

February 27, 2015
Board Meeting
Attachments

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**ATTENDANCE IMPROVEMENT
PLANNING DOCUMENT
MARCH 2015 TO JUNE 2016**

Principal

School

Directions

1. The 'School Implementation Planning Document' is considered to be a living document that requires updating and reflects your school's current thinking and engagement that focuses on improving school attendance.
2. The first section describes the two phases of implementation:
 - 2.1 Phase 1 (March to June 2015) – Building Capable and Community Engagement to ensure our schools and school communities understand the prevention and early intervention attendance improvement plan.
 - 2.2 Phase 2 (September 2015 to June 2016) –
 - 2.2.1 Establishing a process for school data tracking, monitoring and analysis of attendance with the intention of understanding where the attendance pressures points exist and to work together to support school and Division-wide improvement.
 - 2.2.2 Reporting of School Attendance Implementation to Central Office twice yearly – end of September and June.
 - 2.2.2.1 The end of September document will outline your targets, strategies/actions for the coming school year.
 - 2.2.2.2 The June summary report document provides evidence of successful implementation of your target strategies and actions.
- 3 Division and School Targets, Timelines and Responsibilities. Targets #1 & #2 are mandatory for each school. There is space to identify three additional targets and strategies/actions. Please feel free to add other goals if deemed desirable.
- 4 The final section of the planning document asks that you provide evidence of implementation. At June year-end, please provide a summary of your successful strategies that have been implemented during the course of the school year. Examples of suitable evidence are provided.

School Implementation Planning Document

Phase 1

March 2015 to June 2015

Distribute Attendance Improvement Planning Document to Schools

- March 6, 2015 – distribution to school administration
- May 7, 2015 – Principals Present Draft Attendance Plans at Administration Meeting
- June 15, 2015 – deadline for completed school planning document

Community Attendance Improvement Engagement Meetings:

- March 2015 – Elizabeth, JF Dion, Conklin, Janvier, Anzac, Fort McKay
- April 2015 – ADCS, Susa Creek, DMJ, Paddle Prairie, Grouard & Hillview
- May 2015 – Little Buffalo, Peerless, Kateri, Gift Lake, & Peavine
- June 2015 – St. Theresa, Mistassiniy, Outreach, Chip Lakes, Pelican, & Calling Lake

(Note: Visitation dates will be coordinated with principals)

NSD61 Board Monthly Attendance Review & Progress

- March 27th & 28th, 2015 (DAL to report to the Trustee & Board on progress to date)
- May 29th & 30th 2015 (School Report: Conklin Community School – Bernard Woodfine)
- June 26th & 27th 2015 (DAL to report to the Trustee & Board on progress to date)

Awards & Recognition from Central Office

- Year-end Certificates for Gold, Silver and Gold Awards (Marj & Curtis)

Advertise and Hire Maplewood Expert

- Hire and assess the Maplewood Training needs of the Division. Organize and implement training for Secretaries, administrators, teachers for year-end rollover

Phase 2

September 2015 to
June 2016

Established process to accept School Attendance Planning & Implementation Reports from School Administrations

- School Attendance Reporting to Central Office twice yearly – end of September and mid-June; at year-end reports will include to mid-June only.
- Completion of this planning document: (a) List of Attendance Improvement Targets, Strategies/Actions which support the strategies – due end of September and (b) Evidence of Successful Implementation due at year-end.

Check-off When Completed

	Sept	June		Sept	June
Anzac/Bill Woodward	_____	_____	Grouard Northland	_____	_____
Athabasca Delta	_____	_____	Hillview	_____	_____
Bishop Routhier	_____	_____	J.F. Dion	_____	_____
Calling Lake	_____	_____	Kateri	_____	_____
Career Pathways	_____	_____	Little Buffalo	_____	_____
Chipewyan Lake	_____	_____	Mistassiniy	_____	_____
Conklin Community	_____	_____	Paddle Prairie	_____	_____
Dr. Mary Jackson	_____	_____	Peerless Lake	_____	_____
Elizabeth	_____	_____	Pelican Mountain	_____	_____
Father R. Perin	_____	_____	St. Theresa	_____	_____
Fort McKay	_____	_____	Susa Creek	_____	_____
Gift Lake	_____	_____			

Data analysis support to schools from Central office

- Central Office will offer data analysis support to schools and help develop local school planning. Division Attendance Lead will meet once a year with individual Principals and Local School Board Committees to review school data. These meetings will commence in March 2015.

Maplewood Training and In-Service

- Coordinate and Implement Maplewood training and in-service program for all schools and Central Office – where there is a need

Division Attendance Targets

To increase the number of students achieving 90 – 94% attendance by 3% by June 2016
To increase the number of students achieving 95 – 100% attendance by 3% by June 2016



School Attendance Targets, Timelines & Responsibilities (Prioritized List of Targets based on the Attendance Improvement Initiative)



Target #1 & Strategy (With Timeline & Responsibility)

Target: Implement fully Procedure 301 – Student Attendance. Until this Procedure is revised/updated, the principal will ensure all aspects of the Procedure are implemented. The principal, in cooperation with staff, are responsible for immediate implementation.
Timeline: immediate implementation;
Responsibility: Principal, Teachers, Support staff and Superintendent.

Target #2 & Strategy (With Timeline & Responsibility)

Target: Implement a “School Attendance Improvement Committee that meets monthly to discuss ongoing attendance initiatives, prevention and early intervention efforts. Each school will maintain a log of meeting dates and minutes.
Timeline: Immediate implementation;
Responsibility: Principal

Target #3 & Strategy (With Timeline & Responsibility)

Target #4 & Strategy (With Timeline & Responsibility)

Target #5 & Strategy (With Timeline & Responsibility)

Evidence that strategies/actions are being successful
(at year-end use the last two pages of this document to demonstrate specific success evidence)

**STRATEGIES/
ACTIONS** to
support the
implementation
of
TARGET #1



Strategy/Action Components	Responsibility	Timelines
(a) The school establishes and implements an 'attendance action protocol'	Principal, Classroom teachers	Ongoing daily
(b) The school's attendance patterns are monitored, tracked and analyzed on a daily / weekly and monthly basis.	Principal, Classroom Teachers, Support Staff	Ongoing
(c) Teachers monitor and track student attendance on a daily basis. Unacceptable attendance or a student absent 20% of the days in any one month or more, the teacher reports this attendance information to the principal.	Classroom Teachers, Support Staff and Principal	Ongoing
(d) The principal acts on poor attendance reports from teachers. In cooperation with the school attendance committee, appropriate steps are taken to improve the student's attendance.	Principal, Attendance Improvement Committee and members of the school staff	Ongoing
(e) If every effort has been expended to the student's attendance fails then the Principal reports in writing the case(s) to the Superintendent (or designate) – identifying students by name and providing all interventions taken to remediate the poor attendance.	Principal, Superintendent	Ongoing
(f) The Superintendent contacts parents, seeks their support, discusses consequences if attendance doesn't improve.	Superintendent	Ongoing
(g) A continuation of poor attendance results in a referral to the Attendance Board or other appropriate local authority.	Superintendent	Ongoing

Evidence that strategies/actions are being successful
(at year-end use the last two pages of this document to demonstrate specific success evidence)

**STRATEGIES/
ACTIONS** to
support the
implementation
of
TARGET #2



Strategies/Action Components	Responsibility	Timelines
(a) A School Attendance Improvement Committee (SAIC) is established at the start of the school year	Principal	Immediate implementation
(b) The SAIC is made up of school and school community representatives with the principal (or designate) as Chairperson	Principal (or designate)	Immediate implementation
(c) The School Attendance Improvement Committee meets at minimum once a month to discuss: (a) attendance initiatives, (b) ongoing attendance concerns, (c) support & follow-up on student early interventions and prevention strategies, (d) successes and challenges, (e) school community communication efforts and (f) other	Principal, Appointed Recorder	Immediate implementation
(d) The meeting agenda and minutes are maintained electronically and forwarded to the DAL following each meeting	Principal (or designate)	Immediate implementation

Evidence that strategies/actions are being successful
(at year-end use the last two pages of this document to demonstrate specific success evidence)

**STRATEGIES/
ACTIONS** to
support the
implementation
of
TARGET #3



Strategy/Action Components	Responsibility	Timelines
•		
•		
•		
•		
•		
•		
•		
•		
•		

Evidence that strategies/actions are being successful
(at year-end use the last two pages of this document to demonstrate specific success evidence)

**STRATEGIES/
ACTIONS** to
support the
implementation
of
TARGET #4



Strategy/Action Components	Responsibility	Timelines
•		
•		
•		
•		
•		
•		
•		
•		
•		
•		

Evidence that strategies/actions are being successful
(at year-end use the last two pages of this document to demonstrate specific success evidence)

**STRATEGIES/
ACTIONS** to
support the
implementation
of
TARGET #5



Strategy/Action Components	Responsibility	Timelines
•		
•		
•		
•		
•		
•		

Evidence of Implementation: June Year End Summary that the successful strategies are implemented

Objective Evidence that Short/Long Term Strategies are being implemented –

For example:

- Student attendance is tracked and data shows that it increases,
- Processes are in place for follow-up with absent students to eliminate any barriers that may impact attendance such as transportation, food/clothing issues, homework support
- Students that were considered at risk or have transitioned back to school are now re-engaged in their learning,
- Each high school student has an academic plan and career options. They are tracked regularly for progress and success,
- Dates of school-based attendance committees are listed,
- Attendance meetings dates with the school community/parents, attendance initiatives

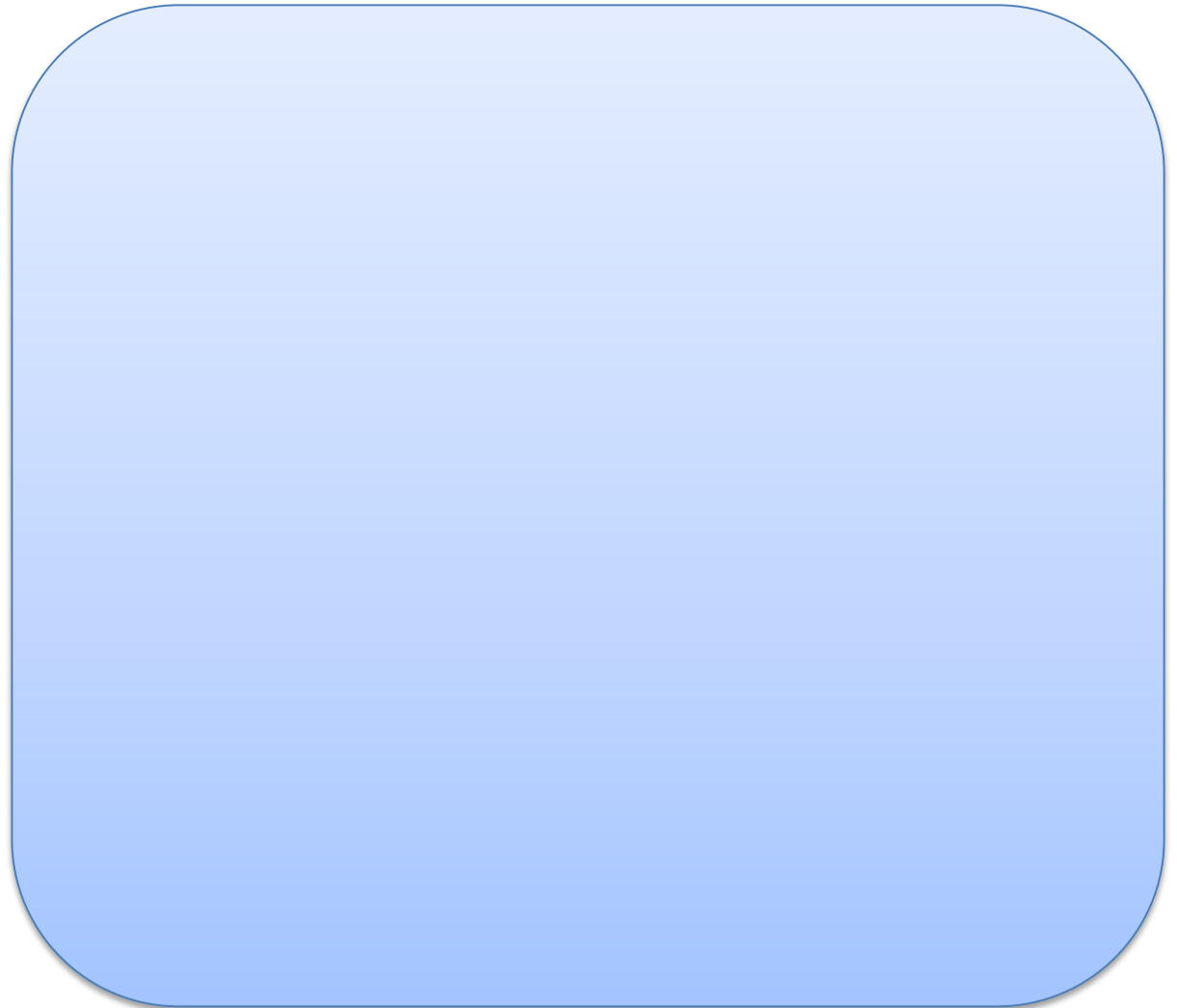


Evidence of Implementation: June Year End Summary that the successful strategies are implemented
(continued)

Objective Evidence that Short/Long
Term Strategies are being
implemented –

For example:

- Initiatives are implemented to support cultural pride
- Initiatives are implemented to support a positive school climate & nutrition & wellness
- Students are engaged in CTS/CTF programs,
- 'Tell Them From Me' survey data analysis has resulted in a positive change to school programming,
- An elders program has been established and there is evidence that student attendance has improved as a result,
- An 'Attendance Action Protocol' is established and being implemented (i.e. Recommendation #13)



2015-2016 Attendance Recommendation Implementation Budget

Recommendation	Budget
1 Divison Attendance Goal	\$ -
2 Community Engagement Framework	\$ 8,000
2b Advertsing & Promotion	\$ 14,500
3 Quality Learning Experience	\$ -
4 Elders Program	\$ 5,000
5 Cultural Pride	\$ -
6 School-based Attendance Committees	\$ 2,400
7 Attendance Tracking and Communication	\$ -
8 Central Office Attendance Tracking and Awards	\$ -
9 Transitioning Students Back to School	\$ 6,900
10 School Climate	\$ 23,000
11 Tell Them From Me Surveys	\$ 7,000
12 Standardizing Attendance Procedures	\$ 90,000
12b Staff Training / In-serving with Maplewood	\$ 2,400
13 Attendance Action Protocol	\$ -
14 Engaging Students with CTF & CTS	\$ -
15 Importance of ECS	\$ 2,000
16 Maintaining School Facilities	\$ -
17 Alberta Attendance Board	\$ 500
18 LSBC Ratification of Attendance Report	\$ -
19 Tracking Chronic Absences	\$ -
20 Bus Operations in Inclement Weather	\$ -
21 Transportation Committee Support	\$ -
22 Attendance Awards and School Recognition	\$ 54,000
22b Division Recognition of School Attendance	\$ 5,000
22c Certificates for Gold, Silver and Diamond Awards	\$ 1,500
23 School-Community Liaison Worker	\$ -
24 Divison Attendance Officer	\$ -
24b Division Attendance Committee Meetings	\$ 7,500
25 Student Services	\$ -
26 Partnering with Community Agencies	\$ 4,800
27 Procedure 301 - Student Attendance	\$ -
28 Procedure 306 - Student Suspension and Expulsion	\$ -
29 Attendance Improvement Budget	\$ -
TOTAL	\$ 234,500



PRESENTATION TO THE BOARD

SOUTH SLAVE
PROFESSIONAL
DEVELOPMENT
DEBRIEF

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS/
DELORES PRUDEN, DIRECTOR OF FNMI EDUCATION/
GAIL SAJO, LITERACY COORDINATOR

FEBRUARY 27, 2015

**SOUTH SLAVE
DIVISIONAL EDUCATION COUNCIL**



Visit to South Slave School Division

February 1-6, 2015

Purpose



- Gather information and observe practices to inform next steps for NSD
- See a division and schools like ours where there is demonstrated growth.

Itinerary

► Visited 7 schools





- Observed and provided feedback in classrooms from kindergarten to high school
- Co-planning sessions between instructional/literacy coaches and teachers

- Debrief conferences
- Guided reading, Chipewyan, Dene
- Divisional tracking



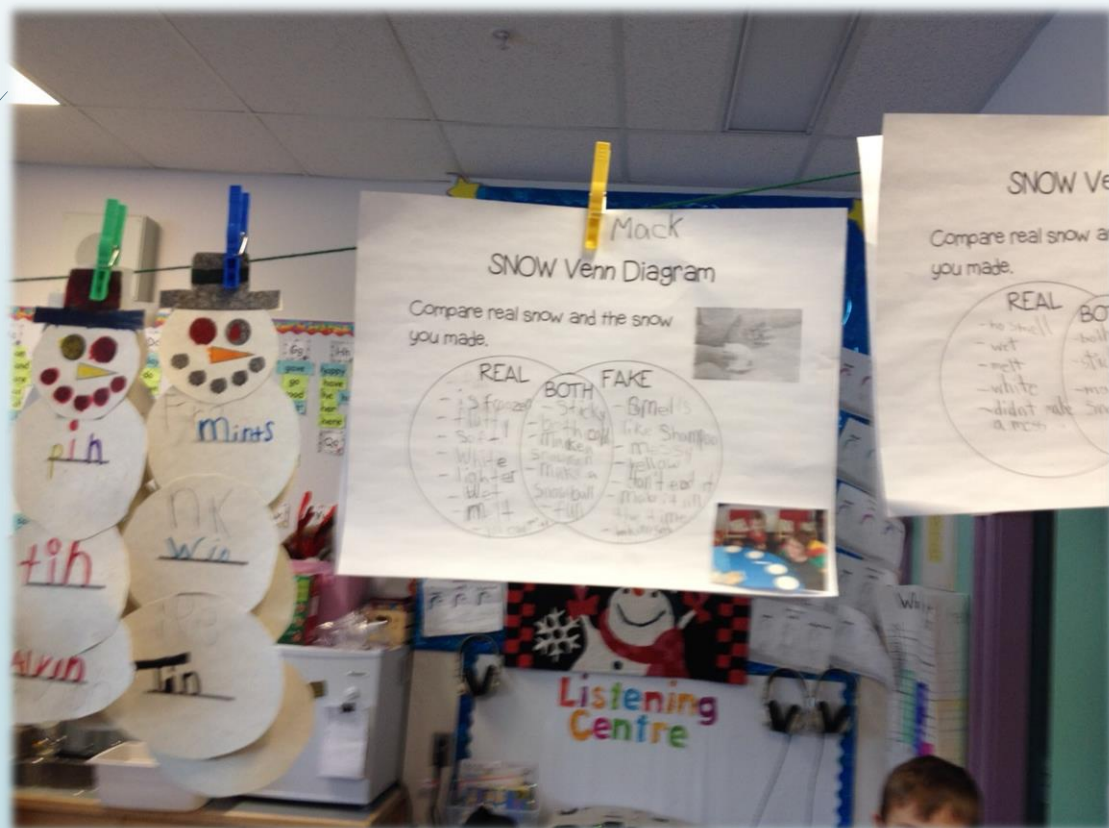
Participants



- Donna Barrett, Superintendent
- Delores Pruden-Barrie, Director of FNMI Education
- Gail Sajo, Literacy Supervisor
- Shelly Hamelin, Principal
- Leroy Sloan, Consultant- Literacy Initiative

Observations

- Literacy Frameworks are similar
- Consistency in teaching practices across schools and levels

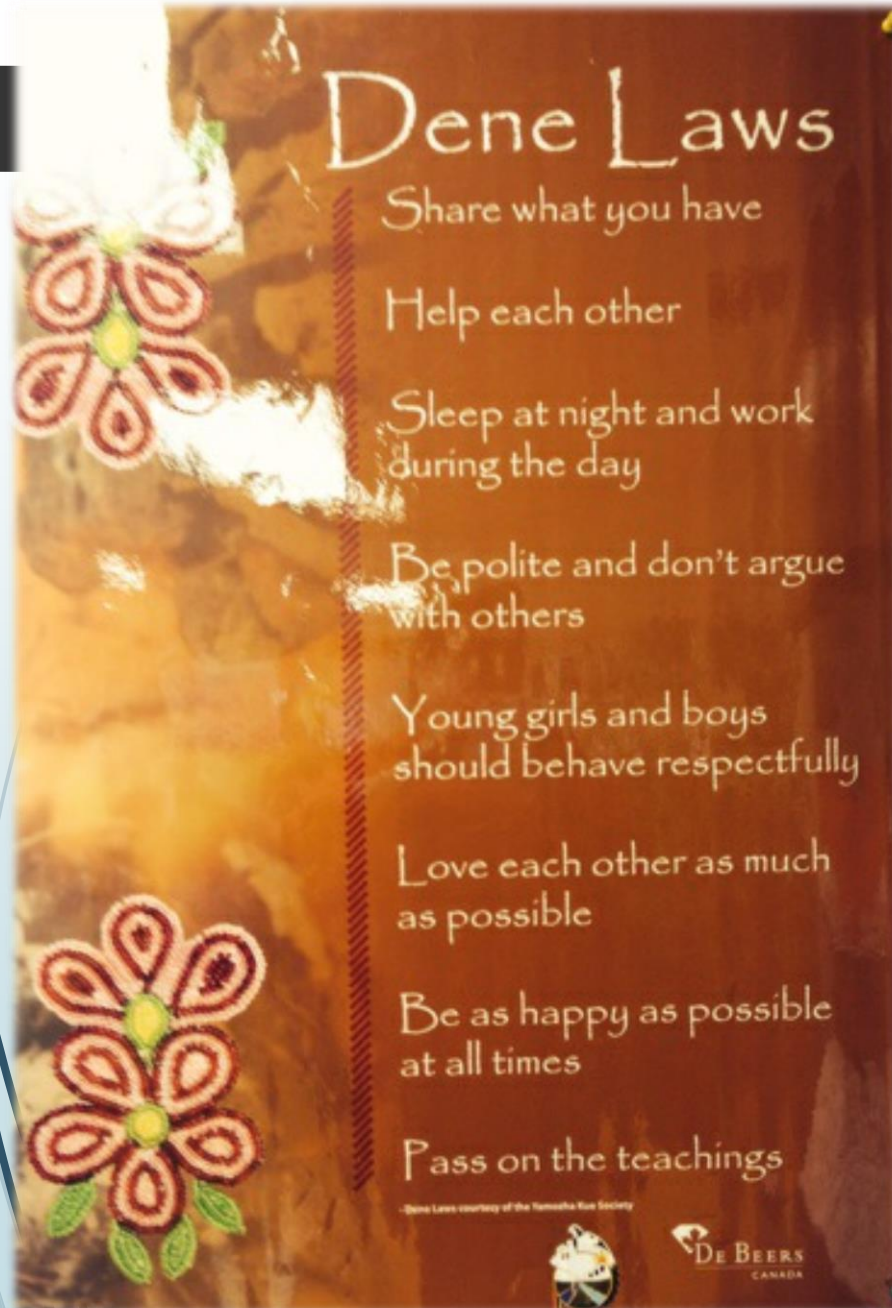


- Strong coaching support for teachers at the school level
- Schools and classrooms are well resourced in terms of staff, materials



- School principals play an active role in school based leadership for the initiative and are in classrooms observing and debriefing with teachers.





- Language and culture were evident in school and were respected, valued and appreciated.
- It was evident that in every school everyone walks in two worlds, two languages, two cultures

- Clear evidence of alignment from the board to the classroom, to the student-embedded in policy, procedures, support mechanisms, and accountability





- Importance of Celebration at all levels
- Work at developing relationships and understanding of the importance of literacy with parents, families and the community



What does this mean for us

- In-school coaching is a critical support for all teachers including language instructors/teachers
- School based coaches/literacy leads require training
- Principals require more literacy leadership training
- Schools and classrooms need sufficient resources

What does this mean for us

- Celebrate successes
- Stay the course
- Use the data/observations to guide next steps
- Provide clear expectations and sufficient support
- Hold everyone accountable



BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: FEBRUARY 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: EDUCATION QUARTERLY REPORT

ORIGINATOR DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

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

Education Quarterly Report to the Board for February, 2015

Purpose:

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

Quarterly Content for February, 2015		
1. Superintendent's Message	Bulletin #1	
2. Enrolment, Staffing Positions and Staff and Student Attendance	Bulletin #2	Divisional Priorities
	Bulletin #3	Student Attendance
	Bulletin #4	Student Attendance by Division – in Percentage
	Bulletin #5	Staff Attendance
	Bulletin #6	Staffing Update
	Bulletin #7	School Visits by Staff
3. School and Division Success Stories	Bulletin #8	Cultural Pride at ADCS
	Bulletin #9	Experiential Learning at Father R. Perin School
	Bulletin #10	Family Literacy Day at Northland Schools
	Bulletin #11	Mistassiniy School Courses

February, 2015 Quarterly Report

Superintendent's Update

During December, January and February, the Northland schools and central service staff have continued to focus on **strengthening Literacy** with an emphasis on addressing Recommendation 8 of the Inquiry Team Report.

That NSD place sustained emphasis on strengthening languages (English and Aboriginal) **by multiple strategies** that are tailored to the contextual needs of each community. In this regard specifically that NSD leadership research a successful approach for the acquisition of Aboriginal languages. Further that NSD leadership establish baseline data on these areas and train all staff in effective teaching of selected programs or approaches.

In November and February the **Literacy Priority Focus Group** met in Wabasca and Peavine to review division actions to improve literacy and to identify next steps. Members of the group spent a week visiting schools South Slave School Division. Eight years ago this division launched a literacy initiative that is showing measureable growth in student learning. The Northland Literacy initiative has similar components. Our visit reinforced the need for strong instructional strategies to improve learning of English and Aboriginal Languages. The visit was helpful in allowing us to plan next steps for Northland.

Our data from the **2013-14 school year** indicated that there was significant increase in the number of students reading at grade level. Based on this baseline we have set target of a 10 percent increase in the number of students reading at grade level by June 2015. Our first round of benchmark reading assessments was completed in November. However, because the grade three students did not participate due to their involvement in the SLAs we are waiting until the end of February for the second round of assessments to look at year to year comparisons.

Improving student attendance continues to be a top priority. Schools are becoming familiar with the recommendations in "Every Day Counts" document that was approved at the January Board Meeting. We have also been working with the office of the Auditor General regarding their review of attendance practices in the jurisdiction.

At the February Administrators meeting, school leaders worked with ATA representatives and Northland central leadership staff to focus on developing their roles in providing **instructional leadership to improve literacy and attendance.**

Schools are also working with their communities to gather input and feedback on the **student, staff and parent accountability surveys.** All schools will be putting in place strategies to improve participation rates on these surveys.

February, 2015 - Quarterly Report

Divisional Priorities

Literacy Plan to Support Schools	AERR Priority:	Funding Source:
	Establish a Literacy Focus Group to strengthen implementation of the Division Literacy Initiative for English, Cree and Dene Languages	Literacy Review Grant Cenovus NSD

Two critical audits, The Trehearne Report (2012) and The Sloan Report (2014) have formed the foundation of the Literacy Plan to support schools. In June 2014, schools were asked to put forth their individual school literacy plans based on two templates provided: the Literacy Improvement Targets 2014-2015 and the School Literacy Plan 2014-2015. From these documents, schools including both principals and teachers, pedagogical and literacy supervisors, and central office administrators continue to work at improving literacy instruction.

Rationale

As a result of Miriam Trehearne's Literacy Audit (2012), and Leroy Sloan's Action Plan (2014), a number of Critical Literacy Learnings have been identified:

1. Teachers choose and use high yield strategies in the classroom to engage all students.
2. Teachers use a variety of formative and summative assessments in a timely manner to inform instruction.
3. Teachers recognize and respond to students' diverse learning needs.

Goal:

To improve literacy achievement across grades, schools, division.

Specific Actions:

1. Complete and submit PM/Jerry Johns benchmark reading inventories minimally three (3) times per year in non-semestered schools, twice (once per semester) in semestered schools as indicated:

K-9 (non-semestered) November 7, 2014; February 27, 2015; June 4, 2015. If using Jerry Johns, use the appropriate form following this model: First Assessment = Form A or LN; Second Assessment = Form B or LE (basic benchmark to determine appropriate level is Grade 3 LN or LE) **OR**

Semestered High Schools: once per semester (early in first semester; late in second semester); e.g. Semester 1: **October 17, 2014**; Semester 2: **June 4, 2015**. If using Jerry Johns, use the appropriate form following this model: First Assessment = Form A or LN; Second Assessment = Form B or LE (basic benchmark to determine appropriate level is Grade 3 LN or LE)

NOTE: The benchmarking assessments are intended to be literacy focused. The assessments should be administered by the current classroom teacher.

2. **Establish and maintain** a minimum 2-hour block of literacy-focused instruction (90-120 minutes eyes-on-text), utilizing *Daily 5* and/or *CAFÉ* strategies to differentiate for students' needs, ensuring that reading materials are available at instructional levels for all students.

3. Northland School Division provides mandatory, ongoing professional development, focusing on the high yield strategies, informed assessment, and planning with the students' needs and strengths in mind. Staff can participate in on-line professional development specific to teaching/administrative assignments. The Literacy Leadership team and the entire Learning Services team, are prepared to assist in co-developing, delivering, and supporting schools in their quest for excellent literacy pedagogical practice. Local professional development complements the literacy initiative.
4. Each school identifies a Literacy Lead for their school who will participate in on-line professional development sessions, and support teachers in their classrooms whenever and wherever possible. We *encourage* Principals to build time into the school day for the Literacy Lead to model, co-teach, and confer with teachers.
5. Principals are key instructional leaders and learners in the improvement process. They set the mission and goals of the school, develop a culture of trust and collaboration, and focus on instruction. They interpret data, developing collaborative action plans for school improvement. They guide, support and monitor teachers in acquiring and implementing literacy teaching strategies effectively and with fidelity. They recognize excellence in their teachers' work with students. They set literacy improvement goals with their staff based on the needs and strengths of individual students. These improvement goals/targets are reviewed quarterly (at the beginning of the school year, at each reporting period (2) and at the end of the year).

School Instructional Improvement through the Literacy Lens

Goal: develop a clear action plan to improve ongoing teaching practices

Task: Prepare a one-page instructional improvement plan highlighting key actions relevant to literacy practices in your school.

Criteria: Staff collaboration in development of plan

Whole staff shared understanding of plan

Demonstrated improvement in classroom practice

Student achievement and engagement

School Literacy Plan 2014-2015 Revised

This is a three-year plan that focuses on a series of goals, including:

1. Weaving FNMI resources (human and material) and approaches into classroom practice
2. Developing oral language competency
3. Daily 5 classroom structure and environment management
4. Extending and deepening understanding of CAFÉ strategies of Comprehension, Accuracy, Fluency, and Expanding Vocabulary
5. Developing writing capacity
6. Tracking reading level growth and setting individual targets for growth
7. Deepening content area competencies in numeracy, science, socials, health, arts, and CTS/CTF
8. Planning with the end in mind: scaffolded learning through the Gradual Release of Responsibility, small group guided instruction, cross-curricular and cross-cultural thematic planning, and building assessment criteria reflective of students' growing abilities and needs

Sample Template (modify to meet your school's needs or use the Division's Literacy Improvement Plan [overleaf] to support your work):

School:
Principal:

Date:

Goal	Actions To Be Taken <i>What data will be gathered?</i> <i>Who is responsible?</i>	Measured Improvement (intake, mid-year, exit) <i>How will data be interpreted and used?</i>
1. Clear Plan/Shared Understanding	<ul style="list-style-type: none"> • Collaboratively developed • Plan posted • Newsletter; school website; student handbook 	<ul style="list-style-type: none"> • Revisited, adjusted quarterly, semester, term
2. Improve ongoing teaching practices relevant to literacy across curriculum	<ul style="list-style-type: none"> • Topics-of-the-Month: September – diagnostic assessment (PM/JJ)... • Strategy groups/Guided Reading • Word Work in content areas; high frequency/no excuse words • Oral Language • Daily Five/CAFÉ strategies deepening (how?) • Monthly/term Class Review • Reading Level Growth targets set for each student 	<ul style="list-style-type: none"> • Reading level changes based on reading behaviours • Stamina building • 90-120 minutes eyes on text • Extensive collection of instructional leveled text • Interventions/differentiated instruction based on Class Review evidence (monthly/term) • Individual student growth recorded and charted
3.	•	•
4.	•	•

Celebrations

**PERCENTAGE OF STUDENTS READING
AT GRADE LEVEL OCTOBER 2013, FEBRUARY 2014, JUNE 2014
NORTHLAND SCHOOL DIVISION No. 61
PM BENCHMARK INDICATOR**

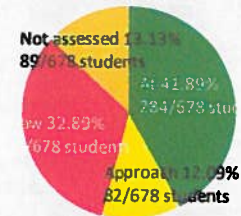
SCHOOL	GRADES	% OCTOBER 2013	% FEBRUARY 2014	% JUNE 2014	% GROWTH OCT-JUNE
ADCS	1-6	18	31	31	+13
ANZAC	1-3	75	85	83	+8
Bill Woodward	4-6	44	50	62	+18
Bishop Routhier	1-6	22	34	69	+47
Calling Lake	1-6	35	40	50	+15
Chipewyan Lake	1-6	7	33	54	+47
Conklin	1-7	23	32	62	+39
Dr. Mary Jackson	1-6	20	31	30	+10
Elizabeth	1-8	11	27	48	+37
Father R Perin	1-8	19	21	32	+13
Ft. McKay	1-8	32	30	43	+11
Gift Lake	1-6	23	25	52	+29
Grouard	1-6	31	34	49	+18
Hillview East Prairie	1-6	27	42	41	+14
JF Dion	1-7	40	62	70	+30
Kateri	1-7	32	39	54	+22
Little Buffalo	1-6	14	13	20	+6
Paddle Prairie	1-6	62	66	62	=
Peerless Lake	1-6	7	25	53	+46
Pelican Mountain	1-6	33	50	65	+32
St. Theresa	1-6	19	31	42	+23
Susa Creek	1-8	33	43	63	+30
Division 1 (1-3)	1-3	42	42	57	+15
Division 2 (4-6)	4-6	28	28	41	+13

Div 1 Comparison

PM Summary Div 1 Autumn 2013

	Gr 1	Gr 2	Gr 3	Total	%
At	85	126	73	284	41.88791
App	63	9	10	82	12.0944
Bel	20	69	134	223	32.89086
Not Yet Ready	74	6	9	89	13.12684
Total	242	210	226	678	100

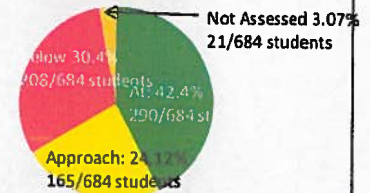
Div 1
Gr 1-3
PM



PM Summary Div 1 February 2014

	Gr 1	Gr 2	Gr 3	Total	%
At	110	90	90	290	42.39766
App	67	72	26	165	24.12281
Bel	57	47	104	208	30.40936
Not Yet Ready	39	14	19	72	10.070175
Total	273	223	239	735	100

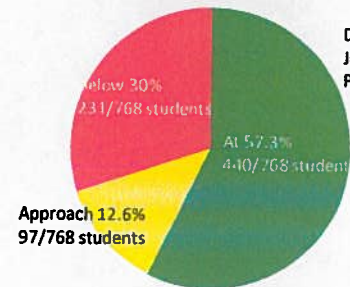
Div 1
Gr 1-3



Div 1 Summary June 2013 PM JJ

Grade	At	App	Bel	Total
K5	40			40
Gr 1	165		108	273
Gr 2	122	69	33	224
Gr 3	113	28	90	231
Total	440	97	231	768
%	57.29167	12.63021	30.07813	

Div 1
June 2014
PM

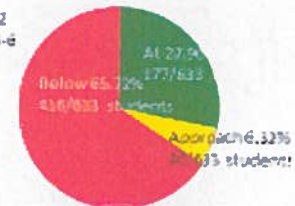


Div 2 Comparison

Div 2 Summary Div 2 Autumn 2013

	Gr 4	5	6	Total	%
At	72	62	41	177	27.56209
App	17	13	10	40	6.319115
Bel	138	141	137	416	65.7188
Not Yet Ready				0	0
Total	229	216	188	633	100

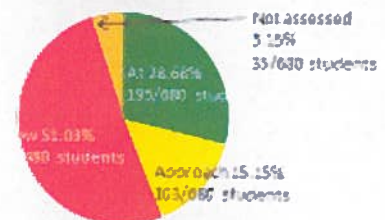
Div 2
Gr 4-6
PM



Div 2 Summary Div 2 February 2014

	Gr 4	Gr 5	Gr 6	Total	%
At	71	72	50	193	28.67647
App	36	37	30	103	15.14706
Bel	122	104	121	347	51.62941
Not Assessed	12	10	13	35	5.147059
Total	241	223	214	678	100

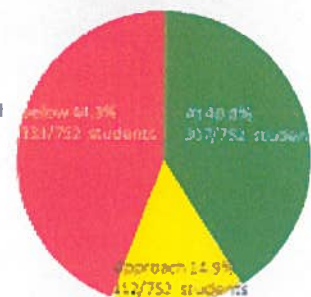
Div 2
Gr 4-6
Feb 2014



Div 2 Summary June 2013 PM JJ

Grade	At	App	Bel	Total
Gr 4	124	33	100	257
Gr 5	116	35	104	255
Gr 6	67	44	129	240
Total	307	112	333	752
%	40.62447	14.89362	44.26191	

Div 2
June 2014
PM JJ
Amalgamated

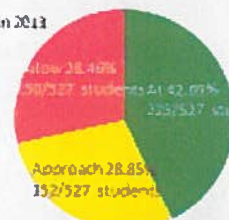


Div 3 & 4 Comparison

JI Summary Div 3 & 4 Autumn 2013

	At	App	Bel	Total
Gr 7-12	225	192	150	527
%	42.6945	28.8425	28.463	

Div 3 & 4 Autumn 2013
JI Summary

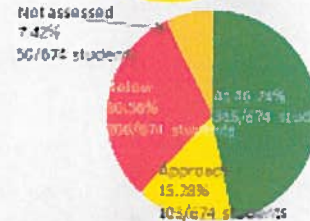


JI Summary Div 3 & 4 February 2014

	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total	%
At	58	69	71	60	38	19	315	46.73591
App	25	32	10	15	16	5	103	15.2819
Bel	58	51	23	28	25	21	206	30.5638
Not Assessed								
Assessed	17	11	11	4	1	6	50	7.418398
Total	158	163	115	107	80	51	674	

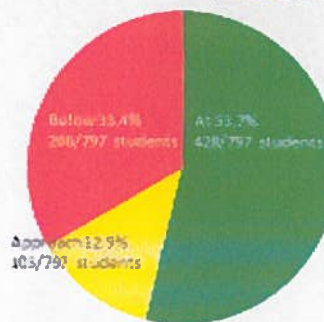
Not assessed
7.42%
50/674 students

Div 3 & 4
Gr 7-12
February 2014



Div 3, 4 Summary June 2013 PM JI

Grade	At	App	Bel	Total
Gr 7	90	22	75	199
Gr 8	96	26	68	190
Gr 9	65	13	35	133
Gr 10	69	20	35	124
Gr 11	40	15	27	88
Gr 12	34	7	28	69
Total	428	103	206	797
%	53.70138	12.92346	33.37516	

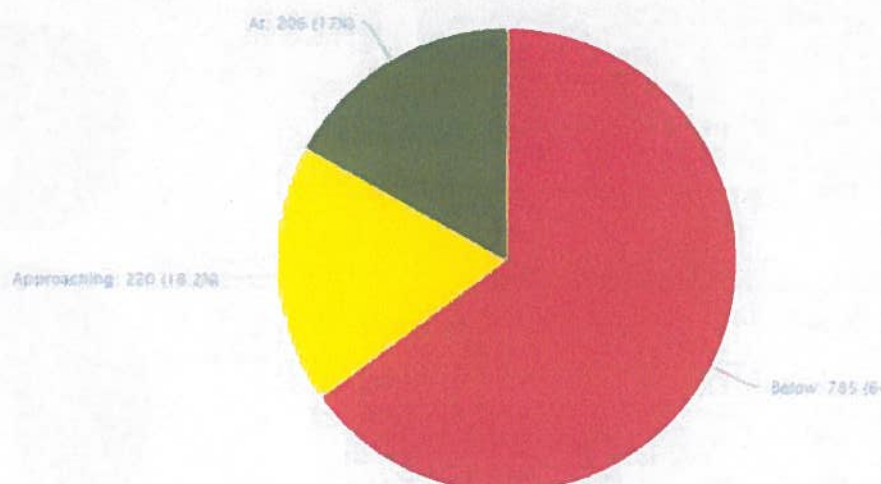


Div 3, 4
June 2014
JI PM

Benchmarking Round 1 Fall 2014

All Schools PM Nov 2014

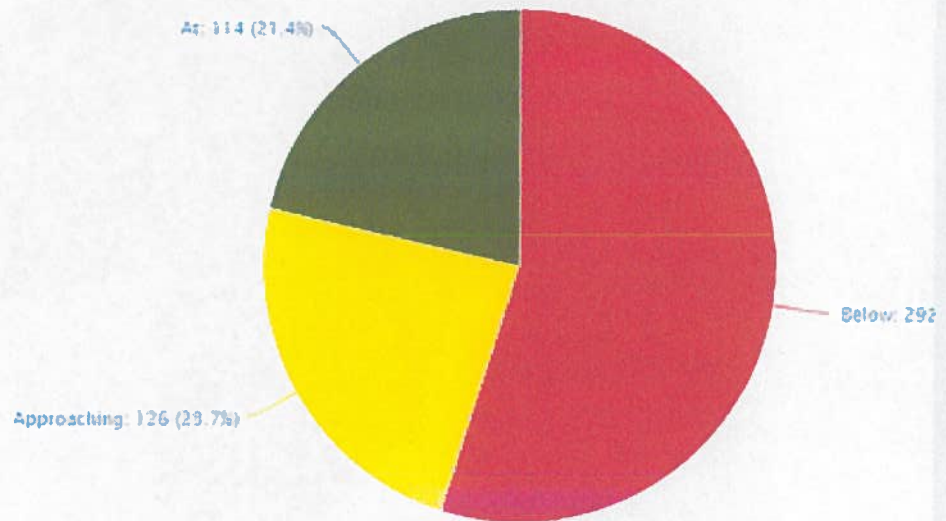
All Schools
2014 - 2015, All Grades, All Rooms (Total Students: 1211)



PM Grade 1-3 Nov 2014

- does not include Grade 3 students who wrote SLAs
- does not include Grade 1 students unless they are on the reading continuum.

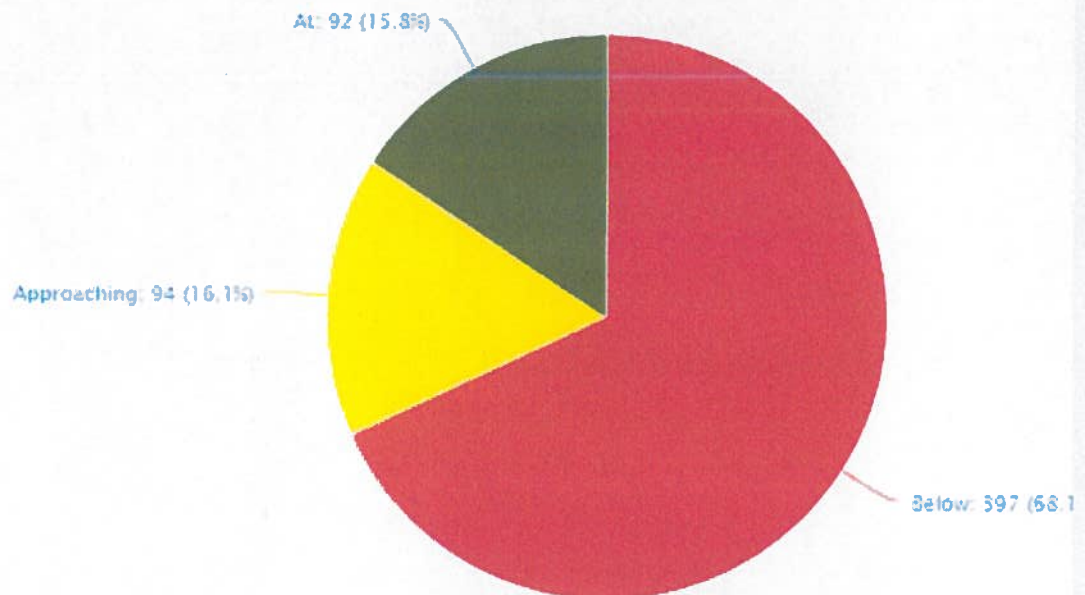
All Schools
2014 - 2015, Grade 1, Grade 2, Grade 3, All Rooms (Total Students: 532)



Nov 2014 PM Div 2 Gr 4-6

- does not include students who were not assessed

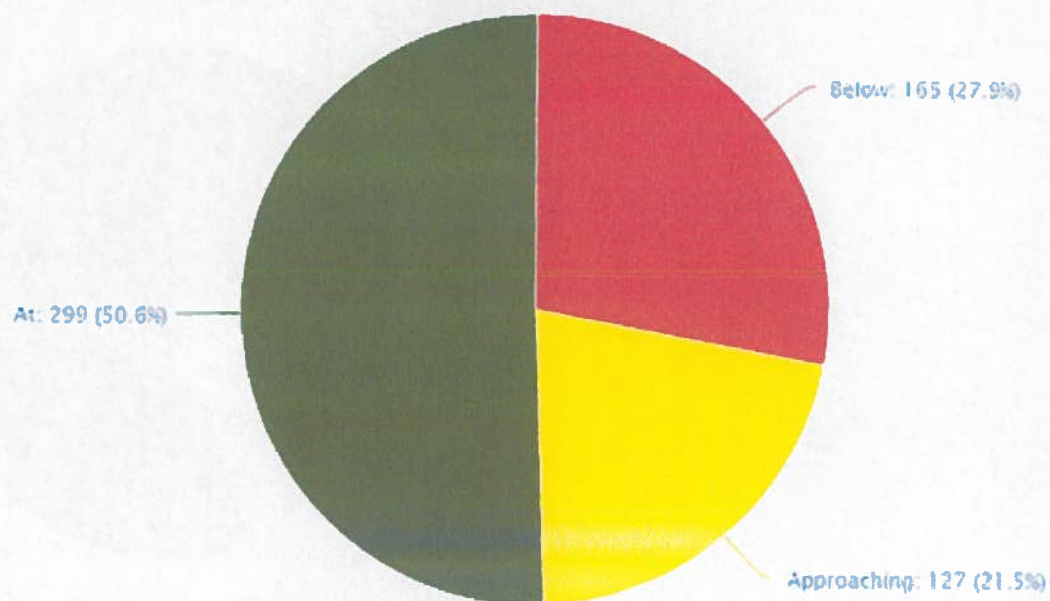
All Schools
2014 - 2015, Grade 4, Grade 5, Grade 6, All Rooms (Total Students: 533)



Nov 2014 JJ All Grades, All Schools

All Schools

2014 - 2015, All Grades, All Rooms (Total Students: 591)



Strategies to Build Instructional Capacity

Recommendations from Trehearne Report (2012) as non-negotiables:

1. Two-hour uninterrupted literacy block in elementary classrooms
2. Implementation of Daily Five and CAFÉ
3. Professional Learning Communities focused on improving literacy
4. Comprehensive literacy strategy focusing on small group guided instruction (Gradual Release of Responsibility Model – Fisher/Frey (2011))
5. Benchmarking assessments three times/year
6. On-site literacy expertise in each school
7. Conferring and assessing with students; reporting to parents

Actions emerging from Trehearne Report:

1. Two-hour uninterrupted literacy block is running in many elementary classrooms
2. Implementation of Daily Five and CAFÉ strategies → structural elements of Daily Five are running in many classrooms and CAFÉ strategies are beginning to find their way into instructional time. Professional Development by Joan Moser and Gail Boushey (the two sisters) received by many Northland teachers in Edmonton ERLC sessions February 9 and 10, 2015



3. Online opportunities, developed and delivered in house, for Professional Development continue to be offered for ECS teachers, Administrators, and teachers based on implementation, guided instruction, and assessment of literacy strategies. Included in the online sessions are a five-part process with Dr. David Booth, OISE/Nipissing Universities on expanding literacy instruction.
4. Face-to-face Teach/Model/Practice opportunities with Pedagogical and Literacy Supervisors across the school division, focusing on small group guided instructional practices through a gradual release of responsibility model.
5. Benchmarking for Autumn 2014 is now complete (see charts above). Next round of assessments are due on February 27, 2015. Administrators are being coached in how to plan for continuous improvement based on information emerging from their specific data. This continues to be a work in progress.
6. Amount of time allocated to Literacy Leads varies from school to school. This continues to be a point of angst because we know that in order to have the greatest impact on student achievement, teachers must be on a constant learning cycle themselves – learning, being coached, and practicing their skills. We have yet to find an adequate train-the-trainer model that will ensure expertise resides and is used in each school, consistently and with fidelity.
7. Conferring with and assessing student achievement based on evidence continues to be a challenge, although schools are expected to perform class reviews periodically (around each

reporting period), allowing teachers and administrators time to review, reflect, and plan next steps that will differentiate for student needs. Administrators, as educational and literacy leaders, must pick up the challenge to engage in professional conversations about learning with teachers. (see attached forms: Class Review, Walkthroughs)



Class Review

School

Date

For Discussion and Action

Classroom Strengths	Classroom Needs	Classroom Next Steps: Goal/Action

Students



Student (Reading Level to date)	Goals/Strengths	Needs	Next Steps	Action/Responsibility

Follow-Up

Administration Walk-Throughs

Teacher/Grade/Subject: _____

Date: _____

Classroom Environment

Indicator	Observations	Follow-Up
<input type="checkbox"/> Classroom is arranged to enable active engagement by students <input type="checkbox"/> Daily schedule is posted <input type="checkbox"/> Daily schedule includes 120 min literacy block indicating times for reading/writing/oral language/word work instruction <input type="checkbox"/> Program components are evident and in use <input type="checkbox"/> Print rich environment (leveled texts, vocabulary words, listening centres, interactive learning centres)		

Teacher Instruction

Indicator	Observations	Follow-Up
<input type="checkbox"/> Classroom behaviour management system is effective in providing an environment conducive to learning <input type="checkbox"/> Teacher follows selected program's instructional routines <input type="checkbox"/> Evidence of learning outcomes/competencies/learning goals/targets readily visible in classroom <input type="checkbox"/> Teacher uses explicit instruction and scaffolds instruction to meet individual learner needs <input type="checkbox"/> Teacher fosters active student engagement and motivation to learn <input type="checkbox"/> Pacing is appropriate <input type="checkbox"/> Transitions are smooth and quick		

Whole Class Instruction/Mini Lessons

Indicator	Observations	Follow-Up
<input type="checkbox"/> Instruction is focused on specific content as indicated in curriculum <input type="checkbox"/> Teacher uses a variety of resources during reading/writing/word work/content instruction		

Small Group, Differentiated Instruction

Indicator	Observations	Follow-Up
<input type="checkbox"/> Small group/strategy instruction is provided at different levels depending on student need <input type="checkbox"/> Differentiated, small group instruction or time for direct work with individuals (conferences) is a regular daily activity, as evidenced by classroom schedule or pensieve (or other student learning tracking device) appointments		

Student Independent Learning Centres

Indicator	Observations	Follow-Up
<input type="checkbox"/> Centres are clearly defined, labeled, and visible <input type="checkbox"/> Students remain engaged during centres and independent work <input type="checkbox"/> Visual aids (active word walls, environmental print/instructions, graphic organizers, calendars) are evident and used as required by curriculum and strategies <input type="checkbox"/> Students apply acquired knowledge, strategies in independent reading and writing activities		

Two Hurrahs and a Reflective Question**Hurrah #1****Hurrah #2****Reflective Question**

RESEARCH-BASED LITERACY IN A PRIMARY 1-3 CLASSROOM - PRINCIPAL CHECKLIST

PLANNING	INSTRUCTIONAL STRATEGIES	CLASSROOM ENVIRONMENT	MATERIALS/RESOURCES
<ul style="list-style-type: none"> <input type="checkbox"/> timetable shows all components of balanced literacy program – <ol style="list-style-type: none"> 1. Guided/Independent Reading/Literacy Centres 2. Read/write Alouds 3. Shared Reading/Writing 4. Word Study 5. Independent/Guided Writing <input type="checkbox"/> balanced literacy components occur in an organized, systematic way over the course of a school year <input type="checkbox"/> long range plans and unit plans reflect a range of instructional strategies, based on overall and specific expectations <input type="checkbox"/> literacy strategies are used consistently during content area teaching to maximize literacy skill implementation and maintenance <input type="checkbox"/> weekly planning indicates each guided reading group meeting twice with teacher and materials, shared reading and writing instructional focuses <input type="checkbox"/> literacy assessment tools (PM Benchmarks, Jerry Johns or Burns & Roe informal reading inventories) are planned and utilized in forming guided reading groups <input type="checkbox"/> implement and maintain the Balanced Literacy philosophy of assess-on-the-go using appropriate records <input type="checkbox"/> management system established for literacy activities (what the other students are doing while teacher is working with guided reading group) – task board, must do/may do lists, centres 	<ul style="list-style-type: none"> <input type="checkbox"/> lesson goal is explained, modeled and guided practice provided <input type="checkbox"/> use of differentiated strategies and accommodations/modifications <input type="checkbox"/> use of whole group, small group and independent work evident for reading and writing <input type="checkbox"/> "to, with, alone" reading and writing approaches evident <input type="checkbox"/> shared reading and read-aloud texts are selected to meet needs of students – based on interest, cross curricular connections, various forms and genres, reading/writing strategies <input type="checkbox"/> use of modeling and "think-alouds" evident in reading and writing – modeling what powerful readers and writers do <input type="checkbox"/> provide opportunities for connections (to prior knowledge, and experiences, to other subject areas) <input type="checkbox"/> student talk – time provided for students to share work, make reflections <input type="checkbox"/> explicit instruction on reading strategies (both decoding and comprehension) planned in shared reading, and reinforced in guided reading <input type="checkbox"/> process writing/ writers' workshop – students work through the various stages of the writing process (planning, drafting, revising, editing, publishing), supported through explicit instruction during writing mini-lessons and shared/ modeled writing sessions <input type="checkbox"/> word study components of "word wall" activities, making words, etc. connected to daily reading and writing – connections emphasized 	<ul style="list-style-type: none"> <input type="checkbox"/> area for whole-class instruction (carpet area?) <input type="checkbox"/> area for guided reading <input type="checkbox"/> areas for small group and individual work <input type="checkbox"/> independent reading/writing materials accessible for students – book boxes or bins, big books, charts, poems, reading and writing centres <input type="checkbox"/> multiple classroom evidence of class created charts, word lists, shared writing materials, book lists, reading strategies, writing topics, editing symbols, unit charts, etc. <input type="checkbox"/> guided reading materials kept easy from student access (to remain unseen text) – Literacy Room central storage <input type="checkbox"/> word wall (just one) – interactive, created with students (words added only when introduced) <input type="checkbox"/> computer centre operational (and/or frequent lab access) <input type="checkbox"/> listening centre working – at least 1 recorder and 4 headsets <input type="checkbox"/> browsing boxes – leveled and non-leveled independent reading materials <input type="checkbox"/> student work displayed – reflects reading and writing (not just artwork) <input type="checkbox"/> writing centre – variety of paper, stapler, word charts, dictionaries, thesaurus available, writing prompts based on class work (thematic/content area linked) 	<ul style="list-style-type: none"> <input type="checkbox"/> aboriginal themed resources incorporated/available/on-display <input type="checkbox"/> leveled fiction and nonfiction guided reading materials – Literacy Room central storage of '8 packs <input type="checkbox"/> charts, poems, big books for shared reading <input type="checkbox"/> "Making Words" – envelopes and letters, and "Month by Month Phonics" – resource for word study <input type="checkbox"/> variety of fiction and nonfiction independent reading material for browsing boxes/ classroom library and reading centre – leveled and non-leveled materials <input type="checkbox"/> pocket chart, easel, book stand, chart stand – at carpet area, for shared reading/writing activities <input type="checkbox"/> listening centre, computer centre, overhead projector – to support literacy activities/centres <input type="checkbox"/> white boards, chalk boards, and/ or magnetic boards <input type="checkbox"/> storage tubs, bins for literacy activities/centres <input type="checkbox"/> examples/models of student work at different levels – exemplars and anchor charts <input type="checkbox"/> graphio organizers – for oral and written comprehension and retells <input type="checkbox"/> writing folders/notebooks/portfolios to manage writers' workshop materials

Recommendations and Actions from Sloan Report (2014)

1. Reporting by Literacy Supervisor directly to Superintendent. Completed.
2. Additional support by expert literacy educators in the field required. Partially in place. Based on Literacy Priority meeting February 17, 2015 additional restructuring of central office FTE's to be considered and acted upon.
3. Literacy initiative is THE priority in school division. Greater alignment between English and Aboriginal languages as vehicle for literacy across school division. Resources (human and material) are focused in this direction.
4. Capacity building for Principals/Administrators continues. Focus is on literacy leadership across the school division through professional development, coaching, and gradual release of responsibility elements. (In progress.)
5. Literacy Leads' distribution of time in helping teachers in classrooms, and their own literacy learning must increase. Professional development and literacy learning for the Literacy Leads must expand and deepen beyond the on-line sessions and outside Professional Development opportunities provided. (In progress.)
6. Clear, attainable and reportable targets must be set. For 2014-2015, a target of 10% growth in the number of students reading at level has been set, based on June 2014 reading levels. (Complete)

Industry Support for Literacy Initiative

Cenovus Grant

The Cenovus Corporation has graciously sponsored the NSD Literacy Initiative for two years and has indicated continuation of its contribution for a third year. The investment the company provides to the Literacy Initiative means that material resources can be put into schools, teachers, and students to support reading, writing, and critical/creative thinking instruction. The grant supports in many ways from Whole School Reading and parent involvement events in schools, to small group guided instructional resources, and to providing PD for teachers. This is the only outside funding the literacy initiative has to subsidize its work in Northland schools.

The Cenovus Literacy budget for 2014/2015 (year 2) includes

- | | |
|--|------------------------|
| • Student Resources (eg. Nelson Literacy, LLI, Guided Reading, etc.) | \$108,000 |
| • Professional Learning (including NSD regional PD,
FYI: this costs far more than the allocation) | \$ 39,800 |
| • Community Resources (literacy nights, events, etc) | \$ 2,200 |
| | Total \$150,000 |

Visit to South Slave Divisional Education Council Schools, Northwest Territories

As part of the Sloan Report follow-up, a team from Northland School Division travelled to the South Slave Divisional Education Council in the Northwest Territories from February 1-6, 2015 to see how a similarly populated highly successful school division worked over eight years to accomplish its goals. The team visited seven of the eight schools in the division and learned about:

1. The power of having a school-embedded coach available to teachers to assist in planning, delivering, and debriefing lessons
2. The importance of literacy leadership demonstrated from the Superintendent and Associate Superintendent through the central office support team, the administrators, teachers, and support staff as well as the governance body to drive the initiative forward

3. The structure of the supporting team – the Literacy Coordinators – to deliver timely, appropriate, researched professional development to the Literacy Coaches in the schools, differentiating by need and experience who then deliver the message to the teachers
4. The tracking of student achievement, the relationship between tracking teacher encounters with the coach relative to student achievement, and the importance of class and school reviews periodically to inform and improve instruction
5. The respect for and encouraging of culture and language in each of the schools relative to the communities and families they service.
6. The need both for responsibility and accountability on the part of teachers, parents, administrators and communities for student learning.

Northern Journal Article:

<http://norj.ca/2015/02/albertas-northland-school-board-examines-south-slave-literacy-strategies/>

First Nation, Metis, Inuit Learning	AERR Priority:	Funding Source:
	<p>Increase Emphasis on Land Based and Experiential Learning</p> <p>Strengthen Implementation of the Division Literacy Initiative for English, Cree and Dene Languages</p>	FNMI – Grant 2013-2077

Program Outcomes

- Students experience success i.e. Art activities/projects, learning Syllabics introduced
- Students appreciate cultural-linguistic experiences using local language i.e. Cree used during Art

Introduction of Syllabics

- Students gain relevant cultural knowledge i.e. helping others, what is expected while working with others, part of positive relationship building
- Students develop and enhance Indigenous identity i.e. sharing of experiences and stories, positive interaction and reinforcing indigenous identity
- Students connect with indigenous worldview i.e. free sharing of experiences, lessons learned from grandparents, from home, from each other
- Students increase Cree language literacy through integrating the learning of Cree Syllabics
- Students are learning Cree Syllabics supported by hands on activities e.g. beaded name written in syllabics as a name tag, vocabulary and complete sentence development
- Cree Syllabic characters are associated with action/movement/dance through music and drama to address other levels of intelligence to increase recognition, reinforcement and memory building ie: Jerry Saddleback video

Frameworks/Schedules are developed to meet individual school and teacher requests

- Two to three days needed to complete Art projects while immersed in local language, making a Fleece Storage Bag decorated with beads, with a leather drawstring and leather fringe; as well as tipi's ,bracelets 2 to 3 days of moccasin making, 2 to 3 days with a grade 6 class requested by the teacher, time and day to be set up at other Schools in progress, 3 days equivalent with BCN FN school grade 6 students
- Developing and constructing Syllabic posters for Cree instruction e.g. one large Syllabic Chart, 3 poster size charts
- Developing Rubrics for craft making lesson plans
- Jr. & Sr. high school in need of greater local support with culturally based programming

Enhancing capacity of Instructional staff to develop resources at the local level based on competencies and community values

- Developing resources for learning Syllabics e.g. action driven, flash cards, collaborative development of resources between the teacher and the Division II Cree Language Teacher,
- Digitized resource being locally developed by Career Pathways teachers to assist the teaching of Syllabics for high school students – sound, movement, picture, etc.
- Developing resources with Cultural Advisor on respectful relationship building and belonging

Increased use of Community Engagement in some local communities

- NSD#61 Cree Language teachers/instructor are included/involved with the BCN Cree Language Committee
- Co-creating, co-developing Cree Syllabic resources BCN FN School, NSD#61 Cree Instructors and Treaty 8 Education and KTC and ATC
- Elder visits/ Cultural Advisors to explore what Syllabic Chart(s) are being used in the community
- Community members explored and were actively involved with cultural advisor and students
- Community members were involved in the discussions and observations of their child work being displayed on bulletin boards
- Moving towards Community to be engaged in planning and developing for whole school/across the curriculum community/school based plan
- Community meals and celebrations held at School for the Fall Solstice, Winter solstice,
- Planned and played Cree VerbO, Cree Numbers and Syllabic bingo as part of entertainment during the community meal
- Upper Division I class and Division II classes have Cree instruction, experiential learning includes picking tall bush cranberries, making temporary shelters, identifying and using materials traditionally used as kindling in starting a fire in a fire pit
- Outreach school has identified mornings when they can go and have culturally based classes there

Literacy Support

- Literacy support staff and resources from NSD#61 and Treaty 8 Education, KTC, and ATC
- Literacy nights at the School
- Shared PD on literacy between local NSD#61 schools and BCN FN School, KTC and ATC.

The following opportunities for experiential learning happen in communities:

- Parent/teacher evenings at the land base camps
- Culture days
- Home visits
- Incorporating more local knowledge through local resource people
- Local language and culture teachings
- Teaching the linguistic connection to the land
- Incorporating indigenous worldviews.
- A community resource lists being developed on an ongoing basis for schools.
- Family support center
- Family appreciation day.
- Students record stories from Elders.
- Interview Elders
- Record local stories in local language and translate them.
- Healthy families' resource fair.
- Family literacy day
- Tea and bannock day
- Student drummer group
- Metis dance workshop
- Marten Lakes Cultural Camps
- Kapaskwatinak culture center Education activities
- Local people identify trees etc.
- Fish fry with community
- Staff attend treaty days

- Hold a fall feast
- Give opportunity for parents to provide regular feedback
- Plan a cultural camp with the community
- Invite Aboriginal role models to share stories
- Honor students on successes
- Use the environment as a classroom to teach connections
- Ensure land based learning is incorporated as part of long range plan
- Local craftsman taught canoe making
- Making dream catchers
- Snow shoe making
- Had a round dance
- School newsletter in Cree
- Host Metis music nights
- Host hand games

All schools submit reports to Central Office on 'in school' cultural expenditures.

Attendance Initiative	AERR Priority:	Funding Source:
	Year One Implementation of the Division Attendance Initiative	NSD

"At the January 30/31, 2015 Board meeting, the Northland School Division Board approved the *Attendance Improvement Initiative – 'Every Day Counts Report'*. The report indicates the Division's commitment to addressing student attendance across the jurisdiction. Between April, 2014 and January, 2015, the *Attendance Improvement Committee* reviewed current attendance practices and gathered input from school communities. This work has generated 29 recommendations; many which support the vision of *Inspiring Education* and for Aboriginal Education Excellence.

The *Attendance Improvement Initiative – 'Every Day Counts' Re-port* acknowledges recommendation 3 of the *Northland Inquiry Team Report* by setting into motion actions that further support student engagement by building bridges with our parents and school communities. The report also reiterates the importance of accurate data collection processes, communication, school-based incentives, central office support, school community collaboration and building community capacity and leadership.

The *Attendance Improvement Committee*, in partnership with school communities, will be moving forward with developing an implementation plan that includes community meetings, progress reports, timelines and budget details."

Leadership Development	AERR Priority:	Funding Source:
	Enhance Instructional Leadership and Strengthen Teacher Supervision and Evaluation	NSD

Northland School Division took the opportunity to further focus on building the capacity of new and existing Northland leaders.

Principal Literacy Walkthrough Modelling In-service (Bishop Routhier School - December 1, 2014)

Three new Northland School Division principals participated in an activity where the Literacy Walkthrough was modelled by an experienced principal, as well with support from the Divisional Literacy Supervisor. All three principals indicated they appreciated the opportunity to network and work with an experienced principal to better understand what to look for in a walkthrough process.

Teacher Growth, Supervision and Evaluation Workshop (Northland Administrators' Meeting - October 8, 2014 - Slave Lake)

20 principals took part in the Alberta Teachers' Association Teacher Growth, Supervision and Evaluation Workshop with Joyce Sherwin. Principals had the opportunity to dialogue about teacher growth, supervision and evaluation, and problem solve issues related to those areas.

Unpacking the Teacher Quality Standard In-service (Northland Administrators' Meeting - February 10, 2014)

As a follow-up to the Teacher Growth, Supervision and Evaluation Workshop, Mark Yurick and Joyce Sherwin of the ATA, worked with the majority of our principals in delving into the Teacher Quality Standard (Ministerial Order #016/97). This document outlines Alberta teacher knowledge, skills and attitudes, and how they relate to the supervision and evaluation process.

Quality Indicators

Northland School Division is working to make the Teacher Quality Standard and the Principal Quality Practice Standard meaningful in the Northland context. Work this year has focused on:

- HR Committee articulation of standards posted in Google Docs for all Northland principals to provide feedback and create additions.
- February 2015 Principals' Unpacking the Teacher Quality Standard with the ATA developed Northland based descriptors of what quality teaching looks like in a Northland school.

Next Steps:

- A principal whom is on leave is to review Northland teacher descriptors and will draft a template document for review through focus groups and general distribution to select Northland stakeholder groups.
- An Unpacking the Principal Quality Practice Standard will be conducted at the May Administrators' meetings to develop statements of what quality leadership looks like in Northland School Division.

90%+ Attendance Summary (K-12)

September 2014 – January 2015

	<u>90-94%</u>	<u>95-100%</u>
September	356 (12%)	1352 (47%)
October	394 (14%)	1179 (41%)
November	458 (16%)	799 (28%)
December	441 (15%)	602 (21%)
January	<u>224 (8%)</u>	<u>911 (32%)</u>
Total (Avg.)	375 (13%)	969 (34%)

47% of our students have achieved 90% or better attendance for the first 5 months of the school year

DIVISION ATTENDANCE JANUARY 2015

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	Below 70%	Total
ECS	92	17	61	37	94	301
Gr. 1	88	22	60	49	74	293
Gr. 2	93	18	66	40	58	275
Gr. 3	83	15	62	37	45	242
Gr. 4	102	18	49	23	43	235
Gr. 5	86	21	43	37	56	243
Gr. 6	84	25	46	30	43	228
Gr. 7	68	20	52	28	50	218
Gr. 8	49	23	25	36	71	204
Gr. 9	43	13	25	24	49	154
Gr. 10	51	12	18	17	83	181
Gr. 11	31	5	11	9	80	136
Gr. 12	41	15	13	16	75	160
Student Totals	911	224	531	383	821	2870

Student Attendance by Division in Percentage

Year to Date, January 2015

School	ECS	Div 1	Div 2	Div 3	Div 4
Anzac	87	89			
ADCS	72	77	73	62	53
Bill Woodward			90	94	88
Bishop Routhier	83	80	79		
Calling Lake	83	87	82	80	63
Calling Lake Outreach					45
Career Pathways					51
Chipewyan Lake	86	98	91	74	92
Conklin	89	91	94	93	
Dr. Mary Jackson	80	93	88	82	
Elizabeth	92	90	92	94	
Fr. R. Perin	81	88	84	73	
Fort McKay	86	84	85	86	
Gift Lake	78	85	89	85	
Grouard	81	86	90	84	
Hillview	96	81	90		
J.F. Dion	89	88	88	82	
Kateri	78	80	84	83	58
Little Buffalo	66	79	77	75	83
Mistassiniy				72	50
Pelican Mountain	74	75	75		
Paddle Prairie	74	89	81	87	78
Peerless Lake	86	93	89	88	87
St. Theresa	87	87	86		
Susa Creek	84	81	88	82	
All Schools	83	85	85	78	65

Staff Attendance (Based on Leave Applications)

November 1, 2014 to January 31, 2015

	# of Staff	Calendar Days	Possible Days	Actual Days Recorded	Actual Attendance	# of P.D. Days Taken	# of "Other" Days Taken	% Attendance	% Absent	% Absent for PD	% of Other
Certificated Staff	202	54	10908	1047.5	9860.5	103	944.5	90%	10%	0.94%	8.66%
Uncertified Staff	170	54	9180	988.5	8191.5	3.5	985	89%	11%	0.04%	10.73%
Maintenance Staff	58	56	3248	463	2785	0	463	86%	14%	0.00%	14%
Central Office Staff	41	56	2296	219.5	2076.5	12.5	207	90%	10%	0.54%	9%

Types of Leaves:

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

Staffing Update - February 18, 2015

	Certified Staff	Certified Staff - NL	Early Childhood Instructors	ECS - PUF	Teacher Assistants	Special Assistants	School Community Liaison Worker	Family Community Liaison Advisor	Library Assistant	Native Language Instructor	Clerical	Caretaker	Bus Driver	Cook	Total by School
Anzac	5.5	0	0	0	0.5	0	0	0.25	0.5	0.25	1	1	0	0.75	9.75
ADCS	20	1	0	0	1	3	1	0	0.95	1	1	4	0	2.63	35.58
Bill Woodward	9	0	0	0	0	3.2	1	0	0.5	0	1	2	0	1.25	17.95
Bishop Routhier	5	0	0	0	0	3.4	0	0	0	0	1	2	0	0.81	12.21
Calling Lake	11	0	0	0	1	2.4	0	0	0	0.6	1	1.5	1	1.75	20.25
Career Pathways	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Chipewyan Lake	2	0	0.67	0.4	0	0	0	0	0	0.33	0.3	1	0	0.5	5.2
Conklin	4	0	0	0	1	0	0	0	0	0.5	0.5	1	1	0.63	8.63
Dr. Mary Jackson	2	0	1	0	1	1.5	0	0	0	0	0.5	1	2	0.63	9.63
Elizabeth	10	0	0	1	0	2	0	0	1	1	1	1	1	1.63	19.63
Father R. Perin	7.5	0	0.5	0	0	2.9	0	0	0	0.6	0	1.5	1	1.12	15.12
Fort McKay	7	0	0	0	5	0	0	0	0	1	1	1	1	1.08	16.08
Gift Lake	13	0	1	0	2	4	0	0	0	1	1	2	4	1.75	29.75
Grouard	7	0	0	0	2	2	1	0	0	1	1	2	2	1.63	19.63
Hillview	3	0	0	0	0	0.5	0	0	0	0	0.5	1	4	0.63	9.63
J.F. Dion	6	0	0	1	1	0	1	0	0	0	1	1.36	1	0.94	13.3
Kateri	7	0	0	0	1	2	0	0	0	1	1	2	2	1.25	17.25
Little Buffalo	13	0	0	0	0	4	0.8	0	0	1	1	1.58	1	1.38	23.76
Mistassini	23	0	0	0	3	1	0	2	0	1	2	5	6	3	46
Paddle Prairie	8	0	0	0	1	1.4	0	0	0	0.5	1	2	2	1.34	17.24
Peerless Lake	10	0	0.5	0	1.5	1	0	0	0	1	1	2	2	1.75	20.75
Pelican Mountain	1	0	0	0	0.75	0	0	0	0	0.25	0	1	1	0.5	4.5
St. Theresa	23	0	1	3	6	7	0	1	1	2	2	4	4	3	57
Susa Creek	3.6	0	0	1	1	0	0	0	0	0.4	0.85	1	2	1.25	11.1
Totals	202.6	1	4.67	6.4	28.75	41.3	4.8	3.25	3.95	14.43	20.65	41.94	38	30.2	441.94

School Visits by Department November 1, 2014 - January 31, 2015			
	Management	Learning Services Team	Totals
Anzac	5	2	7
ADCS	11	12	23
Bill Woodward	4	1	5
Bishop Routhier	6	7	13
Career Pathways	2	3	5
Calling Lake	17	14	31
Chipewyan Lake	5	5	10
Conklin	4	6	10
Dr. Mary Jackson	3	6	9
East Prairie/Hillview	3	10	13
Elizabeth	4	3	7
Fort McKay	3	2	5
Fr. R. Perin	10	28	38
Gift Lake	15	4	19
Grouard	12	23	35
J.F. Dion	4	1	5
Kateri	2	6	8
Little Buffalo	3	5	8
Mistassiniy	4	12	16
Paddle Prairie	2	5	7
Peerless Lake	2	1	3
Pelican Mountain	2	7	9
St. Theresa	2	4	6
Susa Creek	2	0	2

Bulletin 7



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

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Cultural Pride in Fort Chipewyan



Students at Athabasca Delta Community School (ADCS) in Fort Chipewyan are demonstrating cultural pride through singing and drumming. On January 29, 2015, Jerome Whiteknife, grade 4 student and Josh Cardinal, 6 years old, each played the drum and sang to students during morning announcements as a way to open minds. Click on the link view Jerome's video on the Northland School Division website.

<http://nsd61.ca/about-us/division-news/post/cultural-pride-at-athabasca-delta-community-school>

The video is a huge hit in Fort Chipewyan! Jerome's video has been viewed by over 46,000 people on Facebook! Since this initiative began, Elders share cultural knowledge to students through drumming, singing and the Seven Sacred Teachings; Love, Respect, Courage, Honesty, Wisdom, Humility and Truth. The schools says when students feel valued they will respect others, which in turn opens their minds to learning.



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Experiential Learning at Father R. Perin School



Experiential learning is very important to the staff and students at Father R. Perin School in Janvier. Every week we have cultural activities for different classes. Before and after the activity, the teachers deliver lessons relevant to the activity the children will be engaged in. Mary Agnes Herman (**See picture above**), one of the Elders and grandmother to many children at the school, explains to elementary students about the parts of the fish and shares some ancestral knowledge of the uses of the different parts she has removed from the inside of the fish.



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Family Literacy Day at Northland Schools

Schools across Northland School Division celebrated Family Literacy Day on Tuesday, January 27, 2015. Family Literacy Day is a national awareness initiative created by ABC Life Literacy Canada in 1999 and held annually on January 27th to raise awareness of the importance of reading and engaging in other literacy-related activities as a family.



Paddle Prairie students and parents work on story description and evaluation.



Students and parents enjoy Literacy night at Grouard Northland School!



Oral Storytelling at St. Theresa School in Wabasca-Desmarais!



Conklin students utilize literacy skills to bake cookies!



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Mistassiniy School Engaging Students with Innovative Courses



Student drawing with a 3D pen!



Video Game Design!

Mistassiniy School continues to evolve into an environment where student-centred learning and course innovation is the norm.

This approach to learning motivates students to achieve success and feel a sense of ownership in what they're learning. Student voice and dedication by teachers, parents and community members result in course offerings such as Animation, Video Game Design, Aboriginal Film Studies, Cree Language Development, Forensic Sciences, Recreational Management, 3D Design, Shop Class, just to name a few.

Dafydd Thomas, Mistassiniy School Principal, says learning is supposed to be fun, engaging and developed in a way to help students acquire necessary skills for future careers.

"We believe the courses we offer create a sense of diversity and excitement in our school," says Thomas. These courses are geared towards helping students acquire lifelong learning skills to think critically while being creative and innovative, use technology to learn and communicate and develop respect by way of collaboration and leadership."

These courses demonstrate a common vision within *Inspiring Education*. It is mind shift that is essential for preparing students for the future we can't predict. Thomas adds that the school continues to plan for the future through another initiative called *Moving Forward with High School Redesign*.

"For this initiative, we are focused on prioritizing the curriculum in way that makes learning relevant for students," said Thomas. "We also have a teacher who helps students develop personal education plans. This takes place in another course called Learning Strategies."

To learn about the courses Mistassiniy School offers, log onto their new website at www.mistassiniyschool.ca.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: FEBRUARY 28, 2015

PRESENTED BY: TRUDY RASMUSON, SECRETARY TREASURER

SUBJECT: FINANCE QUARTERLY REPORT

ORIGINATOR TRUDY RASMUSON, SECRETARY-TREASURER

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

FINANCE QUARTERLY REPORT

February – August Forecast Summary

February 23, 2015

Introduction

The main focus of this report will be the February to August forecast, which is a snapshot of the financial results for the Division at the end of the January 2015, and an estimate of the financial results to the end of the year. The forecast information is an estimate and may be subject to change. The following is a summary of forecast revenue and expenses for the year ending August 31, 2015:

Revenues

Total revenue received to date represents approximately 36.5% of June budget, with federal revenue representing 47.8% of June budget (42% of November budget). However, both revenue projections are to be adjusted (see below).

Provincial Revenues:

Total revenues are estimated to increase by approximately \$1.1 million. This is due to the transfer of students from federal to provincial, an increase in ECS Program Unit Funding (PUF), an increase in the Small School by Necessity grant and FNMI funding.

Federal Revenues:

Total revenues are estimated to fall by over \$500,000. This is a result of the transfer of federal students to provincial responsibility. Please note that all the revenue adjustments reflect the nominal role results as well. Federal revenues are based on the amount per student as of August 31, 2014, and will be adjusted in the fall, as a result of the final accounting for expenses.

Expenses

Salaries and Benefits:

Salaries and benefits remain on track at 39% of budgeted (at 41.6% of the year). We are anticipating an additional expense of approximately \$80,000 net in salaries and benefits, taking the changes in the staff at the schools and the five months that some central positions have been unfilled. The new year will see an increase in the salaries and benefits due to the addition of CPP and EI premiums to the higher-paid employees, so the actual cost may be closer to the budgeted cost in the following months.

Additional expenses:

ADCS Outreach program	\$30,000
Attendance Recommendations	\$63,200
BLAST instructor and travel	<u>\$40,000</u>
TOTAL	\$133,200

Conclusion

November budget surplus	\$53,896
Provincial revenue increase	+\$1,200,000

Federal revenue decrease	-\$536,700
Additional salary expenses	-\$80,000
Additional expenses	<u>-\$133,200</u>

Operational Surplus **\$503,996**

Mobile home project **-\$300,000**

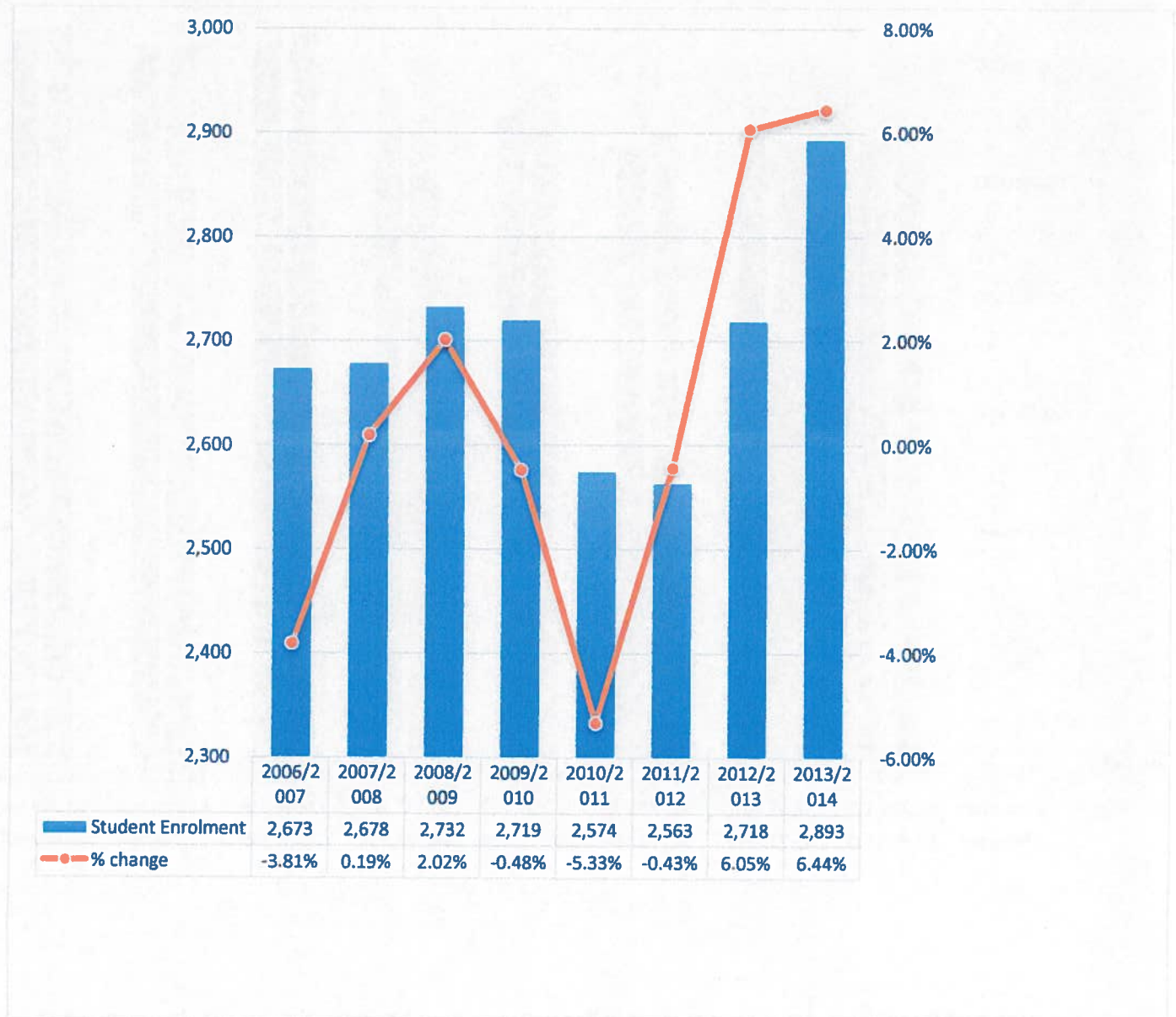
Adjusted Operational Surplus **\$203,996**

Due to the shift of students from federal to provincial rolls, the additional provincial funding and the delay in hiring some centralized staff, the operational surplus looks healthier than at the November update. However, we may require such a surplus, depending on the provincial government's plans for education funding in the coming year.

2013-2014 FISCAL YEAR-END

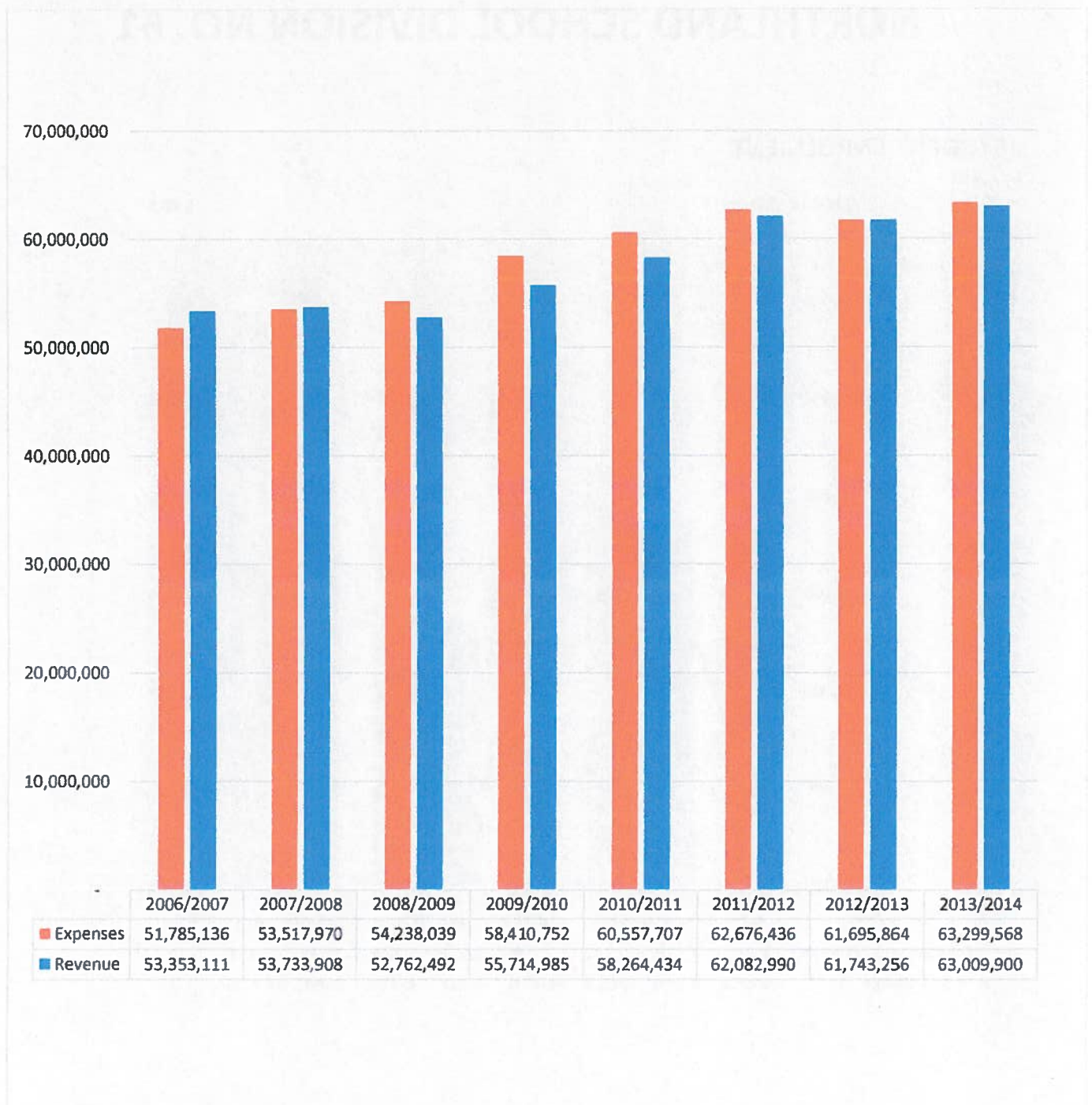
NORTHLAND SCHOOL DIVISION NO. 61

STUDENT ENROLMENT



Enrolment has increased over the past eight years, from a low of 2,574 to a high, this year, of 2,893, an increase of over 6% from last year.

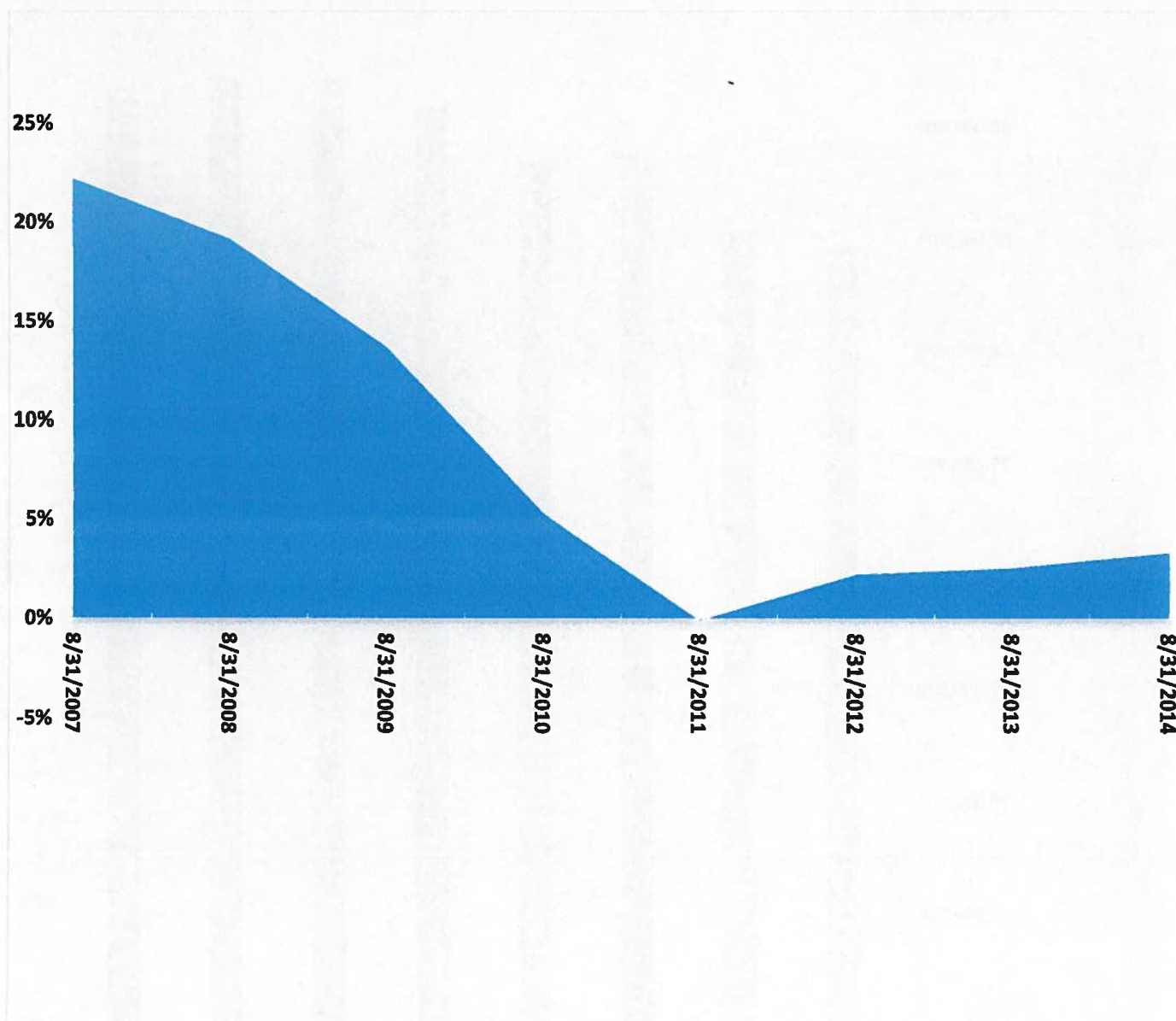
INCOME AND EXPENSES



Over the past three years, expenses are more in line with revenue; however, the increase in revenue has been small, requiring NSD to be more proactive with expense control.

FINANCIAL HEALTH

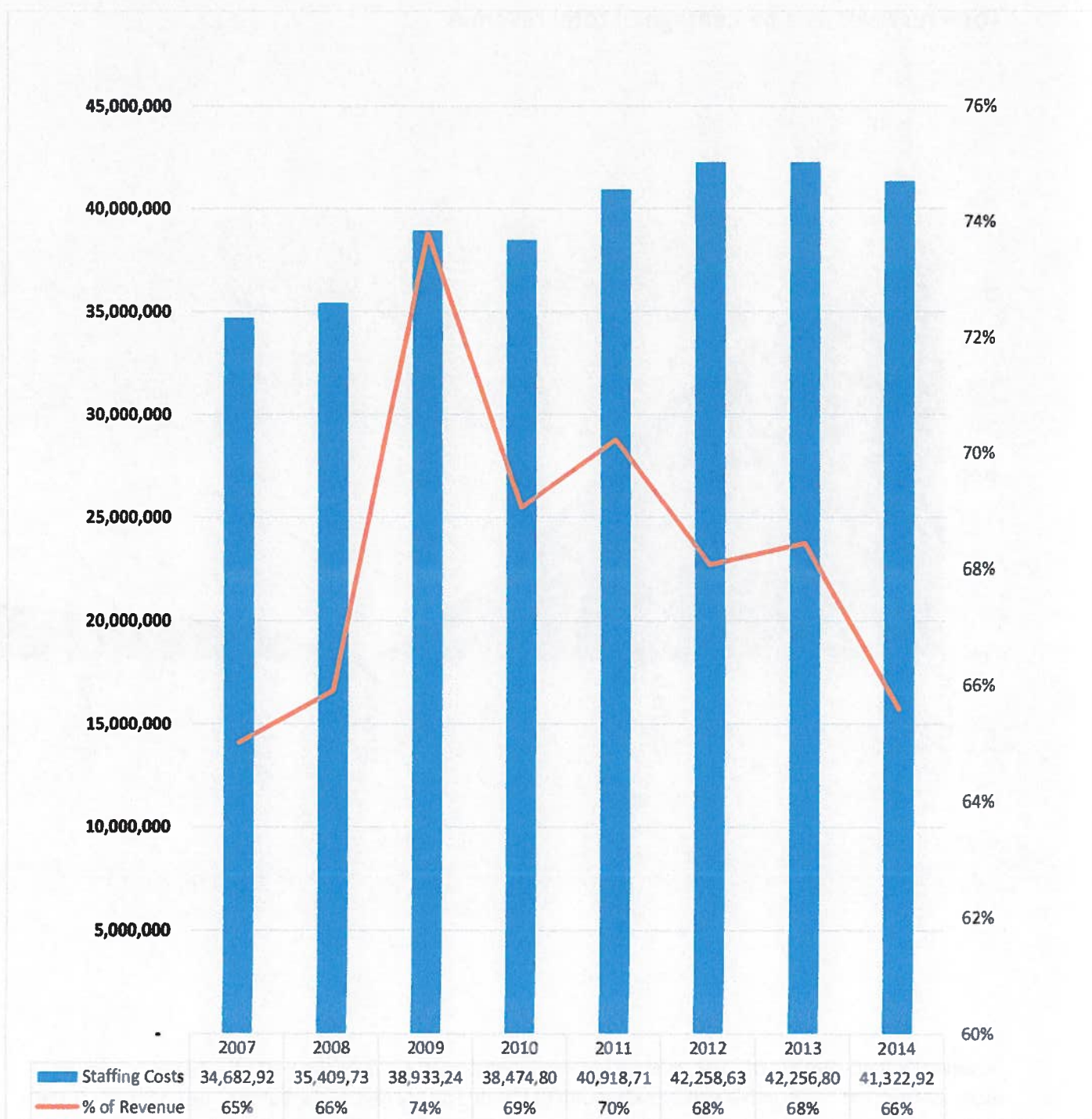
Total reserves as a percentage of total revenue



Reserves as a percentage of total revenue has remained consistent over the past several years, with no expectations that this number will increase, due to the budgetary restraints that may be imposed for the next year.

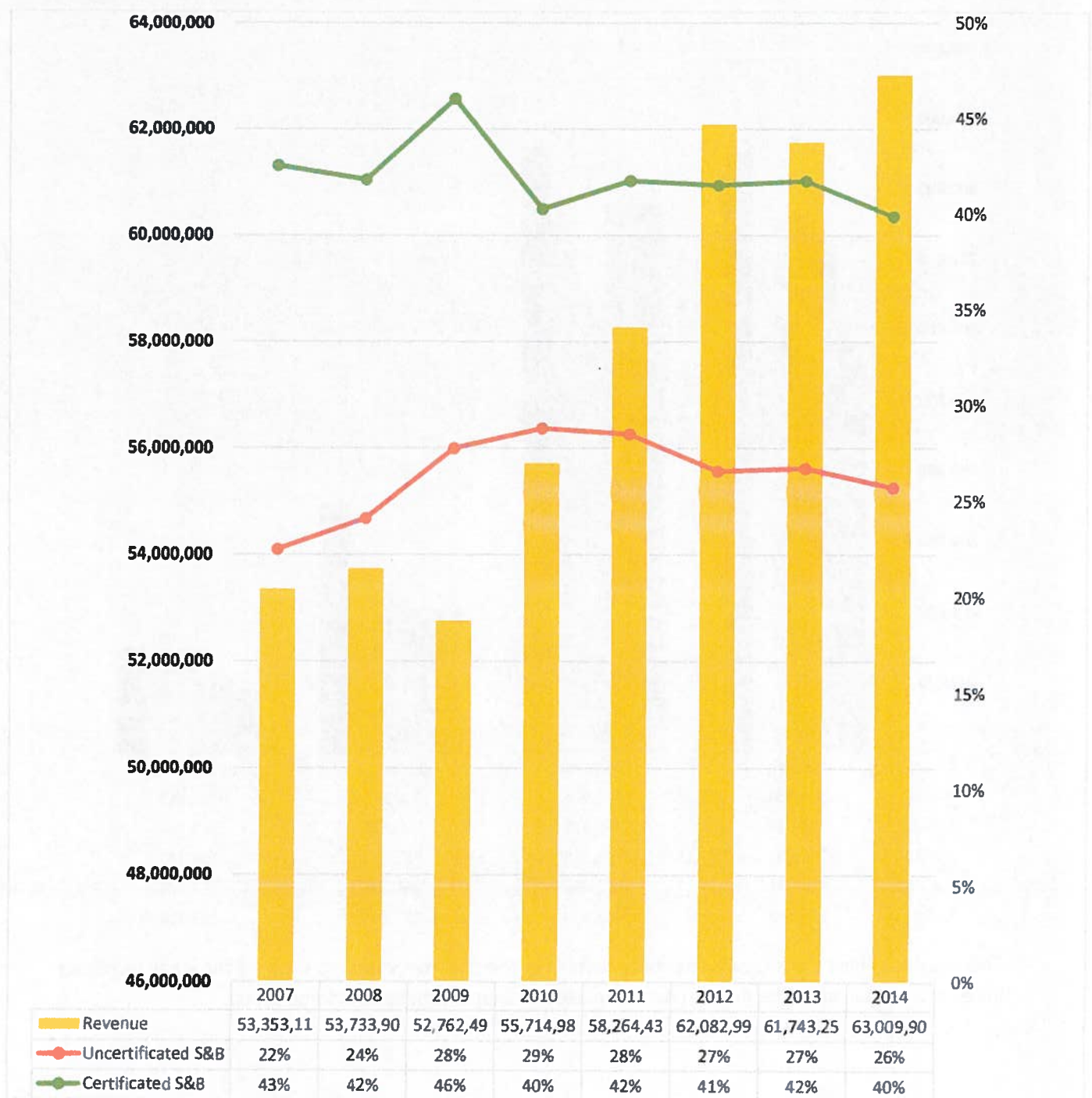
SPENDING TRENDS

Total Staffing cost as a % of revenue



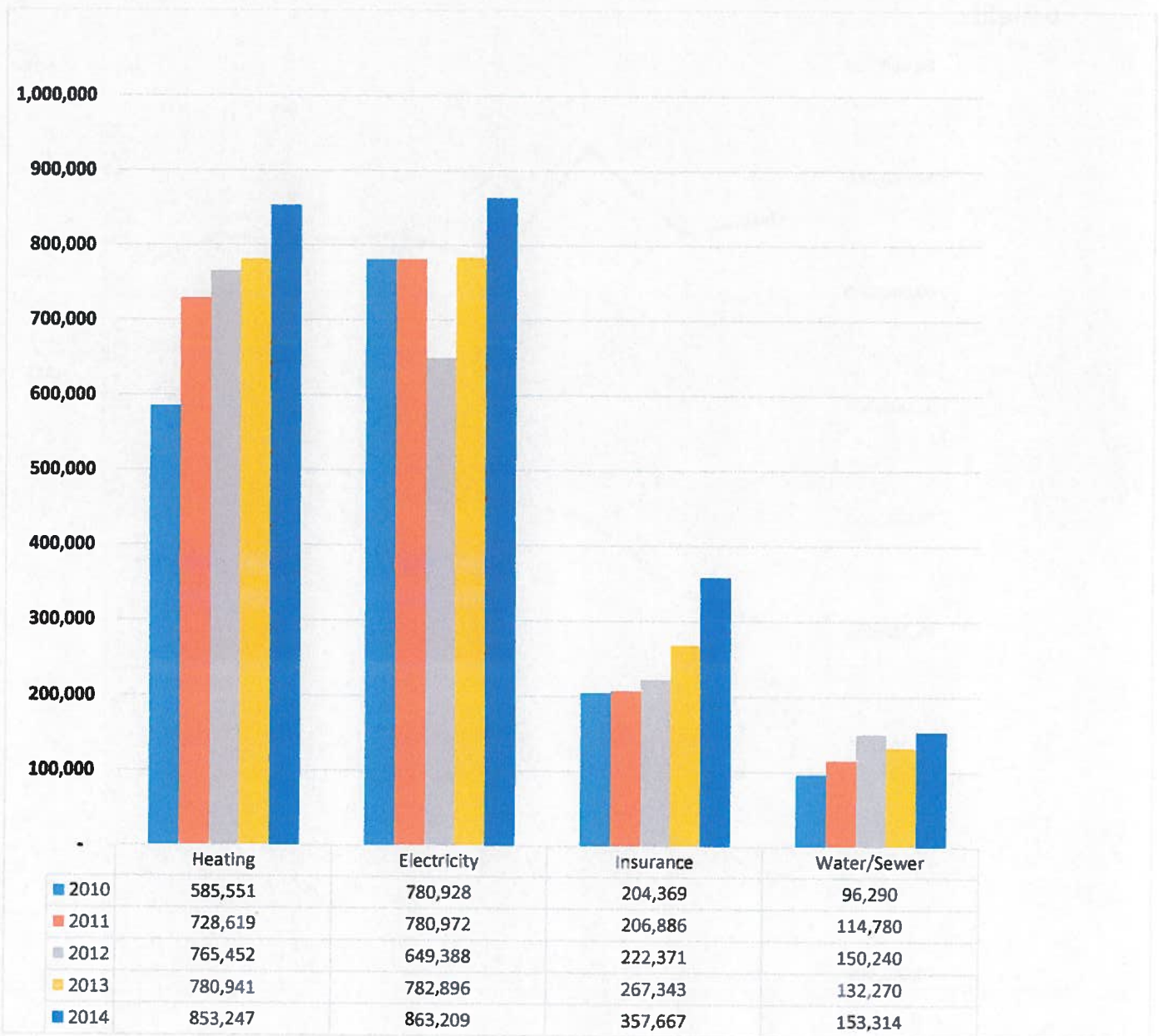
Staffing costs have been falling as a percentage of revenue from 70% to 66% of total revenue over the past four years. This is mainly as a result of no wage increases for staff over the past three years. However, there will be an increase in wages this fall, due to the new ATA contract.

Percentage of total revenue vs. certificated and uncertificated salaries and benefits.



This is similar information to the previous graph, breaking down the salary information between certificated and uncertificated staff.

Utility Costs



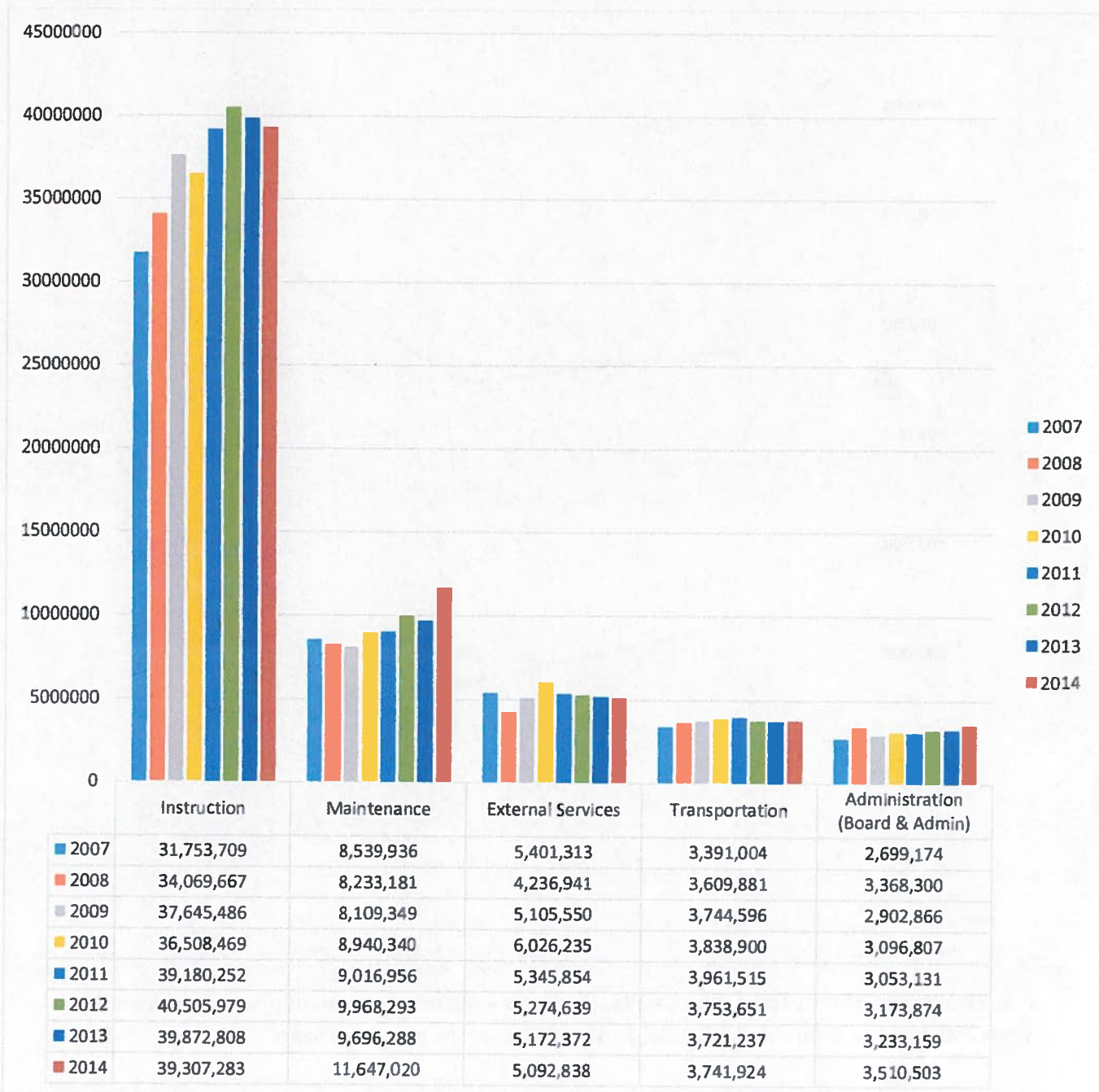
This graph outlines the increases in utility costs over the past five years, so some of the small increases in revenue received by the division has been used to support these additional costs.

Certificated and uncertificated substitute teacher costs



A quick overview of the cost of substitute teacher costs – the trend is towards using certificated subs, with costs going up from about \$700,000 to \$740,000 over the past three years.

Expenses by function



An overview of expenses by function – the largest expense increases are in instruction – from approximately \$325,000 to almost \$400,000 in the past eight years. Maintenance is the second highest in terms of expense growth – and utility costs, insurance and mould issues have contributed to most of the growth.

In conclusion, the division was able to end the year with a small operating deficit (\$289,668). Despite the increase in enrollment, which translated into additional funds for the division, the additional expenses were slightly more than the revenue raised.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS
SUBJECT: PROCEDURE 4XX – SCHOOL VOLUNTEERS
ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION
That the Board of Trustees accept the attached draft of Procedure 4XX – School Volunteers, as information.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:

**School
Volunteers**

Policy

The Board believes that volunteers are a valuable part of the school community and can enhance educational services.

Guidelines

1. The assignment of duties for a volunteer rests with the school principal.
2. For those volunteers who work with students in a school on a regular, ongoing basis, it is expected that volunteers will be entitled to:
 - 2.1 Know what is expected of them
 - 2.2 Be treated in a respectful manner.
3. Volunteers shall:
 - 3.1 Follow through with commitments,
 - 3.2 Abide by the directions of the principal/classroom teacher,
 - 3.3 Maintain confidentiality,
 - 3.4 Accept guidance and direction.

Procedures

1. The principal shall approve all volunteers expected to be working in the school.
2. Volunteers shall:
 - 2.1 Sign a Pledge of Confidentiality in a format acceptable to the Superintendent of Schools,
 - 2.2 Abide by Division and School policies and procedures,
 - 2.3 Where required, complete any safety training,
 - 2.4 Where the volunteer works with children unsupervised by a school staff member, the volunteer must "Criminal Records Check", "Local Indices Search (RCMP)", "Vulnerable Sector Search" and "Child Intervention Check", at the school's expense,
 - 2.5 Advise the school principal of any criminal charges that occur after the initial "Criminal Record Check" and/or "Child Family Services Authority Intervention Record Check" has been completed.
3. Volunteers whose services are no longer required will be notified in writing by the principal.



-
4. The school principal must communicate to staff if a volunteer may be left unsupervised with students. Unless staff are instructed otherwise, staff must ensure the volunteer is supervised where the volunteer is in contact with students.

**School
Volunteers****APPENDIX 1*****Pledge of Confidentiality***

I _____
(Name of Volunteer Taking Pledge)

understand that in the course of my volunteer work with Northland School Division No. 61 that I may possess information about the operations of the Division, and about its students, parents, and other staff ("confidential information"). I understand that the Division is subject to the *Freedom of Information and Protection of Privacy Act* ("FOIPP"), and that the release of confidential information may harm the interest of the Division, violate the FOIPP Act, or both. I agree that I will not, without authorization, disclose or make known confidential information which comes into my knowledge by reason of volunteering, either during the period of my volunteer work with the Division or afterwards. I understand that my right to access or make use of confidential information is restricted to my need to know that information to perform my responsibilities.

I understand that unauthorized disclosure, copying and/or misuse of confidential information is a serious breach of duty, and may result in termination of my volunteer work with Northland School Division No. 61.

Signed this _____ day of _____, 20____ A.D.

(Signature of Person Taking Pledge)

(Witness)

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: FEBRUARY 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS
SUBJECT: PROCEDURE 435 – CRIMINAL RECORDS CHECKS
ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION
That the Board of Trustees accept the attached changes to Procedure 435 – Criminal Records Checks, as information.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:

**Criminal Records Checks**

Background

In order to ensure the safety of both students and staff within the division, all new employees must provide an RCMP check to the school/divisional office.

Procedure

~~As a condition of employment, all new staff must provide an updated RCMP check within 30 days of commencement of employment. Failure to provide all documentation may result in termination of employment.~~

- 1. Most positions with the Division involve contact with students. For this reason applications shall include a Criminal Check, Local Indices Search (RCMP), Vulnerable Sector Search and a Child Intervention Record Check, and shall be a condition of employment, which shall be submitted to Human Resources.**
- 2. Applicants must provide current documentation, dated within the previous six (6) months from the appropriate agency verifying his/her status. Documentation shall include:**
 - 2.1 Criminal Records Check**
 - 2.2 Local Indices Search (RCMP) – from the employee's home detachment**
 - 2.3 Vulnerable Sector Search**
 - 2.4 Child Intervention Check**
- 3. Applicants with criminal convictions are required to obtain and submit an official detailed statement in writing to the Superintendent or designate. Conviction of a crime does not automatically disqualify an applicant from employment. The Superintendent will consider the nature of any conviction in relation to the position.**

**Criminal Records
Checks**

-
4. **Any break in employment with the Division, longer than six (6) months, will require the submission of new documentation as stated in section 5.1.**

Should the RCMP check indicate a charge, all charges including the date of the occurrence must be disclosed in writing to the Superintendent.

5. A **current** staff member ~~may be required to~~ **must** provide additional RCMP **documentation** checks should a **charge or** conviction occur.
6. Principals are to ensure that all casual and substitute staff working at the school, provide ~~an updated RCMP check~~ **updated documentation** which is to be filed at the school.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: FEBRUARY 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 15, SCHOOL LUNCH PROGRAMS

ORIGINATOR: TRUDY RASMUSON, SECRETARY TREASURER

RECOMMENDATION

That the Board of Trustees approve the attached changes to Policy 15, School Lunch Programs, in principle.

CURRENT SITUATION: Second reading of Policy 15, School Lunch Programs was deferred from the January 30/31, 2015 Regular Board Meeting to February 28, 2015, so Section 2 could be reviewed.

Policies and Procedures related to the governance and day to day operation of School Food Services need to be revised to align and better reflect current direction set by the Northland School Division Enquiry Team Recommendations, priorities and goals. NSD has two policies that govern School Food Services:

Policy 10 – Board Delegation of Authority (6)

Policy 15 – School Lunch Programs

These procedures are out of step with revisions to Policy 7 – Local School Board Committees.

BACKGROUND:

The first School Lunch Program started at Conklin School in October 1973. Four communities were selected as a result of a request by the Metis Association of Alberta to the Alberta Government to fund a nutritional hot lunch program for children in northern Alberta.

The Program was founded on a community development concept allowing individual programs to be managed and operated by people in each of the designated communities. It initially operated under Alberta Health, transferred to Alberta Education, then was absorbed by Northland School Division in the 1990s. There are currently 26 School Lunch Programs operating in 29 communities.

School Food Services operates as a separate entity within Northland School Division. It provides consulting services for 26 hot lunch programs (24 of which are Northland schools) and employs approximately 65 kitchen staff / book keepers, 3 office staff and 1 driver.



Policy 15

School Lunch Programs

The school lunch program is an important component of the services provided to students by the Division. The Board believes that the Local School Board Committees should play an integral role ~~in the liaison with the School Lunch Program Associations.~~ The Board also recognizes that the administration of the lunch program is a difficult and complex task and has established the following conditions under which it will operate.

Specifically

1. The Board may enter into a contract with a Local School Lunch Program Association, which will be a non-profit community based association, to operate the lunch program in a community **outside the Division.**
2. **When a School Lunch Program operates in a community outside the Division, the Local School Board Committee Lunch Program Association** is able to determine the overall policy under which the Local School Lunch Program **Association** will operate within the school facility. Such a policy shall be consistent with the policies of the **Board's School Food Services.**
3. ~~The Board may enter into a contract with a Local School Board Committee to operate the Local School Lunch Program should the Committee make such a request to the Board. The Local School Board Committee will be subject to the same terms and conditions as is the case with the School Lunch Program Association.~~

The Board will provide a School Lunch Program in Division schools.

4. The School Lunch Program will be operated in accordance with the requirements and procedures specified in the School Lunch Procedures Handbook that has been prepared to guide and administer the Program throughout the Division.

Legal Reference: Section 61, School Act – RSA 2000

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: FEBRUARY 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

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

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
LSBC (08/25/2014)	9/24/2014	Gift Lake	Motion #380.14 Gordon moves to accept and receive as information the discussion regarding head lice and the request to implement a survey in the community which will provide information and gather data regarding a possible head lice policy for Gift Lake School. The response will decide whether a policy will be implemented for Gift Lake School.

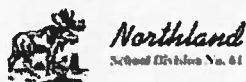
Superintendent's Report February 27, 2015

February, 2015

1-6	Hay River and Fort Smith, NWT	South Slave Divisional Education Tour - Literacy Priority Focus Group
9	Edmonton	Meeting with Alberta Education
10	Edmonton	Administrators' Meeting
11	Edmonton	Administrators' Meeting
	Edmonton	ATA/NSD Teacher Recognition Supper
12	Edmonton	Attendance Exit Meeting with the Office of the Auditor General
13	Edmonton	Meeting with Alberta School Board Association
16	High Prairie	Travel
17	Peavine	Literacy Priority Focus Group Meeting
18	Peace River	Committee Meetings and Agenda Review
19	Peace River	Divisional Leadership Team Meeting
	Wabasca	Long Term Education Planning for Wabasca-Desmarais Meeting
20	Wabasca	Meeting Re: School Food Services
		Mistassiniy School Visit
23	Elizabeth Metis Settlement	Elizabeth School Visit
		Meeting with Elizabeth Local School Board Committee
24	Fishing Lake Metis Settlement	JF Dion School Visit
		Meeting with Fishing Lake Metis Settlement
27	St. Isidore	CASS Meeting
	Peace River	Corporate Board Meeting
28	Peace River	Corporate Board Meeting

Committed Dates March, 2015

5 - 6	Fort McMurray	Athabasca Tribal Council Regional Education Conference
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Donna Barrett <donna.barrett@nsd61.ca>

Student Learning Assessment Update – Grade 6

1 message

Education Deputy Minister <EducationDeputyMinister@gov.ab.ca>

Thu, Feb 5, 2015 at 1:01 PM

To: All Superintendents of Public, Separate, Francophone, FNMI and Charter School Boards

I am pleased to provide an important update on the implementation and development of the Grade 6 Student Learning Assessments (SLAs), which were originally scheduled to be piloted in fall 2015. As we work toward implementing the SLAs to better support student success, it is essential that a deliberate and thoughtful process continues to be followed.

Through our conversations with stakeholder groups, we have heard that more time is needed to ensure the Grade 3 SLAs are a valuable assessment tool for teachers, parents, students and Albertans before transitioning from PATs to SLAs in Grades 6 and 9. The second year of the Grade 3 pilot administration will allow further opportunities to ensure that the SLA is a valuable tool that meets its three purposes:

- improve student learning (primary purpose);
- enhance instruction for students; and
- assure Albertans the education system is meeting the needs of students and achieves the outcomes of the *Ministerial Order on Student Learning*.

The Grade 6 SLA pilot will be rescheduled, with a target of fall 2016 for the first administration. As a result, the May-June 2015 and May-June 2016 Grade 6 Provincial Achievement Tests will be a regular, full administration across the province. Capturing stakeholder feedback over the course of the two-year Grade 3 SLA pilot helps ensure that Alberta maintains a high-quality assessment system.

The Alberta Education SLA and PAT web pages will be updated by February 6th to reflect the new implementation schedule.

Sincerely,

P. 168

Lorna Rosen

Deputy Minister of Education

cc: Communications contacts at School Divisions

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First Nations, Métis and Inuit Curriculum Branch Notice of Meeting

Committee: First Nations, Métis and Inuit Advisory Committee

Date: March 2nd & 3rd, 2015

Time: 8:30 a.m. – 4:00 p.m.

Location: Boardroom 1220, 12th floor, 44 Capital Boulevard
10044 – 108 Street, Edmonton, Alberta, T5J 5E6

Contact: Pauline Auger, Team Leader, Curriculum Branch, FNMI Education Division
Telephone: 780-643-1977; Fax: 780-422-9735
E-mail: Pauline.Auger@gov.ab.ca

MEMBER	ELDERS/CULTURAL EXPERTS/ORGANIZATION	COPY TO
Allen Jacob	Dene Suline	
Alvine Mountain Horse	Kainai Board of Education	Richard Fox
Billy Joe Laboucan	Lubicon Band Cree Nation	
Bruce Starlight	Tsuu T'ina Gunaha Program	
Connie Crop Eared Wolf	Cultural/Language Expert	
Dale Awasis	Treaty 8 First Nations of Alberta	
Delores Pruden-Barrie	Northland School Division	Donna Barrett
Dorothy Anderson	Métis Settlements General Council	Loretta Calliou
Helen Metchooyeah	Dene Tha' First Nation Education Authority	Jim Brown
Jerry Wood	Plains Cree	
Keith Chiefmoon	Piikani Board of Education	Crystal Good Rider
Kevin Buffalo	Kisipatinahk School, Louis Bull Education	Leslie Bull-Marquis
Leonard Bastien	Piikani	
Lenora Rabbit Carrier	Siksika Education Authority	Hector Winnipeg
Lois Edge	Gwich'in\Cree Métis	
Lois Loyer	Métis	
Loretta Calliou	Métis Settlements General Council	Randy Hardy
Myrtle Calahaisn	Canadian Native Friendship Centre (Edmonton)	Merle White
Narcisse Blood	Kainai Board of Education	Richard Fox
Nora Yellowknee	Big Stone Cree Nation (Treaty 8)	Chester Auger Donna Barrett,
Representative TBD	Métis Nation of Alberta	Cecil Bellrose
Representative TBD	Inuit	
Rita Marten	Athabasca Tribal Council (Alternate: Alice Marten)	Roy Vermillion

Sykes Powderface	Stoney Nakoda	
Victor John	Kehewin Band	William John
Viki Jacob	Dene Suline	

Alberta Education

MEMBER	REPRESENTING	COPY TO
Pauline Auger, Team Leader, Curriculum Branch	First Nations, Métis and Inuit Education Division	Shauna-Leigh Wright, Acting Director, Curriculum Branch
Ken Ealey, Manager, Curriculum Branch	First Nations, Métis and Inuit Education Division	Pauline Auger, Team Lead, Curriculum Branch
Shauna-Leigh Wright, Acting Director, Curriculum Branch	First Nations, Métis and Inuit Education Division	Dan Smith, Executive Director, FNMI Education Division
Carla Badger, Manager, Curriculum Branch	First Nations, Métis and Inuit Education Division	Pauline Auger, Team Lead, Curriculum Branch
Melanie Brice, Team Lead, Curriculum Branch	First Nations, Métis and Inuit Education Division	Shauna-Leigh Wright, Acting Director, Curriculum Branch
Jamie Medicine Crane, Manager, Curriculum Branch	First Nations, Métis and Inuit Education Division	Pauline Auger, Team Lead, Curriculum Branch
Shelley Willier, Policy and Research Branch,	First Nations, Métis and Inuit Education Division	Gabrielle Christopherson, Acting Director, Policy and Research Branch
Doris Gladue, Collaboration and Learning Supports Branch,	First Nations, Métis and Inuit Education Division	Debbie Mineault, Acting Director, Collaboration and Learning Supports Branch



Shauna-Leigh Wright
Acting Director, Curriculum Branch,
FNMI Education Division

Please note that due to staff with extreme sensitivities, we request that all visitors to our floor refrain from wearing fragrances. Thank you.

Canadian Indigenous Languages and Literacy Development Institute

2015 Summer Program

Sixteenth Annual CILLDI Summer School: July 6 – 24, 2015

The University of Alberta is pleased to present the 16th annual Summer School of Canadian Indigenous Languages and Literacy Development Institute in July 2015. Learn an Indigenous language or gain expertise in the areas of linguistics, endangered language documentation and revitalization, language and literacy learning, second language teaching and curriculum development, and language policy and planning. This program provides a unique opportunity to earn university credit while learning about Indigenous languages and culture. Some CILLDI courses lead to a Community Linguist Certificate (CLC).

Location : University of Alberta, Edmonton, Alberta

Course Offerings : Courses will be offered in one of two blocks. Students may register for a maximum of one course per block (*3) from the courses listed below. Courses marked by CLC lead to the Community Linguist Certificate.

CILLDI 2015 COURSES: PRELIMINARY SCHEDULE

We anticipate that further courses will be offered as the year progresses, please continue to check the website or ask to join the CILLDI mailing list to watch for additions. You can also follow us on facebook and twitter.

Download our 2015 summer school information letter [here](#).

Block I Courses

July 6-15

Introduction to Linguistic Analysis for Indigenous Language Revitalization (CLC)

LING 111

Phonetics of Indigenous Languages

LING 211

Sentence and Discourse Patterns of Indigenous Languages

LING 213

Block II Courses

July 16-24

Techniques for Endangered Language Documentation (CLC)

INT-D 318

Morphosyntax of Indigenous Languages (CLC)

LING 212

Language Policy & Planning for Indigenous Language Communities (CLC)

INT-D 311

Advanced Dene Grammar

LING 311

Advanced Cree Grammar

LING 311

Introduction to Indigenous Language and Literacy Education

EDEL 306

Sustaining Language and Culture through Traditional Knowledge and Practices

EDEL 460/595

Assessment in Indigenous Language Classrooms

EDEL 463/595

Ethnography and Language Revitalization – Understanding Social Aspects of Working with Endangered Languages

LING 311/ANTHR 385

Cree Immersion for Adult Beginners

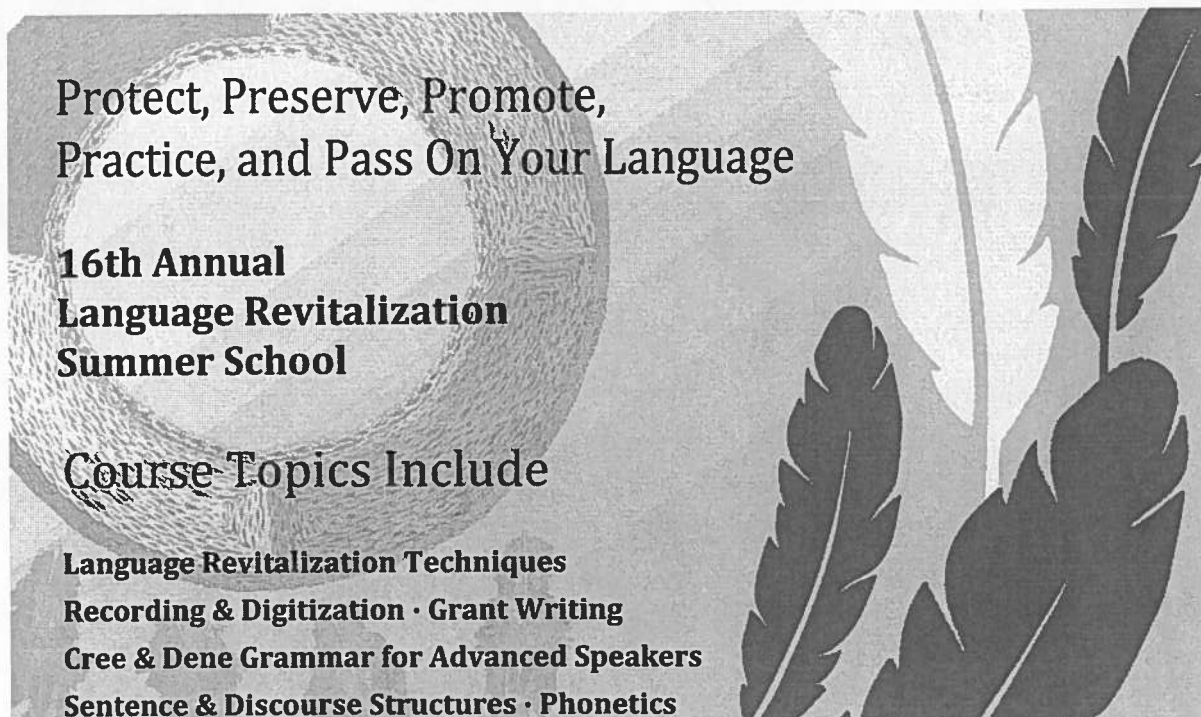
NS 103

Developing Classroom Materials and Curriculum for Indigenous Languages

EDEL 462/595

Second Language Acquisition: Teaching Indigenous Languages in an Immersion Context

EDEL 461/595



Protect, Preserve, Promote,
Practice, and Pass On Your Language

**16th Annual
Language Revitalization
Summer School**

Course Topics Include

Language Revitalization Techniques
Recording & Digitization • Grant Writing
Cree & Dene Grammar for Advanced Speakers
Sentence & Discourse Structures • Phonetics

Ethnography & Social Dynamics · Policy
Curriculum · Language Education
Introduction to Plains Cree
Community Planning

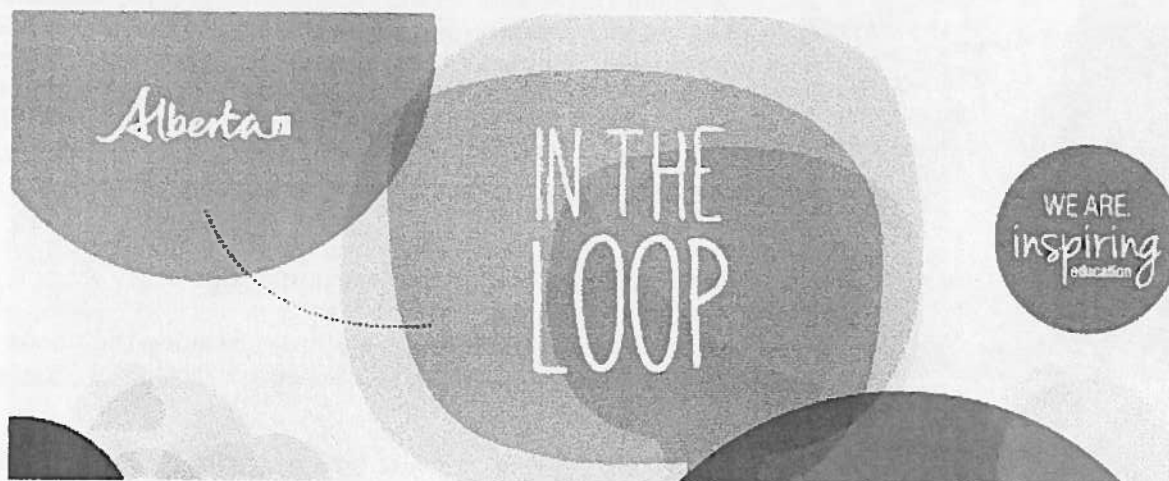
6-24 July 2015
University of Alberta
Edmonton, AB, Canada

Earn credits towards your **€**
Community Linguist Certificate
and contact CILLDI to inquire about
In-Community Programming

Bursaries Available

CILLDI 2015

www.cilldi.ualberta.ca 780-248-1179 cilldi@ualberta.ca



Thursday, February 26, 2015

Deputy Minister's Message



Welcome to the February 2015 edition of In The Loop!

Earlier this month, I sent an update to all Superintendents on the implementation and development of the Grade 6 Student Learning Assessments (SLAs), which were originally scheduled to be piloted in fall 2015.

Through conversations with stakeholder groups, we heard that more time is needed to ensure the Grade 3 SLAs are a valuable assessment tool for teachers, parents and students before transitioning from Provincial Achievement Tests (PATs) to SLAs in Grades 6 and 9. The Grade 6 SLA pilot has been rescheduled with a target of fall 2016 for the first administration. As a result, the May-June 2015 and May-June 2016 Grade 6 Provincial Achievement Tests will be a regular, full administration across the province. Capturing stakeholder feedback over the course of the two-year Grade 3 SLA pilot will help ensure we maintain a high-quality assessment system. You can visit the Alberta Education [SLA Website](#) to view the new implementation schedule.

If you haven't already heard, registration is now open for the 7th Annual Speak Out Conference taking place April 17 to 19 in Edmonton. Over the

three days, students 14 to 19 years of age will participate in design thinking to tackle topics that impact them. Through this process, teams will develop actionable solutions to help create a positive impact at their school and within their community. More information can be found by visiting the [Speak Out Conference webpage](#).

I hope you find this newsletter helpful and are welcome to share this with your colleagues and others.

Lorna Rosen

Deputy Minister

Student Learning Assessments and Provincial Achievement Tests

On Thursday, February 5, 2015, Lorna Rosen, Deputy Minister of Education, sent the following update to all Superintendents on the implementation and development of the Grade 6 Student Learning Assessments (SLAs), which were originally scheduled to be piloted in fall 2015.

"As the Ministry works toward implementing the SLAs to better support student success, it is essential that a deliberate and thoughtful process continues to be followed.



Through our conversations with stakeholder groups, education staff heard that more time is needed to ensure the Grade 3 SLAs are a valuable assessment tool for teachers, parents, students and Albertans before transitioning from Provincial Achievement Tests (PATs) to SLAs in Grades 6 and 9. The second year of the Grade 3 pilot administration will allow further opportunities to ensure that the SLA is a valuable tool that meets its three purposes:

improve student learning (primary purpose);
enhance instruction for students; and
assure Albertans the education system is meeting the needs of students and achieves the outcomes of the Ministerial Order on Student Learning.

The Grade 6 SLA pilot will be rescheduled, with a target of fall 2016 for the first administration. As a result, the May-June 2015 and May-June 2016 Grade 6 Provincial Achievement Tests will be a regular, full administration across the province. Capturing stakeholder feedback over the course of the two-year Grade 3 SLA pilot helps ensure that Alberta maintains a high-quality assessment system."

The Alberta Education SLA Website was updated on February 5, 2015 to reflect the new implementation schedule.

For more information about the SLAs, please contact Sean Wells, Director of Achievement Testing and Student Learning Assessments, at sean.wells@gov.ab.ca or 780-427-0010 (toll-free in Alberta by first dialing 310-0000).

Speak Out Conference: Success By Design



Registration is now open for the *Speak Out* Conference in Edmonton, April 17 to 19, 2015. Students 14 to 19 years are invited to join the journey using design thinking to tackle topics that impact them. Design teams will develop a school initiative, program or event that promotes their topic by: informing or teaching; challenging others to act; shaping new culture; and, is sustainable and will continue.

Topics include citizenship, leadership, safe and caring schools, student engagement, and well-being.

Students are asked to register as design teams consisting of four to eight members and a coach who will guide and support them as they develop their action project. Subject matter mentors will serve as experts, who will be available throughout the conference to ensure their project plan will meet their needs and desired

outcomes. Experts will include individuals from Alberta Education, community, and business.

The *Speak Out* Team is excited to announce two keynote speakers. Two-time Olympic gold medal winner, Meaghan Mikkelsen, will share how the determination to succeed requires personal leadership as well as the courage to overcome adversity and taking risks. Phil Boyte, a passionate advocate for creating amazing school culture, aims to empower students to better interact with their peers creating a community where they can rely on one another.

Please visit the [Speak Out Conference website](http://speakout.alberta.ca) for all the details.

If you have additional questions about the conference, contact the *Speak Out* Team at speakout@gov.ab.ca.

Ministry Review of Feedback on Proposed Education Act Regulations



Alberta Education collected comments from key education partners and other interested Albertans on 16 proposed regulations developed to support the province's new Education Act over a six week period – in December and January. The ministry thanks all participants for their feedback. P. 177

All comments are now being carefully reviewed and considered to determine whether adjustments to the regulations are required. Government remains committed to moving forward with the legislative processes necessary to approve the regulations and

proclaim the Education Act and is working through the remaining steps as expeditiously as possible.

The Education Act was passed in the Legislative Assembly and received Royal Assent on December 10, 2012.

Extensive public and stakeholder consultation took place between July and November 2013, and the input received throughout the consultation process helped inform the creation of the proposed regulations. More information on the Education Act can be found at <http://education.alberta.ca/edu-act>.

Participate in the 2015 Canada Day Challenge



Proudly presented by the Department of Canadian Heritage, the Canada Day Challenge invites youth between 8 and 18 years old who live in Canada to express their pride in being Canadian by submitting an entry inspired by the theme **STRONG. PROUD. FREE.**

Enter the contest in the following categories:

- DRAW IT!** (submit a poster design)
- SNAP IT!** (submit digital photographs)
- WRITE IT!** (submit a piece of creative writing)

Participation can be through schools, clubs, associations, or individual interest!

On the road to Canada's 150th birthday in 2017, the Canada Day Challenge is an excellent opportunity for young people to explore Canada's history, culture and identity and to celebrate everything that makes Canada the strong, proud and free country it is today.

This year, we also encourage youth to learn more about the defining moments that helped to shape our country. For example, February 15, 2015, marked the 50th anniversary of the National Flag of Canada. This special Flag Day provided a perfect opportunity to learn more about how our flag was created and what it means to us.

Prizes:

Winners from across Canada will be selected for a chance to win great prizes from our partners. Winning entries will also be displayed at the Canadian Museum of History from June to September 2015.

Nine national finalists (three from each category) will win **an all-expenses paid grand prize trip for two to Ottawa** to visit Canada's national institutions and to celebrate Canada Day 2015 on Parliament Hill, as well as visit exciting sites in the National Capital region.

Check out pictures from [last year's grand prize trip online](#)! It was an unforgettable time for our national winners. They were given VIP access to exciting places and they got to meet some of Canada's most inspiring personalities, including the Governor General of Canada, singer Nadja, singer-impersonator Véronic DiCaire, and Serena Ryder! On July 1st, they were treated to VIP seating for both the Canada Day Noon Show and the iconic Evening Show and fireworks display.

And, there's more! One lucky winner* in the **Write It!** category will be invited to **spend a week in Ottawa** with our partner, Encounters with Canada, Canada's largest youth forum, to learn about Canadian institutions, explore exciting career options, develop their civic leadership skills and live an extraordinary bilingual experience! (***For participants between the ages of 14 and 17 only.**)

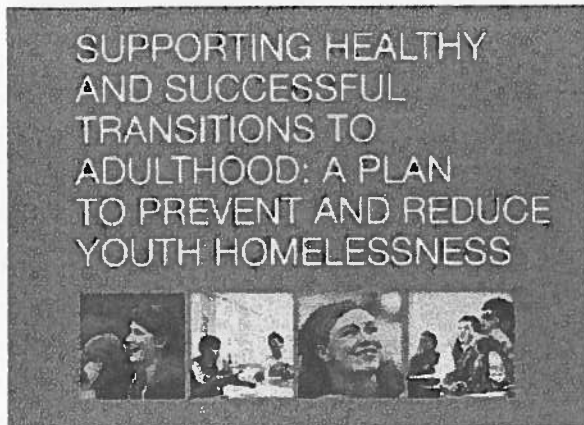
The Canada Day Challenge is open now and will accept submissions until **March 20, 2015**.
P. 178

You can view the videos by last year's National Winners filmed during their trip at
https://www.youtube.com/playlist?list=PLTTmFOYqzvXLtx_TDVLGMXHIWX_ia35

Please visit our [website](#) to learn more. If you would like to order Canada Day Challenge promotional materials, please send us an email with your mailing address to challenge@pch.gc.ca.

Best of luck to all who participate!
The Canada Day Challenge Team

Supporting Healthy and Successful Transitions to Adulthood: A Plan to Prevent and Reduce Youth Homelessness



The Government of Alberta recently released *Supporting Healthy and Successful Transitions to Adulthood: A Plan to Prevent and Reduce Youth Homelessness*, which can be found [here](#). Over 400 Albertans, including 200 youth contributed to the development of this plan.

No one chooses to be homeless and it can happen to anyone. There are many pathways that lead to youth homelessness and the factors are multiple and complex. The plan recognizes that homeless youth need specialized attention and services and has established a unified, integrated, provincial response to youth homelessness that engages government, communities, parents, and youth in building solutions. The plan also identifies innovative approaches to help Alberta's vulnerable young people become contributing members of their communities.

Strategies in the new plan shift the emphasis to preventing incidents of homelessness and increasing housing and support services. The plan takes a 'families first' approach where youth are supported to return home when possible, recognizing that some youth will need other supports. Targeted responses will support specific needs of subpopulations of youth, including LGBTQ, Aboriginal and immigrant youth.

All Alberta youth should have a safe, supportive and nurturing home. Government recognizes that this requires many people working together to build and sustain healthy relationships and capacity in families and communities to reduce and prevent youth homelessness.

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

Share Your Inspiring Story With Us!



Everyone has a story to tell. Stories about taking initiative and overcoming challenges. About becoming a part of your school community. About inspiration.

On the [Inspiring Education site](#), we profile your stories that are showcasing Alberta's engaged thinkers and ethical citizens with an entrepreneurial spirit.

Read [recent stories](#) featured on the *Inspiring Education* site

about 'inspired' activities taking place in schools across the province.

To tell us your story, contact Shantel Collinge, Public Affairs Officer, at shantel.collinge@gov.ab.ca or 780-427-5199.

Don't worry about writing the whole story, just provide the details you know and we'll work on writing the story

Northern Gateway JSET



On December 17, 2014, Northern Gateway Public Schools embarked on a journey and invited the *Speak Out* Team to come along for the ride.

Northern Gateway Public Schools invited 10 students, two students from each high school, to meet at their head office to discuss what it could look like for students to have a greater ability to inform the direction of the division. During this full-day meeting, students were put to work and by the end of the day, they had created the Northern Gateway Jurisdictional Student Engagement Team (JSET).

What's a JSET?

A jurisdictional student engagement team is a group of students between the ages of 14 and 21 who work within the jurisdiction to engage students in conversations about their learning experience and inform policy and initiatives. Jennifer Ferguson, Learning Services Coordinator with Northern Gateway, says that the JSET will "develop a plan for how student voice can inform the direction the division is taking."

Claire P., a grade 9 student at Onoway Jr./Sr. High School, hopes that the JSET will "establish a network of communications throughout the district and establish student councils in each of [their] schools." These ideas fed into a theme of creating community, a sentiment expressed several times by students. Claire believes that by working towards a unified community, it will resolve "tension throughout the schools in the district and to unite everyone as one community". Teri K., a grade 10 student from Fox Creek School, wants to see the jurisdiction come together around things other than just sports. Jennifer noted that the physical distance between schools can be a challenge in bonding the division community together, but noted that the JSET members and the division are motivated to work through those obstacles.

For Sarah M., a member of the Alberta Education Minister's Student Advisory Council as well as a member of the Northern Gateway JSET, said her highlight of the day was creating common goals because "a lot of us have common goals between all of us and it's nice to see goals represented from the whole entire district." Many of the other members said that their highlight was drafting the vision statement that will guide their work over the next year:

We are equal. We make changes. We create community. We are students and we have a voice.

That is a pretty powerful statement and it inspired Jennifer to issue a challenge:

"The next time they meet it will be about action. This time was about what ideas do we have and what do we want to do. I think our next meeting would be now that we know what we want to do, how are we going to do it?"

This fits in well with what Cole P., another student from Onoway, with what he wants out of this experience.

"I'd like to make a difference that everyone is going to notice."

We have no doubt that the Northern Gateway JSET will do just that. Thank you for inviting the *Speak Out* Team to help get you started on this journey.

If you belong to another school jurisdiction and you think creating a student engagement team sounds like something you would like to get involved in, please contact the *Speak Out* Team at speakout@gov.ab.ca.

January, 2015

20	Grande Prairie	Zone 1 Alberta School Boards Association; Meeting with the Minister of Education
	High Prairie	Travel/Overnight
21	Gift Lake	New School Planning Meeting
23	Fort McMurray	Meeting with the Chief, Mikisew Cree First Nation
	Anzac	Meeting with the Chairperson, Anzac Local School Board Committee
27 (PM)	Grande Prairie	Travel /Overnight
28	Grande Prairie	Alberta School Boards Association Zone 1 Meeting
30	Peace River	Northland School Division No. 61 Corporate Board Meeting
	Grouard	Community Visit
	Peace River	Travel
31	Peace River	Northland School Division No. 61 Corporate Board Meeting
	Leduc	Travel

February, 2015

2	Grouard	Local School Board Committee Meeting
	Slave Lake	Travel/Overnight
3	Edmonton	Meeting with the Office of the Auditor General of Alberta
5	Edmonton	Focus Group Meeting; Aboriginal Education - Making it Happen
6	Edmonton	Meeting with Kee Tas Kee Now Tribal Council CEO and Director of Education
		McLennan – Ross Legal
7-8	Leduc	Preparation of Joint Regional High School Information Binder/Presentation
9 (AM)	Edmonton	Meeting with Intellimedia
10	Edmonton	Administrators' Meeting
		Kee Tas Kee Now Regional High School Proposal
11	Edmonton	Administrators' Meeting
		Presentation - Teacher Appreciation Function
		Education Leave Discussions
12	Edmonton	Treaty 8 First Nations of Alberta Office; Meeting with Chief Mikisew Cree First Nation and Treaty 8 Staff Members
		Meeting with the Office of the Auditor General of Alberta
13	Edmonton	Alberta School Board Association ; Meeting with Educational Consultant and Meeting with Executive Director
17	Peace River	Travel
18	Peace River	Committee Meetings and Agenda Review
	Leduc	Travel
20 (PM)	Edmonton	Office of the Auditor General of Alberta; Management Letter
		McLennan – Ross Legal Agreements
23	Edmonton	Management Letter/Binder
		Information to MLA's Office
		Special Meeting of the Board/Northland School Division
		Meeting with the Chairperson, Gift Lake Metis Settlement, Re: Signing of Agreement

**NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2014/2015 SCHOOL YEAR
PERIOD ENDING - FEBRUARY 20, 2015**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	4,405.19	743.33	5,148.52	4,920.00	(228.52)	
Travel & Subsistence		-	-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-	2,662.30	2,662.30	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,405.19	743.33	5,148.52	12,864.30	7,715.78	40.0%
<u>Athabasca Delta</u>						
Quarterly Honorarium	3,646.19	980.67	4,626.86	4,920.00	293.14	
Travel & Subsistence		3,550.57	3,550.57	5,340.00	1,789.43	
In - Service			-		-	
Prior Year Carryover			-	7,420.88	7,420.88	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,646.19	4,531.24	8,177.43	17,930.88	9,753.45	45.6%
<u>Bishop Routhier</u>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence			-	1,992.00	1,992.00	
In - Service			-		-	
Prior Year Carryover			-	1,234.38	1,234.38	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,689.25	1,229.75	4,919.00	8,396.38	3,477.38	58.6%
<u>Calling Lake</u>						
Quarterly Honorarium	4,198.81	823.76	5,022.57	4,920.00	(102.57)	
Travel & Subsistence			-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-	4,943.17	4,943.17	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,198.81	823.76	5,022.57	13,173.17	8,150.60	38.1%
<u>Chipewyan Lakes</u>						
Quarterly Honorarium	2,494.75	747.25	3,242.00	4,920.00	1,678.00	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-	4,961.85	4,961.85	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,494.75	747.25	3,242.00	12,871.85	9,629.85	25.2%
<u>Conklin</u>						
Quarterly Honorarium	3,440.11	1,977.00	5,417.11	4,920.00	(497.11)	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	4,006.36	4,006.36	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,440.11	1,977.00	5,417.11	13,320.36	7,903.25	40.7%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	3,930.50	1,229.75	5,160.25	4,920.00	(240.25)	
Travel & Subsistence			-	2,184.00	2,184.00	
In - Service			-		-	
Prior Year Carryover			-	1,201.81	1,201.81	
Casual Labour, Supplies & Awards		210.35	210.35	250.00	39.65	
Total	3,930.50	1,440.10	5,370.60	8,555.81	3,185.21	62.8%
<u>East Prairie</u>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,128.00	2,128.00	
In - Service			-		-	
Prior Year Carryover			-	461.52	461.52	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,689.25	1,229.75	4,919.00	7,759.52	2,840.52	63.4%
<u>Elizabeth</u>						
Quarterly Honorarium	3,895.25	1,218.00	5,113.25	4,920.00	(193.25)	
Travel & Subsistence			-	3,816.00	3,816.00	
In - Service			-		-	
Prior Year Carryover			-	3,703.01	3,703.01	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,895.25	1,218.00	5,113.25	12,689.01	7,575.76	40.3%
<u>Father R Perin</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence		3,018.38	3,018.38	4,144.00	1,125.62	
In - Service			-		-	
Prior Year Carryover			-	3,365.39	3,365.39	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,459.50	5,477.88	7,937.38	12,679.39	4,742.01	62.6%
<u>Fort McKay</u>						
Quarterly Honorarium	2,206.50	735.50	2,942.00	4,920.00	1,978.00	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	6,372.00	6,372.00	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,206.50	735.50	2,942.00	15,686.00	12,744.00	18.8%
<u>Gift Lake</u>						
Quarterly Honorarium	3,654.00	1,617.59	5,271.59	4,920.00	(351.59)	
Travel & Subsistence		298.48	298.48	2,292.00	1,993.52	
In - Service			-		-	
Prior Year Carryover			-	2,741.49	2,741.49	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,654.00	1,916.07	5,570.07	10,203.49	4,633.42	54.6%
<u>Grouard</u>						
Quarterly Honorarium	3,448.00	854.25	4,302.25	4,920.00	617.75	
Travel & Subsistence		43.56	43.56	2,028.00	1,984.44	
In - Service			-		-	
Prior Year Carryover			-	1,123.41	1,123.41	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,448.00	897.81	4,345.81	8,321.41	3,975.60	52.2%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>J.F. Dion</u>						
Quarterly Honorarium	1,977.00	1,977.00	3,954.00	4,920.00	966.00	
Travel & Subsistence		-	-	4,052.00	4,052.00	
In - Service			-		-	
Prior Year Carryover			-	3,144.60	3,144.60	
Casual Labour, Supplies & Awards		969.34	969.34	250.00	(719.34)	
Total	1,977.00	2,946.34	4,923.34	12,366.60	7,443.26	39.8%
<u>Kateri</u>						
Quarterly Honorarium	4,424.75	976.75	5,401.50	4,920.00	(481.50)	
Travel & Subsistence		-	-	2,416.00	2,416.00	
In - Service			-		-	
Prior Year Carryover			-	2,765.25	2,765.25	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,424.75	976.75	5,401.50	10,351.25	4,949.75	52.2%
<u>Little Buffalo</u>						
Quarterly Honorarium	3,401.00	1,953.50	5,354.50	4,920.00	(434.50)	
Travel & Subsistence		842.64	842.64	1,880.00	1,037.36	
In - Service			-		-	
Prior Year Carryover			-	1,050.64	1,050.64	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,401.00	2,796.14	6,197.14	8,100.64	1,903.50	76.5%
<u>Mistassini</u>						
Quarterly Honorarium	2,677.25	1,952.50	4,629.75	4,920.00	290.25	
Travel & Subsistence		352.14	352.14	2,836.00	2,483.86	
In - Service			-		-	
Prior Year Carryover			-	1,864.66	1,864.66	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,677.25	2,304.64	4,981.89	9,870.66	4,888.77	50.5%
<u>Paddle Prairie</u>						
Quarterly Honorarium	3,689.25	1,068.92	4,758.17	4,920.00	161.83	
Travel & Subsistence		270.00	270.00	2,288.00	2,018.00	
In - Service			-		-	
Prior Year Carryover			-	3,517.80	3,517.80	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,689.25	1,338.92	5,028.17	10,975.80	5,947.63	45.8%
<u>Peerless Lake</u>						
Quarterly Honorarium	2,436.00	2,459.50	4,895.50	4,920.00	24.50	
Travel & Subsistence		-	-	2,340.00	2,340.00	
In - Service			-		-	
Prior Year Carryover			-	230.65	230.65	
Casual Labour, Supplies & Awards		581.57	581.57	250.00	(331.57)	
Total	2,436.00	3,041.07	5,477.07	7,740.65	2,263.58	70.8%
<u>Pelican Mountain</u>						
Quarterly Honorarium	1,735.75	1,494.50	3,230.25	4,920.00	1,689.75	
Travel & Subsistence		326.71	326.71	3,096.00	2,769.29	
In - Service			-		-	
Prior Year Carryover			-	3,454.97	3,454.97	
Casual Labour, Supplies & Awards		708.27	708.27	250.00	(458.27)	
Total	1,735.75	2,529.48	4,265.23	11,720.97	7,455.74	36.4%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>St. Theresa</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service			-		-	
Prior Year Carryover			-	(284.48)	(284.48)	
Casual Labour, Supplies & Awards		389.72	389.72	250.00	(139.72)	
Total	2,459.50	2,849.22	5,308.72	7,745.52	2,436.80	68.5%
<u>Susa Creek</u>						
Quarterly Honorarium	4,171.75	893.34	5,065.09	4,920.00	(145.09)	
Travel & Subsistence			-	2,984.00	2,984.00	
In - Service			-		-	
Prior Year Carryover			-	3,275.00	3,275.00	
Casual Labour, Supplies & Awards		509.86	509.86	250.00	(259.86)	
Total	4,171.75	1,403.20	5,574.95	11,429.00	5,854.05	48.8%
GRAND TOTAL	72,129.55	43,153.20	115,282.75	244,752.66	129,469.91	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	129,469.91
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	129,469.91

NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2014/2015 SCHOOL YEAR
PERIOD ENDING - FEBRUARY 20, 2015

ELECTIONS

	ACTUAL	BUDGET	VARIANCE
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS-TRUSTEES	80.00	-	-
LEGAL FEES	6,271.27	-	-
POSTAGE-ELECTIONS	-	-	-
INSERVICE-ELECTIONS	-	-	-
RENUMERATION-ELECTIONS	2,116.25	80,000.00	77,883.75
TRAVEL & SUBSISTENCE-ELECTIONS	652.03	-	(652.03)
PRINTING & BINDING-ELECTIONS	958.62	-	(958.62)
ADVERTISING-ELECTIONS	5,042.62	-	(5,042.62)
OFFICE SUPPLIES-ELECTIONS	25.17	-	(25.17)
SUB-TOTAL	15,125.96	80,000.00	71,205.31

COMMITTEES

RENUMERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE-PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE-EDUCATION	-	-	-
TRAVEL & SUBSISTENCE-FINANCE	-	-	-
TRAVEL & SUBSISTENCE-NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE-PAC	-	-	-
TRAVEL & SUBSISTENCE-AD HOC	9,486.80	60,000.00	50,513.20
TRAVEL & SUBSISTENCE-QUALITY OF WORK LIFE	350.24	-	(350.24)
TRAVEL & SUBSISTENCE-KTC PARTNERSHIP	265.81	-	(265.81)
TRAVEL & SUBSISTENCE-MARTIN ABORIGINAL INITIAT	-	-	-
TRAVEL & SUBSISTENCE-POLICY REVIEW	-	-	-
TRAVEL & SUBSISTENCE - NCET-NSD ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
SUB-TOTAL	10,102.85	60,000.00	49,897.15

OTHER EXPENSES

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
RENUMERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	1,482.95	4,000.00	2,517.05
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	23,034.93	200,000.00	176,965.07
IN-SERVICE - BOARD	186.24	90,000.00	89,813.76
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	14,618.64	25,000.00	10,381.36
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	46.37	-	(46.37)
TELEPHONE - TRUSTEE	1,179.68	3,000.00	1,820.32
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	25,883.24	80,000.00	54,116.76
TRAVEL & SUBSISTENCE - PSBA	-	-	-
TRAVEL & SUBSISTENCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	1,302.29	-	(1,302.29)
A.S.B.A. & P.S.B.A. FEES - BOARD	29,040.88	38,000.00	8,959.12
PRINTING & BINDING	1,663.10	3,500.00	1,836.90
INSURANCE - BOARD OF TRUSTEES	169.14	250.00	80.86
ADVERTISING - BOARD	172.87	3,000.00	2,827.13
OFFICE SUPPLIES	512.48	5,000.00	4,487.52
AWARDS	356.87	25,000.00	24,643.13
POSTAGE - BOARD	828.75	4,000.00	3,171.25
FURNITURE & EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	100,478.43	481,750.00	381,271.57
TOTAL	125,707.24	621,750.00	502,374.03



A · S · B · A
Alberta School Boards
Association

For members of the Alberta School Boards Association

Communications Now

February 2015

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Engagement project = over 80 % reporting Living Waters Catholic schools are welcoming places

"You don't need a lot of resources to make your school a welcoming place," says Living Waters Catholic Schools Carol Lemay, Superintendent of Living Waters Catholic Schools. "What you need is focus and effort."

Living Waters serves 1920 students and six schools in Edson, Slave Lake and Whitecourt. In 2012, the division decided to focus on improving how parents and students felt about the schools.

"It all started with a discussion about our mission statement," says Lemay. "Our goal is that every child who enters our doors will graduate successfully from a faith-filled safe and caring environment prepared for future success."

"As we talked about that statement, we believed we would be more successful if our schools were welcoming. If each school was welcoming to parents and students, the students would be more likely to stay in school and graduate," says Lemay.

The district began its efforts with a face-to-face survey of parents, teachers and students to understand where they were starting from.

"We learned that our schools were pretty welcoming," says Lemay, "and we also learned how we could improve."

Lemay says parents expressed a desire for someone to greet them and ask if they need help – when they entered the school. "The first person to greet someone entering the school needs to be welcoming."

Also the person answering the phone is important. "We have learned that even though the person listening to you can't see you, if you smile while you are talking to them, they can hear that in your voice," says Lemay. "That impacts how they perceive the school."

Students were also surveyed. The results confirmed the powerful impact principals and vice-principals have when they call each child by name. "Just that effort has eliminated many behavioral issues," observes Lemay.

The district also worked on the way they greet children who arrive late to school.

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"They already know they are late," says Lemay, "so they don't need to be told that. They need to feel they are welcome at school."

Living Waters was pleased that the survey gave them specific ideas from students, including the youngest children.

Students in kindergarten through grade three were included in the survey. "Kids have amazing opinions and great ideas," says Lemay.

For instance, one child told the district how important it was that her teacher aide talked with her. That comment led to schools having conversations about individual children, to ensure each one has a connection with an adult at school.

Finally, school principals have been encouraged to physically walk around their school, and look especially at the entry way and in the front office, to see if it looks neat and tidy.

"None of these are big things," says Lemay. "They are all easily accomplished. But together they sure make a difference."

The district's goal was to have 80 per cent of parents and students indicate that their school was a welcoming place. Accountability Pillar results previous to the program had some schools below 80 per cent on that particular question. In 2014 all of the schools had climbed above 80 per cent for parents and students.

Board Chair Gemma Christie says, "It's been a great project. Our board is very pleased with the outcome. We feel our schools are welcoming places and it's great that more parents and students are feeling that way as well."

The next step for Living Waters will be to examine how it could improve parent teacher interviews, making that a more welcoming experience for parents.

Submitted by Laurette Woodward, Communications Consultant.

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

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



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Creating institutional change

One of the biggest challenges for any organization comes when it's time to make a change. Big or small, the idea of change can seem threatening to the people you count on to help. If you want change in your jurisdiction you will need to approach it carefully.

Motivate people through emotion

First, if data is the basis for your new plan, it may not help you win support. While you or your team likely developed your new plan after collecting data about what doesn't work, it is not as helpful as you might think when you're trying to get people on your side.

John P. Kotter, author of *The Heart of Change*, believes that creating successful institutional change is more about getting people to understand the need for change on an emotional level than proving the need for it with facts and statistics. He believes that change comes from seeing a truth, feeling it and then changing it.

Chip and Dan Heath, authors of *Stick: How to Change Things When Change Is Hard*, agree that motivating people requires getting them emotionally invested.

"Babies are born every day to parents who, inexplicably, welcome the change. Think about the sheer magnitude of that change! Would anyone agree to work for a boss who would wake you up twice a night screaming for trivial administrative duties? Yet people don't resist this massive change – they volunteer for it."

But how do you get people to agree to change or, better yet, to desire it? After years of study, Kotter's research began to show that all successful institutional changes follow an eight-step process, whether they meant to or not. It's a process that you can use as a blueprint as you plan to make changes in your organization.

Eight steps to institutional change

Step 1: Increase urgency

This step is all about getting everyone to agree that change needs to happen not just "someday," but now. If the change you want to make can be represented by a real person's story, that's a good way to start.

Are you focusing on a new program to increase high school completion rates? Consider bringing in a student who left school before she graduated. Have her tell how she just never "clicked in" to high school.

Combine the emotional power of this student who didn't transition into high school successfully and with the statistical data that talks about high school completion rates (in Alberta in 2013, more than 25 per cent of students who had begun grade 10 three years earlier did not graduate).

It's one example of a powerful story that can motivate. Whatever the story, you want to bring your audience to the point where they look at each other and say, "We can't let this happen again."

Step 2: Build the guiding team

"When there is urgency, more people want to help provide leadership, even when there are personal risks," says Kotter.

Getting the right group of people is key. They need to be passionate about results, but they also need to be people who can get things done, who can motivate the people they work with to follow their lead.

Step 3: Get the vision right

It could be argued that this is the most important step. The vision, your action plan, needs to be clear and actionable. Focus on bright spots. Are there places where the change that you want to implement is already being implemented? What can you do to expand the success instead of focusing on the failures? Chip and Dan Heath say, "The bright spots give you an action plan."



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Step 4: Communicate for buy-in

According to the Heath brothers, “what looks like resistance is often a lack of clarity. So provide crystal-clear direction.”

Communicating to people why change is needed, exactly what the change will require from them, while addressing their anxieties and concerns, creates a space for people to accept your vision.

Key to this communication is making sure that everything you do is in line with the new vision. Kotter says, “In highly successful change efforts, members of the guiding team help each other with this problem.” Check in with your team to make sure that your focus stays on the goal.

Step 5: Empower action

Empowering action means removing the obstacles that stand in the way.

For example, what is the use in getting dozens of schools fired up to make a change if your directors are against it?

It is essential to structure rewards for change that bring people onside, while also inspiring, promoting optimism and building self-confidence, and making sure that everyone is rewarded for their efforts towards achieving the vision. Find a positive way to remove barriers.

Step 6: Create short-term wins

“Without sufficient wins that are visible, timely, and meaningful to others, change efforts inevitably run into serious problems,” says Kotter.

As your team starts to succeed at making changes, pay close attention to where the successes are. They may not come from where you expect, but you have to be ready with rewards.

In successful change efforts, the leadership team focuses on tasks where they can achieve visible and meaningful achievements early to spur people on to greater successes within the vision.

Everyone likes to be on a team that’s winning, right? Wins have the power to take the air out of the sails of the cynics and give those who are working hard to achieve the vision an emotional lift to keep up the good work. They also build faith in the plan among people who were on the fence. Wins also provide one more essential ingredient. According to the Heaths, “When you engineer early successes, what you’re really doing is engineering hope. Hope is precious to a change effort.”

Step 7: Don’t let up

Now that you’ve started to see successes crop up, it’s important to keep the pressure on. Many change efforts fail right at this stage when an early success makes the leadership team relax in the belief that everything is going as planned.

Now that you’ve had some early wins, you have people’s trust and their belief that change can happen. This is the time to start tackling bigger issues in pursuit of your vision.

Step 8: Make change stick

Once the change you’ve worked so hard on has come to pass, you will need to stay on top of it. It’s human nature to fall back into old habits.

Making sure that each of your small changes fits inside the bigger vision is a key part of making sure that change will stick. If people buy into your vision, they will be more apt to believe this new version of how things are done.

Seeing the change that needs to happen, feeling the desire for that change, and then acting on it, is the way that people are motivated to create institutional change.

If you provide a vision that the members of your organization can believe in and set up the tools to make that vision happen, you will have willing allies in your change effort.

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



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Media tips for trustees

School trustees walk a balance beam when it comes to communicating about jurisdiction operations and issues. Constituents and the media expect elected officials to hold the jurisdiction accountable and the administration expects them to be allies and advocates.

How can a trustee be tough, fair and supportive all at the same time in public meetings and media interviews?

Tough and respectful

In this era of sensationalism and TV show hosts yelling at each other, it may seem that respectful debate conduct equals officials who are soft on the issues. Talk show fans give kudos to their favorite hosts and guests for calling it like they see it.

It could be tempting for a trustee to follow suit and prove their mettle by calling out the jurisdiction in public. A misguided trustee might think that taking a verbally rougher approach will prove they do not rubber-stamp everything the jurisdiction staff recommends.

While questioning your opponent's motives may be entertaining on the radio, it's not helpful to your jurisdiction's students, staff or stakeholders.

Tonight's zinger is tomorrow's newspaper quote or TV sound bite.

School trustees set the tone

School trustees set the tone for how the media and community talk about the jurisdiction.

The whole community benefits when your school jurisdiction is held in high regard during even the hardest debates. Trustees should strive to remain respectful while fulfilling their role of providing oversight of the administration.

Question data, decisions and processes; those are fair game. Avoid questioning the integrity or competence of their colleagues and jurisdiction staff unless – it is truly a crisis of trust.

Ongoing, unofficial public questioning of integrity and competence only undermines the effectiveness of everyone involved with the jurisdiction.

Even the toughest trustees are generally very supportive of the jurisdiction, but too often, the wrong choice of words can unintentionally convey a lack of trust in staff's motives or effectiveness. A careful trustee can be tough as nails without ever making staff or other trustees feel defensive or insulted.

Be hard on issues, not people

When ideas are questioned decisions are stronger. When people are attacked, good decisions become almost impossible and support for the jurisdiction is eroded. The benefit of a healthy debate is in airing a variety of perspectives. Decisions are better when trustees consider input from many sources.

Diversity of opinion must not be punished or it will go underground.

- Individual trustees who feel unsafe sharing their opinions in public may start sharing them in the parking lot, the grocery checkout line or letters to the editor.
- When the staff feel attacked, employees will withhold valuable input just to avoid being embarrassed.

Ask the tough questions. But do not insult or intimidate the people to whom you are asking the questions. It is too easy to criticize someone by accident or out of frustration. The good news is that with a little forethought, it is equally easy to preserve everyone's dignity and go hard at the issues.

It's not you, it's me

The best way to keep the focus on the issues is for trustees to communicate about themselves, not their colleagues or staff.

For instance, one should say, "I am not sure I understand" rather than "You are not making sense." Or, "I need a little more data before I can decide,"



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rather than “You did not provide us with enough information.”

Pointing out someone else’s deficiency or misstep creates an atmosphere of defensiveness and hostility. Pointing out one’s own deficiencies invites others to help, and it fosters a better atmosphere.

“I still cannot see why this is the best way to go” versus “You still have not made your case to my satisfaction.”

If a trustee has not had enough time to review his packet of materials he could say, “I was not able to read my materials until just this afternoon, and I need more time on this issue.”

But if he were to communicate carelessly about it, he could convey the impression that he is accusing jurisdiction staff of incompetence or lack of integrity. If he says, “Staff didn’t send out the materials until just before the meeting,” it could indicate that jurisdiction staff was either too inefficient to get the materials prepared or, worse, that the staff purposely withheld information to sway the vote.

Now, there may need to be a private discussion with staff about getting materials out earlier, but that does not need to happen in a public forum which could undermine the reputation of jurisdiction staff.

Avoiding media traps

The news media are under no obligation to make sure you do not impugn staff or other trustees. In fact, it makes a more compelling headline if you are heard criticizing someone you are supposed to be teammates with.

Keep conflict focused on ideas

Conflict makes for compelling news stories. If you want to act in the best interest of your jurisdiction, remember to keep the conflict between ideas, not between people.

Listen carefully to questions

Sometimes media choose to quote someone on the other side of the issue and ask you to comment by offering a question with a personal angle, such as, “Don’t you think the superintendent is being a little short-sighted by suggesting this?” or “Does it seem like the people on the other side of this issue are being a bit selfish?”

Of course, the reporter is hoping you will answer in a way that emphasizes interpersonal conflict, but the best course is to stay focused on the issues, not the opponents. In fact, a good reminder to yourself can be part of the quote: “I like to stay focused on issues, not personalities, so I will say this...”

Another reporter tactic is to set up a virtual confrontation by asking “What would you say to the people who are critical of your position?” or “What would you say to someone who claims you are simply serving your own interests?”

This approach simulates a confrontation with someone who isn’t even there. But if you take the bait, it allows the media to edit your remarks to amplify the conflict and minimize the cooperation that exists.

A good way to avoid the “What would you say to someone who said...” trap is to begin with “I would tell anybody the same thing: I favor this idea because...” By so doing, you redirect back to your position and away from a conflict.

Take your time and get the information

Most trustees are volunteers, so they have jobs and lives outside of the board room. And chances are, sooner or later most of them will get a media call at home or work.

Reporters have deadlines, but if you are surprised by a media call, take a breath, ask what they need to discuss with you and offer to call them back within 30 minutes.



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Reporters cannot expect you to be ready immediately to discuss board issues when you are in work or family mode.

Before calling back, talk to the jurisdiction administration and other trustees to see if they have received similar questions. It is good to have a unified message or at least a coordinated approach to offering separate opinions.

Even better, if you anticipate that a topic could bring media questions, you might want to discuss key messages together as a board; that way each trustee knows how to respond.

School board trustees are in a unique position as guardians of taxpayer investment and advocates for students and educators. By keeping the debate focused on the issues and not individuals, trustees fulfill those roles and set the tone for the community.

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



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'Teacher features': a tool to build positive relationships

School jurisdictions must engage with the public. To build trust with parents and community members, you need to be willing to share information about your schools, programs, staff and operations. If you have a regular communications program, you will have a ready audience when you have news about your successes, or when you have to share news that isn't positive.

Putting your messages out to your audience multiple times in multiples ways builds awareness about your jurisdiction.

One of the ways to engage your public is to share features about your staff. School and jurisdiction staff bring a wide variety of excellent qualifications to their positions. Chances are, most community members – and even parents – do not know much about them.

Teacher and staff features

It is essential to put out new information to ensure that your website visitors and social media followers will stay with you. Teacher and staff features are a great way to build awareness about your schools, engage your parents and create content for your constant Facebook and website needs.

Your teachers and staff are interesting people. With their help, you can easily share interesting and appropriate aspects about them and what inspires them, to provide a peek behind the scenes of your schools.

You could feature your administrators and school board trustees too. They don't need to write anything – just answer a few questions. A good example is on the Our Kids Our Future campaign website:
www.ourkidswa.com/2014/11/14/staff-spotlight-bethels-transport-parts-man-mark-gray/.

These features can be used on your website or in one-page hand-outs that you can display in the jurisdiction office or classroom during parent/teacher conferences.

You can also create trading cards or book marks. Be sure to include a photo in whatever format you choose. Your interview subjects will feel like local celebrities.

An easy template for a profile

On the next page is an easy fill-in-the-blank form that will get you started.

Share it with staff and trustees and then check in with them for a little more for detail if necessary. Be sure to edit for grammar and readability. You don't want any mistakes to reflect poorly on your schools.

This template is intended to evoke the personal, professional, inspiring and funny information that others will enjoy reading.

The fictional teacher below shows how simple this can be. Staff don't have to answer all the questions. Any new information will give a personal, likeable glimpse into your staff and teachers.

The main goal is to share their inspiration that helps them approach their work. Everyone has a story locked inside. Making it easy to tell will encourage staff participation, and help you build positive relationships in your jurisdiction and community.



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A sample teacher profile

Name: Michael Sean Garcia

Years I've been teaching:
15, and I hope many more.

Where I grew up: New Mexico, on a horse ranch, but we moved into town later when we had to sell the ranch and mom needed to find work.

Hobby or hobbies: Hiking and reading books with my kids. Raising our puppy. And soccer!

Career background (college, degrees, specialty, where I've taught): Master's in Teaching, _____ State University, 1986. Started with _____ School District in 1988.

Favorite foods: Anything my mom used to cook! Seriously, but I love apple pie.

Something funny I may have done as a child: I buried my little sister's Barbie doll in the back yard, but at the time that wasn't funny, so I dug it up and gave it back as a birthday present. Hey, I was only four!

My favorite saying or quote: It's all good.

Book(s) on my nightstand: Chaser: Unlocking the Genius of a dog who knows 1,000 words

Why I love teaching: I am truly inspired by, and in awe of, the kids I get to teach every day. If I can help just one child succeed, I know my work really matters.

Something people would be surprised to know about me: I dropped out of high school because I needed a job to support my mom and little sisters when dad died. But I came back and graduated. Oh, and my mom grew up in Ireland.

One special moment that showed me "it was all worth it" to become a teacher: *Hint: It doesn't have to be a big thing....maybe the fact that one of your students got into the college they wanted.*

I caught one of my students bragging about the book he was reading "just for fun."

Something I've learned in the past year: Don't get sidetracked by failure; use what you learned. Mistakes are never wasted unless you forget you made them.

The best way to reach me: Read my blog at _____ and submit a question or comment. My work email is _____. I check it every afternoon. You can always call the school office to reach me in an emergency at _____. (In today's social media access, be sure to include your electronic/social media platforms).

Contributed by Shannon Priem, communications consultant



Communications Now

Using two-way communication to connect with parents

School leaders know the importance of keeping parents informed about their children's school experience, including actions taken by the school board that impact that experience. It is so important that jurisdiction leaders often become so focused on getting information to parents that they forget how important it is to get information from them.

Two-way communication between the school board / jurisdiction and parents is key to students' academic success and the jurisdiction's effectiveness.

Take a look at your jurisdiction's communication policy. If it doesn't address two-way communication, it should. If you don't have a policy, you might consider developing one.

Once that is in place, set a goal of improving two-way communication and identify ways that each school board trustee can help achieve the goal.

Use this tip sheet to spark some ideas. Choose those that best fit your current situation and then refer to the list occasionally to help brainstorm additional communication creativity.

Formal settings: Board meetings and public hearings

1. Help community members find your meeting. Parents can't comment at your meeting unless they get there. Publicize times and locations. Make directional signs that inform attendees where to park, where to enter the building and where to find the meeting. Remember to consider handicapped accessibility.
2. Consider scheduling time for public comments. Make it early in the regular meeting. If it is a public hearing, allow sufficient time for all to speak.
3. Encourage representatives of school councils to attend board meetings. Introduce them, thank them for attending and ask for a brief one- to two-minute report on their organization's activities. *Note:* It is equally important that school board trustees attend a few of those parent organization meetings during the school year as well.
4. Hold board meetings at times that are convenient for parents. Try alternating starting times between early evening and late afternoon. Offer free child care.
5. Before, after and during board meeting/hearing breaks trustees should make time to go into the audience and talk with attendees.
6. If you see someone you do not recognize in the board room before a meeting, introduce yourself and welcome them.

Set a time limit (one or two minutes) for each speaker – this is especially important during public hearings to prevent grandstanding and monopolizing meeting time. Explain the time limit prior to calling on speakers.

Provide a signup sheet for each speaker to list his/her name and topic. Announce at the start of the meeting where to find the sign-up sheet and state that only those who have signed up will be recognized to speak. Circulate the list to ensure that no one is missed.

Note: If a speaker asks a simple question, answer it and move on. If the question is intended to spark controversy or debate, don't allow yourself to get drawn into the confrontational situation. Explain that a board or staff member will contact them to further discuss the issue.



Communications Now

7. Move your meetings out of the board room by scheduling them a few times each year in schools throughout the jurisdiction. Establish a rotation schedule to allow each school to host a meeting once in the course of the rotation, depending on the size of your jurisdiction. Host an informal coffee/cookies session before the meeting begins to meet and mingle with staff and parents. Encourage the school to invite parents to the meeting and to provide child care for those wanting to attend.
8. If public hearings or study sessions are scheduled to discuss a particular concern – student safety, discipline, a change in curriculum focus at a school, school attendance boundary changes – schedule them in the neighborhood to provide easier access to parents who might not be willing or able to come to the jurisdiction's administrative building.
3. Give parents your contact information – an email address and phone number. The email could be one provided by the jurisdiction, but parents shouldn't have to call the jurisdiction office to leave a message for you or to ask to have you call them back.
4. Print business cards for trustees. Liberally distribute those cards everywhere you go.
5. Schedule a quarterly listening session at local coffee shops throughout the jurisdiction. Ask the shop to provide a pot of coffee and the school jurisdiction buy the treats. Publicize the event to parents. Use the time to chat about their concerns and take their questions. Do more listening than talking.

Note: Just in case it is difficult to get the conversation going, try one of these topics:

Informal settings: In schools and the community

1. Be visible and accessible by attending school assemblies, musical productions, athletic events and other student/parent events. Don't forget to wear a name badge with your trustee title on it.

Note: Remember that while it is important to attend school events throughout the jurisdiction, don't miss events at your child's school. Develop visitation schedules with other trustees so that no one misses their own child's event.

2. Solicit the opinions of parents through regularly conducted surveys and focus groups.

Note: If you ask the question, you need to be willing to hear the answer – even if it differs from the direction the board planned to take.

- How would you describe this jurisdiction to someone who isn't familiar with it (strengths, weaknesses, concerns)?
- If you were developing a plan of action for the jurisdiction, what are the steps you would take now?
- What do you think is missing from our jurisdiction?
- What made a difference in your own education? What would make a difference in your children's education?

6. Don't overlook parents who speak English as a second language. Conduct the same type of listening session for them but make sure to have an interpreter available.



Communications Now

General communication tips for improved two-way communication

1. Watch the words you use. Don't speak with education jargon. As you are speaking, frequently ask, "Are you familiar with. . ." or "Did you know. . ." and then explain in a different way or take a step back and explain in more detail.
2. Remember that you are an elected official and that fact may intimidate some parents. Take note of signs of uneasiness or discomfort and work to put them at ease.
3. When talking one-on-one with parents, be clear that any opinions you express are yours alone unless you are explaining the board's position or action.
4. Remember, there isn't a bad question. You may have dealt with an issue a dozen times but a parent may never have heard of the topic before. Be patient and answer questions no matter how many times or different ways they may be asked.
5. Watch what you say. Your comments may be summarized by parents when they are talking to other parents – or you could find yourself being quoted on someone's Facebook page or Twitter feed. Summarize any points you make when talking with parents and make sure they understand you.
6. In the reverse, make sure you understand the point a parent is trying to make. They may be frustrated or angry about something and may not have their facts correct. Ask questions to clarify their understanding of an issue and to make sure you understand their point of view. Then summarize what you understand their concern to be. It will show you are listening to them, and open the door for you to address misunderstandings.
7. If you use social media to communicate with parents and to solicit their comments, use the same general communication tips as described above. Follow the jurisdiction's guidelines for social media communication when using it as a tool for two-way communication.

Contributed by Jackie Smith, communications consultant



Communications Now

Communicating with diverse families

With school jurisdictions serving an increasing number of non-English speaking families (<http://education.alberta.ca/teachers/aisi/themes/esl.asp>) one of the biggest challenges is communicating with the diverse populations.

Translating materials and using interpreters at meetings and school events is critical. But it can be difficult – and expensive – to find qualified people to do it, especially when there are multiple languages involved.

Some jurisdictions only have English and French. In more urban areas, jurisdictions may have significantly more languages that are spoken. There are a number of options for communicating with non-English speakers, depending in part on your jurisdiction's budget and resources.

Whatever the choice, families always appreciate efforts to reach out in their own language.

Translating written materials

Most jurisdictions like to translate everything that is sent home with students if at all possible. This can be challenging in jurisdictions where many languages are spoken.

Hire a professional

Hiring a professional translator is usually best to make sure the translation is as accurate and professional as possible and also because educational jargon can be tough to interpret.

It also helps ensure that all documents sent out by the jurisdiction use the same terminology. The cost of using a professional is typically based on the number of words or the amount of time required to complete the job.

Make use of parent volunteers or staff members' skills

Some jurisdictions use parent volunteers or staff members to do their translations. This can save money but the quality of the translation can vary widely, depending on the expertise of the volunteer.

Check into online computer translation

Another option is one of the free online computer-translation services, such as Google's language tools and AltaVista Babel Fish.

One caution: because they translate literally, they're not always reliable. The words may be translated correctly but the meaning could be lost.

If you do rely on computerized translation, use simple sentences and pay special attention to word order and accent marks. And consider having the final product edited by someone who speaks the language.

Handling documents containing more than one language

Some jurisdictions produce side-by-side translations, with the English text next to the other language in a single document. The translated version may be a different length than the English, which may cause formatting problems.

Another option is to print English on one side and the translated text on the other. That gives you a little more leeway in fitting the text into the same size space with such steps as shrinking the font size or increasing margins.

Sometimes it can help to send home correspondence to parents on different colored paper. That way when parents call about a flyer or form that they must sign and return, they can reference "the yellow paper" or "the pink paper" and make it easier for you to know what they're talking about.



Communications Now

No matter who translates your materials, the finished product won't satisfy everyone. Some parents prefer more professional translations; others prefer more conversational. Other preferences are based on regional differences among speakers of the same language. The most important thing is to make sure the intent of the message is clear.

Interpreting meetings Using translation equipment

When interpreting at parent meetings, some jurisdictions favor using equipment that allows for simultaneous translation. An interpreter speaks into a master transmitter, and parents with receivers listen through headsets.

An advantage is that it saves time because you don't have to wait for the content to be delivered before translating. It can be pricey to purchase. Headsets are typically more than \$100 each.

Have a live interpreter sit with the group

While it's convenient, some feel that translation equipment erects another barrier. They prefer options where an interpreter speaks directly to them, such as having an interpreter sit with a small group of non-English speakers and quietly translate.

Translator resources

Some jurisdictions develop their own database of people who speak a second language. They send out letters to staff and parents explaining the need for interpreters and asking for volunteers.

Bilingual parents might welcome an invitation to use their special skills to serve the school. Other resources include bilingual and /or language immersion students from the local high school and foreign-language majors at a nearby post-secondary institution.

Selecting an interpreter can depend on the importance of the event. Parent volunteers are often used to interpret at school council meetings, but professional interpreters are brought in for meetings between teachers and parents or for jurisdiction-level meetings.

Bilingual staff are often used as parent liaisons. Teachers might have them call parents to set appointments for parent conferences or to discuss how a student is doing in class. Likewise, if parents know when a bilingual parent liaison is at school, they can call with questions during those hours.

It's worth the effort

Parents who can't communicate in English often feel overwhelmed by all the data and information that comes out of schools. It can be difficult to understand things like report cards or one aspect of the curriculum, even if you speak English.

While it takes time and resources to communicate with non-English speaking parents, the extra effort is worth it and results in parents who are more knowledgeable and involved in their students' education.

Contributed by Connie Potter, chief of staff, Forest Grove School District, Ore.



Communications Now

Weblinks

Winter Walk Day

February 4, 2015

Albertans are encouraged to walk to school or at school, improving people's physical activity level. For more information, including details about incentives, or to register your event:

<http://shapeab.com/programmevents/winter-walk-day/>

Excellence in Teaching Awards

Submission deadline: February 6, 2015

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

Approximately 130 semi-finalists will be selected, with 20 to receive honors in May, 2015

For nomination packages and information :

www.education.alberta.ca/teachers/excellence.aspx

Safer Internet Day

February 10, 2015

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

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

<http://www.saferinternetday.org/web/canada/home>

Child Development Professional Awards of Excellence

Nominations close: February 20, 2015

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

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

For more information:

www.humanservices.alberta.ca/departments/15373.html

Emerald Award Nominations due

Deadline is February 20, 2015

There are several cash awards available including a \$5,000 education award. This category acknowledges nominees that have gone beyond normal practices to show creativity and leadership in educating students about environmental matters. Another category – youth – recognizes young people for initiatives that contribute to the future environmental well-being of Alberta. For more information and applications:

www.emerald.foundation.ca

Pink Shirt Day

February 25, 2015

People are invited to wear pink on February 25th to "symbolize that we will not tolerate bullying anywhere." Pink Shirt Day was inspired by two Nova Scotia high school students who stood up for a peer who was being bullied for wearing a pink shirt.

For more information about organizing events and fundraising: <http://pinkshirtday.ca/#>

5th Annual Speak Out Conference

The 5th annual Speak-Out Conference will be held April 17 – 19, 2015 in Edmonton

The event will bring about 200 students aged 14-19 together, along with their chaperones, and Alberta Education staff and other partners talk about the future of education in Alberta.

Application forms will soon be available at:

www.speakout.alberta.ca/Conference/tabid/64/Default.aspx

Indigenous Shining Student Award

Annual recognition is awarded to a Grade 10 to 12 student of First Nations, Metis or Inuit heritage who demonstrates leadership and inspires others, through embracing and respecting an aboriginal perspective.

Nomination deadline: March 30, 2015

For more information: www.asba.ab.ca



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

Resources for Families

Preparing your child for their future career

The goal of education is to prepare students for life. We want our children to find meaningful careers. Academic achievement is essential, of course, but other training is necessary to ensure that students understand their career options and the steps they will need to take to attain their goals.

Students who are most prepared to enter the workforce or a post-secondary program after high school have been trained from early grades in skills that will help them be successful.

The value of college and career training

Post-secondary readiness is not a new concept. High school graduates have aspired to attend university or college, since the earliest high school graduates received their diplomas.

Now, however, there is a greater urgency for students to learn the skills they need for work that is well compensated. The wage gap for workers with only a high school diploma is huge. In Canada, university graduates can expect to earn double that of a high school graduate. <http://www4.brsdc.gc.ca/.3ndic.1t.4r@-eng.jsp?iid=54> The same data suggests higher education levels also reduces the risk of experiencing unemployment.

What is career and college readiness?

Career and post-secondary readiness are primary educational goals at every high school and are a priority of the Alberta Government. Inspiring Education, a direction in education set by the Alberta Government, aims to have every graduate of the Alberta School system in the future equipped to be:

- Engaged thinkers
- Ethical citizens
- With an entrepreneurial spirit

Some education experts suggest that students need to be ready in three key areas to make a successful transition to a 'next step' after high school graduation: academic skills, employability and technical skills. www.centerdigitaled.com/workforce/Education-Experts-Define-Career-Readiness.html

"All three of them must be in place and must be achieved by an individual in order to be considered career ready," said ACTE Executive Director Jan Bray. Certainly, there is overlap between Bray's three key areas and Alberta's Inspiring Education "Three E's".

Academic skills

This is the primary reason students attend school – to master basic and essential academics such as math and language arts. In Alberta, the focus is increasingly becoming about connecting academic / classroom experience with tasks that they will face in the workforce. That's because the application of knowledge is considered as important as the mastery of it.

Employability skills

Employers do not only seek workers with jobs skills; they also look for skills that will ensure success with colleagues and leadership, such as creativity, teamwork, problem solving and effective communication, to name a few. These are essential skills for keeping a job.

Technical skills

As schools adopt digital tools, students are gaining more technical skills that will translate to the modern workplace, but these technical skills are broader than computer literacy.

Students who seek to pursue specific career goals should also have exposure to the modern equipment in today's jobs. Employers want to hire workers who can use equipment that meets modern industry standards.



Resources for Families

Students who train on old tools are not work-ready for the updated tools in place in many fields.

High school programs

For most high schools, it isn't realistic to offer specific job training for immediate employment after graduation. Career readiness programs are intended to expose students to possible career options and help students understand how to reach those goals.

In Alberta, Career and Technology Studies, Work Experience, Registered Apprenticeship Program and more are aimed at helping students make the transition into their post-high school world successfully. Help your children take advantage of these programs as a way of preparing them for their next step.

Starting early for post-secondary and career readiness

Getting ready for college or university starts early. Students need a solid academic background at the earliest grades. Students who struggle in elementary and middle / junior high school are less likely to be prepared for that transition, so help your child do their best he or she can all through the school system.

It also helps if you help your children start thinking about possible careers years before they are faced with those choices. Alberta Education offers the following tips for helping your teenaged child plan for the future:

- Even as an adult, career decisions can be overwhelming. Encourage your child and give them the time and space to make their own decisions.
- Ask your teen about the kinds of careers they are considering and do not worry if it is accounting one day and nursing the next. They're thinking things over and imagining themselves in different roles. Encourage them to take this exploration a bit further. Help them learn more about these choices. Find out why these careers are attractive to them and look at other careers they may not have considered that could offer similar rewards.
- Encourage your teen to think about the educational path they will need to follow to

pursue the careers they're considering. Will they need to take certain subjects in high school to keep these options open? What kind of post-secondary education will they need? Where is the program offered and how long does it take to complete?

- Know where you and your teen can go to explore options or get more information. A great place to start is Alberta Learning Information Service (ALIS).

<http://alis.alberta.ca/index.html>

This Web site offers up-to-date career profiles, links to post-secondary institutions, complete information on students finance and links to a variety of interactive career planning tools.

<http://www.education.alberta.ca/parents/role/tips.aspx>

How can parents help their young students?

Aside from supporting elementary students academically, especially in literacy, these tips will help prepare students for success after high school:

Help students develop positive beliefs about themselves

Get involved in your child's school. Model work to demonstrate the value of work. Encourage reading and writing at the earliest possible ages.

Focus on literacy

Students who can read at grade level in grade three are more likely to do well in school and graduate from high school. Build language skills with storytelling, conversations and new vocabulary words. Point out printed words in public and at home. Limit computer and TV "screen time."

Focus on social skills as well as academic skills

Encourage pretend play and unstructured play time to build social skills and make connections to the real world. Talk to your child to promote language and listening skills.



Additional information

Helping your child through Alberta's education system

For more information about how you can help your child at home click on the link below. Note that Alberta education provides helps for children of each grade level. Once click on the link, click on the grade level your child is in, then on the subject area, and then on the tab called "resources to help your child".

<http://www.learnalberta.ca/content/mychildlearning/index.html>

Alberta Education tips for parents

Learn more about helping your child through the challenges of completing homework, going to a new school, learning to read, safety while using the internet, helping your child prepare for high school and more.

<http://www.education.alberta.ca/parents/role/tips.aspx>

About high school completion and high school 'redesign' in Alberta

<http://ideas.education.alberta.ca/hsc/about/>

<http://ideas.education.alberta.ca/hsc/redesigning/>

Secretary-Treasurer's Report

For the Period Ending January 31, 2015

INTRODUCTION

YTD revenue and expenses were discussed in the Quarterly Update.

OTHER BUSINESS

Receivables

- Mikisew is continuing to pay the current invoices, but is behind three payments (\$750,000) on the previous outstanding balance and another three payments behind on 2014-2015 remittances. At this point, I have been unable to contact the CFO to discuss the plans for repayment.

Financial Management System

- The fixed asset information will be imported from the previous software into the new software soon. When that is complete, the finance department will be able to manage fixed assets more efficiently. Please note that until this process is complete, the depreciation expense has not been included in the income and expense statement.

2015-2016 Budget

- The 2015-2016 budget process has begun by sending out 2015-2016 enrollment figures to the schools to confirm.
- Three instructional staff have volunteered to sit on a budget committee for the coming year. This is a new process, and we are interested in seeing the results!

School Jurisdiction Code: 1280
STATEMENTS OF OPERATIONS
 For the Period Ending January 31, 2015 (in dollars)

	Actual 2011-2012 (Restated)	Actual 2012-2013	Actual 2013-2014	Actual YTD Jan 31 2014-2015	Budget 2014-2015 June Approved	Budget 2014-2015 Nov. Revised	Balance to be received or spent
REVENUES							
Alberta Education	\$37,455,386	\$37,200,087	\$34,930,635	\$13,581,182	\$36,668,698	\$37,011,527	\$23,430,345
Other - Government of Alberta	\$1,095,583	\$966,929	\$699,650	\$155,474	\$930,824	\$930,824	\$775,350
Federal Government and First Nations	\$20,845,936	\$20,862,392	\$20,962,847	\$10,023,447	\$20,966,622	\$23,696,172	\$13,672,725
Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other sales and services	\$565,572	\$656,887	\$3,631,096	\$110,533	\$1,274,650	\$1,494,069	\$1,383,536
Investment income	\$39,891	\$10,292	\$67,600	\$28,865	\$40,000	\$40,000	\$11,135
Gifts and donations	\$693,754	\$665,555	\$154,469	\$262,539	\$450,000	\$450,000	\$187,461
Rental of facilities	\$1,000,651	\$973,522	\$832,864	\$386,315	\$957,530	\$957,530	\$571,215
Fundraising	\$347,164	\$251,134	\$489,715	\$0	\$0	\$0	\$0
Gains (losses) on disposal of capital assets	\$1,260	\$156,458	\$200	\$8,608	\$0	\$0	(\$8,608)
Other revenue	\$0	\$0	\$1,365,154	\$33,463	\$0	\$0	(\$33,463)
TOTAL REVENUES	\$62,045,197	\$61,743,256	\$63,134,231	\$24,590,427	\$61,288,324	\$64,580,122	\$39,989,695
EXPENSES							
Certificated salaries	\$21,544,783	\$21,031,068	\$20,878,113	\$8,725,104	\$20,940,642	\$20,974,112	\$12,249,008
Certificated benefits	\$4,218,552	\$4,092,469	\$4,390,192	\$1,464,607	\$4,351,911	\$4,172,140	\$2,707,533
Non-certificated salaries and wages	\$13,536,225	\$13,282,741	\$12,583,963	\$5,421,254	\$13,306,691	\$13,602,297	\$8,181,043
Non-certificated benefits	\$2,959,078	\$2,916,643	\$2,805,020	\$1,163,987	\$3,642,980	\$3,473,654	\$2,309,667
SUB - TOTAL SALARIES AND BENEFITS	\$42,258,638	\$41,322,920	\$40,657,288	\$16,774,952	\$42,242,224	\$42,222,203	\$25,447,251
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$16,819,789	\$6,461,472	\$14,683,930	\$17,777,838	\$11,316,366
Amortization of supported tangible capital assets	\$3,138,632	\$3,192,543	\$3,526,233	\$0	\$3,272,623	\$3,272,623	\$3,272,623
Amortization of unsupported tangible capital assets	\$995,957	\$1,609,872	\$2,232,457	\$0	\$1,208,400	\$1,208,400	\$1,208,400
Supported interest on capital debt	\$40,429	\$23,193	\$9,178	\$0	\$0	\$0	\$0
Unsupported interest on capital debt	\$650	\$433	\$216	\$0	\$0	\$0	\$0
Other interest and finance charges	\$4,690	\$29,008	\$2,430	\$434	\$45,162	\$45,162	\$44,728
Losses on disposal of tangible capital assets	\$33,167	\$67,735	\$52,002	\$0	\$0	\$0	\$0
Other expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$62,676,435	\$61,695,864	\$63,299,592	\$23,236,858	\$61,452,339	\$64,526,226	\$41,289,368
OPERATING SURPLUS (DEFICIT)	(\$631,238)	\$47,392	(\$165,361)	\$1,353,569	(\$164,015)	\$53,896	(\$1,299,673)
EXPENSES							
Instruction	\$40,504,149	\$39,872,808	\$39,459,882	\$15,297,145	\$39,379,882	\$40,608,362	\$25,311,217
Plant operations and maintenance	\$9,968,293	\$9,696,288	\$11,636,159	\$3,297,812	\$9,438,207	\$10,187,496	\$6,889,684
Transportation	\$3,753,651	\$3,721,237	\$3,578,213	\$1,339,266	\$3,572,676	\$3,555,872	\$2,216,606
Administration	\$3,173,874	\$3,233,159	\$3,532,499	\$1,293,854	\$3,774,411	\$3,933,415	\$2,639,561
External services	\$5,274,639	\$5,172,372	\$5,092,839	\$2,008,780	\$5,287,162	\$6,241,081	\$4,232,301
TOTAL EXPENSES	\$62,674,606	\$61,695,864	\$63,299,593	\$23,236,858	\$61,452,339	\$64,526,226	\$41,289,368
OPERATING SURPLUS (DEFICIT)	(\$629,409)	\$47,392	(\$165,361)	\$1,353,569	(\$164,015)	\$53,896	(\$1,299,673)

Accounts Receivable Federal Government and First Nations

	Student Counts		Prior to & 2004/2005	Outstanding Aug-2011 2010/2011	Outstanding Aug-2012 2011/2012	Outstanding Aug-2013 2012/2013	Outstanding Aug-2014 2013/2014	Outstanding Feb-2015 2014/2015	Mths O/S	Total Outstanding	Monthly Billing		REG rate	ECS Rate			
	13-14 Reg	Student Count E.C.S.															
Indian & Northern Affairs (INAC)	111	26	-	(0.00)	0.00	4,820.01	39,586.68	230,027.84	1.2	274,434.53	230,027.84	1,868.86	868.63				
	6	4	-	-	-	(0.00)	-	13,411.40	1.9	13,411.40	6,924.96	1,154.16	465.93				
	360	26	-	(0.00)	0.00	0.00	216,791.96	695,373.98	1.3	912,165.94	695,373.98	1,868.86	868.63				
Lesser Slave Lake Regional Council	0	0	61,333.22	-	-	5,208.60	70,366.40	71,773.40	2.1	147,348.40	71,773.40	1,750.93	868.10				
	40	2	-	0.00	-	(102,704.30)	1,994,826.56	745,719.42	10.6	2,637,841.68	248,573.14	1,750.93	868.10				
	138	8	-	-	-	(103,840.10)	(51,865.28)	317,706.20	1.6	162,000.82	103,524.33	1,868.86	868.63				
Woodland Cree	54	3	-	-	(0.00)	-	37,754.10	184,095.94	1.5	221,850.04	144,112.85	1,868.86	868.63				
	72	11	-	-	-	0.00	23,120.50	113,474.06	1.2	136,594.56	113,474.06	1,868.86	868.63				
Chipewyan Prairie First Nation (INAC)	57	8	-	0.00	0.00	0.00	78,688.60	392,881.86	1.2	471,570.46	393,882.09	1,868.86	868.63				
Peerless Kateri First Nations (INAC)	201	21	-	-	(0.00)	0.00	-	-	-	-	-	-	-				
	1039	109															
Total Outstanding											61,333.22	(0.00)	0.00	(196,515.79)	2,409,269.52	2,764,464.10	5,038,551.05

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

0.00

Northland School Division
Federal Accounts Receivable

Aged Summary

Outstanding Months	ACFN	Indian Education Authority	Mikisew	Peerless Kateri First Nation	Bigstone	Chip Prairie	Lesser Slave Lake	Lubicon Cree	Indian Affairs	Woodland Cree	Aging by Month
Feb-15	71,773.40	-	248,573.14	392,881.86	695,373.98	113,474.06	6,705.70	184,095.94	230,027.84	0.00	1,942,905.92
Jan-15	-	-	248,573.14	-	-	-	6,705.70	-	-	63,541.24	318,820.08
Dec-14	-	-	248,573.14	-	-	-	-	-	0.00	63,541.24	312,114.38
Nov-14	-	-	-	-	-	-	-	-	0.00	63,541.24	63,541.24
Oct-14	-	-	-	-	-	-	-	-	0.00	63,541.24	63,541.24
Sep-14	-	-	-	-	-	-	-	-	0.00	63,541.24	63,541.24
Aug-14	70,366.40	-	246,074.20	78,688.60	216,791.96	23,120.50	-	37,753.80	39,586.31	(387,280.68)	325,101.09
Jul-14	-	-	-	-	-	-	-	-	-	0.00	-
Jun-14	-	-	248,573.14	-	-	-	-	0.30	-	63,541.24	312,114.68
May-14	-	-	248,573.14	-	-	-	-	-	-	63,541.24	312,114.38
Apr-14	-	-	-	-	-	-	-	-	-	63,541.24	63,541.24
Mar-14	-	-	243,116.62	-	-	-	-	-	-	(176,120.18)	66,996.44
Feb-14	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
Jan-14	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
Dec-13	-	-	249,482.56	-	-	-	-	-	-	43,485.51	292,968.07
Nov-13	-	-	157,337.48	-	-	-	-	-	-	116,109.45	273,446.93
Oct-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Sep-13	5,208.60	-	-	-	-	-	-	-	-	7,172.94	12,381.54
Aug-13	-	-	-	-	-	-	-	-	-	(112,640.40)	(112,640.40)
Jul-13	-	-	-	-	-	-	-	-	-	-	-
Jun-13	-	-	-	-	-	-	-	-	-	(115,756.16)	(115,756.16)
May-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Apr-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Mar-13	-	-	-	-	-	-	-	-	0.37	7,172.94	7,173.31
Feb-13	-	-	-	-	-	-	-	-	4,820.01	7,172.94	11,992.95
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
	75,575.00	61,333.22	2,389,268.54	78,688.60	216,791.96	23,120.50	6,705.70	37,754.10	44,406.69	162,000.82	3,095,845.13
Current	71,773.40	-	248,573.14	392,881.86	695,373.98	113,474.06	6,705.70	184,095.94	230,027.84	63,541.24	2,006,447.16
30 days	-	-	248,573.14	-	-	-	6,705.70	-	0.00	63,541.24	318,820.08
60 days	-	-	248,573.14	-	-	-	-	-	0.00	63,541.24	312,114.38
90 days	-	-	-	-	-	-	-	-	0.00	63,541.24	63,541.24
120 days	-	-	-	-	-	-	-	-	0.00	63,541.24	63,541.24
180 days	-	-	-	-	-	-	-	-	0.00	(387,280.68)	(387,280.68)
181 - 365	70,366.40	-	1,892,122.26	78,688.60	216,791.96	23,120.50	-	37,754.10	39,586.31	388,242.5	2,746,672.59
1 yr - 2 yr	5,208.60	-	-	-	-	-	-	-	4,820.38	(156,667.16)	(146,638.18)
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	147,348.40	61,333.22	2,637,841.68	471,570.46	912,165.94	136,594.56	13,411.40	221,850.04	274,434.53	162,000.82	5,038,551.05
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aging	147,348.40	61,333.22	2,637,841.68	471,570.46	912,165.94	136,594.56	13,411.40	221,850.04	274,434.53	162,000.82	5,038,551.05