-	-
TRAVEL & SUBSISTENCE-FINANCE	-	-	-
TRAVEL & SUBSISTENCE-NEGOTIATION	2,453.44	-	(2,453.44)
TRAVEL & SUBSISTENCE-PAC	-	-	-
TRAVEL & SUBSISTENCE-AD HOC	-	40,000.00	40,000.00
TRAVEL & SUBSISTENCE-QUALITY OF WORK LIFE	305.27	15,000.00	14,694.73
TRAVEL & SUBSISTENCE-KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE-MARTIN ABORIGINAL INITIAT	-	-	-
TRAVEL & SUBSISTENCE-POLICY REVIEW	21,348.48	-	(21,348.48)
TRAVEL & SUBSISTENCE - NCET-NSD ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
<b>SUB-TOTAL</b>	<b>24,107.19</b>	<b>55,000.00</b>	<b>30,892.81</b>

**OTHER EXPENSES**

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
RENUMERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	2,808.15	-	(2,808.15)
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	99,376.10	200,000.00	100,623.90
IN-SERVICE - BOARD	-	110,000.00	110,000.00
IN-SERVICE - BOARD (ORIENTATION)	49,157.80	100,000.00	50,842.20
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	11,998.25	10,000.00	(1,998.25)
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	695.68	-	(695.68)
TELEPHONE - TRUSTEE	1,359.47	5,000.00	3,640.53
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	78,697.04	110,000.00	31,302.96
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	2,751.56	500.00	(2,251.56)
AWARDS	28,009.18	16,500.00	(11,509.18)
POSTAGE - BOARD	1,161.40	4,000.00	2,838.60
FURNITURE& EQUIPMENT	-	5,000.00	5,000.00
<b>SUB-TOTAL</b>	<b>328,609.40</b>	<b>606,250.00</b>	<b>277,640.60</b>
<b>TOTAL</b>	<b>433,193.20</b>	<b>871,250.00</b>	<b>438,056.80</b>

**NORTHLAND SCHOOL DIVISION NO. 61**  
**LOCAL SCHOOL BOARD COMMITTEE REPORT**  
**2013/2014 SCHOOL YEAR**  
**PERIOD ENDING - JUNE 17, 2014**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>Anzac</u></b>						
Quarterly Honorarium	1,194.19	2,700.78	3,894.97	4,920.00	1,025.03	
Travel & Subsistence			-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		603.11	603.11	250.00	(353.11)	
Total	1,194.19	3,303.89	4,498.08	10,202.00	5,703.92	44.1%
<b><u>Athabasca Delta</u></b>						
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%
<b><u>Bishop Routhier</u></b>						
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%
<b><u>Calling Lake</u></b>						
Quarterly Honorarium	1,221.56	2,383.02	3,604.58	4,920.00	1,315.42	
Travel & Subsistence			-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,221.56	2,383.02	3,604.58	8,230.00	4,625.42	43.8%
<b><u>Chipewyan Lakes</u></b>						
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%
<b><u>Conklin</u></b>						
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
<b><u>Dr. Mary Jackson</u></b>						
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%
<b><u>East Prairie</u></b>						
Quarterly Honorarium	1,229.75	3,696.19	4,925.94	4,920.00	(5.94)	
Travel & Subsistence		1,318.17	1,318.17	2,128.00	809.83	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,229.75	5,014.36	6,244.11	7,298.00	1,053.89	85.6%
<b><u>Elizabeth</u></b>						
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%
<b><u>Father R Perin</u></b>						
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%
<b><u>Fort McKay</u></b>						
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%
<b><u>Gift Lake</u></b>						
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%
<b><u>Grouard</u></b>						
Quarterly Honorarium	1,552.71	2,753.77	4,306.48	4,920.00	613.52	
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	1,552.71	5,158.67	6,711.38	7,198.00	486.62	93.2%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>J.F. Dion</u></b>						
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%
<b><u>Kateri</u></b>						
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%
<b><u>Little Buffalo</u></b>						
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%
<b><u>Mistassiniy</u></b>						
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%
<b><u>Paddle Prairie</u></b>						
Quarterly Honorarium	1,218.00	3,030.28	4,248.28	4,920.00	671.72	
Travel & Subsistence		500.00	500.00	2,288.00	1,788.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	1,218.00	3,530.28	4,748.28	7,458.00	2,709.72	63.7%
<b><u>Peerless Lake</u></b>						
Quarterly Honorarium	1,218.00	3,774.35	4,992.35	4,920.00	(72.35)	
Travel & Subsistence		1,715.25	1,715.25	2,340.00	624.75	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		560.00	560.00	250.00	(310.00)	
Total	1,218.00	6,049.60	7,267.60	7,510.00	242.40	96.8%
<b><u>Pelican Mountain</u></b>						
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	Budget	Difference	Percent Expended
<b><u>St. Theresa</u></b>						
Quarterly Honorarium	1,229.75	3,922.01	5,151.76	4,920.00	(231.76)	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service		-	-		-	
Prior Year Carryover		-	-		-	
Casual Labour, Supplies & Awards		1,988.51	1,988.51	250.00	(1,738.51)	
Total	1,229.75	5,910.52	7,140.27	8,030.00	889.73	88.9%
<b><u>Susa Creek</u></b>						
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%
<b>GRAND TOTAL</b>	<b>27,367.16</b>	<b>85,467.99</b>	<b>112,835.15</b>	<b>181,536.00</b>	<b>68,700.85</b>	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	68,700.85
TOTAL NUMBER OF LSBC <b>OVER BUDGET</b>	0	-
TOTAL NUMBER OF LSBC	22	68,700.85



**Secretary-Treasurer's Report**  
**For the Period Ending May 31, 2014**  
**Presented by Dennis Walsh Secretary-Treasurer**

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### **Introduction**

In our year to date, for the period ending May 31, 2014, Northland School Division's operating revenue and expenses are at \$48,970,682 in revenue and \$45,362,124 in expenses. This represents approximately 80% of revenue received and 74% of expenses incurred when compared to the November Revised Budget. Costs are in line with the operating budget.

### **Analysis**

The following is a brief analysis for the period ending May 31, 2014:

#### **Provincial and Federal Revenue**

- Our Provincial and Federal Revenue is in line with our November Revised Budget.

#### **Salaries and Benefits**

- Salaries and Benefits are in line with our November Revised Budget. However with recent requests for early retirement there may be a slight increase in the overall actuals. It is noted that this was part of earlier discussions on ways to reduce staff.

#### **Housing**

- In Housing our current vacancy rate is 30%. This compares to 15% for the previous year. As a result our revenue is expected to below our budget by over \$300,000. The current year to date is at \$655,628. The November Revised Budget estimated \$1,052,648. In addition our expenses are expected to remain the same at \$1,148,875. The current year to date for expenditures are \$834,419.

#### **Plant Operations and Maintenance**

- Maintenance year to date costs are at \$7,516,372, compared to a budget of \$9,029,030 for the year. There remains \$1,512,658 or 16.75% of the budget. With major projects at Little Buffalo and Gift Lake, it is unknown at this time the revenue that will be forthcoming from the provincial and federal governments. In addition, there is a bat problem at Peerless Lake and an assessment of Chipewyan Lake School.

#### **Gift Lake School**

- Gift Lake new school is scheduled to open in January 2015. The old school has closed because of mold issues. The remaining amortization has to be allocated over this current year. This amounts to an increase in amortization of approximately \$1,000,000, this unsupported amortization is a result of approximately \$1.5 million spent by Northland on mold meditation.

### **ONGOING**

#### **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. Currently we have received inventory counts from 6 schools. A reminder has been sent out to those schools that have not submitted their inventory counts. All inventory items will be recorded and the records will be kept at Central Office for tracking purposes.

#### **Human Resource and Financial Management System**

The system is ready to go "Live" to all schools and central office. This will take place prior to end of June.

All departments have completed their "Live" training for the new system. Report building is started and should be completed within the next couple weeks.

### **Mybudgetfile**

The June approved budget is completed. A copy of this budget has now been opened up for changes that have taken place since the approval, which will become part of the November Revised Budget.

### **RFP for Division**

The RFP is 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. The RFP has been sent to tender as of June 20, 2014.

### **Conclusion**

It was reported in the January Forecast that the year would end with a deficit of \$1,355,043. The reason as mentioned above is the increase in amortization at Gift Lake School by \$1,000,000.

Our priorities over the summer months will be full implementation of SRB. Updating all current staff records in SRB Human Resources and having ready for September all features of SRB including absentee reporting and employee portals. Facility Equipment Inventory Process for Equipment under \$5,000.

### **Final Report As Secretary Treasurer**

At this time I would like to thank the Board Chair, the Advisory Committee of the Board, members of the Division Leadership Team, Principals and all Central Office Staff for their support and understanding during my five years as Secretary Treasurer.

I have experienced amazing personal and professional changes over the past five years. Most importantly, is the knowledge I have gained of our First Nation Metis Inuit Population. I had the greatest experience when I was privileged enough to be part of the Bigstone Cultural Retreat. Some of the memories that will stay with me include walking through the woods and having it explained to us how the Creator and Mother Nature provides for the sustainability of life. Also, the building of the Sweat Lodge, Smudging, and participating in the Sweat Lodge and listening to the Elders sing praises are experiences that I will never forget.

Professionally, I have had the best group of staff that I could ever ask to work with. They are diligent, hardworking and always come through in a crunch. We came from several years of delayed submissions of Audit Financial Statements to being on time! I would like to thank all the staff responsible for Budgeting and their understanding, even though difficult at times, in helping Northland to overcome a deficit of over \$2 million dollars to almost a balance budget in the past two years. I would also like to thank all the staff that have been involved in the transition from Bellamy to SRB, we have all worked hard to implement a new budgeting, human resources and financial management system and I am so proud of each of and your dedication to the students and staff at Northland!

Personally, during the most difficult time I have had in my life (the loss of my Son Dion), I will never forget the support and the awareness of the situation you had for me and my family. It is a memory that is embedded within me.

Finally, I look forward to this next chapter of my life and moving back to Newfoundland with my beautiful wife and spending oodles of time with my grandchildren!

Thank you.

School Jurisdiction Code: 1280

## STATEMENTS OF OPERATIONS

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

	Actual 2011-2012 (Restated)	Actual 2012-2013	Actual YTD May 31 2013-2014	Budget 2013-2014 June Approved	Budget 2013-2014 Nov. Revised	Balance Remaining
<b>REVENUES</b>						
Alberta Education	\$37,455,386	\$37,200,087	\$26,394,032	\$35,840,506	\$36,676,777	\$10,282,745
Other - Government of Alberta	\$1,095,583	\$966,929	\$639,739	\$80,022	\$600,000	(\$39,739)
Federal Government and First Nations	\$20,845,936	\$20,862,392	\$18,167,217	\$21,459,628	\$20,293,271	\$2,126,054
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	\$2,193,133	\$1,730,185	\$1,597,785	(\$595,348)
Investment income	\$39,891	\$10,292	\$40,562	\$10,000	\$10,000	(\$30,562)
Gifts and donations	\$693,754	\$665,555	\$126,095	\$247,964	\$222,878	\$96,782
Rental of facilities	\$1,000,651	\$973,522	\$655,628	\$1,052,648	\$1,052,648	\$397,020
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	\$754,276	\$0	\$0	(\$754,276)
<b>TOTAL REVENUES</b>	<b>\$62,045,197</b>	<b>\$61,743,256</b>	<b>\$48,970,682</b>	<b>\$60,870,953</b>	<b>\$60,903,359</b>	<b>\$11,932,677</b>
<b>EXPENSES</b>						
Certificated salaries	\$21,544,783	\$21,031,068	\$15,664,408	\$21,442,507	\$21,352,159	\$5,000,657
Certificated benefits	\$4,218,552	\$4,092,469	\$3,491,925	\$4,181,647	\$4,162,486	\$685,980
Non-certificated salaries and wages	\$13,536,225	\$13,282,741	\$9,434,506	\$11,381,492	\$12,412,748	\$2,982,001
Non-certificated benefits	\$2,959,078	\$2,916,643	\$2,086,579	\$3,040,196	\$2,912,775	\$827,078
<b>SUB - TOTAL SALARIES AND BENEFITS</b>	<b>\$42,258,638</b>	<b>\$41,322,920</b>	<b>\$30,677,418</b>	<b>\$40,045,842</b>	<b>\$40,840,168</b>	<b>(\$667,035)</b>
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$11,396,024	\$16,458,786	\$16,218,764	\$5,685,471
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	\$13,519	\$28,901	\$28,901	\$15,382
Unsupported interest on capital debt	\$650	\$433	\$0	\$784	\$784	\$784
Other interest and finance charges	\$4,690	\$29,008	\$2,063	\$8,000	\$8,000	\$5,937
Losses on disposal of tangible capital assets	\$33,167	\$67,735	\$0	\$0	\$0	\$0
Other expense	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL EXPENSES</b>	<b>\$62,676,435</b>	<b>\$61,695,864</b>	<b>\$45,362,124</b>	<b>\$60,568,331</b>	<b>\$61,122,635</b>	<b>\$16,998,425</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>(\$631,238)</b>	<b>\$47,392</b>	<b>\$3,608,558</b>	<b>\$302,622</b>	<b>(\$219,276)</b>	<b>(\$5,065,748)</b>
<b>EXPENSES</b>						
Instruction	\$40,504,149	\$39,872,808	\$28,763,873	\$38,500,949	\$39,261,126	26.91%
Plant operations and maintenance	\$9,968,293	\$9,696,288	\$7,516,372	\$8,952,563	\$9,029,030	24.91%
Transportation	\$3,753,651	\$3,721,237	\$2,729,679	\$3,801,463	\$3,678,263	25.22%
Administration	\$3,173,874	\$3,233,159	\$2,644,846	\$3,706,302	\$3,547,887	28.42%
External services	\$5,274,639	\$5,172,372	\$3,707,354	\$5,607,039	\$5,606,329	34.39%
<b>TOTAL EXPENSES</b>	<b>\$62,674,606</b>	<b>\$61,695,864</b>	<b>\$45,362,124</b>	<b>\$60,568,316</b>	<b>\$61,122,635</b>	<b>27.26%</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>(\$629,409)</b>	<b>\$47,392</b>	<b>\$3,608,558</b>	<b>\$302,636</b>	<b>(\$219,276)</b>	



Northland School Division  
Federal Accounts Receivable

6/17/2014

**Aged Summary**

Outstanding Months	ACFN	Indian Education Authority	Mikisew	Peerless Kateri First Nation	Bigstone	Chip Prairie	Lesser Slave Lake	Lubicon Cree	Indian Affairs	Woodland Cree	Aging by Month
Jun-14	-	-	248,573.14	-	695,373.98	-	8,788.68	178,434.10	-	63,541.24	1,194,711.14
May-14	-	-	248,573.14	-	695,373.98	-	8,788.68	178,434.10	-	63,541.24	1,194,711.14
Apr-14	-	-	248,573.14	-	695,373.98	-	-	178,434.10	-	63,541.24	1,185,922.46
Mar-14	-	-	243,116.62	-	-	-	-	-	-	(176,120.18)	66,996.44
Feb-14	-	-	249,482.56	-	-	-	8,788.68	-	-	103,485.51	361,756.75
Jan-14	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
Dec-13	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
Nov-13	-	-	274,489.60	-	-	-	-	-	-	176,109.45	450,599.05
Oct-13	-	-	236,979.04	-	-	-	-	-	-	67,172.94	304,151.98
Sep-13	17,362.00	-	(8,369.30)	-	-	-	-	-	-	67,172.94	76,165.64
Aug-13	-	-	(94,335.00)	-	-	-	-	-	-	(112,640.40)	(206,975.40)
Jul-13	-	-	-	-	-	-	-	-	-	-	-
Jun-13	-	-	-	-	-	-	-	-	-	(55,756.16)	(55,756.16)
May-13	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Apr-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Mar-13	-	-	-	-	-	-	-	-	0.37	7,172.94	7,173.31
Feb-13	-	-	-	-	-	-	-	-	4,822.02	7,172.94	11,994.96
Jan-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Nov-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Oct-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Sep-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	61,333.22
	17,362.00	61,333.22	2,146,048.06	-	2,086,121.94	-	26,366.04	535,302.30	4,822.39	591,575.30	5,468,931.25
Current	-	-	248,573.14	-	695,373.98	-	8,788.68	178,434.10	-	63,541.24	1,194,711.14
30 days	-	-	248,573.14	-	695,373.98	-	8,788.68	178,434.10	-	63,541.24	1,194,711.14
60 days	-	-	248,573.14	-	695,373.98	-	-	178,434.10	-	63,541.24	1,185,922.46
90 days	-	-	243,116.62	-	-	-	-	-	-	(176,120.18)	66,996.44
120 days	-	-	249,482.56	-	-	-	8,788.68	-	-	103,485.51	361,756.75
180 days	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
181 - 365	17,362.00	-	658,246.90	-	-	-	-	-	-	348,581.92	1,024,190.82
1 yr - 2 yr	-	-	-	-	-	-	-	-	4,822.39	21,518.82	26,341.21
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	17,362.00	61,333.22	2,146,048.06	-	2,086,121.94	-	26,366.04	535,302.30	4,822.39	591,575.30	5,468,931.25
Long Term											
Total Aging	17,362.00	61,333.22	2,146,048.06	-	2,086,121.94	-	26,366.04	535,302.30	4,822.39	591,575.30	5,468,931.25

## Northland School Division No. 61

17-Jun-14

Accounts Receivable  
Federal Government and First Nations

Student Counts 13-14 Student Count Reg E.C.S.		Prior to & 2004/2005	Outstanding Aug-2011 2010/2011	Outstanding Aug-2012 2011/2012	Outstanding Aug-2013 2012/2013	Outstanding Jan-2014 2013/2014	Mths O/S	Total Outstanding	Monthly Billing	REG rate	ECS Rate
Indian & Northern Affairs (INAC)	111	26	-	0.00	4,822.02	0.37	-	4,822.39	230,027.84	1,868.86	868.63
Lesser Slave Lake Regional Council	6	4	-	-	(0.00)	26,366.04	3.8	26,366.04	6,924.96	1,154.16	465.93
Bigstone Cree First Nation	360	26	-	0.00	0.00	2,086,121.94	3.0	2,086,121.94	695,373.98	1,868.86	868.63
Indian Education Authority Athabasca - Chip - Mikisew	0 40 138	0 2 8	61,333.22 - 0.00	- - -	17,362.00 (102,704.30)	- 2,248,752.36	0.2 8.6	61,333.22 17,362.00 2,146,048.06	- 71,773.40 248,573.14	- 1,750.93 1,750.93	- 868.10 868.10
Woodland Cree	54	3	-	(0.00)	16,159.90	575,415.40	5.7	591,575.30	103,524.33	1,868.86	868.63
Lubicon Cree First Nation (INAC)	72	11	-	(0.00)	-	535,302.30	3.7	535,302.30	144,112.85	1,868.86	868.63
Chipewyan Prairie First Nation (INAC)	57	8	-	0.00	0.00	(0.00)	-	0.00	113,474.06	1,868.86	868.63
Peerless Kateri First Nations (INAC)	201	21	-	(0.00)	0.00	-	-	(0.00)	393,882.09	1,868.86	868.63
1039	109		61,333.22	(0.00)	0.00	(64,360.36)	5,471,958.41	5,468,931.25			

Total Outstanding

Peerless Trout First Nation	392,881.86	May 2014
Chipewyan Prairie	113,474.06	May 2014
Athabasca Chip	71,773.40	May 2014
INAC	230,027.84	May 2014
Lubicon Lake	5,661.84	May 2014
Woodland Cree	60,000.00	April 2013
LSLRC	8,788.68	April 2014
Peerless Trout First Nation	392,881.86	June 2014
Chipewyan Prairie	113,474.06	June 2014
Athabasca Chip	71,773.40	June 2014
INAC	230,027.84	June 2014
Lubicon Lake	5,661.84	June 2014
INAC	9,988.00	Liaison 13/14
	<u>1,706,414.68</u>	

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

**BOARD OF TRUSTEES**

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

**DATE: JUNE 26, 2014**

**PRESENTED BY:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

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

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**ORIGINATOR:** PERSONNEL COMMITTEE

<b>RECOMMENDATION</b>
That the Board of Trustees approve the attached changes to Procedure 418 – Staff Educational Leave (Divisional Office).

\*\*\*\*\*

**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)

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#### 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: JUNE 26, 2014**

**PRESENTED BY:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES  
**SUBJECT:** PROCEDURE 420 – PARAPROFESSIONAL STAFF EDUCATION  
LEAVE

---

**ORIGINATOR:** PERSONNEL COMMITTEE

<b>RECOMMENDATION</b>
That the Board of Trustees approve the attached changes to Procedure 420 – Paraprofessional Staff Education Leave.

\*\*\*\*\*

**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: JUNE 26, 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 approve the attached changes to Procedure 422 – Support Staff Education Leave (Field Based).

\*\*\*\*\*

**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: JUNE 26, 2014**

**PRESENTED BY:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

**SUBJECT:** PROCEDURE 434 – SALARY ADMINISTRATION

**ORIGINATOR:** PERSONNEL COMMITTEE

### RECOMMENDATION

That the Board of Trustees approve the attached changes to Procedure 434 – Salary Administration.

\*\*\*\*\*

### 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 1<sup>st</sup>, 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: JUNE 26, 2014**

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

**SUBJECT:** ADMINISTRATIVE ACTION – FOLLOW UP  
LOCAL SCHOOL BOARD COMMITTEE MINUTES RECEIVED

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

That the Board of Trustees approve of the follow up action taken by Administration with respect to local board minutes received, as attached.

Meeting	Date of Meeting	Agenda Item	Task	Due Date	Status
LSBC MOTION (01/09/2014)	5/21/2014	Peerless Lake	6. Old Business: School Generated Funds (SGF). Speak to principal re: having a structure set up for the funds.	5/29/2014	In Progress
LSBC MOTION (01/21/2014)	5/21/2014	Peerless Lake	108/13/14: Motion to approve the rental of a unit from Peerless Lake Teacherage to Melewka Structure & Design as requested. Are we renting the unit and for how much?	5/29/2014	In Progress
LSBC MOTION (01/23/2014)	4/15/2014	Calling Lake	Minutes of January 23 & 31 are the same	4/27/2014	In Progress
LSBC MOTION (01/31/2014)	4/15/2014	Calling Lake	Minutes of January 23 & 31 are the same	4/27/2014	In Progress
LSBC MOTION (03/11/2014)	5/21/2014	Susa Creek	School Food Services: Sheldon Coates students being bussed for hot lunch, program to look at hot lunch being delivered to the students for 10.00 and extra compensation for the cooks for the extra students	5/29/2014	In Progress
LSBC MOTION (04/23/14)	5/21/2014	Susa Creek	35/14: Moved to have NSD 61 provide an AED device for school	5/29/2014	In Progress
LSBC MOTION (1/13/2014)	3/20/2014	Chip Lake	Comment - regarding the Role of Board Members on employee roles, for example is an employee able to just order stuff.	6/17/2014	Complete
LSBC MOTION (2/3/2014)	2/27/2014	Grouard	Motion 1599 - moves to approve the housing request for the Gift Lake resident for health reasons and educational reasons until the new Gift Lake School is ready.	6/17/2014	In Progress
LSBC MOTION (2/3/2014)	2/27/2014	Grouard	Comment - bring list of High school students - tutor - Administration		In Progress