

February 19/20, 2016

Board Meeting

Attachments

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PRESENTATION TO THE BOARD

FATHER PERIN SCHOOL ATTENDANCE/ ACHIEVEMENT RESULTS

PRESENTED BY: BERNARD WOODFINE, PRINCIPAL

FEBRUARY 19, 2016

School Vision Statement
Students will grow in a safe and caring educational environment that encourages them to develop a positive identity and a love of learning.
School Mission Statement
Educators and school programs will address the whole child – their physical, emotional, intellectual, and spiritual needs and facilitate the acquisition of knowledge, skills, and attitudes necessary for participation in a 21 st century global society.

School Goals

School Goal #1: To Strengthen Aboriginal Language and Culturally Relevant Programming Through Increased Use Of Local, Culturally Appropriate and Relevant Resources and Experiences to Support Language Learning (English And Aboriginal), Academic Vocabulary and Concept

School Goal #2: To Improve Literacy and Increase the Number of Students Reading at Grade Level

School Goal #3: To Increase the Number of Students With 90% Attendance or Better

School Goal #4: To Enhance Parent and Community Engagement

Student Enrolment

ECS	10
1	9
2	9
3	8
4	12
5	9
6	5
7	3
8	8
9	8

Class combinations

ECS – 1

1 - 2

2 – 3

4 – 5

6 – 7

8 – 9

Extra Support Unit (3 severe behaviours + in-class support)

Suspensions

Note 1: Our overall approach to behaviors is that we try to intervene in as many ways as possible before suspensions. These interventions include...

- Teacher chatting with student
- Principal chatting with student
- Time-outs outside classroom
- Sessions with counselor
- Contact home by Phone
- Home visits



BEFORE

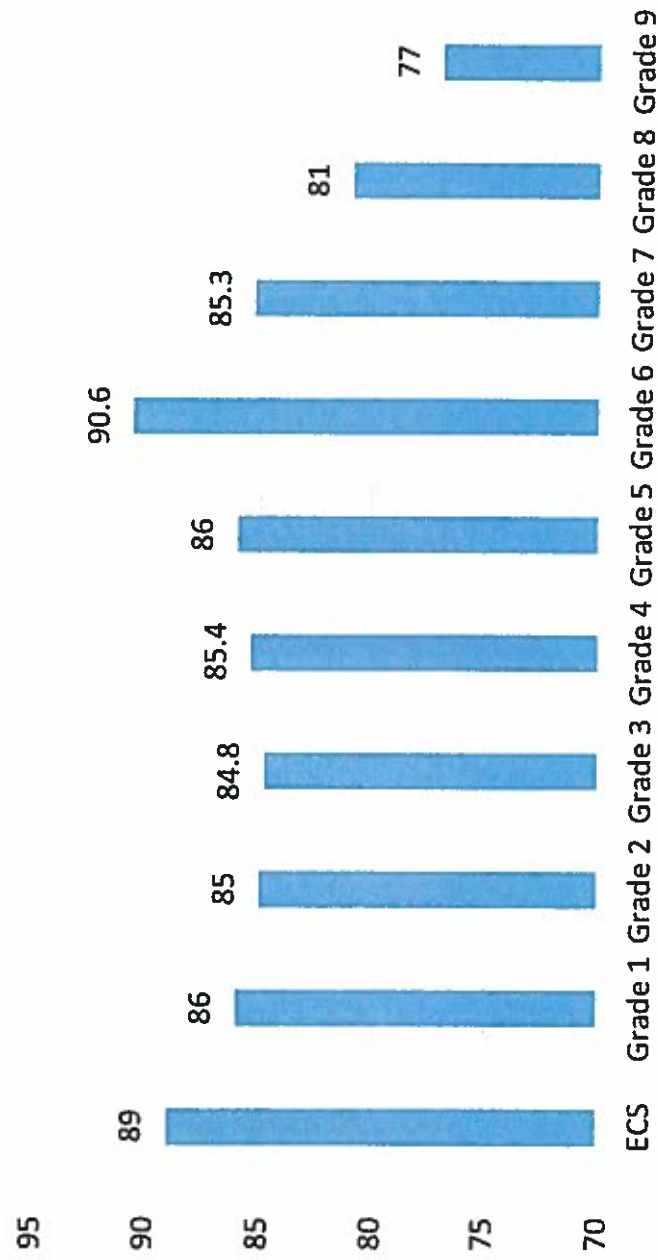


AFTER



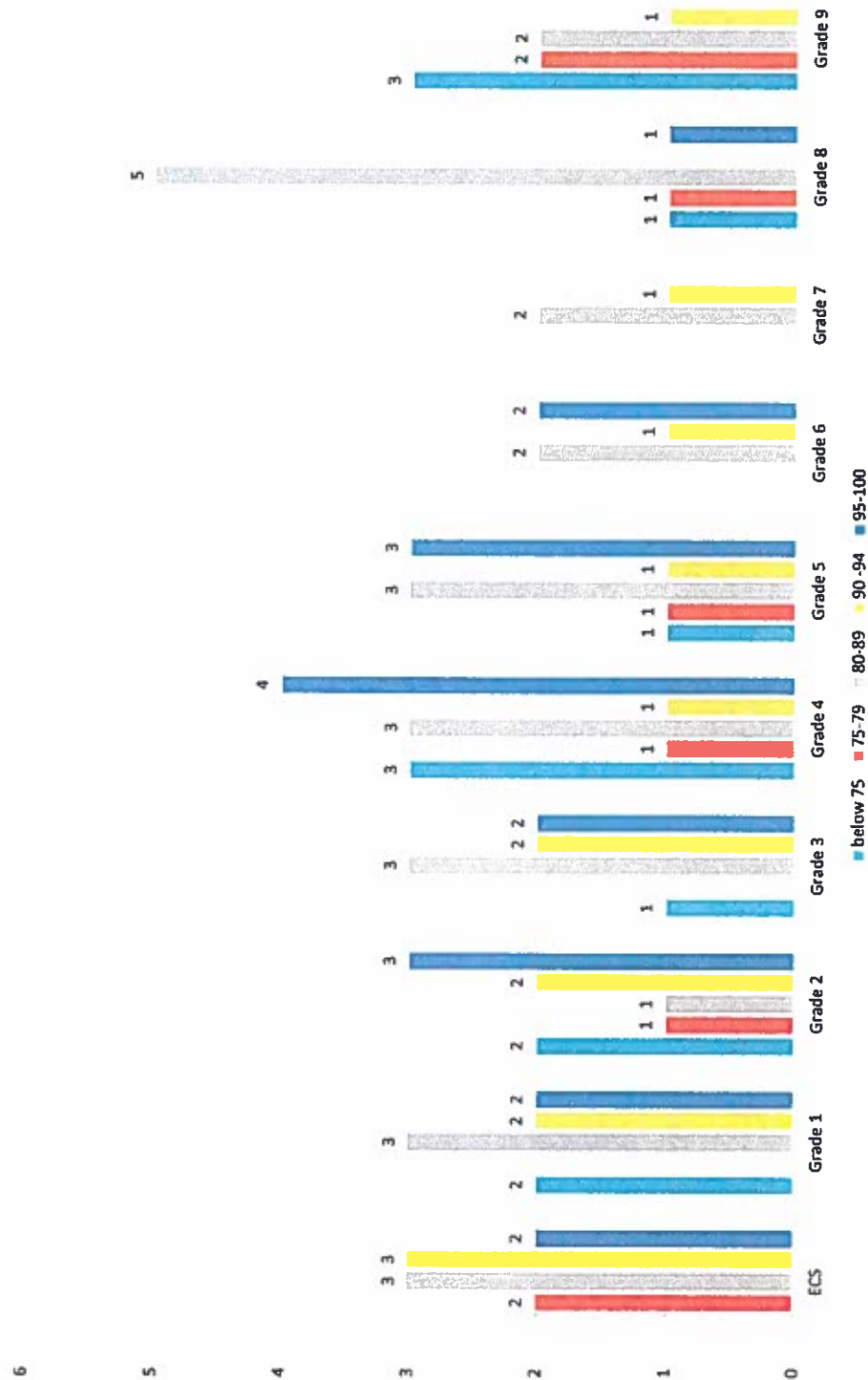
ATTENDANCE

% attend September-January



Example from Chart: Grade 9 class had an overall attendance of 77%

Sept-January: number students in attendance levels

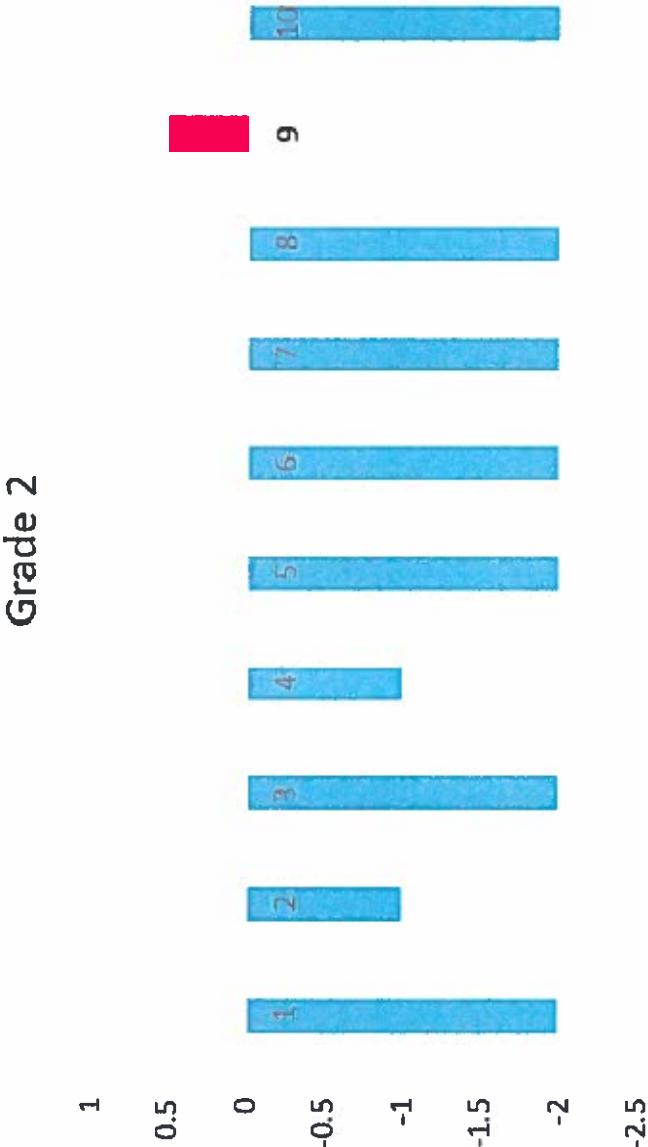


Example from Chart: There is a total of 8 students in Grade 9 and out of those 9 students, 3 students attended less than 75% 2 students attended 75-79% 2 students attended 80-89% 1 student attended 90-94%

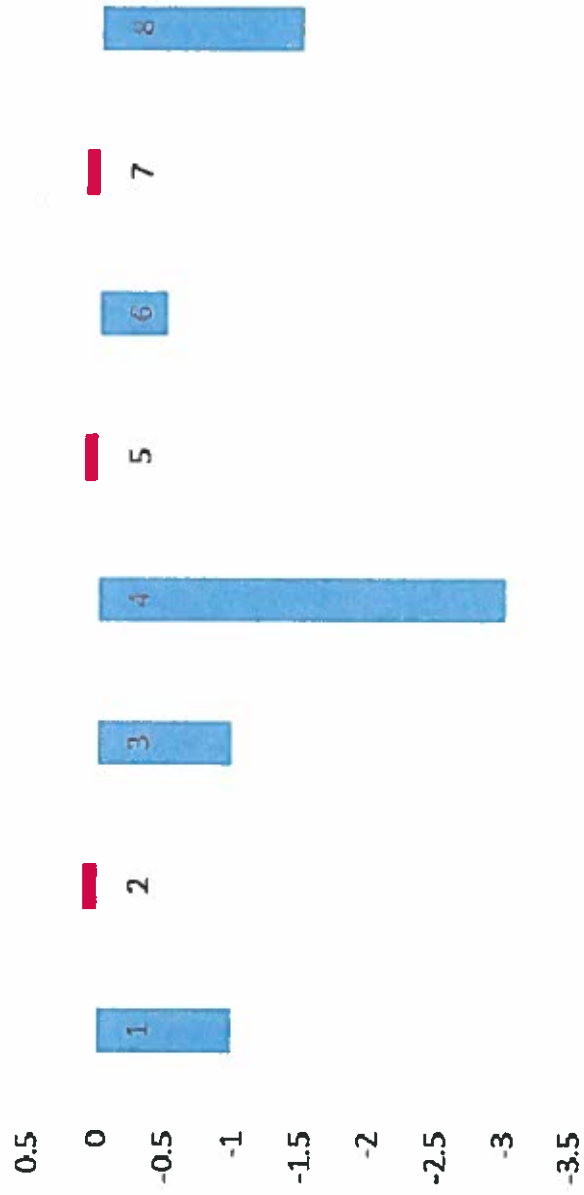
READING LEVELS

Reading Levels

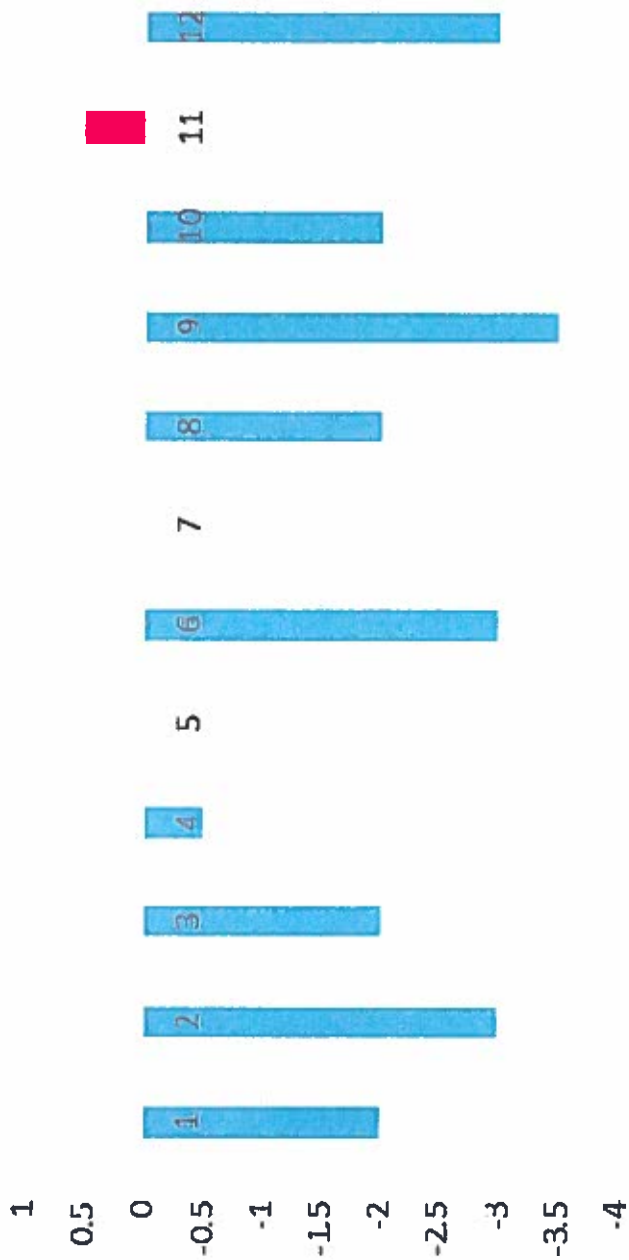
Note: Blue bars indicate below reading level and by how much.
Red bars indicate at or above reading level



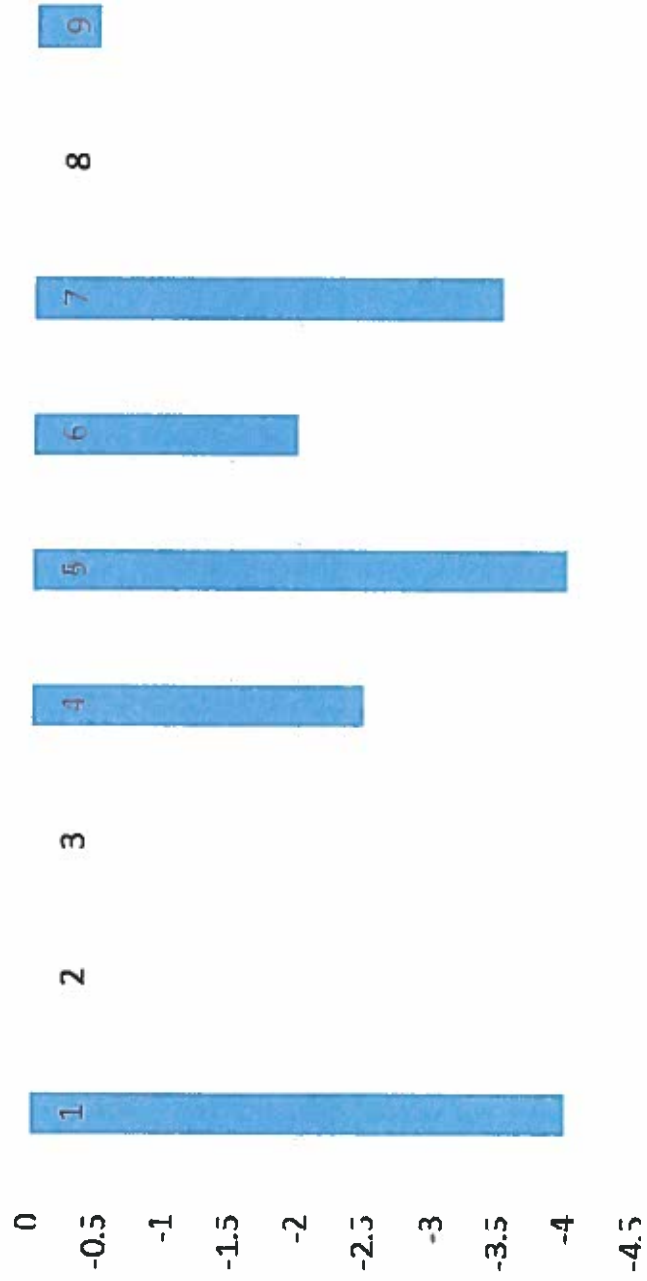
Grade 3



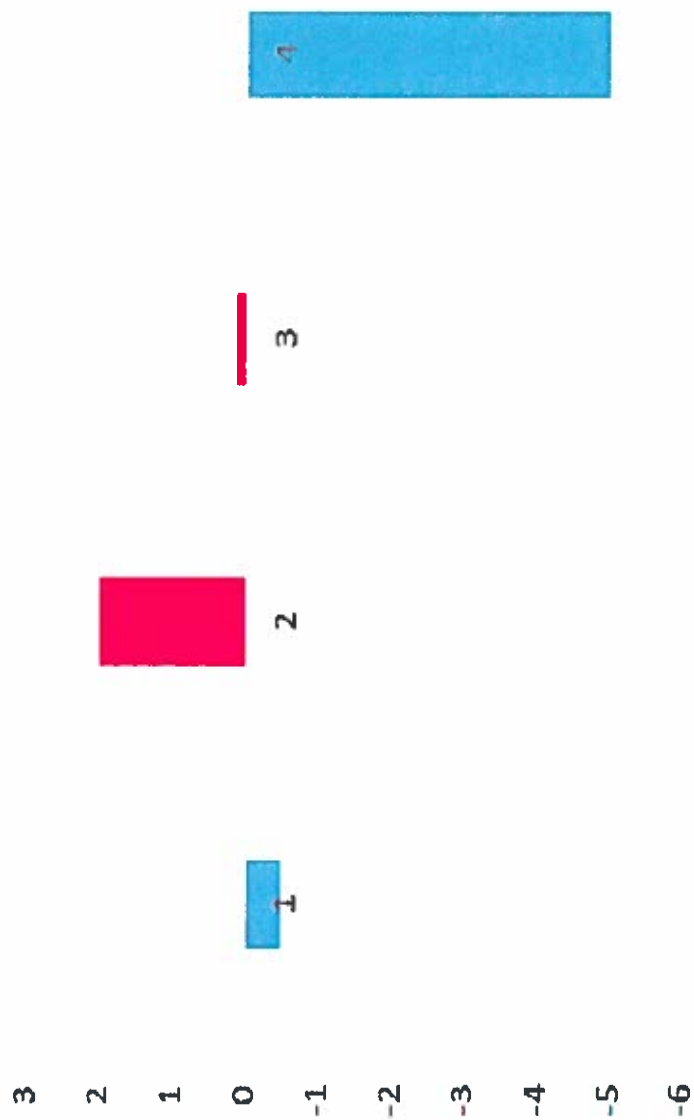
Grade 4



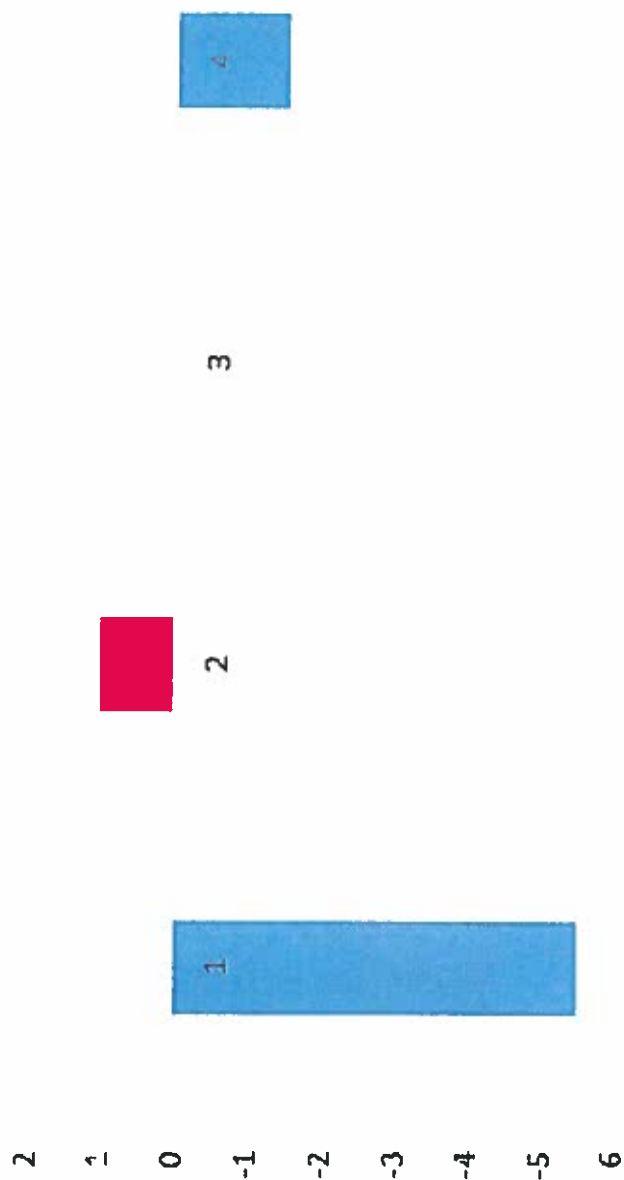
Grade 5



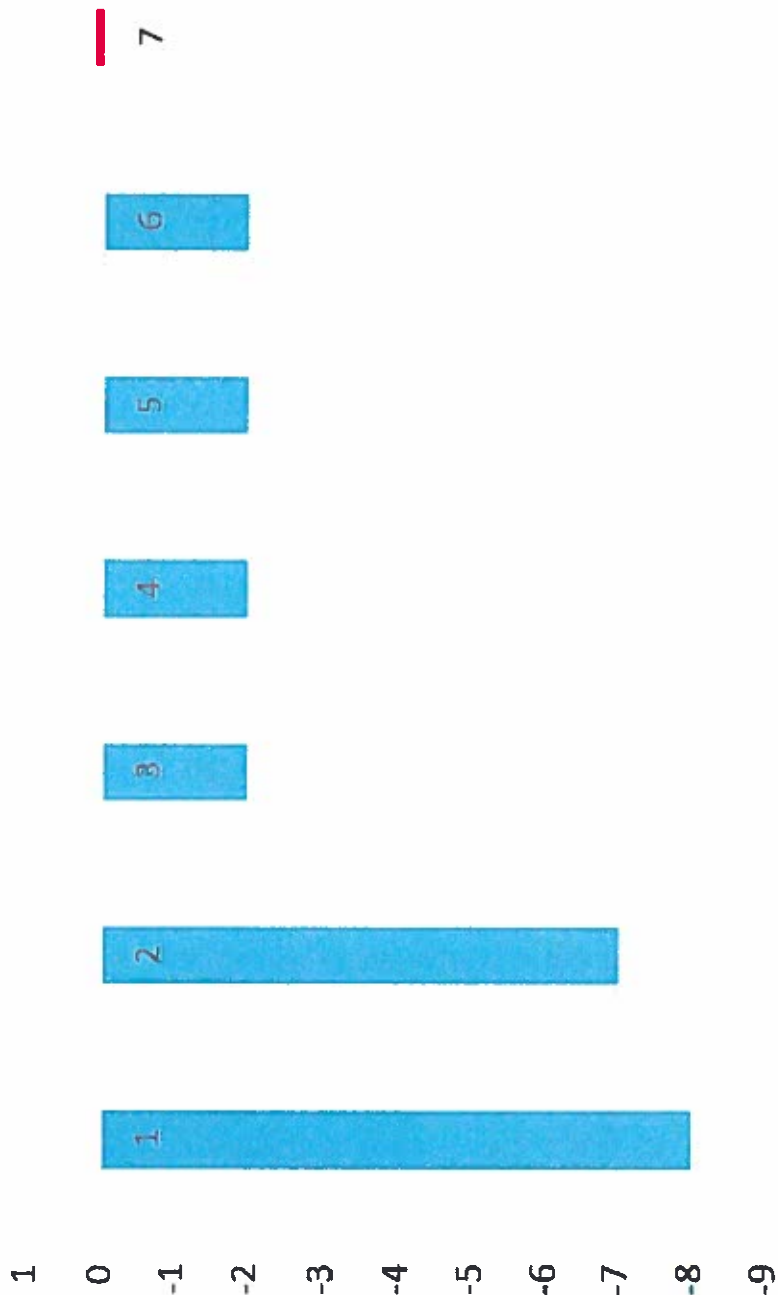
Grade 6



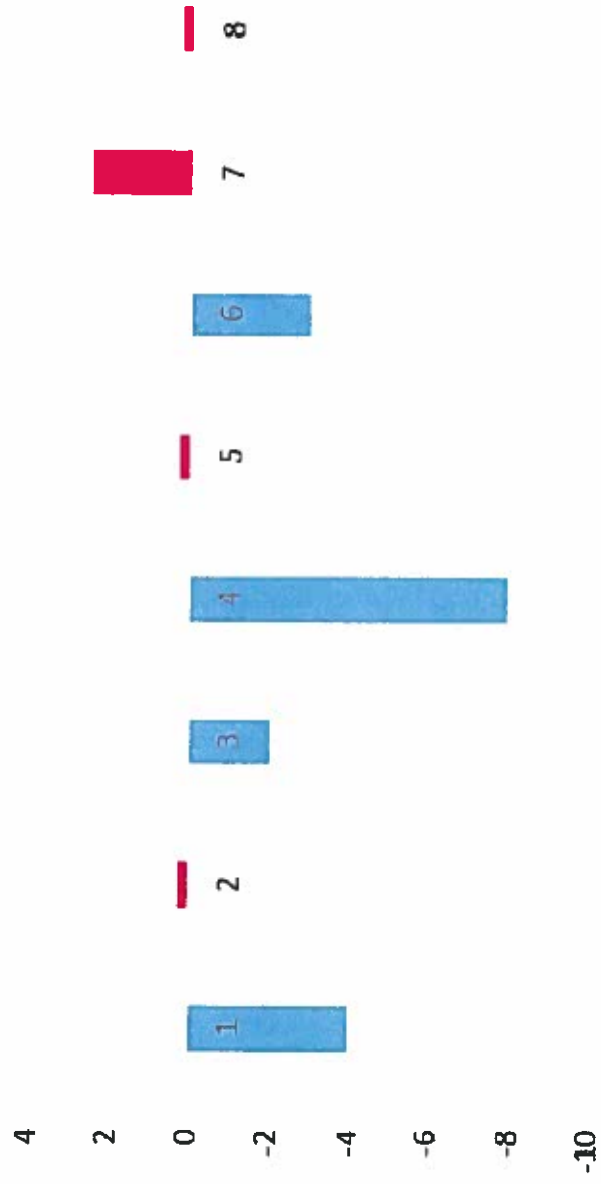
Grade 7



Grade 8



Grade 9



WE are A
Community

COMMUNITY ENGAGEMENT

- Initial community BBQ with music/door prizes etc (100 people attended)
- Halloween family day at the school
- Christmas concert held at the community hall (full house and great time) (I hand delivered invites to every household in Janvier)
- February 2 Family and Love Day with Valentine theme. Community tea
- Feb 3 Athabasca Tribal Council and local health along with teachers teaming up to offer a “Celebration of community supports)

Community Poster Notices

Facebook Newsletters

COMMUNITY CHRISTMAS CONCERT

MONDAY DECEMBER 14

6:30

MULTI-PLEX-COMMUNITY HALL

IF YOU NEED A RIDE TO THE
CONCERT THEN HOP ON OUR POLAR
EXPRESS SCHOOL BUS.

OUR BUS WILL BE DOING A REGULAR
RUN AT 5:15 DECEMBER 14 AND WILL
DO A RETURN RUN AFTER THE
CONCERT.

NOTE: ALL CHILDREN (K-6) CATCHING A RIDE ON THE SCHOOL
BUS **MUST** HAVE AN ADULT WITH THEM.

CENOVUS WILL BE CATERING OUR CONCERT WITH
REFRESHMENTS, PASTRIES AND SANDWICHES

CHRISTMAS CONCERT

MONDAY DEC. 14
6:30 PM
MULTI-PLEX HALL



YOU ARE
INVITED TO
JOIN US TO
CELEBRATE
CHRISTMAS



Share Some Family Lore

Where: Father R. Perin School

*When: **Tuesday February 2***

Time: 1:30 – 3:00 pm

*Parents- Family – Community **INVITED***

Visit us for an afternoon Valentine Tea

*Students have prepared poems, crafts and
songs for you.*

I  **MY**
FAMILY



Family Literacy Day

Grades 6-7

On Family Literacy Day Students in Mrs. Hammond's class planned, published and performed their Kenning poem about their family. Students also enjoyed making a candle for someone special in their family where they thought of adjectives to describe that person. These were placed in a Valentine's mason jar that each student painted





Grades 4-5





Birch Bark Canoe Making



Special Student Activities

- **ELI cultural projects monthly**
 - ...Model birch bark canoe and basket making
 - ...Duck plucking and preparation
 - ...End of February Fish Camp at Winefred Lake
- Aboriginal Artist Simone Mcleod worked with all student and classes so each class was given the task of creating a large canvas based upon 7 sacred teachings
- Elder program already two elders at school for one day for chat with students and again January 26 as well as Feb 2 Tea
- Alberta Ballet
- Visiting Author Tour
- Discovery Education (science activities curriculum driven)
- Public Library Visits Weekly (ex: puppet show)
- Unity Charity (focus on student strengths/self-esteem/team building)
- Music Alive (Aboriginal music artist Walter MacDonald)
- Oil Barons hockey team visit and skating with students
- RCMP foundation Anti-Bullying program
- Field trips
- Girls Inc (grades 4-12..themes Media Literacy and Peer pressure)

Time to pluck and sing



Opening BBQ



Attendance Store





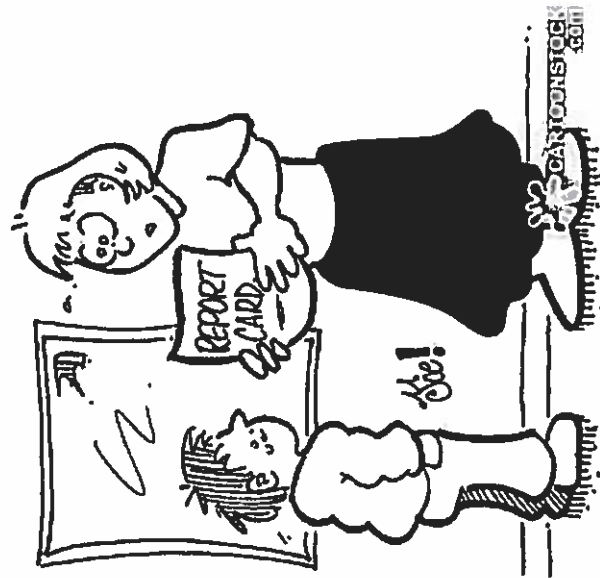
Spooky Day



External Funding

- 5000 ATC Breakfast Program and Elder Program
- 5000 Meg Energy Attendance Initiatives
- RCMP Foundation Anti-Bullying program
- 1000 Interpipeline Field Trips
- Approx 1500 Devon (cash for cans recycling)
- Cook paid by Band
- Hall Monitor paid by Band

Report Cards



Search ID: Inc0043
"Johnny is absent minded, lazy, easily
distracted, loaf of bread, milk,
half a pound of cheese..."

Father R. Perin School



Student Name

Term 1 Report

Grade 1

Father R. Perin School
General Delivery
Chard, Alberta T0P 1G0
Phone: 780-559-2240
Fax: 780-559-2365

Attendance Information

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

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



My Strengths

Choose an item.

Choose an item.

Choose an item.

Ways I Can Improve

Choose an item.

Choose an item.

Choose an item.

Teacher Signature _____

Principal Signature *Bernadine*

February 17, 2016

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

We Want To Hear From You

Attendance Insert

The first term report card includes attendance information based upon the first 52 days of school. As a guide for parents we have included a chart below showing the percentage of instruction any child will have missed ... For example:

If a child misses 5 days out of 52 then almost 10% of instruction has been lost

If a child missed 15 days out of 52 then almost 29% of instruction has been lost

Missing just 10% means a child will miss one full month of school instruction.

Your child's attendance information is below:

This information is for STUDENT NAME who has missed 4.5 days of school
which is 9 percent of instruction.

Reading level report

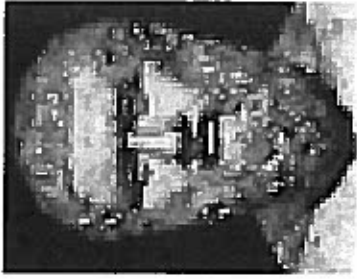
At least three times a year most children are assessed to identify their current reading grade level. There are many factors that can affect a child's actual reading score. For example a child may not be fully paying attention at the time of the assessment. However the information below is the current and best information we now have indicating your child's reading level.

This assessment report is for

Your child's current Grade level is Grade .

Your child's score on the latest reading assessment was .

Your child is reading at .



“Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.”

— Plato





PRESENTATION TO THE BOARD

PEERLESS LAKE ATTENDANCE/ ACHIEVEMENT RESULTS

PRESENTED BY: CONNIE MOLCAK, PRINCIPAL

FEBRUARY 19, 2016

Peerless Lake

Attendance Initiative

Presentation Outline

- ◆ Background
- ◆ The Committee
- ◆ How we work
- ◆ Top 5 Challenges
- ◆ Lessons Learned
- ◆ Successes / What's Working Well
- ◆ Going Forward
- ◆ Questions and Answers

Background...

- ◆ The Northland School Division #61 has begun a program to work towards fixing attendance issues:
- ◆ THE ATTENDANCE INITIATIVE's goal is to inspire students to want to have a 90% or higher attendance.
- ◆ Parental Support is a vital part towards attaining this goal for their children.
- ◆ Each school and community is unique. The initiative needs the community, students, parents and teachers to help students achieve the attendance goal for the Division.

The Committee...

- ◆ The committee is comprised of the local Board, school secretary, teachers and principal
- ◆ Community groups have been asked to join
- ◆ Students on the student council have been asked to join
- ◆ Cross involvement is critical to providing an overall perspective for this initiative
- ◆ By bringing these groups together there is a variety of opinions, perspectives and ideas

How We Work...

- ◆ The committee meets monthly
- ◆ We use an informal agenda
- ◆ We use the consensus model for making decisions
- ◆ The committee determines the topics of discussion at the beginning of each meeting
- ◆ We discuss a variety of situations – no names are discussed
- ◆ Confidentiality is paramount to the success of the committee's work
- ◆ Recording the work of the committee – record decisions, ideas and general topics of discussion areas

Top 5 Challenges in getting this going...

- ◆ Deciding who would be involved on the committee
- ◆ Getting participation on the committee
- ◆ Moving beyond the talk to the doing...
- ◆ How we were going to get the word out about the initiative
- ◆ Keeping the momentum going and the students and parents motivated!!

Lessons Learned...

- ◆ The cross representation is critical in discussing and planning projects to encourage and increase the attendance of students
- ◆ Efforts have to be consistent, ongoing and not off the corner of everyone's desks
- ◆ There has to be implementation of ideas not just discussions about them.
- ◆ Support from the students, the community, the local board (a 100% behind us) and the staff is the only way the initiative will be successful.

Lessons Learned cont...

- ◆ As a result of engaging everyone we have enjoyed more parent's support and more parents coming to our school events including parent teacher, suppers, student awards and activities this year.
- ◆ Recognition is critical and should be done at all levels ie the parents of students who are getting 90% and higher, the students and the committee members who have done such a great job.
- ◆ If we're committed and focused to have an impact we'll be successful

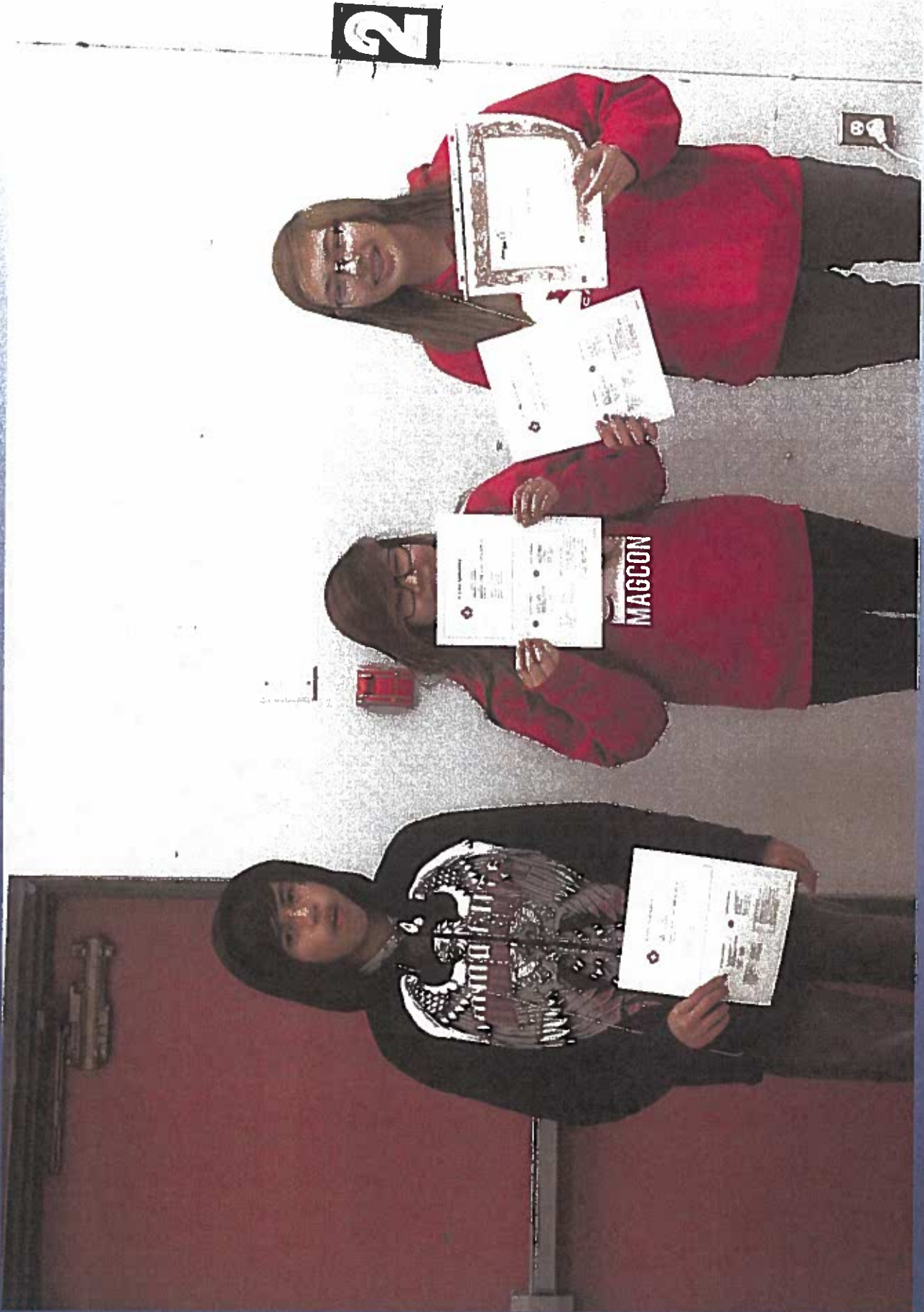
Successes / What's Working Well...

- ◆ All the great things we've accomplished and implemented:
 - ✓ Monthly 100% awards with banana splits/sodas
 - ✓ Individual class awards for 100% attendance with all students present.
 - ✓ Northland \$50.00 cheques for 90% and higher.
 - ✓ Celebrations to bring parents and students together with staff.
 - ✓ Book Fair credits for student's drawn from 100% list
 - ✓ Special parent draws



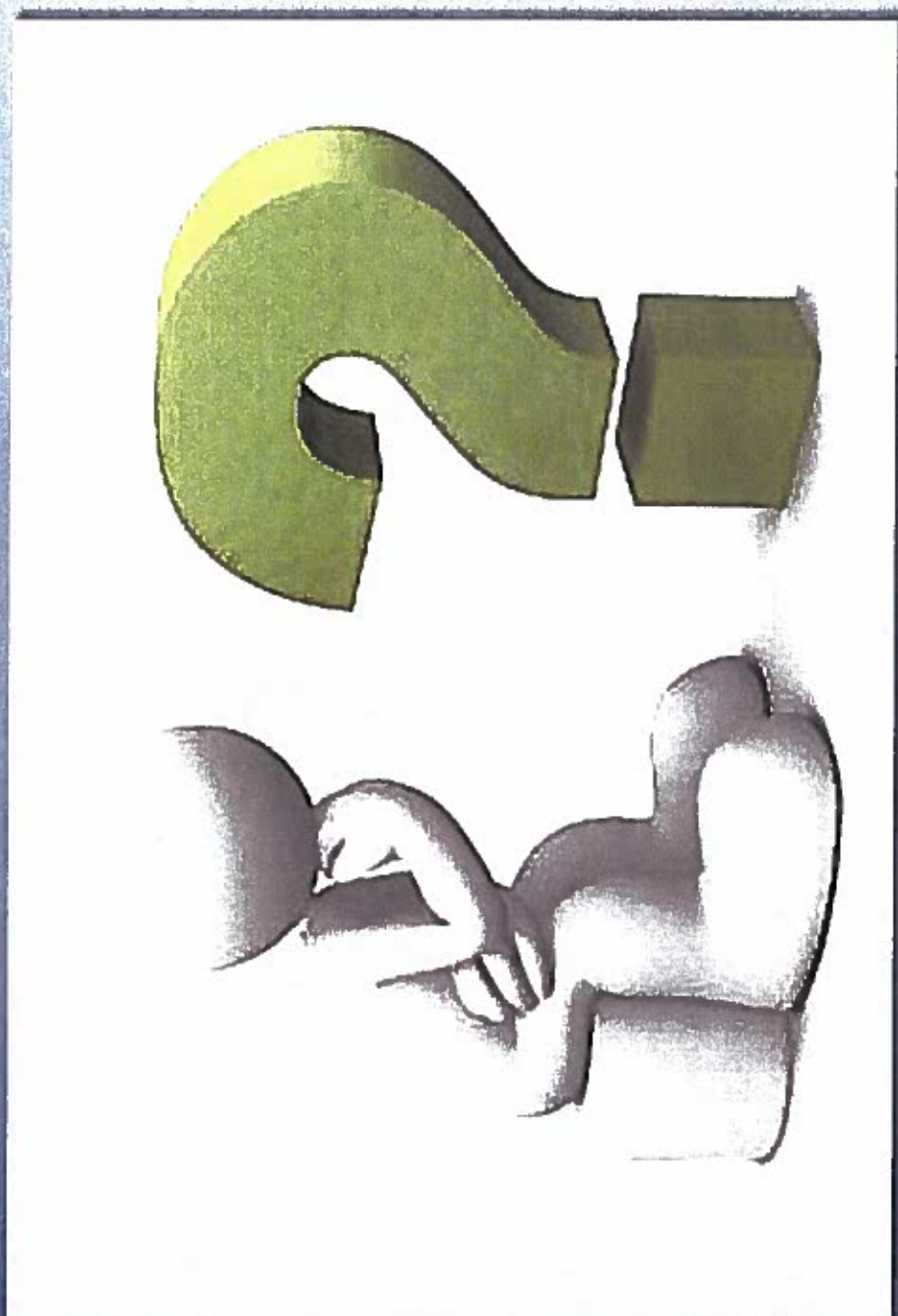






Going Forward...

- ◆ Find a way to motivate the High School students to see the positives of participating in the initiative ie better attendance = better marks , credits and graduation.
- ◆ Continue with what we are doing well to keep the momentum we've built
- ◆ We are in experimental mode, everything is new. We'll be reviewing and making improvements where necessary
- ◆ Approach – Constant Improvement and Evaluation of
 - ◆ The Committee
 - ◆ The Initiative
 - ◆ The Success, Challenges and Lessons Learned
- ◆ Measurement – How we know we're being successful will only come as we compare where we've come from and where we are now!!!!



Our Celebrated Successes



BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: EDUCATION QUARTERLY REPORT

ORIGINATOR DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

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

Education Quarterly Report to the Board for February, 2016**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, 2016		
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	Candlelight Vigil at Father R. Perin
	Bulletin #9	Northland Schools Celebrate
	Bulletin #10	Two Kateri School Parents Receive Attendance Awards
	Bulletin #11	Building Healthy Relationships at Dr. Mary Jackson School

February, 2016 Quarterly Report

Superintendent's Update

Literacy

Two rounds of area collaborative meetings for principals and literacy leads have been completed. These meetings provide an opportunity for school leaders to review their achievement data and plan processes to use the information to work with teachers. A third meeting is planned for March and the focus of this meeting will be to gather input for education and budget planning for the upcoming year.

Attendance

Schools and the division continue to implement the recommendations from the NSD 'Every Day Counts'. While there is more work to do, we are seeing promising improvements in attendance across the division thanks to everyone's efforts.

Cross Divisional Transition Planning

Each year a significant number of students transition from NSD schools to schools in other school divisions. School leaders from the three school divisions in the High Prairie area are working together to develop effective practices to support successful transitions for students. Formal partnership work is continuing with Northern Lights School Division and Fishing Lake Metis Settlement.

Work with Alberta Education

NSD is working with Alberta Education in several areas to support educational programming or students in the division. NSD has been working with Indigenous Relations to provide input to the Long Term Agreement to enhance education on the Metis Settlements. The division is also providing information and perspective to inform the work of a Cross Ministry Team and a Working Group looking at ways to support students in NSD communities.

Building Collaboration and Capacity in Education

In January 2016, Alberta Education announced the availability of grants to support collaborative planning for school authorities who have existing Education Service Agreements for First Nations students who reside on reserve and attend a provincial school. The division is developing grant proposals with partner First Nations, and Tribal Councils to build capacity and support collaboration.

February, 2016 - Quarterly Report Divisional Priorities

Literacy Plan to Support Schools	AERR Priority:	Funding Source:
	Continue the Literacy Focus Group, principal PLC's and working with schools to improve Literacy instruction for English, Cree and Dene Languages to meet or exceed division annual improvement targets.	Literacy Review Grant Cenovus NSD

This year NSD61 literacy plans have centred on Principal PLC's reviewing literacy practices based on research, data analysis and cross referencing data with students on IPP's. We have also worked with the Literacy Leads providing updated training in assessment. Our focus this year has also been on providing in service for kindergarten and grade one teachers. We have been working on resource management in the schools and ensuring that schools have the training and materials necessary to implement their instructional plans. We continue to travel to schools to provide support and training for teachers. NSD works collaboratively with the KTC partnership as well as OPK School in Wabasca.

First Nation, Métis, Inuit Learning	AERR Priority:	Funding Source:
	Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement. Complete the Community Resource List for all Northland Communities.	FNMI – Grant 2013-2077

February 16 – 19, 2016 Approximately 40 students will be participating at the upcoming Marten Lake Camp. These students are from the following schools: Cadotte Lake, Atikameg, Clarence Jaycox, Little Buffalo and Peerless Lake.

December 2 – 9, 2015 Approximately 25 High Schools students from NSD and KTC participated at the Marten Lake Land Based Learning Camp. The theme on Career development and Woodland Cree Cultural exposed students to career development oriented programming while earning high school credits. The Cultural component reflected a variety of traditional and contemporary practices of the Woodland Cree people. This Land Based Learning/Cultural Camp was eight days, previous ones were three to five days.

October 26 -29, 31, 2015 Grade 4-7 students from Little Buffalo and Atikameg attended the Land Based Learning Camp at Marten Lake. The focus was Woodland Cree Culture.

These Land Based Learning provided students opportunities:

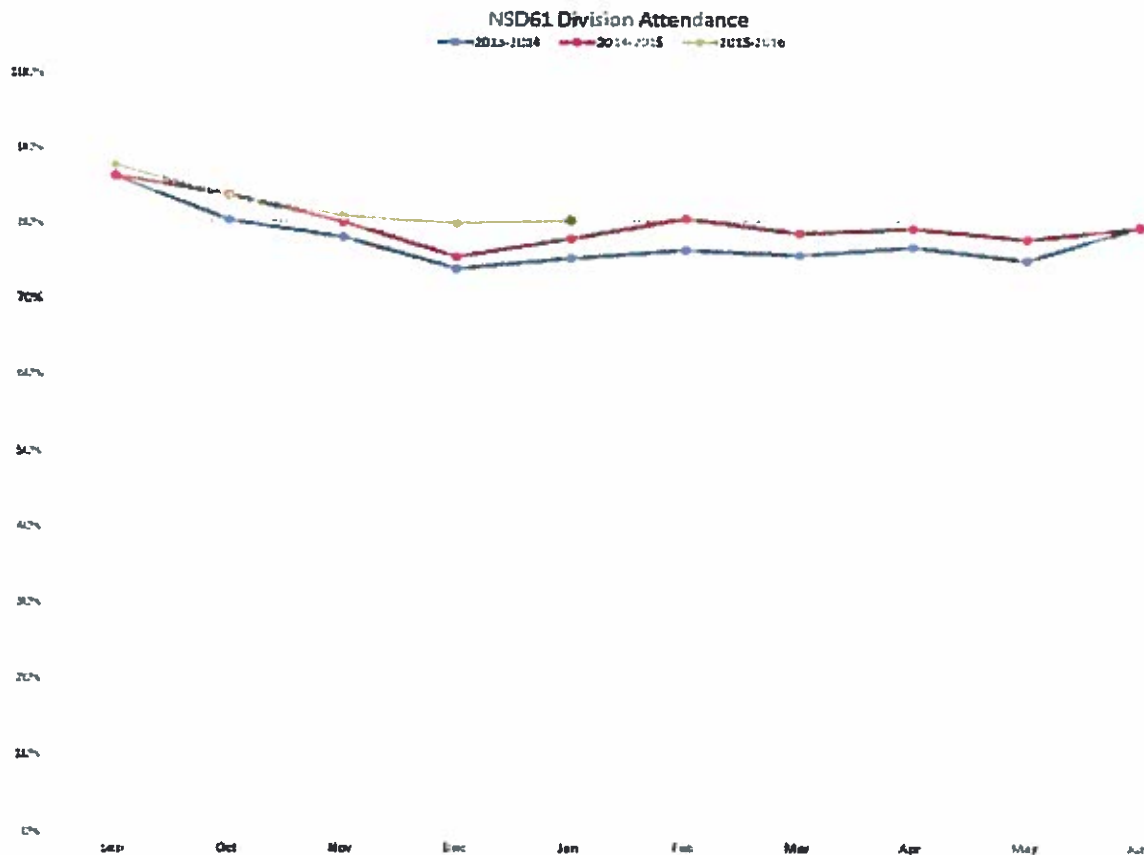
- To build trusting relationships with one another as students are coming from other schools.
- To work together
- To walk in both worlds
- To engage in learning outside the classroom

Students are fully engaged in all activities and are enjoying them as indicated by post camp surveys and closing sharing circles regarding their experience.

The Community Resource List is currently being compiled with information coming in from all schools.

Attendance Initiative	AERR Priority:	Funding Source:
	Continue working with the Attendance Improvement Committee and schools to improve division wide attendance.	NSD

Since the last Quarterly Review, student attendance patterns for Northland School Division continues to show an upward positive trend. The line graph below shows that between September 2015 and January 2016 there has been a slight but positive improvement in student attendance over the previous school year for the same time period.



From September 2015 to January 2016:

- 70% of NSD61 schools have an average attendance rate of 85% or better.
- Not including our outreach schools, the overall NSD61 attendance average for the period September 2015 to January 2016 is 85% - up 3% over the previous school year for the same time period.
- The Division attendance trend is very positive.

This 'good news' attendance information was shared with school principals at the February administrators' meeting in Edmonton. Other attendance topics discussed at the February 2016 administrators' meeting included:

- a presentation from Randy Risto - the chair of the Provincial Attendance Review Board
- roundtable discussions and updates of school attendance improvement planning documents
- a presentation by one principal of the functioning of her 'school-based attendance improvement committee'
- a problem-solving group activity relating to student attendance improvement

Division Attendance Improvement Committee Meetings – January and March 2016

On January 16th, 2016, Northland's Attendance Improvement Committee met at Northern Lakes College in Wabasca for its first meeting in 2016. The committee invited stakeholders from a number of community agencies (i.e. MD of Opportunity) to attend the meeting. Topics of discussion included: (a) intervention processes for chronic absenteeism, (b) school attendance action protocols, (c) the role and function of restorative attendance circles, and (d) the Provincial Attendance Review Board.

The Attendance Committee will meet again on Friday, March 7th from 4 – 7 pm at Northern Lakes College in Wabasca. The Attendance Committee will host representation from the following community stakeholders: St. Theresa School's Attendance Improvement Committee, Mistassiniy School's Attendance Improvement Committee and interested community agencies within Wabasca (i.e. representatives from RCMP, Chief & Council, MD, Child & Family Services (on & off the reserve), elder(s), parent and student representation, & Northern Lakes College.

There are three intended objectives for the March 2016 meeting:

- (1) To provide an opportunity for school community stakeholders to become familiar with Northland School Division's attendance improvement initiative.
- (2) To provide an opportunity for school-based attendance improvement committees to share their attendance action protocols with other school attendance committees.
- (3) To provide an opportunity for community agencies to brainstorm ideas with school-based attendance improvement committees as to how best to contribute to/support attendance improvement efforts.

Quality Teaching and Leadership	AERR Priority:	Funding Source:
	Develop indicators of quality teacher performance related to key improvement areas and enhance instructional leadership and strengthen teacher supervision and evaluation to improve teacher practice.	NSD
<p>HR Committee has met twice (October 2015 and February 2016) to develop Teacher Quality Standard descriptors reflecting a Northland perspective. The HR Committee is developing a handbook tool for NSD administrators to use when evaluating teachers.</p>		
Partnership with KTC	AERR Priority:	Funding Source:
	In partnership with KTC, move forward with the regional/virtual high school.	NSD
<p>In December a partnership meeting was held with second level service providers and principals from partnership schools to discuss service delivery. A second meeting is scheduled for February 29 to discuss service planning for next year.</p> <p>KTC and NSD are developing a proposal for funding from the "Building Collaboration and Capacity in Education" three year grant to move forward with regional high school programming.</p>		
Wabasca-Desmarais Education	AERR Priority:	Funding Source:
	In consultation with the school community, develop and begin implementation of a multi-year operational plan to improve student attendance, achievement and high school completion for junior and senior high school students beginning in Wabasca – Desmarais.	NSD
<p>A community engagement facilitator was hired in November is building community partnerships to enhance programming for students in areas schools with a focus on Mistassiniy.</p> <p>Infrastructure is planning to meet with the community in April 2016 to discuss plans for facility needs. An Ad Hoc Wellness Committee has been formed to develop recommendations to support student wellness.</p>		

School Review Process	AERR Priority:	Funding Source:
	Formalize the Northland school review process related to key improvement focuses and pilot in selected schools.	NSD

The Division Principal, First Nation Métis Inuit Education Director, Pedagogical Supervisor, CTS School/Industry Partnership Administrator, and Supervisor of Student Services met to decide on the focus the school reviews should take. It was decided that instead of looking at all aspects of a school we would focus on the Divisions priorities.

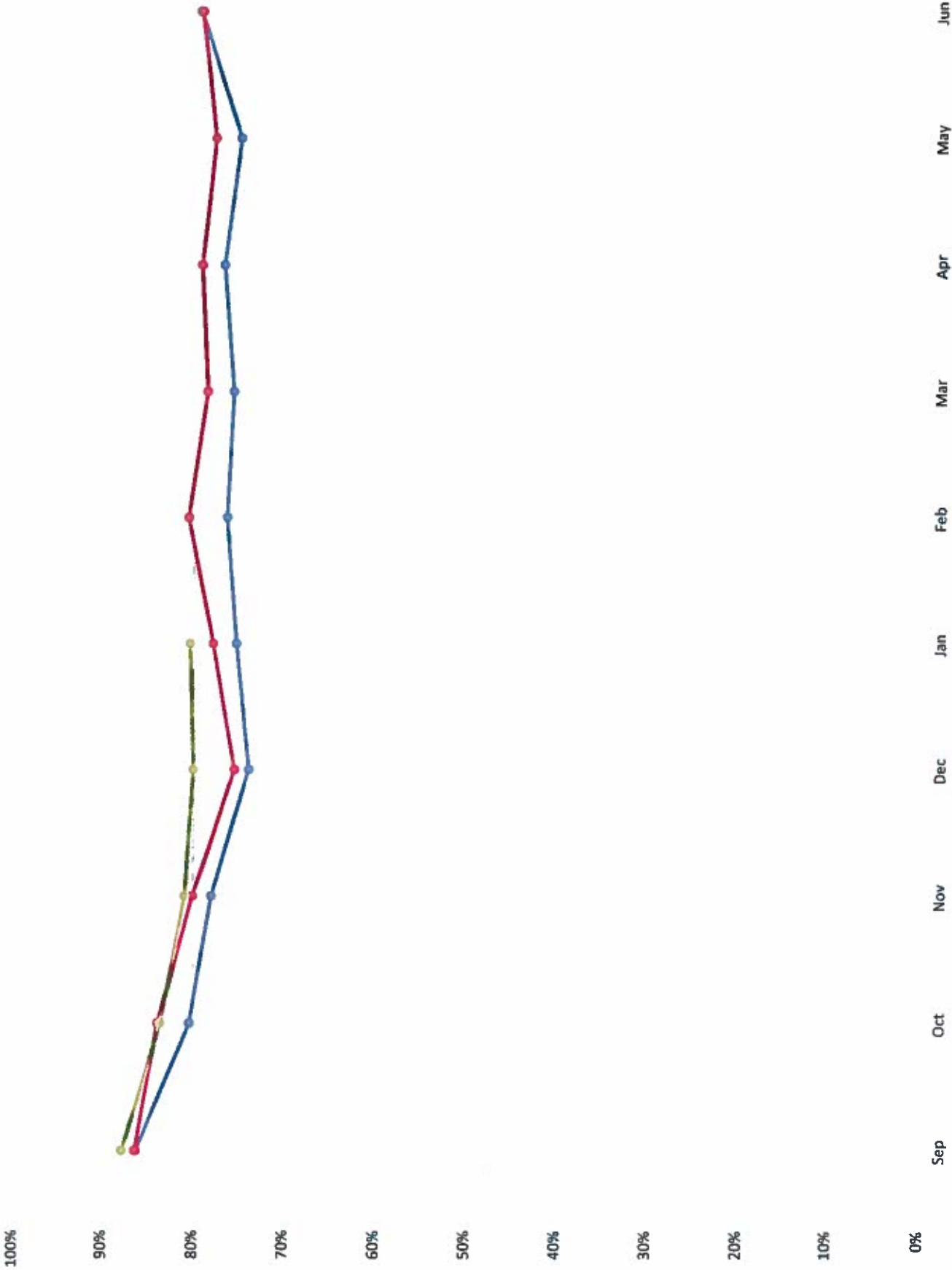
1. Long range plans, daily planning and unit plans in specific subjects, (Some subjects can be taught in a cross curricular way and would not necessarily require a unit plan).
2. Literacy focus of the school e.g. Is there evidence of quality literacy instruction in all classrooms? Is the school set up and resources available for excellent literacy instruction?
3. Accurate record keeping in evidence. This includes: CUM files, attendance, PM Benchmarking, and IPP records.
4. Evidence of appropriate resource organization and usage. eg is there a book room?
5. Evidence of robust literacy instruction in all classrooms. e. g. Data used to inform instruction, student portfolios, Pensieve or conferring binder upkeep and use, multiple genres of writing.
6. Discussions with staff about the successes and challenges they are facing.
7. Follow-up on outcomes of the school review process

January 2016 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	28 (33%)	0 (0%)	34 (40%)	9 (10%)	6 (7%)	5 (6%)	4 (5%)	86
ADCS	73 (31%)	5 (2%)	33 (14%)	25 (11%)	26 (11%)	21 (9%)	50 (21%)	233
Bill Woodward School	80 (70%)	4 (3%)	19 (17%)	7 (6%)	4 (3%)	1 (1%)	0 (0%)	115
Bishop Routhier School	14 (23%)	7 (11%)	14 (23%)	5 (8%)	10 (16%)	4 (6%)	8 (13%)	62
Calling Lake School	25 (22%)	14 (12%)	22 (19%)	26 (23%)	11 (10%)	3 (3%)	13 (11%)	114
Chipeewyan Lake School	0 (0%)	11 (35%)	6 (19%)	4 (13%)	4 (13%)	3 (10%)	3 (10%)	31
Conklin Community School	19 (48%)	16 (40%)	3 (8%)	0 (0%)	2 (5%)	0 (0%)	0 (0%)	40
Dr. Mary Jackson School	19 (56%)	1 (3%)	10 (29%)	3 (9%)	0 (0%)	0 (0%)	1 (3%)	34
Elizabeth School	60 (43%)	23 (17%)	30 (22%)	12 (9%)	7 (5%)	6 (4%)	1 (1%)	139
Father R. Perin School	19 (23%)	17 (21%)	22 (27%)	13 (16%)	5 (6%)	4 (5%)	1 (1%)	81
Fort McKay School	21 (24%)	26 (29%)	22 (25%)	2 (2%)	9 (10%)	4 (4%)	6 (7%)	90
Gift Lake School	41 (23%)	30 (17%)	36 (20%)	21 (12%)	27 (15%)	12 (7%)	10 (6%)	177
Grouard Northland School	21 (26%)	10 (12%)	13 (16%)	13 (16%)	9 (11%)	6 (7%)	9 (11%)	81
Hillview School	12 (40%)	6 (20%)	8 (27%)	2 (7%)	1 (3%)	0 (0%)	1 (3%)	30
JF Dion School	38 (44%)	21 (24%)	15 (17%)	3 (3%)	7 (8%)	1 (1%)	2 (2%)	87
Kateri School	30 (32%)	16 (17%)	15 (16%)	8 (9%)	5 (5%)	8 (9%)	12 (13%)	94
Little Buffalo School	55 (31%)	18 (10%)	27 (15%)	21 (12%)	17 (9%)	11 (6%)	31 (17%)	180
Mistassiniy School	56 (16%)	47 (13%)	65 (19%)	37 (11%)	42 (12%)	22 (6%)	81 (23%)	350
Paddle Prairie School	42 (36%)	19 (16%)	23 (20%)	14 (12%)	13 (11%)	3 (3%)	3 (3%)	117
Peerless Lake School	40 (32%)	20 (16%)	23 (18%)	10 (8%)	16 (13%)	3 (2%)	13 (10%)	125
Pelican Mountain School	4 (18%)	4 (18%)	6 (27%)	5 (23%)	2 (9%)	1 (5%)	0 (0%)	22
St. Theresa School	134 (32%)	88 (21%)	88 (21%)	53 (13%)	24 (6%)	9 (2%)	19 (5%)	415
Susa Creek School	15 (31%)	15 (31%)	7 (14%)	9 (18%)	0 (0%)	3 (6%)	0 (0%)	49

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	18 (20%)	1 (1%)	5 (5%)	12 (13%)	6 (7%)	10 (11%)	40 (43%)	92
Calling Lake Outreach School	3 (19%)	1 (6%)	0 (0%)	2 (13%)	0 (0%)	1 (6%)	9 (56%)	16

NSD61 Division Attendance



2015-2016 Division Attendance

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
September 2014	1347 (48%)	347 (12%)	470 (17%)	272 (10%)	149 (5%)	82 (3%)	146 (5%)	2807
September 2015	1445 (52%)	305 (11%)	450 (16%)	249 (9%)	127 (5%)	79 (3%)	116 (4%)	2771
October 2014	1168 (42%)	390 (14%)	496 (18%)	294 (10%)	170 (6%)	84 (3%)	204 (7%)	2806
October 2015	1229 (45%)	245 (9%)	516 (19%)	287 (10%)	152 (6%)	101 (4%)	228 (8%)	2758
November 2014	793 (28%)	456 (16%)	579 (21%)	316 (11%)	235 (8%)	133 (5%)	271 (10%)	2783
November 2015	873 (32%)	399 (14%)	603 (22%)	303 (11%)	184 (7%)	121 (4%)	270 (10%)	2753
December 2014	596 (21%)	439 (16%)	531 (19%)	355 (13%)	290 (10%)	161 (6%)	426 (15%)	2798
December 2015	895 (32%)	396 (14%)	478 (17%)	362 (13%)	212 (8%)	129 (5%)	283 (10%)	2755
January 2014	902 (32%)	223 (8%)	529 (19%)	372 (13%)	249 (9%)	173 (6%)	338 (12%)	2798
January 2015	846 (31%)	402 (15%)	554 (20%)	305 (11%)	250 (9%)	128 (5%)	267 (10%)	2752

*Does not include Outreach

DIVISION ATTENDANCE JANUARY 2016

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	75	36	70	34	27	10	26	278
Gr. 1	84	44	60	30	33	11	12	274
Gr. 2	80	38	65	35	20	13	21	272
Gr. 3	99	40	60	26	20	8	10	263
Gr. 4	75	53	48	29	15	10	9	239
Gr. 5	84	39	46	25	18	9	11	232
Gr. 6	72	40	61	31	16	11	16	247
Gr. 7	64	41	34	23	27	8	19	216
Gr. 8	65	26	44	26	10	8	21	200
Gr. 9	39	31	27	16	22	9	36	180
Gr. 10	43	5	17	12	11	14	30	132
Gr. 11	29	6	15	10	17	9	33	119
Gr. 12	37	3	7	8	14	8	23	100
Student Totals	846	402	554	305	250	128	267	2752

*Does not include Outreach

Staff Attendance (Based on Leave Applications)

November 1, 2015 to January 31, 2016

	# 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	201	54	10854	1274	9580	135.5	1138.5	88%	12%	1.25%	10.49%
Uncertificated Staff	170	54	9180	928	8252	13.5	914.5	90%	10%	0.15%	9.96%
Maintenance Staff	51	57	2907	257.5	2649.5	0	257.5	91%	9%	0.00%	9%
Central Office Staff	41	57	2337	137	2200	10.5	126.5	94%	6%	0.45%	5%

Types of Leaves:

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

Maintenance includes:

Area Maintenance Workers
Custodial Staff

Central Office Staff includes:

Ped Supervisors

Staffing Update - February 5, 2016												Bulletin 6	
	Certified Staff	Certified Staff - NL	ECS - PUF	Teacher Assistants	Special Assistants	School Community Liaison Worker	Family Community Liaison Advisor	Library Assistant	Native Language Instructor	Clerical	Total by School		
Anzac	5.5	0	1.5	0.6	1.5	0	0	0.5	1	1	11.6		
ADCS	19	1	0	1	6	1	0	0	1	1	30		
Bill Woodward	7.5	0	0	0	2.2	1	0	0.5	0	1	12.2		
Bishop Routhier	5	0	1.5	0.5	2	0	0	0	0.5	0.5	10		
Calling Lake	10	0	0	1	1	0.5	0	0	0.5	1	14		
Career Pathways	3	0	0	1.5	0	0	0	0	0	0.5	5		
Chipewyan Lake	2	0	0	0.67	0	0	0	0	0.33	0	3		
Conklin	4	0	0	1	0	0	0	0	0	0	5		
Dr. Mary Jackson	2	0	0	1	1.5	0	0	0	0	0.9	5.4		
Elizabeth	10	0	2.8	0.5	1	0	0	0.5	1	1	16.8		
Father R. Perin	8	0	0	0	0.4	0	0	0	0.6	0.9	9.9		
Fort McKay	7	0	0	5	0	0	0	0	1	1	14		
Gift Lake	14	0	0	3	4	0	0	0	1	1	23		
Grouard	7	0	0.5	2	1	0	0	0	1	1	12.5		
Hillview	3	0	0	0	0.5	0	0	0	0	0.5	4		
J.F. Dion	6	0	1.75	1	0	0	0	0	0	1	9.75		
Kateri	7	0	0	1	1	0	0	0	1	1	11		
Little Buffalo	11	0	0	0.8	4	0	0	0	1	1	17.8		
Mistassiniy	21	0	0	3	1	0	1	0	0	2	28		
Paddle Prairie	8	0	0	0.8	1	0.2	0	0	0.5	0.9	11.4		
Peerless Lake	9	0	0	2	1	0	0	0	0.9	0.9	13.8		
Pelican Mountain	2	0	0	0.75	0	0	0	0	0.25	0	3		
St. Theresa	25	0	6	7	11	0	2	1	1	2	55		
Susa Creek	3.6	0	1	0.9	0	0	0	0	0.4	0.8	6.7		
Totals	199.6	1	15.05	35.02	40.1	2.7	3	2.5	12.98	20.9	332.85		



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Candle light vigil ceremony for La Loche at Father R. Perin School



Community members in Janvier held a candle light vigil at Father R. Perin School on January 26th. Students, parents, staff, Janvier Local School Board Committee, Chipewyan Prairie Dene High School, Chipewyan Prairie First Nation members, elders, local RCMP and Janvier Youth Force Strategy prayed for residents in La Loche following the tragic events at their community school.



Bulletin 8

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Northland schools celebrate literacy



Schools across Northland School Division hosted events to recognize Family Literacy Day on Wednesday, January 27th. 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. View literacy event details below from some of our schools!



Athabasca Delta Community School celebrated Family Literacy Day on Wednesday, January 27th. Students, parents, community members and guests from the Wood Buffalo Regional Library participated in classroom literacy sessions such as Reading Buddies. This activity allows elementary students to practice reading with an older student or an adult. In addition to Reading Buddies, grade one parents and students went outside to write "Read" in the snow using spray bottles filled with food colouring.



Conklin Community School hosted a Cook off Challenge! Students and parents competed against each other! The event was sponsored by Cenovus Energy.





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Elizabeth School organized a "Mystery Readers" during the day and held a Pajama night for elementary students.



Grouard Northland School hosted a Teddy Bears Picnic theme Family Literacy Day!



Hillview School students, parents, staff and community members participated in a variety of literacy and numeracy activities.



Over 50 students, including parents participated in a literacy scavenger hunt at Little Buffalo School! All the children went home with a book to read.

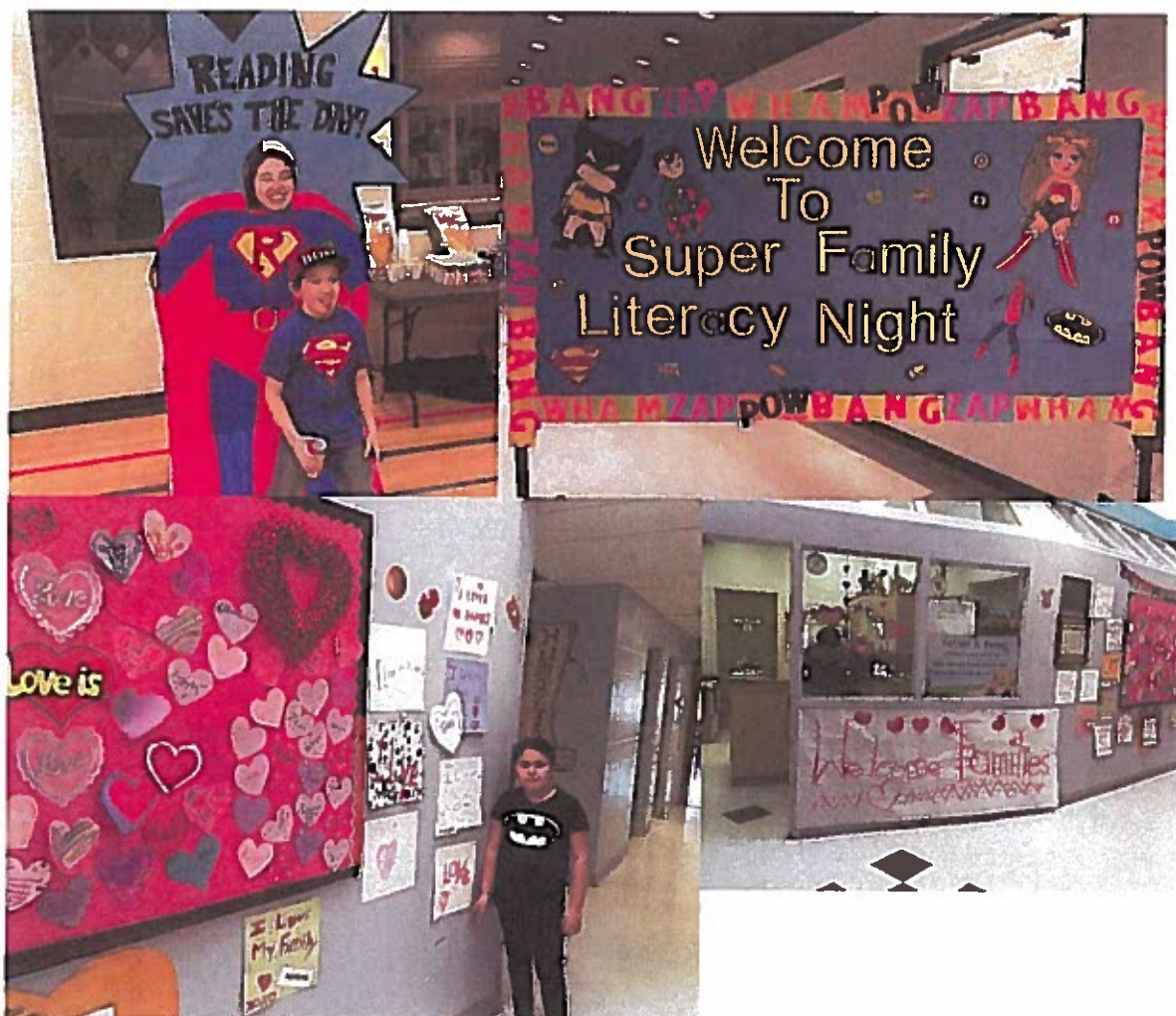


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St. Theresa School hosted two events to celebrate Family Literacy Day! January Jamerama: Students and staff wore pajamas for the entire day, and, for the last 30 minutes of school, teachers switched rooms to read storybooks to students in other classrooms. "Super Family" Literacy Night: Super-families enjoyed a fabulous night of super hero entertainment, snacks, crafts, and more! There were super fantastic stations in the gymnasium!



Father R. Perin School hosted a family afternoon on Tuesday February 2nd. The school served tea and sweets and students presented poems and stories to families in attendance.



Bulletin 9

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Two Kateri School parents receive attendance awards



Kateri School recently recognized two parents through a student attendance program! Sheena Orr and Cathy Auger each received a \$250 Visa gift card as part of a semi-annual draw for parents who have children attending school at a rate of 90% or better. The school had 231 entries for this draw. The next draw will be in June.



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Building healthy relationships at Dr. Mary Jackson School



Dr. Mary Jackson School together with Manning Victim Services Unit hosted an anti-bullying workshop on Thursday, January 28th. The presenters for the younger grades ECS to Grade 5 were Manning Community Resource Centre and Alberta Health Services. Grade 7-10 students were involved in a workshop with Dwayne Peace, a facilitator with Life Synergy for Youth - A Life Skills Program. This program provided students with important information about leadership, self-esteem, physical and mental bullying, drug abuse, violence and the digital world. After completing this program, students are more familiar with strategies that result in a more kind, respectful and safe school environment. Peace also spoke to parents to raise awareness about topics covered through the Life Synergy for Youth - A Life Skills Program.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: FINANCE QUARTERLY REPORT

ORIGINATOR TRUDY RASMUSON, SECRETARY-TREASURER

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

Secretary-Treasurer's Report For the Period Ending January 31, 2016

INTRODUCTION

In our year-to-date, for the period ending January 31, 2016, Northland School Division's operating costs are in line with the operating budget. The Federal Revenue may still be adjusted, depending on the finalization of the nominal role (confirmation of federal student numbers). We are not expecting any substantial adjustment to our provincial revenues.

REVENUE

- Revenue received to date is in line with historical numbers and the budget.
- Confirmation of provincial numbers was not completely made, as some information is not available from Alberta Education.

EXPENSES

- Expenses are also in line with historical data and the budget.
- YTD expenses overall are about 40% expensed, with the exception of the staffing budget, which is close to 50%. Individual budgets have been reviewed, and there are some notable changes:
 - Several schools appear to be close to exceeding their transferrable budgets. These schools have been contacted, and explanations and plans are forthcoming.
 - Facilities has an additional expense of \$100,000, to complete the 10-year propane tank inspections (3 at Fort Chipewyan and 1 at Chipewyan Lake).
 - Boarding allowances will be about \$75,000 over budget. We receive \$88,305 in provincial funding, and expect to spend about \$250,000 this year. We had budgeted \$175,000.

OTHER BUSINESS

Receivables

- Mikisew paid the September and October invoices, but has November, December and January still outstanding. The First Nations now has outstanding receivable of \$3.6 million, and is 90 days in arrears.

2015-2016 year-end procedures

- The plan for year-end procedures has been approved by the FMT committee, and will be implemented, with regular meetings to monitor progress.

Education Service Agreements

- The changes to revenue as a result of the agreements is being calculated, and should be available for discussion during the March budget meetings.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT

SUBJECT: 2016-2017 NORTHLAND SCHOOL YEAR CALENDAR

ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

That the Board of Trustees approve the Northland School Division 2016-2017 School Year Calendar 'A' and 'B', as attached.

CURRENT SITUATION: The 'Northland School Division 2016-2017 School Year Calendar' has received feedback from the C2 committee. Some of the suggestions offered have been incorporated into the current draft version.

BACKGROUND:

OPTIONS:



Draft Northland School Division No.61 2016-2017 SCHOOL YEAR CALENDAR "A"



2016

August

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23-26 - New Teacher Orientation
22(pm)-23 - New Principal Orientation
25-26 - Admin Meeting
29-31 - Organizational Days

September

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 - Organizational Days
6 - School Begins
5 - Labor Day

October

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

TBA - Administrators' Meetings
10 - Thanksgiving Day

November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

11 - Remembrance Day
7 - 10 Mid-Term Break

December

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22-30 - Christmas Break

2017

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2-4 - Christmas Break
4 - School Resumes

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

14-15 - Admin Meetings
15 - Convention Travel Day
16-17 - ATA Convention
20 - Alberta Family Day

March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 - 31 - Spring Break

April

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

14, 17 - Statutory Holiday
(Good Friday, Easter Monday)

May

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4-5 - Administrators' Meetings
(Peace River)
22 - Victoria Day

June

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

28th - Last Day for Students
29 - Organizational Day for Staff

175 Instructional Days (Green)
194 Operational Days

Please add to your calendar:

- 6 Locally Developed In-services / Professional Development
- 3 Family Days (includes Metis Proclamation Day and Treaty/Farmers' Day)
- 1 Day-in-Lieu for Parent/Teacher Interviews
- Up to the equivalent of 1 half-day early dismissal per month for PLCs when deemed appropriate. PLEASE DO NOT deduct early dismissal time for PLCs from the 176 days. Please record PLC early dismissal hours in "Deduct Early Dismissal Hours" section below the calendar and add PLC dates/time in the textbox.

NOTE: Schools will follow common Christmas (Dec 22, 2016 - Jan 3, 2017) and Spring Break (March 27 - 31, 2017); however to align holidays with neighboring jurisdictions some exceptions will be made on a case by case basis.

There is an expectation that schools will organize Community Engagement Events.
Minimum Hours of Instruction: Elementary (1-9) = 950 hours; High School = 1000 hours.

2016-2017 Draft Calendar Notes:

- Northland schools will decide whether to have a November mid-term break (Calendar 'A') or choose to distribute the four days throughout the school year (Calendar 'B') where it makes sense to do so.
- With respect to the organizational days in August 2016, we have received considerable feedback from new teacher/principals and program organizers that the centralized August Orientation should be shortened to accommodate more of an opportunity for new staff to acclimatize and engage with their own school communities. The 5 days upfront are intended as organizational days involving a combination of staff and community orientation experiences like community engagement events involving the school and community, opportunity for PLC work, professional development and staff meetings. This represents a shift in focus from a centralized August Orientation to a more local engagement of staff and community. How the 5 days are organized is left up to schools but principals are asked to identify how these days will be organized and the events that are planned. There is an expectation that principals complete the 'local orientation planning template' for August 29 to September 1, 2016 by June 15, 2016. The 'template' is located on the R//drive.
- The last diploma examination (i.e. Science 30) is scheduled for June 28th, 2017.

Creating a school culture around regular June attendance patterns may be difficult for some schools but certainly not impossible. The latter part of June could be devoted a different programming model designed to keep students engaged in the learning process. By way of example, an engaging programming model could include ideas like: (a) a reading boot camp for delayed students, (b) advance high school study camps for those students who are writing diploma examination, (c) credit recovery for other students, (d) independent study and special project-based learning (e) mini CTF/CTS sessions could be organized through Randy Chernipeski's assistance, and/or (f) in-depth cultural camps. These programming ideas could engage students and garner their interests in a number of different subject areas when attendance is seen as problematic.

- The Framework Agreement between the Province of Alberta, the ATA and the ASBA under Part 'B' Instructional Time (3a) – reads in part "... Any school board that does not currently have a limit on Instruction Time in their Collective Agreement..."

Northland School Division does have a limit on instruction time in the Collective Agreement where Section 3.2 states:

"3.2 A teacher will not be assigned duties in excess of *thirty hours per week*, of which, *whenever possible, a maximum of twenty three and one third hours* will be devoted to instruction of pupils.

The remainder of the assignable hours will provide for supervision of students, extra-curricular school activities and such professional activities as in-service sessions, staff meetings, committee work and parent teacher interviews."



Draft Northland School Division No.61 2016-2017 SCHOOL YEAR CALENDAR "B"



2016

August

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23-26- New Teacher Orientation
22(pm)-23 - New Principal Orientation
25-26 - Admin Meeting
29-31 - Organizational Days

September

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 - Organizational Days
5 - Labor Day
6 - School Begins

October

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

TBA - Administrators' Meetings
10 - Thanksgiving Day

November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

11- Remembrance Day

December

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22-30 - Christmas Break

2017

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2-3 - Christmas Break
January 4 - School Resumes

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

14-15 - Admin Meetings
15 - Convention Travel Day
16-17 - ATA Convention
20 - Alberta Family Day

March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27-31 - Spring Break

April

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

14, 17 - Statutory Holiday
(Good Friday & Easter Monday)

May

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4-5 - Administrators' Meetings
(Peace River)

22-Victoria Day

June

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

June 28 - Last Day for Students

29 - Organizational Day for Staff

175 Instructional Days (Green)
194 Operational Days

Please add to your calendar:

- 6 Locally Developed In-services / Professional Development
- 7 Family Days (Includes Metis Proclamation Day and Treaty Day/Farmers' Day)
- 1 Day-in-Lieu for Parent/Teacher Interviews
- Up to the equivalent of 1 half-day early dismissal per month for PLCs when deemed appropriate. PLEASE DO NOT deduct early dismissal time for PLCs from the 176 days. Please record PLC early dismissal hours in "Deduct Early Dismissal Hours" section below the calendar and add PLC dates/time in the textbox.

NOTE: Schools will follow common Christmas (Dec 22, 2016 – Jan 3, 2017) and Spring Break (March 27 - 31, 2017) holiday breaks; however to align holidays with neighboring jurisdictions some exceptions will be made on a case by case basis.

There is an expectation that schools will organize Community Engagement Events. Minimum Hours of Instruction: Elementary (1-9) = 950 hours; High School = 1000 hours.

2016-2017 Draft Calendar Notes:

- Northland schools will decide whether to have a November mid-term break (Calendar 'A') or choose to distribute the four days throughout the school year (Calendar 'B') where it makes sense to do so.
- With respect to the organizational days in August 2016, we have received considerable feedback from new teacher/principals and program organizers that the centralized August Orientation should be shortened to accommodate more of an opportunity for new staff to acclimatize and engage with their own school communities. The 5 days upfront are intended as organizational days involving a combination of staff and community orientation experiences like community engagement events involving the school and community, opportunity for PLC work, professional development and staff meetings. This represents a shift in focus from a centralized August Orientation to a more local engagement of staff and community. How the 5 days are organized is left up to schools but principals are asked to identify how these days will be organized and the events that are planned. There is an expectation that principals complete the 'local orientation planning template' for August 29 to September 1, 2016 by June 15, 2016. The 'template' is located on the R//drive.
- The last diploma examination (i.e. Science 30) is scheduled for June 28th, 2017.

Creating a school culture around regular June attendance patterns may be difficult for some schools but certainly not impossible. The latter part of June could be devoted a different programming model designed to keep students engaged in the learning process. By way of example, an engaging programming model could include ideas like: (a) a reading boot camp for delayed students, (b) advance high school study camps for those students who are writing diploma examination, (c) credit recovery for other students, (d) independent study and special project-based learning (e) mini CTF/CTS sessions could be organized through Randy Chernipeski's assistance, and/or (f) in-depth cultural camps. These programming ideas could engage students and garner their interests in a number of different subject areas when attendance is seen as problematic.

- The Framework Agreement between the Province of Alberta, the ATA and the ASBA under Part 'B' Instructional Time (3a) – reads in part "... Any school board that does not currently have a limit on Instruction Time in their Collective Agreement..."

Northland School Division does have a limit on instruction time in the Collective Agreement where Section 3.2 states:

"3.2 A teacher will not be assigned duties in excess of *thirty hours per week*, of which, *whenever possible*, a *maximum of twenty three and one third hours* will be devoted to instruction of pupils.

The remainder of the assignable hours will provide for supervision of students, extra-curricular school activities and such professional activities as in-service sessions, staff meetings, committee work and parent teacher interviews."

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: APPLICATION FOR AN OUTREACH SCHOOL – ATHABASCA
DELTA SCHOOL

ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

That the Board of Trustees approve the application for an Outreach School at Athabasca Delta Community School in Fort Chipewyan, as attached.

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

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

Attached is a copy of Procedure 201, Outreach Programs.

CURRENT SITUATION:

**Outreach
Programs**

Background

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

Procedures

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

APPLICATION TO OPERATE A NEW OUTREACH PROGRAM

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

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

Superintendent: Dr. Donna Barrett

Name of Outreach Program: ADCS Outreach School

Grades Offered: Grade 7 - 12

Principal Responsible for Outreach Program: Miss Kerrie Ceretzke

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

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

Physical Location of Outreach Program (Address): Box 59 Fort Chipewyan Alberta T0P 1B0

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

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

Outreach Program Description

Rationale for the Outreach Program Application:

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

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

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

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

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

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

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

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

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

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

Background

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

Program Philosophy

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

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

Program, Course Delivery and Outreach Program Learning Environment

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

Outreach Learning Environment

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

- Small achievable steps for students

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

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

A motion for the creation of an Outreach program will be formally heard at the Local School Board meeting scheduled for February 15th, 2016.

Local and Regional Partnerships

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

- a. **Nunee Health Society-** Nunee will continue to support youth in the community through counselling. A mental health counsellor is available 5 days a week, every week.
- b. **Careers: The Next Generation-** “Careers” will continue to support students by means of offering careers counselling and planning.
- c. **Lake Athabasca Youth Council-** LAYC has hired an experiential learning coordinator to work with you in the community. This person will be available to help support land based learning and field trips.

- d. **Keyano College-** Keyano College will provide space and library resources for the outreach program.
- e. **Athabasca Delta Community School** will work with the Outreach Program to provides resources and materials for learning. In addition, the Outreach Program will also be able to make use of facilities unique to the school such as the gymnasium and the CTS areas.

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

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

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

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

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

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

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

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

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

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

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

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

On February 15, 2016 the local school board committee will pass a motion approving the establishment of an outreach program at ADCS in Fort Chipewyan, Alberta.

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

The Outreach program will be housed at Keyano College in Fort Chipewyan.

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

Northland Maintenance has undertaken a health and safety inspection of the outreach program learning space. This facility is ready to be used as an outreach program in September 2014.

ADCS School Outreach Budget Estimated/Proposed:

Income:

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

Expenses:

Staffing: Instructional Cost

Certified Teacher	\$108,471.00
Educational Assistant	\$ 48,000.00
Counseling Services	\$ 22,000.00

Rent:	\$ 0.00 (site provided)
Testing/Consulting	\$ 3,000.00
Curriculum Texts/ Support Materials	\$ 12,000.00
Utilities	\$ 12,000.00
Telephone/Internet	\$ 2,700.00
Photocopying	\$ 5,000.00
Student Supplies	\$ 10,000.00
Postage	\$ 300.00
Incentives/Awards Program	\$ 10,000.00
Licensing (Software/Online Resources)	\$ <u>5,000.00</u>

Sub Total \$238,471.00

Start-up Expenses:

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

Sub Total \$ 28,000.00

Grand Total \$266,471.00

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

The applicant must clearly establish that:

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

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

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

DECLARATION:

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



Superintendent

February 12, 2016

Date

RECOMMENDED FOR APPROVAL:

Reviewer (Education Manager)

Date

APPROVAL FOR OUTREACH PROGRAM:

Director

Date

Submit to:

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

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY ONE, BOARD PHILOSOPHY MANDATE, CORE PURPOSE, VISION
BELIEFS AND VALUES

ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

That the Board of Trustees, approve in principle, the attached changes to Policy One, Board Philosophy Mandate, Core Purpose, Vision Beliefs and Values.

BACKGROUND

Northland School Division No. 61 is taking an important step to lead the way in First Nations, Metis education in Alberta. Policy One has been changed to reflect with NSD61's approach to educational programming and to align with the Education Act. We are inviting feedback from Local School Board Committees, parents, staff, and community members.

Following the January 22/23, 2016 Board meeting, copies of the draft policy were sent to all Local School Board Committee Members and principals with a request for feedback. Feedback received to date is attached.



NORTHLAND SCHOOL DIVISION 61

POLICY ONE

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

PREAMBLE

A policy simply describes the way things are done. Policies set the direction for an organization. Alberta school division policies ensure leaders, staff, children and parents understand **where they are going, how to get where they are going and why it is important to get there.**

95% of learners in Northland are of First Nation and Métis Ancestry.

BACKGROUND

Northland School Division 61 is an Alberta school system located in the northern half of Alberta. The Division is recognized as being culturally and geographically unique because its student population is primarily First Nation and Métis learners. Twenty-four schools serve approximately two thousand nine hundred (2900) students and employ five hundred (500) staff. Included in the division's geographic service area are six Métis Settlements, other Metis communities, eleven First Nation communities and other non-indigenous communities. Most of the communities in Northland School Division 61 are remote or inaccessible from towns or main centers of population. The overall geographic locations include diverse terrain such as agricultural parklands, mountainous foothills, boreal forests, the Canadian Shield and northern prairies.



VISION

Northland School Division No 61 is committed to offering specific activities and subjects taught in such a way as to complement the unique identities, backgrounds, strengths, and talents of young learners. Education and lifelong learning are viewed as a partnership between parents, teachers, administrators and the community. Each partner has a role in the education of the children of Northland.

Northland School Division 61 Leadership will:

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

- Actively promote and establish respectful relationships with community leaders and their representatives following the principle of 'good relations'.
- Develop shared goals and strategies to reach the division's vision of excellence.
- Identify best practices and implement the most appropriate methods and strategies.
- Promote and protect the division's vision on a daily basis.
- Be known for providing First Nation and Métis education excellence.
- Be recognized by other provincial and national school jurisdictions as an innovative, world class education leader.
- Engage community members in the education of their children.

Northland School Division 61 Students will:

Our youth are lifelong learners who have different learning styles. Some achieve better in experientially based learning environments.

- **Contribute to a safe, respectful, welcoming and caring school environment.**
- Feel empowered and have a clear vision of where they come from, who they are and where they want to go.
- Learn in a child-friendly, gender-sensitive, safe, caring, motivating and respectful environment.
- **Value education and become lifelong learners as they enter post-secondary, the workforce or in serving their communities.**
- Carry their education beyond Grade 12 to become globally competitive.
- Feel self-reliant, responsible, caring and contributing members in their communities and the larger society.
- Experience learning using the land as a teaching tool that reflects their community (i.e. trap line, animal husbandry, gardening and harvest of wild foods).

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

Northland School Division 61 Teachers Administrators and Staff will:

- Facilitate learning with caring, honor and respect.
- Nurture every student's learning style.
- Be culturally knowledgeable and competent.
- Know the history and protocols of communities they serve.
- Understand and respect diversity, leadership, kinship connections and social influencers in communities they serve.
- Ensure learning occurs in an enabling and supportive environment **that is gender-sensitive, safe, caring motivating and respectful.**

Northland School Division 61 Parents, Elders, Community Members will:

- Recognize the school is an opportunity to complement to their role in their children's education.
- Actively engage in supporting their children's education.
- Share responsibility for developing life-long learners.
- Engage as active partners in educating their children,

PURPOSE/MANDATE STATEMENT

Northland School Division 61's mission is to effectively respond to the uniqueness of its student population and the cultural diversity in the communities it serves by providing culturally rich, collaborative, learner/child focused education. Learners will be provided with opportunities to gain knowledge, skills and attitudes that promote self-reliance, self-confidence and caring.

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

"The Creator loans
us children to raise
them to be the best
they can be."

Elder Pauline Omlnyak

VALUES

Northland School Division No 61 is guided by the core values of loving kindness, respect, kinship, building relationships, perseverance and determination, working diligently, integrity, trust and taking responsibility for outcomes.

The following values are the result of collaboration among First Nation, Métis, Cree, and Dene representatives in the region (Source: Cree Language and Culture: 12-year Program Guide to Implementation).

Cree	Dene	English Translation
Kisewatisowin (kiseh-wah-tisoo-win)	Naderglena	Loving kindness or compassion extended to all humans.
Wāhkohtōwin		Kinship, relationships
Māmawohkama		Central to the doctrine of 'good relations' describing how to conduct oneself when working together
Mīyo-wīcehtowin		Getting along together
Manācitōwin		Respecting each other
Ahkamītamowin		Perseverance and determination
Kāyawatisew		Working diligently. Active movement to achieve goals

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

		Trust
		Accountability and taking responsibility
		Integrity

MANDATE

The primary mandate of Northland School Division 61 is to provide direction and allocate resources in support of education programming for youth from kindergarten through to grade 12 in northern Alberta's schools. The following principles guide the Division's decision-making when teaching the Alberta curriculum:

- Maintain a 'Kids First' approach.
- **Use the** Community Engagement Framework **when working** with communities.
- Provide safe and caring learning environments where students' past, present and future is honored.
- Parents, Elders and community members feel welcomed at the school.
- Historical, social and cultural content relevant to First Nation and Métis experiences will be central to mandated instruction and programming.
- Instruction and programs balance maintaining high academic standards with honoring heritage and community diversity.
- Instruction styles, materials and learning environments are rooted in cultural background and language.
- Facilitators and instructors understand students are significantly different in their interests, learning styles, ability and prior learning experiences so they apply diverse learning techniques that meet learner needs.

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

- **Land-based learning techniques are highly valued for the** transfer of indigenous knowledge and for providing opportunities to understand the land, the seasons and the surrounding environment.
- Elders, learners, teachers, parents, families and staff are honored and respected for their roles and contributions to learner success.
- Learning environments are responsive to the holistic needs of students with consideration for their community's social and cultural influences.
- Responsibility is taken for ensuring learner, parent and community input regarding the learning environment, subject matter, cultural content and academic successes are maintained, measured and shared.

GLOSSARY OF TERMS

Key to understanding a policy is understanding the nuances of terminology describing a policy. The definitions provided here reflect the content of this document. In other documents the terms may have different or more in-depth meanings.

Denè – A First Nation tribe located in Northern Alberta who speaks an Athabaskan language. They were called Chipewyan by the Cree. Denè (Chipawyans) are situated in Fort McKay, Fort Chipewyan and Anzac.

Culture – Culture is a broad concept describing "the way life was and the way life is". The term 'culture' represents a culmination of the history, beliefs, language and values of a group of people. Culture is a collection of customs, practices, protocols and roles that make a group of people distinct from others.

Family – The term 'family' includes an all-encompassing set of relatives including extended family members such as grandparents, uncles, aunts and cousins.

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

First Nations – This term was adopted by Aboriginal peoples in Canada in the 1970s to replace the word 'band' when referring their communities. The term can include both status and non-status peoples. Each First Nation shares a common heritage and cultural practices.

'Kid's First' – A slogan for the Community Engagement Framework Committee which consists of Minister appointed Elders and other community grassroots people. It is a non-political statement reflecting the idea of considering the well-being of the whole child in all decision making.

Métis – According to the Métis Nation of Alberta, "Métis means a person who self-identifies as a Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry and is accepted by the Metis Nation."

Métis Settlement – In the Province of Alberta, the 1955 and 1970 Métis Settlement Act provided land for Métis peoples. The Federation of Metis Settlements/Settlements Association acts as the political voice and pursues goals.

Protocols – Respectful codes of behavior considered to be appropriate when communicating with First Nations and Métis peoples. Each community (and groups within communities) have their own set of protocols.

FEEDBACK: DRAFT POLICY ONE 2015/2016 REVISION

107

February 17, 2016 – Received from Gift Lake, LSBC Chair, Ken Shaw

A comment has been posted on your blog titled "Division News" and needs moderation.

"In policy one under "Metis" some dates need to be verified in 1938 the Metis population betterment act was established and in 1989 the Metis settlements Accord was adopted which included the new metis settlement act."

Posted by: Ken Shaw

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS
SUBJECT: DRAFT POLICY – SEXUAL ORIENTATION AND GENDER IDENTITY
ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

That the Board of Trustees approve, the draft policy, Sexual Orientation and Gender Identity, as attached.

BACKGROUND

Following the November 20/21, 2015 and January 22/23, 2016 Board meeting, copies of the draft policy were sent to all Local School Board Committee members and principals with a request for feedback. Feedback received to date is attached.

**DRAFT
Sexual
Orientation and
Gender Identity**

The Board is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and teaching environment for all members of the school community. This includes those students, staff, and families who identify or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer (LGBTQ) or questioning their sexual orientation, gender identity, or gender expression. The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and Alberta School Act. These rights shall be supported, and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

The Board believes that all sexual and gender minority students, staff and families have the right to:

- be treated fairly, equitably, and with dignity and respect;
- have their confidentiality protected and respected;
- self-identification and determination;
- freedom of conscience, expression, and association;
- be fully included and represented in an inclusive, positive, and respectful manner by all school personnel;
- have equitable access to the same supports, services, and protections provided to heterosexual students and families;



DRAFT
Sexual
Orientation and
Gender Identity

-
- have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
 - have their unique identities, families, cultures, and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

- Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects.
- Ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.
- Improve understanding of the individual lives of sexual and gender minorities and their families, cultures, and communities.
- Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that sexual and gender minorities and their families are welcomed and treated with respect and dignity in all aspects of the school community.



**DRAFT
Sexual
Orientation and
Gender Identity**

Policy

1. Students and staff who identify as lesbian, gay, bisexual, transgender and/or queer (LGBTQ) shall be treated fairly, equitably, with respect and have their confidentiality protected.
2. Employees of Northland School Division shall not tolerate harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.
3. The principal shall support student groups, including Gay-Straight Alliances or Queer-Straight Alliances, where interest by students has been expressed. Students may select a respectful and inclusive name for the group, in consultation with the school principal.
4. The principal shall promote and provide inclusive education, professional development opportunities and support for staff to support same-gender parented families and students who are LGBTQ.
5. The principal shall appoint and publicly identify a staff member to serve as a safe contact on LGBTQ issues in their school community. The safe contact shall inform the school community about available district and community supports and resources.
6. The principal will ensure the safety, health and educational needs of students who identify as transgender, transsexual or gender queer and promote best practices, including universal design of washrooms, preferred name and pronouns, information contained on the student record, and access to locker room facilities, field trips, and extracurricular activities consistent with a student's lived gender identity or gender expression.
7. Students who identified as LGBTQ are encouraged to report any incident or victimization, harassment, discrimination, intimidation or bullying to the school principal/safe contact person.



DRAFT
Sexual
Orientation and
Gender Identity

-
8. The principal shall ensure satisfactory resolution to any conflict that may arise in the process of providing reasonable accommodation and inclusive practices in keeping with the best interests of the student.
 9. The principal shall ensure that all students, staff and families are aware of this policy, promote equality and non-discrimination with respect to gender, gender identity, gender expression and/or sexual orientation.

FEEDBACK: DRAFT POLICY - SEXUAL ORIENTATION AND GENDER IDENTITY 113

December 15, 2015 – Received from Anzac/Bill Woodward LSBC

Re: Policy Draft- Sexual Orientation and Gender Identity

Upon review of the Northland School Division No. 61 policy drafted to specifically address sexual orientation and gender identity issues, a number of significant concerns and questions arise.

In the second paragraph of page 1 of the draft, it states that "All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment..." and continues to list three existing acts which currently protect these rights, as it states, are guaranteed by the Canadian Charter of Rights and Freedoms.

It goes on to identify that the Board "will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression."

This wording begs the question: what kinds of harassment does the Board tolerate? The correct answer, of course, is none at all. Creation of additional specific policy for these groups (which the Board, in the next sentence calls sexual and gender "minority" students, staff, and families) creates the very separation, stigma, and anxiety associated with identifying oneself as LGBTQ; it creates a culture of toleration, not acceptance, not inclusion. It singles out these groups over others. It is not appropriate to create and implement policy on the basis of "unique" identities, as "unique" and "minority" are the language of "different", requiring special treatment, and special policy.

Further, all nine numbered points of the policy in the draft are completely, totally, and utterly redundant. Promotion of a welcoming and inclusive learning and working environment with respect to sexual orientation and gender identity should be done in keeping with the same spirit of welcome inclusion of other groups.

This policy draft appears to be a knee-jerk reactionary policy, in light of recent, media-published issues faced by the Fort McMurray Catholic School Board and their policies and decisions surrounding sexual orientation and gender identity, which are their own. Optics are important. One can easily understand the impulse to be seen responding, to be seen doing something to address an important issue like discrimination. However, what is unclear is if, and how, the existing acts and policies of Northland School Division No. 61 are inadequate.

Questions on that point arise, such as are there any known instances, or anything documented anywhere in the school division, of a principal's actions, a staff member's actions, or students actions (such as bullying) on the basis of sexual orientation or gender identity, where inadequate measures were taken (or no action was taken) to address the issue? Are there any known instances where there was improper conduct on the part of a representative of the Board in this school division, where there was no recourse or inadequate response? Are there any known instances where specific policy was required to script a response to harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression, where there was insufficient policy

to refer to for direction? Are there any known instances where the Board encountered unique hurdles or circumstances in dealing with discrimination against these particular groups? If so, how are these kept track of and reported and recorded, and where was there a shortfall in the way discrimination on any basis is currently treated in the school community? Are there any known instances where sexual and gender "minority" students, staff, and families did not have equitable access to the same supports, services, and protections provided to heterosexual students and families?

Nor is it clear whether Northland School Division No. 61 is faced by any unique challenges, demographically, geographically, or otherwise, that would set it apart from other school divisions. For instance, is there a bigger bullying problem here in general, to be addressed? Or are there perhaps greater numbers of LGBTQ-identifying students in this division than other areas? If so, how is this known and recorded and kept track of? Is this policy draft created to follow suit with similar or new policies implemented by other school division boards, in keeping with best practices?

Policies drafted to apply to, direct, and govern the behavior of school principals, school staff, and students are important, particularly when they deal with media-sensitive and personal issues such as harassment, prejudice, and discrimination, and should be a measured response.

This policy draft appears reactionary and is covered, as acknowledged on page 1 of the draft, by rights guaranteed under three other acts. There are no parts of this policy that are unique to sexual orientation, gender identity, or gender expression, that are not covered by those acts. It follows that a culture of inclusion and mutual respect for all is expected and fostered such that all members of the school community in Northland School Division No. 61, as elsewhere, feel accepted, supported, and welcomed. Common sense dictates that this applies to all groups whether they identify as sexual and gender "minorities" or other groups, and additional specific policy is redundant, unnecessary and not justified, and indeed risks causing more damage than benefit.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: FIELD SERVICE TECHNICIAN JOB DESCRIPTION

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION

That the Board of Trustees approve, the newly created job description for the position of Field Service Technician, as attached.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:

**Field Service Technician****IDENTIFYING INFORMATION**

POSITION TITLE: Field Service Technician

CLASSIFICATION TITLE:

DEPARTMENT: Facilities & Maintenance

IMMEDIATE SUPERVISOR'S TITLE: Division Facilities Manager

REASON FOR SUBMISSION: X
Creation Change Update

Date: October 1, 2015

POSITION SUMMARY

The Field Service Technician ensures the assets of Northland School Division are properly maintained. The Field Service Technician will work directly in the maintenance and operation of HVAC and associated systems. He/She will also be responsible for providing instruction and guidance to divisional staff in the area of preventative maintenance processes and oversee the work of independent contractors.

MAJOR DUTIES AND RESPONSIBILITIES:

1. Providing service during field visits or dispatches,
2. Diagnosing errors or technical problems and determining proper solutions,
3. Teaching other NSD personnel by demonstrating and guidance and other appropriate delivery mechanisms,
4. Producing timely and detailed service reports,
5. Documenting processes and ensuring records in the Northland School Division Maintenance Program,
6. Complying with all Northland School Division's filed procedures and protocols,
7. Cooperating with Northland School Division's technical team and sharing information across the organization,

**Field Service Technician**

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8. Assessing maintenance issues thoroughly and making appropriate recommendations/briefings as required,
 9. Building positive relationships with the Northland School division personnel and the general public,
 10. Driving to remote locations to conduct inspections and making repairs.

OTHER CONSIDERATIONS

1. Must work flexible shifts and be able to adapt to changing work schedules.
2. Possess a valid Driver's License.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 415 – TEACHER GROWTH, SUPERVISOR AND EVALUATION

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION

That the Board of Trustees approve, revisions to Procedure 415 – Teacher Growth, Supervision and Evaluation, as attached.

CURRENT SITUATION: Teacher supervision and evaluation is guided by Alberta Education Policy 2.1.5 – Teacher Growth, Supervision and Evaluation. It requires that the division, senior administrative staff, principals and the teachers work together to provide positive, dynamic and optimum learning experiences for students. School boards must implement local policy that is consistent with the Alberta Education policy.

BACKGROUND: A review of NSD's Procedure 415 regarding Teacher Growth, Supervision and Evaluation was conducted to ensure that the appropriate procedures are followed in accordance with Alberta Education Policy 2.1.5, "Teacher Growth, Supervision and Evaluation" which sets out the policy requirements which must be adhered to.

OPTIONS:

**Teacher Growth,
Supervision and
Evaluation****Background**

Alberta Education Policy 2.1.5 – Teacher Growth, Supervision and Evaluation, requires that the division, senior administrative staff, principals and the teachers work together to **achieve the teaching quality standard, and ensure responsibility and accountability amongst teachers employed with the division in order to** provide positive, dynamic and optimum learning experiences for students. Teacher growth is best facilitated and guided by timely feedback from all members of the learning community.

Procedures

1. All divisional certificated education staff shall become familiar with the requirements of Alberta Education Policy 2.1.5, Teacher Growth, Supervision and Evaluation. The policy may be accessed and reviewed on the Alberta Education website at:

http://www.learning.gov.ab.ca/k_12/legislation

- 1.1 All divisional certificated educational staff shall become familiar with Northland School Division No. 61 Procedure 415 Teacher Growth, Supervision and Evaluation.
2. This procedure will apply to all teachers employed by the Division.
3. ~~A teacher may appeal an evaluation in accordance with Board Policy 13, Appeals.~~
3. Details about the implementation of these procedures shall be reported upon in the board's annual report.

Teacher Growth

4. Each teacher employed by the school division will create and submit an annual growth plan to their principal/supervisor or designate on or before October 31st of each school year **which plan**.
 - 4.1 (i) reflects goals and objectives based on an assessment of learning needs by the individual teacher,



Teacher Growth, Supervision and Evaluation

- (ii) shows a demonstrable relationship to the teaching quality standard, and
 - (iii) takes into consideration the education plans of the school, the school division and the Government
- 4.2 All growth plans submitted will be reviewed by the principal/supervisor or designate to ensure that the plan complies with procedure 4.1.
- 4.3 Teachers who do not complete an annual growth plan that complies with 4.1, after reasonable time and assistance are provided, may **face disciplinary action up to and including having** have their contract terminated.
- 4.4 **Unless a teacher agrees, the content of a teacher professional growth plan must not be part of the evaluation process set out under section 5, 6 and 7.**
- 4.5 **Notwithstanding section 4.4, a principal may identify behaviours or practices that may require an evaluation provided that the information identified is based on a source other than the information in the professional growth plan of the teacher.**

Supervision

- 5. **The purpose of supervision by the principal is:**
 - 5.1 **To provide support and guidance to teachers;**
 - 5.2 **To observe and receive information from any source about the quality of teaching a teacher provides to students; and**
 - 5.3 **To identify the behaviours or practices of a teacher that for any reason may require an evaluation.**
- 6. The supervision of members of the teaching staff is **an** and ongoing process and shall be guided by the following:
 - 6.1 Supervision shall be conducted on a continuous basis in order to ensure that a teacher's teaching meets the requirements of the teaching quality standards.

**Teacher Growth,
Supervision and
Evaluation**

- 6.2 Relevant information obtained by the principal, ~~or superintendent~~, about the quality of teaching that the teacher provides shall be shared with the teacher.
- 6.3 The principal ~~or superintendent~~, will provide guidance and support to a teacher in order to improve the quality of instruction. **Such assistance may vary depending on** ~~that meets~~ the teacher's learning needs and educational circumstances.
- 6.4 Supervision is developmental and teachers **are expected** ~~should be willing to~~ **receive or act on** receive collegial advice and assistance in order to improve professional performance, identify areas of strength and provide opportunities for further growth.
- 6.5. When, **on the basis of information received through supervision**, a principal ~~or the superintendent~~, believes that a teacher's teaching may not meet the requirements of the teaching quality standard, the following steps may be undertaken:
- 6.5.1. The principal ~~or the superintendent~~, may work directly with the teacher, **as part of the principal's program of supervision**, to provide assistance in order to change behaviours or practices that may be problematic, or
- 6.5.2. An evaluation may be initiated in accordance with item 7 below.

Evaluation

7. All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

Teachers who hold an Interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSA's), and apply them appropriately toward student learning. Teachers who hold a Permanent Professional Certificate must demonstrate, in their practice, professional repertoires that are expanded beyond the Interim



Teacher Growth, Supervision and Evaluation

KSA's as set out in the Teaching Quality Standard.

During evaluation observations the principal or assigned evaluator will observe the teacher's teaching and, if appropriate, other activities relating to the teacher's assignment.

The evaluation of a teacher by a principal or assigned evaluator shall be conducted in accordance with the following:

- 7.1. Within 60 days of a written request of a teacher who holds a continuing contract and a permanent professional teaching certificate;
- 7.2. For the purposes of gathering information related to a specific employment decision regarding a teacher who does not hold a continuing contract or a permanent professional teaching certificate;
~~During evaluation observations the principal or assigned evaluator will observe the teacher's teaching and, if appropriate, other activities relating to the teacher's assignment. There shall be a minimum of two evaluation observation visits during the evaluation process.~~
- 7.3. For purposes of assessing the growth of the teacher in specific areas of practice, or;
- 7.4. When, on the basis of information received through supervision, the principal or superintendent has reason to believe that the teaching of the teacher may not meet the teaching quality standard. In such a case, there shall be a minimum of two evaluation observation visits during the evaluation process.
- 7.5. **A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.**
- 7.6. **On initiating an evaluation, the principal must communicate all of the following to the teacher:**

**Teacher Growth,
Supervision and
Evaluation**

- 7.6. **On initiating an evaluation, the principal must communicate all of the following to the teacher:**
- 7.6.1 **The reasons for and purposes of the evaluation;**
 - 7.6.2 **The process, criteria and standards to be used;**
 - 7.6.3 **The timelines to be applied; and**
 - 7.6.4 **The possible outcomes of the evaluation.**
- 7.7. As soon as possible, after each evaluation observation, the principal or assigned evaluator will meet with the teacher to discuss the evaluation observation and will provide the teacher with a copy of an evaluation report. The principal or assigned evaluator will indicate whether the teacher ~~exceeds~~, ~~meets~~ or does not meet each of the KSA's **TQS** or the Interim KSA's. If any of the KSA's **TQS** or the Interim KSA's are not being met, the teacher will be informed that remediation is required and a program of assistance, consistent with the necessary remediation, will be offered to the teacher.
- 7.8. **If, as a result of an evaluation, a principal determines that remediation is required as the teacher's teaching does not meet the teaching quality standard, the principal must:**
- 7.8.1 **Issue a notice of remediation to the teacher;**
 - 7.8.2 **Offer a program of assistance to the teacher that is consistent with the notice of remediation; and**
 - 7.8.3 **Undertake a subsequent evaluation within 100 school days to determine if the remediation has resulted in the meeting, or exceeding, of the teaching quality standard. If the principal concludes that the teacher's**



Teacher Growth, Supervision and Evaluation

7.9 Should it be determined that the teacher's behaviour or practice at the end of the remediation process still does not meet the teaching quality standard, the principal must recommend one of the following:

7.9.1 An additional period of remediation to the teacher;

7.9.2 A change of assignment;

7.9.3 A combination of additional remediation and change of assignment; or

7.9.4 Termination of the teacher's contract of employment.

7.9.5 Where a teacher's contract of employment has not been terminated as noted in 7.9.4, above, then additional evaluations will be conducted as provided for under these procedures.

~~7.9. If, after an evaluation observation, remediation is required, the subsequent evaluation observation must be conducted within 100 school days to determine if the remediation has resulted in the meeting, or exceeding, of the teaching quality standard.~~

~~7.10. The teacher shall be given an opportunity to appeal any written comments on the report, and the evaluation, together with the teacher's comments, shall be placed in the teacher's personnel file~~

7.10 A principal or assigned evaluator shall be knowledgeable in evaluation procedures, have an acceptable record of teaching and have an ability to relate professionally to the teacher being evaluated.

7.11. Before proceeding with the evaluation, a principal or assigned evaluator shall meet with the teacher to communicate information about the nature of the evaluation **as set out in section 7.6 of this procedure** and to obtain information about the teacher's

**Teacher Growth,
Supervision and
Evaluation**

teaching assignment and professional context. **Whenever possible, a teacher shall be involved in the development of the evaluation process.**

7.12. ~~Whenever possible, a teacher shall be involved in the development of the process, including data collection procedures, criteria, standards and timelines.~~

7.12 As soon as possible upon the completion of the final evaluation observation, the principal or assigned evaluator shall draft a final report and shall include the principal or assigned evaluator's recommendations pertaining to the teacher's employment, certification or remediation.

7.12.1 The final evaluation report must be completed and received by the teacher a minimum of 30 days prior to the last day of school.

7.13 A teacher may request a review of the final evaluation report:

7.13.1 **A request for review of an evaluation must be made to the Superintendent in writing not later than 30 calendar days after the receipt of the final evaluation report.**

7.13.2 **The request shall outline the reasons for which the request is being made.**

7.13.3 **Upon receipt of the request, the Superintendent shall appoint an individual acceptable to both the teacher and the Superintendent to conduct a review of the evaluation or request and render a written decision within 21 calendar days.**

7.13.4 **The Superintendent's decision is final.**

7.13.5 **In the event that the Superintendent finds that a re-evaluation is warranted, the**



Teacher Growth, Supervision and Evaluation

Superintendent shall identify a new evaluator and the time and manner of any re-evaluation. The new evaluator shall not be given the previous report. The Superintendent's decision in choosing a new evaluator is final.

7.13.6 In the event of a re-evaluation, the new evaluator's report is final.

7.14 This procedure does not restrict:

7.14.1 A principal from recommending disciplinary or other action, as appropriate, where the principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority, or

7.14.2 The board of the Superintendent from taking action or exercising any right or power under the *School Act*.

7.15 ~~Should it be determined that the teacher's behaviour or practice at the end of an evaluation process still does not meet the teaching quality standard, one of the following actions shall be undertaken:~~

~~7.12.1 An additional period of remediation is offered the teacher.~~

~~7.12.2 A change of assignment is given.~~

~~7.12.3 A combination of additional remediation and change of assignment is offered.~~

~~7.12.4 A recommendation is made to the Board to terminate the teacher's contract of employment.~~

~~7.12.5 Where a teacher's contract of employment has not been terminated as noted in 7.12.4, above, then additional~~



~~evaluations will be conducted as provided for under these procedures.~~

~~7.13 A teacher may appeal a final evaluation report:~~

~~7.13.1 To the superintendent in writing not later than 30 calendar days after the receipt of the final evaluation report.~~

~~7.13.2 The appeal shall outline the basis for upon which the appeal is being made.~~

~~7.13.3 Upon receipt of the appeal, the superintendent shall appoint an individual acceptable to both the teacher and the superintendent to conduct a re-evaluation.~~

~~7.13.4 The re-evaluation shall be conducted in the manner outlined in these procedures.~~

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROJECTED DRAFT RESERVES PLAN

ORIGINATOR: FINANCE, MAINTENANCE AND TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees approve the Projected Draft Reserves Plan, as attached.

BACKGROUND:

The Official Trustee requested that Trudy Rasmuson, Secretary-Treasurer bring a plan to the February 2016 FMT meeting and board meeting to deal with reserves.

DRAFT**Reserve Plan****Unrestricted Surplus**

Unrestricted Reserve, Aug. 31, 2015	\$925,416
Less: School Generated Funds	<u>(\$624,701)</u>
Unrestricted Reserve, Aug. 31, 2015	\$300,715
Add: depreciation for 2015-2016	\$1,200,000
Less: 2015-2016 budgeted deficit	<u>(\$84,000)</u>
Add: Mikisew account recovery	<u>\$375,000</u>
Projected Restricted Capital Reserve, Aug. 31, 2016	\$1,791,714

Restricted Capital Reserve

Restricted Capital Reserve, Aug. 31, 2015	\$1,073,170
Less: Housing project – 5 mobile homes	(\$100,000)
Less: Year 1 of St. Theresa parking lot construction	(\$200,000)
Less: 50% of CTS shop construction budget	(\$100,000)
Less: 4 replacement buses (in June budget)	(\$410,000)
Less: 4 fleet replacements (in June budget)	(\$160,000)
Less: SFS Joussard kitchen	<u>(\$41,000)</u>
Projected Restricted Capital Reserve, Aug. 31, 2016	\$62,070

BOARD OF TRUSTEES

**TO: COLIN KELLY,
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 505, DONATIONS

ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER

RECOMMENDATION

That the Board of Trustees approve, the attached changes to Procedure 505, Donations.

CURRENT SITUATION:

**Donations/
Grants/
School
Generated
Funds (SGF)**

Background

The division is a registered charitable organization and may accept donations from individuals, groups, or organizations and issue receipts for tax deductions to donors.

Procedures

1. All cash donations received as donations eligible for income tax deduction must be for the benefit of all students within the division and for the advancement of education, specifically:
 - 1.1 The establishment of student or staff scholarships, or other awards;
 - 1.2 The purchasing of capital equipment and furnishings; or
 - 1.3 The enhancement of co – or extra-curricular programs.
2. All donations are to be directed to the secretary-treasurer and with the request that they be considered as a valid donation. If the secretary-treasurer has any concerns with the donation, discussion shall be held with the superintendent and a decision reached on whether the donation is charitable or is in the best interests of the division.
3. **Amounts of \$5,000 or more must be sent to Central Office. Amounts less than \$5,000 requiring a tax receipt should be forwarded to Central Office.**
4. Gifts of books, equipment, furnishings and other materials that are suitable for the advancement of education are welcome. These donations will be valued as follows:
 - 4.1 At the fair market value of the property if it is readily determinable; or
 - 4.2 In the absence of a readily-determinable fair market value, the secretary-treasurer shall either set the value or obtain an independent appraisal of the value of the donated property.



**Donations/
Grants/
School
Generated
Funds (SGF)**

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5. The following types of payments cannot be considered as donations eligible for income tax deductions:
 - 5.1 Tuition fees or other payments for which any right, privilege, benefit or advantage may accrue to the donor.
 - 5.2 Payments to be used to purchase the services of staff, tutors or similar persons, or to purchase books and other instructional materials which are normally paid for by way of fee or rental.
 - 5.3 Instructional materials fees, or rental of books, equipment, or musical instruments.
 - 5.4 Where amounts cannot be identified as having been made by a particular donor.
 - 5.5 Donations of services or commodities.
 - 5.6 Amounts paid for tickets for card parties, bingo, lotteries, social functions, graduations, or similar activities.
 6. All funds received will be processed through the division's regular accounting system, specifically identified and appropriately recorded.
 7. Receipts for income tax purposes shall not be issued for donations of less than \$100.00.
 8. All receipts will be in the format prescribed by Canada Customs and Revenue Agency and will be issued by the secretary-treasurer.
 9. An individual administrator may wish to acknowledge a particular donation in some appropriate manner.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 501, BUDGET TRANSFERS

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees, approve in principle, the attached changes to Procedure 501, Budget Transfers.

CURRENT SITUATION:

**Budget Transfers
Reserves****Background**

~~From time to time it is necessary to transfer funds from one account to another. In order to ensure that this occurs in an organized and acceptable manner the following procedures shall be followed.~~

Procedures**1. ~~Capital Accounts~~**

- ~~1.1 The capital equipment identified in the budget is to be used as a guideline and the administration may request permission from the superintendent to substitute the purchase of such capital equipment with some other type of equipment.~~
- ~~1.2 Any transaction relating to the above will require the prior approval of the superintendent prior to any transfer or purchase being initiated.~~
- ~~1.3 The superintendent's approval is limited to \$10,000.00 per item.~~
- ~~1.4 When a transfer of operating funds to capital is required, the budget authority must demonstrate to the superintendent the need for such equipment and that funds are available within their budget.~~
- ~~1.5 All transactions of this type approved by the superintendent will be reported to the Finance Committee as information.~~

2. ~~Computer Technology Assets~~

- ~~The annual amortization recorded on school based computer technology assets shall be transferred to a designated school operating reserve account for each individual school.~~

3. ~~Annual Amortization of Assets~~

- ~~The annual amortization recorded on assets that need future replacement shall be transferred to the appropriate capital reserve accounts.~~

Background

Reserves (restricted and unrestricted) are built over time, as a result of operating surpluses and the transfer of annual amortization. The

**Budget Transfers
Reserves**

reserves are in place to fund unexpected expenses (eg. mold remediation), operating deficits and the purchase of capital assets. It is important to set aside reserves and plan for their use, to mitigate risk and reduce the effects of funding fluctuations, unexpected expenses and purchase assets.

1. Capital Accounts

- 1.1 The capital equipment identified in the budget is to be used as a guideline and the administration may request permission from the superintendent to substitute the purchase of such capital equipment with some other type of equipment.
- 1.2 Any transaction relating to the above will require the prior approval of the superintendent prior to any transfer or purchase being initiated.
- 1.3 The superintendent's approval is limited to \$10,000.00 per item.
- 1.4 When a transfer of operating funds to capital is required, the budget authority must demonstrate to the superintendent the need for such equipment and that funds are available within their budget.
- 1.5 All transactions of this type approved by the superintendent will be reported to the Finance Committee as information.

Procedures**1. Unrestricted Surplus**

- a. These reserves are built through budget surpluses, and are not restricted in any manner.
- b. The recommended level of unrestricted reserves is between 2%-8% of operating costs. (eg. Operating costs of \$65 million require an unrestricted reserve of between \$1.3 - \$5.2 million).



- c. External services can build up their own unrestricted Reserves (eg. Housing and School Food Services). The reserves built up by these services are for their exclusive use, and not to be "borrowed" to fund any other deficits.
- d. Funds from the Unrestricted Reserve can be moved to the Restricted Reserve for a specific purpose.
- e. Unrestricted Reserves may contain a School Generated Funds or school donation component. This part of the reserve is not available for Divisional planning, as those funds are to be used at the schools.

2. Restricted Capital Reserves

- a. These reserves are built through the transfer of the annual depreciation expense to the fund, if the unrestricted surplus is in a positive position.
- b. Funds in this reserve account cannot be used to fund operational expenses, and are to be used for the purchase of capital assets only.
- c. Additional funds can be transferred from the Unrestricted Reserve if there is a need. Transfers from the Restricted Reserve to the Unrestricted Reserve need the approval of the Minister of Education.

3. Restricted Operating Reserves

- a. These funds may be put aside from the unrestricted surplus, in order to invest in a project that may save money in the future, but is not considered a capital project.

4. Investment in Tangible Capital Assets

**Budget Transfers
Reserves**

This category relates to the amount of assets owned by the Division, less the accumulated depreciation, less any capital asset loans.

a. Investment in tangible capital assets are calculated as follows:

- i. Carryforward of previous year**
- ii. Add: purchases**
- iii. Subtract: proceeds of sales**
- iv. Subtract: depreciation**
- v. Add: repayment of loan principal**

It is the transfer of the depreciation expense noted above to the Restricted Reserves that allows the Division to put capital aside to purchase assets.

- 5. Annually, the secretary-treasurer will present a plan for use of the reserves to the Board of Trustees for approval.**
- 6. Any transfers or use of reserve funds must be approved by the Board of Trustees.**

**Budget Transfers
Reserves****EXAMPLE
Reserve Plan Template****Unrestricted Surplus**

Unrestricted Reserve, Aug. 31, 20XX	\$000,000.00
Less: School Generated Funds	<u>(\$000,000.00)</u>
Unrestricted Reserve, Aug. 31, 20XX	\$000,000.00

Deductions from reserve:

Allowance for bad debts (20XX-20XX)	<u>(\$000,000.00)</u>
Projected Unrestricted Reserve, Aug. 31, 20XX	<u>(\$000,000.00)</u>

~~* Note — NSD used the Unrestricted Reserve from School Food Services to fund historical Division deficits. School Food Services were \$2.2 million. Recommend that the Division place \$150,000 (4.8% of School Food Services operating costs) aside from its Unrestricted Capital Reserve to start to replace the \$2.2 million.~~

Restricted Capital Reserve

Restricted Capital Reserve, Aug. 31, 20XX	\$0,000,000.00
Less: Project #1	(\$000,000.00)
Less: Project #2	(\$000,000.00)
Less: 50% of Project #3	(\$000,000.00)
Less: # Replacement Items	(\$000,000.00)
Less: # Replacement Items	(\$000,000.00)
Projected Restricted Capital Reserve, Aug. 31, 20XX	\$0,000,000.00
Less: transfer to unrestricted surplus to bring to 0.	<u>(\$000,000.00)</u>
Projected Restricted Capital Reserve, Aug. 31, 20XX	\$000,000.00

~~* Note — NSD used the Restricted Capital Reserve from School Food Services and Housing to fund historical Division deficits (mold remediation). School Food Services reserve was \$0.6 million and housing reserve was \$0.5 million. Recommend that the Division place \$200,000 aside to start to replace the School Food Services reserve, and \$250,000 to replace the housing reserve.~~

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 502, SITE BASED BUDGETING

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees, approve in principle, the attached changes to Procedure 502, Site Based Budgeting.

CURRENT SITUATION:

**Site-Based
Budgeting****Background**

It is believed that staff should have opportunities for involvement in the decisions that affect them and their students. By implementing a system of site-based budgeting throughout the division it is hoped that collaboration, communication and team-building within the school community will be encouraged and supported.

Procedures

1. Funds shall be allocated to each school site based upon the following considerations:
 - 1.1 The number of students, needs of the student population, and student programs.
 - 1.2 The need for an equitable as possible distribution, taking into consideration sparsity of population and distance from major supply centers.
 - 1.3 Distributed in as few blocks as possible organized around the major categories of instruction, support and capital.
 - 1.4 Determined in consultation with ~~these~~ **school principal and Local School Board Committee** at each site.
2. The information on which allocations are based shall be clear, consistent and easily obtainable from the secretary-treasurer.
3. Funds ~~in the category entitled "instruction"~~ **allocated to schools** are intended to be used at the schools for the costs of:
 - 3.1 Personnel – administrative, teaching, and support for salaries and benefits and professional development.
 - 3.2 **Operating - learning resources, instructional supplies, furniture & equipment, postage and printing.**
 - ~~3.2 Learning resources.~~
 - ~~3.3 Instructional supplies.~~
 - 3.4 ~~Equipment and furnishings (purchase, repair, maintenance and replacement).~~



Site-Based Budgeting

-
3. ~~Funds in the maintenance block shall be allocated as follows:~~
 - 5.1 ~~Plant operations such as utility costs, and custodial supplies and services.~~
 - 5.2 ~~Plant maintenance and ongoing repairs.~~
 4. **Funds allocated to other departments (non-schools) shall be used for operating costs, including salaries and depreciation.**
 5. **The capital funds will be allocated as outlined in the Three Year Capital Plan and approved by Alberta Infrastructure.**
 6. **School principals and other managers shall be held accountable for budgeting the funds allocated to the school or to their department. The principals and site managers are expected to plan for balanced budgets. Any budget deficits are to be approved by the superintendent.**
 7. **External services, such as School Food Services and Housing receive funding outside the instructional grant process. Both services are expected to bring in balanced budgets, with no support to be provided from instructional dollars.**
 8. **School Surpluses**
 - 1.1 **Schools will be allowed to hold reserves of 5% or \$15,000 (whichever is greatest) of their *transferrable budget. Any amount over the threshold will be transferred back to Central Office.**
 - 1.2 **Those schools that hold reserves over \$5,000 will be required to submit a plan for the use of the reserve.**
 9. **School Deficits**
 - 1.1. **Schools reporting a deficit at year-end will be required to repay the deficit over the next two years. The superintendent has the authority to waive the repayment. Schools wishing to waive repayment must submit their**

**Site-Based
Budgeting**

rationale to the superintendent by October 31 of the following fiscal year.

***Transferrable budget refers to the dollars allocated from Central Office, for the operation of the schools. The transferrable budget does not include targeted dollars or donations/grant/school-generated funds that are to be used for a specific purpose.**

- ~~6. The capital funds will be allocated as outlined in the Three Year Capital Plan and approved by Alberta Infrastructure.~~
- ~~7. School principals and other site managers shall be held accountable for budgeting the funds allocated to the school or to their site. The principals and site managers are expected to plan for balanced budgets. Exceptions:~~
 - ~~7.1 When efficiencies result in savings, surpluses can be carried over to the next budget year.~~
 - ~~7.2 When deficits are incurred because of unforeseen costs, site managers and principals shall submit a plan outlining how the budget will be balanced in the following year or to a maximum of three years to the Secretary Treasurer for approval.~~
- ~~8. Staff members wishing to purchase items from the school budget shall prepare a Purchase Requisition Form.~~
- ~~9. The Requisition Form shall be checked for accuracy and shall include:~~
 - ~~9.1 The catalogue numbers and what is ordered.~~
 - ~~9.2 The price of the item including the GST.~~
 - ~~9.3 A signature and date.~~
- ~~10. The Requisition Form must be submitted to the principal for approval and processing.~~
- ~~11. Any unsolicited gifts or items received by any member of the Division shall be reported to the secretary treasurer who shall then authorize either the return of such items to the supplier with an appropriate letter, or such other~~

**Site-Based
Budgeting**

~~disposition as is deemed appropriate within the board policy of maintaining total independence and freedom from undue influence with the division.~~

~~12. Solicitation of gifts is strictly prohibited.~~

~~13. Any supplier may submit samples for evaluation but only in conformance with procedures established by the assistant Secretary Treasurer to ensure the following:~~

~~13.1 All suppliers are afforded equal opportunity.~~

~~13.2 Samples are evaluated under controlled equal conditions.~~

~~13.3 A detailed report on each sample is provided by the user to the secretary treasurer, who will communicate the appropriate findings to the supplier.~~

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 508, REIMBURSEMENT OF EXPENSES

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION
That Board of Trustees, approves, the attached housekeeping changes to Procedure 508, Reimbursement of Expenses.

CURRENT SITUATION:

**Reimbursement
of Expenses**

Background

It is recognized that on occasion, staff members will be required to incur expenses as a result of work related activities. Staff members incurring such expenses shall be reimbursed in accordance with the following procedures.

Procedures

1. In order to facilitate the reimbursement of staff expenses, all travel claims are due monthly and must be submitted within 30 calendar days after the expenses have been incurred.
2. Authorization of Travel
 - 2.1 Travel may be authorized when it is determined that the purpose for travel cannot be adequately met through correspondence, telephone or electronic communications.
 - 2.2 Air travel may be authorized by the immediate supervisor of the employee when the matter is urgent or is necessary to utilize time efficiently.
 - 2.3 Car rentals require prior approval by the immediate supervisor of the employee.
3. Accommodation and Meals
 - 3.1 When an employee is required to travel on divisional business expenses may be claimed in accordance with the Schedule of Rates.
 - 3.1.1 Reimbursement up to a maximum established by the board plus applicable tax, per night for receipted accommodation.
 - 3.1.2 The Superintendent may authorize payment of amounts in excess of the maximum established by the board upon review of extenuating circumstances. These over-expenditures will be reported to the board as information.
 - 3.1.3 Unreceipted claims will be reimbursed at a rate established by the board.
 - 3.2 Reimbursement for meals shall be at the rates established by the board.

**Reimbursement
of Expenses**

4. Transportation

4.1 An employee who travels on board business may claim the following expenses provided receipts are submitted:

- 4.1.1 Bus fare.
- 4.1.2 Taxi fare.
- 4.1.3 Parking charges.
- 4.1.4 Airfare.
- 4.1.5 Excess baggage charges where extra equipment is required because of the duties being performed.
- 4.1.6 Charges for faxes related to official business, with receipts attached to claim
- 4.1.7 Charges for official phone calls with receipts attached to claim.
- 4.1.8 Automobile rentals, if prior approval for rental has been obtained from the immediate supervisor.
- 4.1.9 Travel insurance when travelling outside of Canada.

4.2 The Superintendent may authorize paying amounts for items not stated in items from 4.1.1 to 4.1.8, upon review of extenuating circumstances.

5. Out of Province Travel

The allowance pursuant to Section 4.1 may apply for travel outside the Province of Alberta or outside Canada.

- 5.1 Travel must be approved by the superintendent prior to travelling.
- 5.2 Reimbursement will be provided in Canadian dollars.

6. Mileage

A divisional employee must use a divisional vehicle when one is available. This also includes in-town travel. Should a divisional vehicle not be available, an employee may be authorized to use his/her own vehicle on divisional business and will be reimbursed in accordance with the Schedule of Rates.

**Reimbursement
of Expenses**

- 6.1 An employee who is authorized by the immediate supervisor to use his/her own vehicle on divisional business may claim mileage at divisional rates.
- 6.2 If an employee's insurance company decides that business coverage is required, the Division will reimburse the employee the additional insurance cost for transporting students in their private vehicle upon production of a receipt from the insurance company.
- 6.3 An employee may choose to use his/her personal vehicle because of personal commitment, either before or after the divisional business. In such circumstances, the employee will be reimbursed at one half of the divisional rate.

7. Moving Allowances

- 7.1 An employee who is required to change his/her home because of transfer, initiated by the administration, shall be entitled to claim reimbursement for the following expenses:
 - 7.1.1 The cost of transportation of household effects from the former to the new home, including packaging, crating, loading, and shipping if required. No allowance may be claimed for moving the following and similar items: bricks, cement blocks, stones, fuels, pets, cars, boats, trailers, ski-doo's and building products.
 - 7.1.2 Expenses shall be reimbursed to a maximum of \$650.00 supported by receipts.
 - 7.1.3 Where the division does not provide housing, and the employee owns and is required to sell his/her residence, real estate agent fees up to 7% of the selling price of his/her residence, provided such claim is supported by a receipt and the employee lists the residence for sale within six months of the date of notification of transfer.
 - 7.1.4 Where the division does not provide housing, and the employee owns and is required to sell his/her residence and/or purchase a new residence, legal fees up to a maximum \$600.00 per transfer, provided such claim is supported by receipt(s) and the legal expense(s) are



Reimbursement of Expenses

incurred within one year of the date of notification of transfer.

7.1.5 Subsistence allowance as outlined in Section 3 where the employee's family cannot accompany him/her and it is necessary to obtain temporary single accommodation. Payment for periods in excess of 30 days must be authorized by the superintendent.

7.1.6 Subsistence allowance as outlined in Section 3 for the employee and allowances as indicated below upon production of receipts for his/her family up to a maximum of 14 days where the family accompanies the employee on transfer and it is necessary to establish his/her family in temporary accommodation.

7.1.6.1 \$5.70 per day for each child up to and including nine years of age

7.1.6.2 \$8.20 per day for each other member

7.2 New employees who have accepted employment with Northland School Division No. 61 and must relocate from another town, city or province, will be granted a relocation allowance. Included will be temporary employees who have accepted employment for five (5) or more consecutive months.

In the event that an employee resigns for personal reasons within one year of the date of relocation, the employee shall be responsible for reimbursing Northland School Division No. 61 with half the paid relocation allowance.

7.2.1 Calgary and north of Calgary - \$1,000.00

7.2.2 South of Calgary, Saskatchewan and BC - \$1,600.00

7.2.3 Other provinces - \$2,500.00

The above amounts are payable only once unless a six month time period has elapsed between employment dates.

8. Time Off

An employee who, as a result of a transfer, is required to move personal effects to another locality, shall be allowed up to a maximum of three work days leave with pay for this purpose.



9. Hospitality and Community Relations Expenditures

The Division will pay expenses necessarily incurred during the course of participating in community relations, hosting of guests, working meetings, or maintaining teamwork and morale within a working group.

9.1 The board chair, superintendent, associate superintendent, and secretary-treasurer may claim hospitality expenses for working meeting expenses and hosting or community relations expenses.

9.1.1 Working meeting expenses are expenses incurred for non-alcoholic beverages and or reasonable meals ordered for divisional employees during meetings which involve the conduct of divisional business. Working meeting expenses also include expenses incurred for luncheon or dinner meetings involving managers, staff or established divisional committees for the purpose of maintaining teamwork and morale.

9.1.2 Hosting or community relations expenses are incurred where department managers host guests not employed by the division and hospitality is necessary or desirable as a matter of courtesy or to facilitate the conduct of division's business.

9.2 Documentation should include the business purpose of the expenses, the names of persons involved, and include receipts for items purchased and the cost of meals and beverages (including a gratuity to a maximum of 15% of the cost of the meal, and GST of 5%).

10. Medical Expenses

An employee, who becomes ill and requires medical attention and/or hospitalization when travelling on divisional business outside of Canada, shall be reimbursed on production of receipts for such charges that are in excess of the reimbursement allowed by the A.H.C.I.C. and A.S.E.B.P. Extended Health Care Benefits.

11. Expenses - Interviews

The board authorizes reimbursement for all reasonable expenses (not to exceed 50% of divisional rates set by the board) to assist candidates to attend interviews.

**Reimbursement
of Expenses****12. Traveling Expenses - Temporary Teachers**

When a teacher is hired on a temporary contract for a period of one month or less (20 teaching days), the board will pay costs of travel as determined and approved by the Superintendent.

13. Northern Travel Benefit

13.1 The requirements of Canada Customs and Revenue Agency, Local Authorities Pension Plan and the Alberta Teachers' Retirement Fund shall be adhered to when a Northern Travel Benefit is reported on an employee's annual T4 slip.

13.2 For those eligible employees, casual employees are not eligible, who live in the designated area defined by Canada Customs and Revenue Agency, a portion of the annual salary shall be considered to be a travel assistance benefit.

13.3 The amount of the annual salary that is reported in the appropriate box of the annual T4 slip is equal to 10% of gross salary to a maximum of \$3,000.00.

13.4 The provision of this benefit shall not add to the salary and/or benefit costs to the employer.

14. Public Disclosure of Information

14.1 Expense claims and supporting documentation shall be publicly disclosed for the following positions and extends to individuals appointed to these positions in an acting role.

14.1.1 All members of the corporate board

14.1.2 The superintendent of schools

14.1.3 Expense reports will be posted online to the Northland School Division website on a monthly basis within 10 business days past the first of the month.



**Reimbursement
of Expenses**

15. Board Honorarium and Travel Expense

15.1 Purpose

To eliminate barriers to payment because of our diverse geographic boundaries and the unavailability of financial institutions in some school districts.

To facilitate the payment of board honorariums and travel expenses to board members and trustees.

Scope:

This procedure applies to payments of Board honorarium and travel expenses for Trustees.

15.2 Guidelines

Board members will have the option of choosing one of three methods of payment for reimbursement of travel expenses, travel advances and payment of honoraria:

15.2.1. Direct Deposit

Direct Deposits are completed on a weekly basis (usually Friday).

15.2.2. Cheque

Cheques are completed and mailed on a weekly basis (usually Friday).

15.2.3. Debit MasterCard for any ATM/Bank Machine

Central Office will electronically transfer funds to the Debit MasterCard upon receipt of travel claim form for travel advance, travel expense form for travel expenses incurred and a signed form of attendance at Corporate Board meetings. This method is the fastest method of payment.



Reimbursement of Expenses

15.3 Procedures

15.3.1. Direct Deposit

Complete a direct deposit form and attach a void cheque showing the account for the direct deposit.

15.3.2. Cheques

On receipt of travel claim advances and travel expense claims, Central Office will check for errors and/or omissions. Payment of board honorariums will be based on board attendance as indicated on the board attendance form. A cheque will be issued on the next cheque run, which is usually Friday.

15.3.3. Debit MasterCard

Funds will be electronically transferred to Debit MasterCard upon confirmation of eligible expenses.

~~The following are some of the features of this Debit Card:~~

~~15.3.3.1 Can be used for any purchases where MasterCard is accepted~~

~~15.3.3.2 PIN number is given for personal use at any ATM/Bank machine~~

~~15.3.3.3 Credit check is not required to be issued a Debit card.~~

~~15.3.3.4 Can load onto card from Central Office any claim amount that is greater than \$100.00.~~

~~15.3.3.5 A cash withdrawal fee of \$1.50 at Bank of Montreal ATMs and \$2.75 at all others.~~

~~15.3.3.6 Over the counter cash withdrawals are \$3.00 at Bank of Montreal and \$4.00 at all other financial institutions.~~

~~15.3.3.7 A four dollar (\$4.00) deposit will be made at each transfer to cover the most expensive cost of one withdrawal. All other withdrawals will be a the cardholder expense.~~

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 511, BUS RENTALS

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees, approve in principle, the attached changes to Procedure 511, Bus Rentals.

CURRENT SITUATION:

**Bus Rentals**

Background

School busses are necessary for the safe transportation of students and therefore are not normally available for rental to other agencies except under special circumstances.

Procedures

- ~~1. Any group or individual wishing to rent a school bus must obtain approval from the board.~~
- ~~2. The request shall be submitted to the secretary treasurer in writing and specify the details of the request.~~
- ~~3. The secretary treasurer shall bring the request to the attention of the Finance/Maintenance/Transportation Committee.~~

- 1. The request shall be submitted to the division in writing and specify the details of the request.**
- 2. Depending on the timelines outlined in the request, there are two methods for approving the request:**
 - a. Administration can approve the request and report the approval to the board at the next board meeting; or**
 - b. Request approval for the rental from the board at the next board meeting.**

BOARD OF TRUSTEES

**TO: COLIN KELLY,
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 19, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 524, INVESTMENT PROCEDURE

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION

That the Board of Trustees approve in principle, the attached changes to Procedure 524, Investment Procedure.

CURRENT SITUATION: This item was tabled at the November 20/21, 2015 Regular Board meeting with a request that the procedure be reviewed and brought back to the January FMT meeting.

**Investment
Procedure**

The Investment Policy establishes guidelines governing the investment of cash reserves for the Northland School Division No. 61 that may accumulate from operating and capital surplus, and normal operating cash flow. Cash available for investment shall be defined as any funds not required for the daily operation of the Division. The cash available shall be identified by the secretary-treasurer, **following the liquidity management guidelines.**

Guidelines

1. The investment power of the Division comes from section 60(2)(d) of the School Act (2000), Chapter S-3. In summary, the Board may invest only in investments authorized by Section 5 of the Trustee Act or as otherwise permitted by the Minister.
2. The investment objective is to maximize returns within an acceptable level of risk. The Division will only invest in low risk or safe investments to ensure that the original investment will be returned. This includes investments within the categories of cash/cash equivalents and fixed income investments.
3. Investments may be made in:
 - Government obligations (ie: Treasury Bills ~~Notes~~, Debentures and/or Bonds) issued directly or indirectly by the Federal Government ~~or an agency (Canadian and U.S.)~~ or the government of any province of Canada ~~or any municipal corporation in any province of Canada.~~
 - Canadian Chartered Bank Securities, being Deposit Receipts, Term Notes, Certificates of Deposit, ~~Bankers Acceptances, bond and Mortgage-backed securities.~~
4. A review of the investments and the rate of return will be completed semi annually.
5. The Finance, Maintenance and Transportation Committee will review this policy annually to determine the continued appropriateness of the investment policy.

**Investment
Procedure**

-
- 6. The superintendent is authorized to place investments on behalf of the Division, within the parameters of this policy. This authority can be delegated as appropriate, however, the superintendent is responsible for all investment purchases and should review all investments made by the delegate on a regular basis.**
 - 7. No investments can be made outside this procedure, without prior approval of the Board of Trustees and the Minister of Education.**
 - 8. In order to ensure a diversified investment portfolio, the exposure to any single counterparty, excluding where the counterparty is the Government of Canada or a Provincial Government, is not to exceed 20% of the total investment portfolio.**
 - 9. Maturity limits will be set under the liquidity procedure, to ensure that deposit mature as cash demands require. No deposit will be made for more than a 5-year term.**
 - 10. A report will be provided to the board, as part of the secretary-treasurer's quarterly report, summarizing the value of the investments held:**
 - In each investment category.**
 - For each of the following terms:**
 - Under 1 year**
 - 1-5 years**
 - The % of the investment portfolio held per category and term.**
 - If all investments in the category meet the investment rating requirements outlined in the procedure.**



Superintendent's Report February 19, 2016

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January, 2016

26	Peace River	Student Transitions Teleconference
27	Peace River	Meeting with the Director of Education, Kee Tas Kee Now Tribal Council
28	Edmonton	Meeting with the Official Trustee, Northland School Division
29	Edmonton	Teacher Excellence

February, 2016

1	Slave Lake	Educational Services Agreement Grant Meeting with Director of Education, Bigstone Cree Nation
2	Slave Lake	Educational Services Agreement Grant with Alberta Education
		Alberta Education AERR Review
4	Peace River	Video Conference with the Province Re: RCSD Annual Report
5	Peace River	Committee Meetings & Agenda Review
8	Calling Lake	Calling Lake Outreach Review with Alberta Education
9 - 10	Edmonton	Administrators' Meeting
10	Edmonton	Northland Cross-Ministry Steering Committee Meeting at Alberta Education
12	Edmonton	Professional Improvement Leave Meeting with the Alberta Teachers Association
16	Slave Lake	Collaborative Planning Meeting with Kee Tas Kee Now Tribal Council
17	Calling Lake	Calling Lake School Staff Member Funeral
	Wabasca	Long Term Education Planning Meeting
18	Wabasca	Mental Health Ad Hoc Committee Meeting
19	Edmonton	Funding Review with Alberta Education
19-20	Peace River	Corporate Board Meeting



January 29, 2016

Dear Staff:

We have all been touched and saddened by the recent tragedy that occurred in the school and the community of La Loche. On behalf of Northland School, we have expressed our sincere condolences to the families, staff and community in the Northern Lights School Division #113. We are aware that several of our Northland communities have close personal ties to families in La Loche. To support the community of La Loche, Father R. Perin School held a candle light vigil and Athabasca Delta Community School is raising funds for the community.

As a family here at Northland School Division, we will continue to keep everyone affected by this tragedy in our thoughts and prayers.

Sincerely,

Donna Barrett
Superintendent of Schools
Northland School Division No.61

:CW

c: Colin Kelly, Official Trustee, Northland School Division No.61

the Director's Report

FEBRUARY 2016

FIELD SERVICES

Pink Shirt Day



On February 24, 2016 show your spirit in creating a welcoming, caring, respectful and safe learning environment and promoting healthy relationships by:

- wearing a pink shirt;
- sharing a photo of yourself on social media using hashtag #PinkShirtDay; and
- participating in events in and around your community.

Pink Shirt Day was started by two high school students in Nova Scotia who saw a fellow student being bullied for wearing a pink shirt and decided to stand up for him and against bullying by encouraging everyone in the school to wear pink. Pink Shirt Day has since grown into an annual anti-bullying event across Canada.

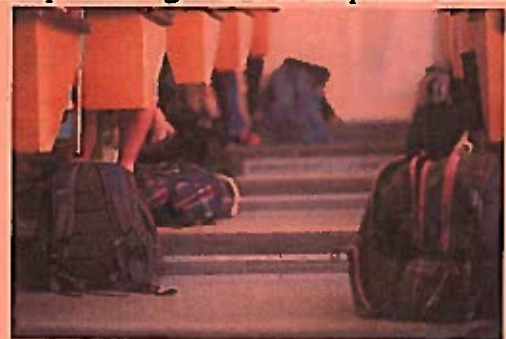
For further information, please contact Marilyn Huber, Senior Manager, School and Community Supports for Children and Youth Branch, at marilyn.huber@gov.ab.ca or at 780-422-3231. Dial 310-0000 first for toll-free access in Alberta.

Recognizing and Reporting Child Abuse

The *Child, Youth and Enhancement Act* requires every person to report suspected child abuse. Early intervention is critical to reduce the impact of adverse experiences on learning, behaviour and the ability to form relationships.

Research shows it is important to ensure clear procedures and accurate information about recognizing, responding to and reporting suspected child abuse are communicated to school personnel. It is important to note the following:

- It is mandatory to report every case where there are reasonable and probable grounds of suspected abuse.
- Permission is not required before reporting.
- A third party cannot make a report. It is the responsibility of the initiator of the report to notify.
- Report suspected child abuse to Child and Family Services, the Child Abuse Hotline at 1-800-387-KIDS (5437) or local police/RCMP.
- It is not the role of the school to investigate suspected abuse.
- School staff reporting suspected abuse should notify the principal so that information can be shared in a timely and appropriate way.



Further information is available by visiting the following webpages:

- Preventing Child Abuse (<https://education.alberta.ca/preventing-child-abuse/>)
- Reporting Suspected Abuse (<https://education.alberta.ca/preventing-child-abuse/reporting-suspected-abuse/>)
- Trauma-Informed Practice (<https://education.alberta.ca/trauma-informed-practice/>)

For further information, please contact Kim Campbell, Senior Manager, School and Community Supports for Children and Youth, at kim.campbell@gov.ab.ca or at 403-297-5024.

Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions



The amended *School Act* includes responsibilities of students, parents and school boards as they relate to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and positive sense of self.

To have high quality education for all, it is critical that our education system is equitable and inclusive. This means that each and every student, including those with diverse sexual orientations, gender identities and gender expressions, has the educational opportunities and supports needed to be successful in school, and in life.

Alberta Education has developed a resource, *Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions* (<https://education.alberta.ca/safe-and-caring-schools/legislation>), to assist school authorities with creating and/or revising their policy documents.

School authorities are advised to use the information in these guidelines to create and promote welcoming, caring, respectful and safe learning environments for students, staff and families.

Learn more about creating a welcoming, caring, respectful and safe learning environment (<https://education.alberta.ca/safe-and-caring-schools/overview/>). Using a whole-school approach and evidence-based practices promotes positive mental health and academic achievement.

For further information, please contact your Field Services Liaison Manager.

Building Collaboration and Capacity in Education Grant Program

First Nations, Métis and Inuit education remains a priority for the Government of Alberta. The First Nations, Métis and Inuit Education Division is leading the implementation of Alberta's commitments under the *Memorandum of Understanding (MOU) for First Nations Education in Alberta* and works to strengthen learning and educational outcomes for First Nations learners.

The Building Collaboration and Capacity in Education Grant Program is one way in which the Government of Alberta is moving forward with its commitments under the MOU. This one-time conditional grant funding opportunity provides supports for three-year projects and is available to First Nations, First Nations organizations that provide education services, and provincial school authorities. This creates opportunities for

First Nations students to receive comprehensive and coordinated education programs and services that are responsive to their needs in a collaborative, school-based and school-linked way that maintains the culture, language and identity of First Nations students and ultimately improves achievement and success.

A total of \$20 million dollars is available over the next three years through the Building Collaboration and Capacity in Education Grant Program. Applications and proposals are currently being accepted.

The deadline for applications is March 1, 2016. For further information, please contact the First Nations Education Initiatives Branch at EDC.FNEI@gov.ab.ca or 780-644-8415. Dial 310-0000 first for toll-free access in Alberta.

Celebrating the Voices in Rural Education: Expanding the Conversation

The 2016 Alberta Rural Education Symposium takes place March 6-8 at the Banff Centre. The symposium provides the opportunity to further explore and examine the social, political, and economic supports, practices and policies that create vibrant, sustainable schools and communities throughout rural Alberta.

Scheduled keynotes include Ken Coates, a Canadian historian focused on the history of the Canadian North and Aboriginal rights and indigenous claims; and Rex Murphy, a Canadian commentator and author, primarily on Canadian political and social matters. Sessions will include topics such as "Developing 'Response to Intervention' Plans in your Schools" and "Teaching for the Rural Context" to "Community Partnerships Making Access to Rural Trades Programming a Reality".

Information about the symposium along with program and registration details can be found at albertaruraleducation.ca.

National Mentoring Symposium 2016: Catching Fire

Canada's second national conference on mentoring will be taking place in Banff on November 2-4, 2016. The goal of the conference is to advance the unique contributions of mentoring to the well-being of children and youth, volunteer mentors, schools and communities across Canada by highlighting innovative partnerships, promising practices or programs and the state of the research. Objectives include:

- Exploring the application and impact of mentoring in the context of various populations of children and youth (e.g., different age groups, children with disabilities, ethno-cultural groups, high risk youth, Aboriginal children and youth, children and youth with mental health or addictions problems, youth involved with the legal system, etc.), and across a continuum from promotion and prevention to intervention.
- Learning from the latest findings in mentoring research, and identify needed directions for new research.
- Providing an opportunity to share best practices.
- Providing opportunities for youth who have been mentored or who are mentors to share their perceptions and experiences; and
- Providing opportunities for informal networking and exploring interest and potential mechanisms for ongoing linkages and sharing of practices among mentoring programs in Canada.

Bursaries are available for Albertans, including teachers, interested in attending this event with priority being given to those from rural and remote communities throughout the province as well as those working with/in

Aboriginal or newcomer students and communities. More information about a concurrent youth forum will be forthcoming.

Further information is available by visiting the following websites:

- Bursary (<http://albertamentors.ca/4356/bursaries-for-key-staff-volunteers-national-mentoring-symposium-2016/>)
- Symposium (<http://nmsevent.com/>)

For further information, please contact Caroline Missal, Education Manager, School and Community Supports for Children and Youth, at caroline.missal@gov.ab.ca or at 780-415-0259. Dial 310-0000 first for toll-free access in Alberta.

Nominate Outstanding Educators with an Excellence in Teaching Award



The awards provide Albertans with an opportunity to recognize and celebrate the many contributions teachers and principals make to student learning—ensuring our kids have the skills needed for a successful future.

Since 1989, more than 10,000 nominations have been submitted and more than 500 educators have received awards.

Nominations for the 2016 Excellence in Teaching Awards are open until Friday, March 4, 2016. For more information, visit Alberta Education's website, (<https://education.alberta.ca/excellence-in-teaching-awards-eta/what-is-the-eta/>) email edc.excellenceinteaching@gov.ab.ca or call 1-866-590-1660.

Question and Answer

Q: What is the current status of the Public Education Collective Bargaining Act and the Teachers' Employer Bargaining Association?

- A:**
- Our focus remains on conducting bargaining in good faith, which will let all our education partners focus on Alberta's students.
 - We are moving forward with regulations that will ensure the Teachers' Employer Bargaining Association, or TEBA, is prepared to bargain with the Alberta Teachers' Association on central issues that affect all school boards and teachers.
 - We have been working with school boards to ensure their input is collected as we develop these regulations and build TEBA.
 - Once regulations are in place, we will begin the negotiation process with the ATA to decide which items will be bargained centrally, and which ones will be bargained between local school boards and their local teachers.

January, 2016

19	Gift Lake	New School Deficiencies Review with Group2
	Slave Lake	Overnight
20	Marten Lake	Tour of Facility with Maintenance Personnel
	Leduc	Travel
21 (PM)	Peace River	Travel
22-23	Peace River	Northland School Division No. 61 Corporate Board Meeting
25 (PM)	Edmonton	Meeting with Alberta Education
26	Edmonton	Meeting with the CEO, Kee Tas Kee Now Tribal Council Re: Joint Regional/Virtual High School Proposal Draft
27	Leduc	TEBA Survey Draft Northland School Division/Kee Tas Kee Now Proposal
28 (PM)	Edmonton	McLennan – Ross Legal
29	Edmonton	Teachers' Employer Bargaining Association (TEBA)

February, 2016

2 (PM)	Leduc	Virtual Regional High School Proposal Draft
3	Edmonton	Meeting with the CEO, Kee Tas Kee Now Tribal Council
4	Edmonton	Community Function
	Peace River	Travel
5	Peace River	Committee Meetings & Agenda Review
8	Edmonton	Alberta School Boards Association, First Nation Métis Student Success and Wellbeing Task Force
		Meeting with Indigenous Affairs and Northern Development Canada
9	Edmonton	Northland Administrators' Meeting
		Meeting with Alberta Education
10	Edmonton	Northland Administrators' Meeting
12	Edmonton	Northeast Teachers' Convention
		Education Leave Selection

**NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2015/2016 SCHOOL YEAR
PERIOD ENDING - FEBRUARY 15, 2016**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	4,171.75	662.91	4,834.66	4,920.00	85.34	
Travel & Subsistence		-	-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-	7,879.00	7,879.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,171.75	662.91	4,834.66	18,081.00	13,246.34	26.7%
<u>Athabasca Delta</u>						
Quarterly Honorarium	3,654.00	951.18	4,605.18	4,920.00	314.82	
Travel & Subsistence		403.98	403.98	5,340.00	4,936.02	
In - Service			-		-	
Prior Year Carryover			-	9,265.00	9,265.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,654.00	1,355.16	5,009.16	19,775.00	14,765.84	25.3%
<u>Bishop Routhier</u>						
Quarterly Honorarium	3,930.50	1,229.75	5,160.25	4,920.00	(240.25)	
Travel & Subsistence		1,500.00	1,500.00	1,992.00	492.00	
In - Service			-		-	
Prior Year Carryover			-	3,477.00	3,477.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,930.50	2,729.75	6,660.25	10,639.00	3,978.75	62.6%
<u>Calling Lake</u>						
Quarterly Honorarium	3,689.25	1,149.34	4,838.59	4,920.00	81.41	
Travel & Subsistence		-	-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-	10,040.00	10,040.00	
Casual Labour, Supplies & Awards		542.66	542.66	250.00	(292.66)	
Total	3,689.25	1,692.00	5,381.25	18,270.00	12,888.75	29.5%
<u>Chipewyan Lakes</u>						
Quarterly Honorarium	2,241.75	747.25	2,989.00	4,920.00	1,931.00	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-	10,124.00	10,124.00	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,241.75	747.25	2,989.00	18,034.00	15,045.00	16.6%
<u>Conklin</u>						
Quarterly Honorarium	3,689.25	1,068.92	4,758.17	4,920.00	161.83	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	9,367.00	9,367.00	
Casual Labour, Supplies & Awards		75.00	75.00	250.00	175.00	
Total	3,689.25	1,143.92	4,833.17	18,681.00	13,847.83	25.9%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	3,930.50	988.50	4,919.00	4,920.00	1.00	
Travel & Subsistence			-	2,184.00	2,184.00	
In - Service			-		-	
Prior Year Carryover			-	2,644.00	2,644.00	
Casual Labour, Supplies & Awards		273.18	273.18	250.00	(23.18)	
Total	3,930.50	1,261.68	5,192.18	9,998.00	4,805.82	51.9%
<u>East Prairie</u>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		1,500.00	1,500.00	2,128.00	628.00	
In - Service			-		-	
Prior Year Carryover			-	2,528.00	2,528.00	
Casual Labour, Supplies & Awards		300.00	300.00	250.00	(50.00)	
Total	3,689.25	3,029.75	6,719.00	9,826.00	3,107.00	68.4%
<u>Elizabeth</u>						
Quarterly Honorarium	3,654.00	972.84	4,626.84	4,920.00	293.16	
Travel & Subsistence		600.00	600.00	3,816.00	3,216.00	
In - Service			-		-	
Prior Year Carryover			-	7,487.00	7,487.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,654.00	1,572.84	5,226.84	16,473.00	11,246.16	31.7%
<u>Father R Perin</u>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	4,144.00	4,144.00	
In - Service		-	-		-	
Prior Year Carryover		-	-	4,269.00	4,269.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,689.25	1,229.75	4,919.00	13,583.00	8,664.00	36.2%
<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			-	11,961.00	11,961.00	
Casual Labour, Supplies & Awards		1,331.96	1,331.96	250.00	(1,081.96)	
Total	2,206.50	2,067.46	4,273.96	21,275.00	17,001.04	20.1%
<u>Gift Lake</u>						
Quarterly Honorarium	3,412.75	1,057.17	4,469.92	4,920.00	450.08	
Travel & Subsistence		-	-	2,292.00	2,292.00	
In - Service			-		-	
Prior Year Carryover			-	4,874.00	4,874.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,412.75	1,057.17	4,469.92	12,336.00	7,866.08	36.2%
<u>Grouard</u>						
Quarterly Honorarium	3,206.76	1,700.50	4,907.26	4,920.00	12.74	
Travel & Subsistence		2,865.60	2,865.60	2,028.00	(837.60)	
In - Service			-		-	
Prior Year Carryover			-	5,713.00	5,713.00	
Casual Labour, Supplies & Awards		166.09	166.09	250.00	83.91	
Total	3,206.76	4,732.19	7,938.95	12,911.00	4,972.05	61.5%

J.F. Dion

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		900.00	900.00	4,052.00	3,152.00	
In - Service			-		-	
Prior Year Carryover			-	6,658.00	6,658.00	
Casual Labour, Supplies & Awards		101.60	101.60	250.00	148.40	
Total	3,689.25	2,231.35	5,920.60	15,880.00	9,959.40	37.3%

Kateri

Quarterly Honorarium	4,424.75	249.08	4,673.83	4,920.00	246.17	
Travel & Subsistence		-	-	2,416.00	2,416.00	
In - Service			-		-	
Prior Year Carryover			-	7,710.00	7,710.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,424.75	249.08	4,673.83	15,296.00	10,622.17	30.6%

Little Buffalo

Quarterly Honorarium	3,654.00	1,218.00	4,872.00	4,920.00	48.00	
Travel & Subsistence		424.40	424.40	1,880.00	1,455.60	
In - Service			-		-	
Prior Year Carryover			-	288.00	288.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,654.00	1,642.40	5,296.40	7,338.00	2,041.60	72.2%

Mistassiniy

Quarterly Honorarium	3,689.25	1,218.00	4,907.25	4,920.00	12.75	
Travel & Subsistence			-	2,836.00	2,836.00	
In - Service			-		-	
Prior Year Carryover			-	1,040.00	1,040.00	
Casual Labour, Supplies & Awards		506.95	506.95	250.00	(256.95)	
Total	3,689.25	1,724.95	5,414.20	9,046.00	3,631.80	59.9%

Paddle Prairie

Quarterly Honorarium	3,942.25	743.33	4,685.58	4,920.00	234.42	
Travel & Subsistence	-	1,850.00	1,850.00	2,288.00	438.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	6,907.00	6,907.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	3,942.25	2,593.33	6,535.58	14,365.00	7,829.42	45.5%

Peerless Lake

Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence			-	2,340.00	2,340.00	
In - Service			-		-	
Prior Year Carryover			-	1,474.00	1,474.00	
Casual Labour, Supplies & Awards		378.48	378.48	250.00	(128.48)	
Total	3,689.25	1,608.23	5,297.48	8,984.00	3,686.52	59.0%

Pelican Mountain

Quarterly Honorarium	2,241.75	747.25	2,989.00	4,920.00	1,931.00	
Travel & Subsistence		278.04	278.04	3,096.00	2,817.96	
In - Service			-		-	
Prior Year Carryover			-	6,343.00	6,343.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,241.75	1,025.29	3,267.04	14,609.00	11,341.96	22.4%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>St. Theresa</u>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service			-		-	
Prior Year Carryover			-	1,237.00	1,237.00	
Casual Labour, Supplies & Awards		392.86	392.86	250.00	(142.86)	
Total	3,689.25	1,622.61	5,311.86	9,267.00	3,955.14	57.3%
<u>Susa Creek</u>						
Quarterly Honorarium	3,689.25	743.34	4,432.59	4,920.00	487.41	
Travel & Subsistence		93.61	93.61	2,984.00	2,890.39	
In - Service			-		-	
Prior Year Carryover			-	8,084.00	8,084.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,689.25	836.95	4,526.20	16,238.00	11,711.80	27.9%
GRAND TOTAL	77,874.51	36,816.02	114,690.53	310,905.00	196,214.47	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	196,214.47
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	196,214.47

NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2015/2016 SCHOOL YEAR
PERIOD ENDING - FEBRUARY 15, 2016

ELECTIONS

	ACTUAL	BUDGET	VARIANCE
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS-TRUSTEES	60.00	-	(60.00)
LEGAL FEES	-	-	-
POSTAGE-ELECTIONS	-	-	-
INSERVICE-ELECTIONS	658.75	-	(658.75)
RENUMERATION-ELECTIONS	-	80,000.00	80,000.00
TRAVEL & SUBSISTENCE-ELECTIONS	342.14	-	(342.14)
PRINTING & BINDING-ELECTIONS	524.22	-	(524.22)
ADVERTISING-ELECTIONS	1,706.63	-	(1,706.63)
OFFICE SUPPLIES-ELECTIONS	-	-	-
SUB-TOTAL	3,291.74	80,000.00	76,708.26

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	4,527.17	30,000.00	25,472.83
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	328.17	-	(328.17)
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	8,671.88	-	(8,671.88)
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - MENTAL HEALTH INITIATIVE	600.00	-	(600.00)
SUB-TOTAL	14,127.22	30,000.00	15,872.78

OTHER EXPENSES

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	2,814.65	4,000.00	1,185.35
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	14,403.48	200,000.00	185,596.52
IN-SERVICE - BOARD	93.16	60,000.00	59,906.84
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	12,706.54	25,000.00	12,293.46
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	764.36	-	(764.36)
TELEPHONE - TRUSTEE	207.67	3,000.00	2,792.33
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	27,495.58	40,000.00	12,504.42
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - RETREAT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	35,711.36	38,000.00	2,288.64
PRINTING & BINDING	986.99	3,500.00	2,513.01
INSURANCE - BOARD OF TRUSTEES	169.28	250.00	80.72
ADVERTISING - BOARD	639.42	3,000.00	2,360.58
OFFICE SUPPLIES	202.45	5,000.00	4,797.55
AWARDS	717.48	25,000.00	24,282.52
POSTAGE - BOARD	38.11	4,000.00	3,961.89
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	96,950.53	411,750.00	314,799.47

TOTAL	114,369.49	521,750.00	407,380.51
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2015 Bill 8

First Session, 29th Legislature, 64 Elizabeth II

THE LEGISLATIVE ASSEMBLY OF ALBERTA

BILL 8

**PUBLIC EDUCATION COLLECTIVE
BARGAINING ACT**

THE MINISTER OF EDUCATION

First Reading

Second Reading

Committee of the Whole

Third Reading

Royal Assent

*Bill 8***BILL 8**

2015

**PUBLIC EDUCATION COLLECTIVE
BARGAINING ACT***(Assented to , 2015)**Table of Contents*

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HER MAJESTY, by and with the advice and consent of the
Legislative Assembly of Alberta, enacts as follows:

Interpretation

1(1) In this Act,

- (a) "ATA" means The Alberta Teachers' Association;
- (b) "bargaining unit" means a bargaining unit referred to in section 5;
- (c) "board of directors" means the board of directors referred to in section 16(2);
- (d) "central matters" means the matters determined under section 8 or 9 to be central matters for the purpose of central bargaining;
- (e) "central terms" means the terms and conditions of a collective agreement that are determined through central bargaining;
- (f) "collective agreement" means a collective agreement between an employer and ATA referred to in section 15;
- (g) "employee" means a teacher who is employed by an employer and whose terms and conditions of employment are governed by a collective agreement;
- (h) "employer" means

- (i) a board of a public school district, separate school district, school division or regional division under the *School Act*,
 - (ii) a board as defined in the *Northland School Division Act*, and
 - (iii) the Regional authority of a Francophone Education Region under the *School Act*;
 - (i) "local matters" means the matters determined under section 8 or 9 to be local matters for the purpose of local bargaining;
 - (j) "local terms" means the terms and conditions of a collective agreement that are determined through local bargaining;
 - (k) "Minister" means the Minister of Education, except in sections 8(4) and 9(5), in which it means the Minister of Jobs, Skills, Training and Labour;
 - (l) "representative committee" means the committee referred to in section 17;
 - (m) "teacher" means an individual who holds a certificate of qualification as a teacher issued under the *School Act*;
 - (n) "TEBA" means the Teachers' Employer Bargaining Association established under section 16;
 - (o) "trustee" means a trustee as defined in the *School Act*, a trustee under the *Northland School Division Act* and a member of a Regional authority under the *School Act*.
- (2) Words and expressions defined in the *Labour Relations Code* and not defined in this Act but used in this Act have the same meaning as in the *Labour Relations Code* unless the context otherwise provides.
- (3) In this Act, "local bargaining" refers to collective bargaining between an employer and ATA with respect to local terms to be included in a collective agreement under this Act.
- (4) In this Act, "central bargaining" refers to collective bargaining between TEBA and ATA with respect to central terms to be included in a collective agreement under this Act.

Application of Labour Relations Code

2 The *Labour Relations Code* applies with respect to matters to which this Act applies, but if there is a conflict or inconsistency between

- (a) this Act or the regulations under this Act, and
- (b) the *Labour Relations Code*,

this Act or the regulations apply.

Bargaining Structure

Collective bargaining must be consistent with this Act

3 Effective January 1, 2016, collective bargaining for the purpose of concluding a collective agreement for employees in a bargaining unit must be conducted in accordance with this Act.

Employer bargaining agent

4(1) For the purpose of bargaining collectively with ATA, TEBA is an employers' organization for the purpose of the *Labour Relations Code* and has, with respect to central bargaining, exclusive authority to bargain collectively on behalf of the employers and to bind the employers in any agreement with respect to central terms.

(2) For the purpose of bargaining collectively with ATA, an employer has, with respect to local bargaining, exclusive authority to bind the employer in any agreement with respect to local terms.

(3) Sections 21(2), 31, 62 and 81 to 83 of the *Labour Relations Code* do not apply with respect to TEBA.

Bargaining unit

5 A bargaining unit, for the purpose of collective bargaining under this Act, consists of the employees of an employer.

Section 29 of the Labour Relations Code not to apply

6(1) This section applies instead of section 29 of the *Labour Relations Code*.

(2) If the Labour Relations Board is satisfied that an employee because of the employee's religious conviction or religious belief

- (a) objects to joining a trade union, or
- (b) objects to the paying of dues or other levies to a trade union,

the Board may order that the employee's membership in ATA does not include union membership or that the employee is not liable to pay to ATA an amount determined by the Board that represents that portion of dues or other levies related to union representation, and that an amount equal to the amount determined by the Board must be remitted by ATA from the amount paid to it by the employer under section 13 of the *Teaching Profession Act* to a charitable organization agreed on by the employee and ATA.

(3) If the employee and ATA fail to agree on a charitable organization for the purpose of subsection (2), the Labour Relations Board may designate a charitable organization to which the amount referred to in subsection (2) must be remitted.

(4) In this section, "charitable organization" means a charitable organization registered as a charitable organization in Canada under Part I of the *Income Tax Act* (Canada).

Employee bargaining agent

7 ATA is the bargaining agent for each bargaining unit and

- (a) has exclusive authority to bargain collectively with TEBA on behalf of all the employees in the bargaining units and to bind the employees in any agreement with respect to central terms, and
- (b) has exclusive authority to bargain collectively with each employer on behalf of the employees in each bargaining unit with respect to local terms, and to bind the employees by a collective agreement.

Matters to be Bargained

Determination of "matters" for bargaining first collective agreements

8(1) With respect to the first collective agreements to be bargained under this Act, the Government and ATA shall negotiate in good faith and make every reasonable effort to agree on what matters are central matters and what matters are local matters for the purpose of collective bargaining.

(2) Negotiations under subsection (1) must commence on or before February 1, 2016.

(3) An agreement on what matters are central matters and what matters are local matters must be in writing and a copy of the agreement must be provided to the Minister.

(4) If by March 31, 2016, the Government and ATA cannot agree on what matters are central matters and what matters are local matters, the Minister on the application of either party shall refer the dispute to an arbitration board established under the regulations to decide the matter.

(5) Immediately after making a decision under subsection (4), the arbitration board shall serve a copy of the decision on the Minister and on ATA.

Determination of "matters" for bargaining subsequent collective agreements

9(1) With respect to the bargaining of subsequent collective agreements under this Act, TEBA and ATA shall negotiate in good faith and make every reasonable effort to agree on what matters are central matters and what matters are local matters for the purpose of collective bargaining.

(2) Negotiations under subsection (1) must commence not less than 6 months and not more than 8 months before the expiry of the then existing collective agreements or within any longer period provided for in the collective agreements.

(3) Either TEBA or ATA may, by written notice to the other, require the other to begin negotiations referred to in subsection (1).

(4) An agreement on what matters are central matters and what matters are local matters must be in writing and a copy of the agreement must be provided to the Minister.

(5) If TEBA and ATA cannot, within 60 days after the notice under subsection (3), agree on what matters are central matters and what matters are local matters, the Minister on the application of either party shall refer the dispute to an arbitration board established under the regulations to decide the matter.

(6) Immediately after making a decision under subsection (5), the arbitration board shall serve a copy of the decision on TEBA and on ATA.

Criteria for determining central and local matters

10(1) For the purposes of determining whether a matter is a central matter or a local matter, a matter is a central matter if either of the following applies:

- (a) the matter could result in a reasonably significant impact on expenditures for one or more employers;
- (b) the matter involves issues common to most of the parties to the collective agreements that can be addressed in central bargaining more appropriately than in local bargaining.

(2) If neither subsection (1)(a) nor (b) applies, the matter is a local matter.

Agreements and decisions binding

11(1) An agreement referred to in section 8(3) or 9(4) and a decision of an arbitration board under section 8(4) or 9(5) are binding on TEBA, ATA and the employers for the purpose of negotiating collective agreements under this Act.

(2) A decision of an arbitration board may be questioned or reviewed by way of an application for judicial review seeking an order in the nature of certiorari or mandamus if the application is filed with the Court of Queen's Bench not more than 15 days after the date of the decision.

Collective Bargaining

Central bargaining

12(1) Notwithstanding section 59(2) of the *Labour Relations Code*, a notice to commence central bargaining by TEBA or ATA must be served not less than 15 days and not more than 30 days after the central matters and local matters have been determined under section 8 or 9, as applicable.

(2) A notice referred to in subsection (1) is deemed to be a notice to commence collective bargaining referred to in section 59(1) of the *Labour Relations Code*.

(3) The *Labour Relations Code* applies to central bargaining between TEBA and ATA as if an agreement with respect to the central terms constituted a collective agreement between TEBA and ATA.

(4) An agreement between TEBA and ATA with respect to central terms must be ratified, in accordance with the regulations, by the trustees designated under section 17(3) and by the employees in the bargaining units.

Local bargaining

13(1) Notwithstanding section 59(2) of the *Labour Relations Code*, a notice to commence local bargaining by an employer or ATA must be served after, but not more than 60 days after, the agreement referred to in section 12(4) has been ratified or the central terms have otherwise been settled.

(2) A notice referred to in subsection (1) is deemed to be a notice to commence collective bargaining referred to in section 59(1) of the *Labour Relations Code*.

(3) The *Labour Relations Code* applies to local bargaining between an employer and ATA as if an agreement with respect to the local terms constituted a collective agreement between the employer and ATA.

(4) An agreement between an employer and ATA with respect to local terms must be ratified by the employer and by the bargaining unit in accordance with section 61(6) and (7) of the *Labour Relations Code*.

Bridging

14(1) Notwithstanding section 130 of the *Labour Relations Code*, when a notice to commence central bargaining has been served under section 12(1), a collective agreement in effect between the parties at the time of service of the notice is deemed to continue to apply to the parties, notwithstanding any termination date in the agreement, until

- (a) a new collective agreement is concluded in accordance with section 15, or

- (b) a strike or lockout commences under Division 13 of Part 2 of the *Labour Relations Code* during local bargaining under section 13,

but, if a strike or lockout commences during central bargaining, the deemed continuation of the collective agreement is suspended until an agreement with respect to central terms is ratified under section 12(4) or the central terms have otherwise been settled.

- (2) For the purposes of this Act, the reference in section 147(3) of the *Labour Relations Code* to "a strike or lockout commences under Division 13" shall be read as "a strike or lockout commences under Division 13 during local bargaining under section 13 of the *Public Education Collective Bargaining Act*".

Collective agreements

15(1) All collective agreements under this Act must include any central terms and local terms.

- (2) When the central terms and the local terms have both been ratified in accordance with this Act or have been otherwise settled, the terms and conditions to be included in a collective agreement are deemed to have been settled for the purpose of section 131 of the *Labour Relations Code*, and the parties shall sign the agreement.

- (3) The parties to a collective agreement are the employer and ATA.

Teachers' Employer Bargaining Association

Establishment of Teachers' Employer Bargaining Association

16(1) A corporation to be known as the "Teachers' Employer Bargaining Association" is established consisting of the employers.

- (2) There shall be a board of directors of TEBA appointed or selected in accordance with the regulations, which may include one or more directors appointed by the Minister.

- (3) Every director and officer and every member of the representative committee, in exercising powers and discharging duties,

- (a) shall act honestly and in good faith and with a view to the best interests of TEBA, and
 - (b) shall exercise the care, diligence and skill that a reasonable and prudent person would exercise in comparable circumstances.
- (4) The fiscal year of TEBA is September 1 to the following August 31.
- (5) The *Financial Administration Act*, the *Alberta Public Agencies Governance Act*, the *Fiscal Planning and Transparency Act* and the *Auditor General Act* do not apply to TEBA.

Representative committee

- 17(1) There shall be a representative committee of TEBA consisting of the trustees designated under subsection (3) and any member of the board of directors who is not a trustee designated under subsection (3).
- (2) The responsibilities, duties and functions of the representative committee are those provided for in the regulations.
- (3) Each employer must, within 30 days after the coming into force of this section, or in the case of the establishment of a new employer, within 30 days after its establishment, designate one of its trustees to be a member of the representative committee.
- (4) A trustee continues to be a member of the representative committee until the trustee ceases to hold office as trustee or the employer designates another trustee.
- (5) A trustee designated under this section does not cease to be designated under this section because of section 9(1) of the *Local Authorities Election Act* unless the trustee is not re-elected.

Bylaws

- 18(1) The board of directors may make bylaws respecting
- (a) the terms of employment, engagement or appointment of employees and agents of and consultants to TEBA;

- (b) the calling and holding of meetings of the board of directors and its committees, and the procedures to be followed at those meetings;
 - (c) the calling and holding of meetings of the representative committee and its committees, including annual general meetings and special meetings, and the procedures to be followed at those meetings;
 - (d) the appointment of an auditor;
 - (e) the delegation of powers to a committee of the board of directors;
 - (f) the manner of making, altering and rescinding bylaws;
 - (g) generally, the administration and management of the affairs of TEBA and the exercise of the directors' powers and the performance of their duties.
- (2) A bylaw under subsection (1) does not have effect unless it is approved
- (a) by a majority vote of the members of the representative committee, and
 - (b) by the Minister.
- (3) On the coming into force of this section, the bylaws of TEBA are the bylaws prescribed by the regulations, and those bylaws remain in effect until they are repealed or replaced.
- (4) If there is a conflict between a regulation made under this Act and a bylaw, the regulation prevails.

Requirement to pay fees

19 TEBA may, in accordance with the regulations, require an employer to pay fees to TEBA to cover the costs relating to the activities of TEBA under this Act.

Regulations

Regulations

20 The Lieutenant Governor in Council may make regulations

- (a) respecting additional powers, duties and functions of TEBA;
- (b) respecting the composition of the board of directors, including the appointment or selection of the members of the board of directors and its officers and their terms of appointment;
- (c) respecting the powers, duties and functions of the board of directors;
- (d) respecting the removal of a member of the board of directors or of a member of the representative committee;
- (e) respecting the payment of remuneration and the reimbursement of expenses to members of the board of directors;
- (f) respecting the holding of the initial meetings of the representative committee and of the board of directors, and the business to be conducted at those meetings;
- (g) respecting a code of conduct for the members of the board of directors and for the members of the representative committee;
- (h) respecting fees that are payable by the employers for the purpose of section 19, including
 - (i) the manner of determining the amount of the fees;
 - (ii) matters relating to the payment of the fees;
 - (iii) the consequences of failure to pay the fees, which may include providing that an employer that does not pay a fee by the specified deadline forfeits its entitlement to vote during a specified period;
- (i) respecting the responsibilities, duties and functions of the representative committee and its members;
- (j) respecting the preparation of financial statements and the appointment of auditors for TEBA;
- (k) respecting the preparation and submission of reports by the board of directors to the Minister on the activities of TEBA;

- (l) respecting the indemnification of members of the board of directors;
- (m) prescribing the initial bylaws of TEBA;
- (n) prescribing additional bylaw-making powers, including authorizing, subject to terms and conditions, that a regulation authorized to be made under this section may be made by bylaw of the board of directors;
- (o) prohibiting or restricting borrowing by TEBA;
- (p) respecting the dissolution and winding-up of TEBA;
- (q) respecting the establishment and appointment of an arbitration board for the purposes of sections 8 and 9, and the application, with or without modifications, of Division 20 of Part 2 of the *Labour Relations Code* to the arbitration board;
- (r) respecting the payment of the costs of an arbitration board;
- (s) respecting the practice and procedures of an arbitration board;
- (t) respecting the methods of ratification for the purpose of section 12(4);
- (u) respecting any other matter the Lieutenant Governor in Council considers necessary to carry out the purpose and intent of this Act.

Consequential Amendments and Coming into Force

Amends SA 2012 cE-0.3

21 The *Education Act* is amended by adding the following after section 281:

Amends RSA 2015 cP-35.5

281.1(1) The *Public Education Collective Bargaining Act* is amended by this section.

(2) Section 1(1) is amended

Explanatory Notes

21 Amends chapter E-0.3 of the Statutes of Alberta, 2012.
Replaces "School Act" with "Education Act".

(a) by repealing clause (h) and substituting the following:

(h) “employer” means

- (i) a board as defined in the *Education Act*,
- (ii) a board as defined in the *Northland School Division Act*, and
- (iii) a Francophone regional authority as defined in the *Education Act*;

(b) in clause (m) by striking out “*School Act*” and substituting “*Education Act*”;

(c) by repealing clause (o) and substituting the following:

- (o) “trustee” means a trustee as defined in the *Education Act*, a trustee under the *Northland School Division Act* and a trustee of a Francophone regional authority under the *Education Act*.

Coming into force

22 This Act comes into force on January 1, 2016.

22 Coming into force.

RECORD OF DEBATE

Stage	Date	Member	From	To

Questions and Comments	From	To

Stage	Date	Member	From	To

Questions and Comments	From	To

Stage	Date	Member	From	To

Questions and Comments	From	To

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A · S · B · A
Alberta School Boards
Association

For members of the Alberta School Boards Association

Communications Now

February 2016

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Helping your child prepare...
by developing 'soft skills'

Develop a strategic communications plan to reach your goals

Strategic communications is a great-sounding term. We all like to think we do strategic communications. But what does it really mean?

A strategy is a course of action taken to achieve a major aim or goal. Strategic communications, then, are those that lead toward some major achievement.

What major goal or aim are we trying to accomplish with our communications? In school jurisdictions, it seems that there are three basic types of strategic communications objectives: jurisdiction goals, department goals and initiatives.

Jurisdiction goals

Your jurisdiction should have a strategic plan. That is not the same as a mission statement, vision statement or slogan like "Achievement for all."

None of those will give you specific targets to make your communications efforts strategic.

A strategic plan should have clear, meaningful, measurable goals that you can support via communications.

For instance, your jurisdiction may have a strategic goal that says something like, "Increase parental involvement to improve student achievement." Thinking strategically, you would set a course of action to use communications to help your jurisdiction achieve that strategic goal.

Start by using the RACE (research, analyze, communicate and evaluate) system. This process would help you develop a communications plan to support the strategic goal for parental involvement. Research the issue, use a team to analyze the results of the research and write a plan. Then you'd implement the plan and evaluate it for effectiveness.

Your plan would not simply tell the world that the jurisdiction is trying to increase parent involvement. It would find and fill communications gaps that hinder progress within the strategic objective. For instance, your research might find that some parents are not involved because they don't know how to become involved. To address this problem, you may work with teachers and counselors to develop communication materials that would help parents understand how to become more involved.

Strategic communications is not something the communications department does alone.

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It is important to let the other members of the executive team know how you are supporting the jurisdiction's strategic goals for two reasons: to encourage their cooperation, and to help them understand why you would say "no" to requests for projects that don't support the strategic goals.

Department goals

Departments in the jurisdiction also have goals to support with strategic communications.

Communications department goals, such as increasing public understanding of jurisdiction operations and creating more pathways for stakeholders to connect with schools, are examples of typical public-relations or communications goals.

Information systems departments may have annual goals or a set of performance targets, which can guide newsletters, blogs and other internal communications. Tech tips are great, but you could expand your content to let your internal customers know, for example, that you have a PC replacement goal for every year, and they can help you achieve it.

Determine what your different internal audiences are and tailor messages to each of them. Does the PC replacement goal have a different impact on school office managers than on maintenance workers or teachers? If so, plan out what you need to tell each audience and how/when you are going to get the messages to them. Think about the difference between things each audience needs to know versus things they need to do.

Initiatives

When your jurisdiction is embarking on an initiative, there should be a strategic communications plan for it. The strategies and tactics will depend on what kind of initiative it is.

For internal projects, such as a major software change, the main audiences will be internal. The communications channels will be internal as well.

The main challenge in internal communications is in making sure the right people have the right level of information. Deluging people with information they

don't need will simply make them ignore future communications. And assuming that people have gotten the message because it was in the summer newsletter is not a good tactic.

Feedback loops will help you evaluate your efforts and refine your audience targeting. Quick surveys and phone calls to check in can help you gauge whether the right information is getting through to the right internal audiences.

For projects that are external, it is especially important to use research/data to set the right strategic communications course and stick to it or adjust as necessary. Consider whether the Accountability Pillar Survey or other surveys you are using will give you data you need. If not, you might develop your own survey or even consider paying for scientific surveys and analysis to help identify information gaps and strategize accordingly.

Side benefits to strategic communications planning

The main benefit of strategic communications is that your jurisdiction will have greater success in achieving its business goals. However, there is another benefit for the communications professional. It will help you show your worth to your team members. When they think of communications, it will not just be something abstract or distant. They will be able to put their fingers on something you helped them accomplish through the power of strategic communications.

Having a strategic mindset will also help you avoid wasting your time and effort on random acts of communication. When you are planning your work, you can prioritize activities that promote one of your strategic communications goals. And if a colleague wonders why you publicize some things and not others, you can share your strategic goals.

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



Communications Now

Tips for making your writing more readable

The ability to communicate in writing is an in-demand skill that is valued in almost any field. Effective written communication is accessible to the widest possible audience, including what most people can read and what they *will* read.

That sounds easy, but unclear written communication is a common obstacle to communicating with the public. Important issues can get lost in complicated texts, and highly-educated leaders have a greater tendency to write complicated sentences that reflect their advanced degrees.

While it may seem like you are demonstrating intelligence with a large vocabulary and complex thinking, the best and most fluent writers know how to translate issues for their whole audience.

Write for your audience but aim for a grade-eight level

We communicate because we want someone to know something. When we target the message to a particular audience, we should also target the reading level. The general rule is to write so *most* people can read it – typically a grade-eight level. (Consider an audience-specific approach for specific groups such as professionals, media representatives and people who speak English as a second language.)

Some writers bristle at the idea of “writing down” to an audience, but research shows most people prefer easier reading materials. This is true of most consumer-level materials. Readability scholars have found that best-selling books have a surprisingly low reading level.

Journalist Shane Snow analyzed best-selling authors, popular fiction and non-fiction books and academic papers for readability. In his article, “This Surprising Reading Level Analysis Will Change the Way You Write,” he found that the most popular books – the ones most people preferred to read – had the lowest reading levels. In one analysis, he used the young children’s book, *Goodnight Moon*, as a reference point

and found that books by Ernest Hemingway were only nominally more difficult to read.

Writers whose work we regard highly tend to produce work at a lower reading level than we would think. Cormac McCarthy, Jane Austen, and Hunter S. Thompson join J.K. Rowling in the readability realm of pre-teens. The *content* of McCarthy’s and Thompson’s novels isn’t meant for children, but these writers’ comprehensibility is rather universal.

It is not surprising that academic documents rank most difficult to read. However, what might be surprising is that many of these documents rank at a Grade 12 or above. As it turns out, most of us don’t read at that level. Or if we can, we prefer not to.

<http://bit.ly/1EQBeN>

That last point is an important one: even if we have the comprehension abilities for higher-level reading, most of us do not want to work that hard. As communicators, our goal is to make understanding easy. Difficult-to-read communication can compound the problem we are trying to solve with our communications efforts.

Myth: ‘If you can’t read it, it must be good writing’

Especially in education, where leaders have years of formal academic experience and training, there is a greater natural tendency to write at a higher level or use industry jargon. Such writing actually achieves the opposite effect: it can be difficult to understand what the writer is saying.

Good writing shows fluency, the ability to express oneself easily and articulately. Easy-to-read writing does not make the writer seem less intelligent. According to Snow, “I did an informal poll of some friends while writing this post. Every one of them told me that they assumed that a higher reading level meant better writing. We’re trained to think that in school. But data shows the opposite: a lower reading



level often correlates with commercial popularity and, in many cases, how good we think a writer is.”

Just because you can read it doesn't mean you want to read it

The footnote to Snow's last comment is, “Of course, just because your writing is at a Grade Four level doesn't mean your content is good enough for people to enjoy. It just means that more people could enjoy it if it was interesting enough.”

Writing something people want to read is another skill entirely. It's a skill to develop with practice and coaching. But the first hurdle is to write so people can read and understand it.

Resources and online tools to measure and improve readability

If you took the time to write a piece of communications, presumably it is because you want your audience to know the information it contains. Written communications that are out of reach of the intended audience are ineffective, and can cause a loss of trust and credibility.

“We should aim to reduce complexity in our writing as much as possible,” said Snow. “We won't lose credibility by doing so. Our readers will comprehend and retain our ideas more reliably. And we'll have a higher likelihood of reaching more people.”

With today's online readability checkers, there is no reason to write above your audience. Run your text through a readability tool before publishing to check readability, and then revise if necessary.

Flesch and Flesch-Kincaid are the most common readability checkers, testing reading ease and grade level. The Flesch Reading Ease test measures the difficulty of the writing. It should have a higher score for better readability – aim for 65 or higher. Sixty-five is about the level of *Reader's Digest*. If the score is low, the writing is difficult to read. An easy fix is to shorten words and sentences, which will raise the score.

The Flesch-Kincaid Grade Level test estimates the appropriate grade level for the writing. It should have a lower score for to reach an eighth grade readability goal.

The Flesch tests are part of the standard grammar-checking tools in Microsoft Word that measure readability. The statistics show length of words, length of sentences and paragraphs and number of passive sentences.

There are Flesch readability tools also available online, allowing you to paste text or a URL into a text box.

Gunning-Fog Index is a good alternative to the Flesch-Kincaid and may be useful for a second opinion. The score is also based on grade-level readability, measuring sentence length and syllables. Again, a score of grade eight is a readable level.

SMOG Index, developed prior to the Internet, is the Simple Measure of Gobbledygook. Initially, it was a mathematical formula measuring syllables and sentences. The lower the score, the more readable the text is. Like the other indexes, it is available online as a digital tool. Readability-Score.com will provide SMOG Index scores as well as Flesch and Gunning-Fog.

For more information, or to test readability, see the Readability section in TheWriter.com:
www.thewriter.com/what-we-think/readability-checker/.

Writing for the Web

When you are writing primarily for online audiences, content must be even easier to read. Readers tend to scan the page, picking out specific words and phrases. Most readers read slower and get fatigued faster when reading a screen. Flesch-Kincaid grade level scores should be even lower for the Web than printed scores.

Resources:

www.nngroup.com/articles/how-users-read-on-the-web/

www.kerryr.net/webwriting/tools_readability.htm

Contributed by Marcia Latta, communications consultant



Communications Now

What parents want from school communications

Communicating with parents may be one of the most important aspects of a school's success.

Parents need to know how their student is doing in class and what homework they need to focus on. They need to know which forms to return for field trips, when sports practice starts, and when parent volunteers are needed.

When communication goes wrong

Sometimes schools miss the mark. When schools struggle to get notifications out to parents, it has ramifications further down the line.

Jack, a parent who has three school-age children in a Los Angeles County school and prefers to stay anonymous, is frustrated. "They don't post things on their calendar. We sometimes get flyers *the day of the event*," he said. "Sometimes there is no notice at all." He said that his family maintains a budget. When they have to pay for something last minute, it's very disruptive.

Jason Salzenstein, guardian to a grade five student in Washington, says the communication from his child's school is "abhorrent. I get a call during dinner about important events happening the next day," he explained. "And if I pick up, I'm left scrambling for a pen and paper to make a note."

He says he would love it if the school had an active campaign to get out information on a timely basis, including a Facebook page or a website where he could check the school calendar.

Many parents prefer electronic communications to printed materials. Elizabeth Springer, a parent in Washington, noted that even when schools are on the ball, students can be unreliable when it comes to delivering printed newsletters. "Most of the time they collect dust in lockers or the bottom of a backpack," she said.

Susan Roll, a parent who also works in a school jurisdiction, was also irritated about the late notice,

"until I realized it was usually a teacher that volunteered to put together the flyers from home in their off time," she said. "They are doing their best with what resources they have."

Mixed opinions about e-communication

Parents are as unique as their children, with very different approaches to technology and communications. Springer appreciated how her son's new school handles it. "They send regular e-newsletters and emails with links to check on student grades or daily homework assignments, as well as reminders about fieldtrips and in-service days."

Jacob Pickett, who has two children in the Shoreline School District in Washington, observed that emails were easier for him to lose track of than flyers, since he gets 50 to 75 new emails a day. "It is easier to accidentally delete or ignore the one of 10 emails that I get from any given sender than it is to pick up a piece of paper and throw it away," he said. He prefers flyers.

While not everyone agrees, most parents who were surveyed preferred technology when it was available.

Roll loves her school's interactive site, Skyward. "It shows all homework assigned and turned in along with test scores and announcements from teachers associated with my son. They also send home his folder with the same announcements for the families without Internet access."

Roll also prefers the digital tools. "The website is great, especially when my daughter was in high school. The answer to, 'do you have all your homework done?' was always a resounding 'yes'... which was not always the truth." The website provided another way to hold her accountable."

Leah Finneseth-Meyers, a grade one teacher at Center for Academic Success charter school in Arizona as well as a parent, recommends PowerSchool. "Parents can log on and see all the grades," she explained. "For upcoming events we get text messages, emails, and paper copies."



Focus on the basics

To find the best tools for your school community, it is important to know your audience and focus on the basics. Make sure you have the right contact information and that parents are able to update that information when it changes.

"I would say the biggest hurdle was getting equal communication in split homes," Spring noted about her stepson's school.

"It took a few years to get them up to date with all of the new parent contact info and we found one house was always out of the loop with school schedules. It never fully got resolved at his elementary school." Starting fresh when he moved on to junior high was the only thing that finally solved the problem, she said.

Parents understand that teachers and staff have a lot of responsibilities

While all of the parents in this article pointed out what their schools could do better, they also acknowledged there are other factors at work.

Pickett recognized schools make decisions that affect all families, and need to include those who don't have the same access to resources. "I don't think schools can rely on families to have adequate technology or knowledge of technology to do it the way I would like it done."

Finneseth-Meyers has parent volunteers prepare the paper copies for families who want flyers. "As a teacher, most of my parents prefer texts and paper. Most families have at least one phone that receives texts."

Knowing what combination of tools works best for your specific community of parents – and within your resource limitations – will make you more effective.

Parents can be a source of help you may not even have known you needed. As someone who works in marketing and design, Salzenstein suggested the templates used for creating flyers could be updated

"by about 30 years." Maybe a marketing-oriented parent volunteer could help out in that area.

Whether your school is using all the up-to-date technology for communications or lags behind, parents appreciate the effort to improve the way they interact with their child's school. When asking whether to send flyers or texts, perhaps the best answer is: "ask the parents."

Contributed by Megan J. Wilson, freelance writer and communications consultant, Los Angeles, Calif.



Communications Now

Communicating with diverse families

The teacher stands outside her classroom door on the first day of school, warmly greeting students and parents.

"Hello," she says to the English speakers.

"Bonjour," to the French speakers.

In some jurisdictions, that covers everyone. But as our schools become more diverse, the array of cultures is broadening and communication with families is becoming increasingly challenging.

How do schools overcome these language barriers? It can be a daunting task, so it's important to remember first why communication is so important.

Research is clear that when parents are engaged in their children's education, the children earn higher grades and higher test scores. They attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviors, graduate from high school at higher rates, and are more likely to enroll in higher education than students with less involved families. But it's tough for parents to get involved or even know how to help their children without strong, regular communication with teachers and the school.

Here are some ways to build an ongoing relationship with parents:

Communicate in their native language

Even if you don't speak the native language of some of your families, try to learn some words of greeting, so you can welcome them in their native tongue. That emotional connection is much more important than the exact correctness of the translation. Parents appreciate the extra effort by staff to try to communicate with them.

Translate written communications

Some larger jurisdictions have translation departments with a multilingual staff who translate the letters and other documents that are sent home. Others use professional translation services that can

translate documents into an array of languages. Others enlist secretaries or other bilingual staff to do translations.

If you do use staff, it's best to set standards and test their skills to make sure they can translate accurately using good grammar. Some jurisdictions also rely on Google Translate, but this isn't ideal because Google Translate doesn't always get the nuances of phrasing correct. It's a serviceable tool for non-targeted communications, such as general website content, but it has limitations. It is important that your translations meet the same high standards as any other communication sent home to parents.

Find fully bilingual interpreters

Professional translation services can provide interpreters in multiple languages. Depending on your location, the interpreters can attend for face-to-face interpreting or can interpret via telephone or through online tools such as Skype. Schools may also use bilingual staff to interpret for parent meetings or events like back-to-school nights and school council meetings. Some schools will ask a child to interpret for their parents, but this isn't the best solution. It can be awkward or embarrassing for the child and can disempower the parent.

Many jurisdictions, such as Forest Grove School District in Oregon, have purchased transmitters and headsets so they can provide simultaneous interpretation at school and parent meetings. The interpreter quietly talks into the transmitter, and parents with headsets can sit anywhere they choose in the room and listen to the speaker through their headsets. This is an effective method of communicating without slowing the pace of the meeting.

Hire bilingual staff

Two-way communication is a key component in offering a welcoming environment. If you can, having bilingual staff in the front office can make a big difference, when they answer phones and interact with parents on a daily basis.



In hiring any new staff, make it a priority to hire qualified bilingual applicants.

Give parents a list of names and phone numbers of bilingual staff in the school and jurisdiction, so they know who to contact to deal with educational concerns. It's frustrating for parents to call their school and not be able to communicate with the secretary or whoever answers the phone to even get directed to the right person.

Use online tools

Many online communication tools have options for viewing the content in another language. Google Translate is a free option that can be added to your website, allowing users to select from about 90 different languages.

While the translations are usually not as good as those done by professional translators, the messages are understandable. Many free texting tools, like ClassDojo and Remind, have recently added translation features. Some mobile apps, like Parent Link, also offer translation into multiple languages.

Build connections between families who speak the same language

It's valuable to connect parents with other parents who speak their language and who are more familiar with the school.

Some schools recruit parent mentors who help orient new families to the school and staff. They check in with the new families on a weekly basis and see how things are going. Parent mentors are also called on to help greet families at parent nights and other school events to make them feel welcome.

As schools become more diverse, it is increasingly important to find ways to communicate with families. Translations are an essential way to connect families with the information they need to better engage in their child's education.

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



Communications Now

Weblinks

Winter Walk Day

February 3, 2016

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/programsevents/winter-walk-day/>

Additional resources:

<http://www.saferouttestoschool.ca/winter-walk-day>

Safer Internet Day

February 9, 2016

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://humanservices.alberta.ca/abuse-bullying/bullying-events.html>

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

Emerald Award Nominations due

Deadline is February 19, 2016

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 24, 2016

People are invited to wear pink on February 24th 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/#>

28th annual Excellence in Teaching Awards

Submission deadline: March 4, 2016

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

Approximately 30 semi-finalists will be selected, with 20 to receive honors in June 2016, including access to \$4,000 for professional learning.

For nomination packages and information :

<https://education.alberta.ca/topic-search/?language=English>

Edwin Parr Teacher Award

Submission deadline: March 18, 2016

School boards are invited to nominate a first year teacher who has shown excellent skill for the Edwin Parr Award. ASBA recognizes six new teachers with this award annually.

<http://www.asba.ab.ca/about-asba/forms/awards/>

Indigenous Shining Student Award

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

Nomination deadline: March 30, 2016

For more information: www.asba.ab.ca/about-asba/forms/awards/



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

Resources for Families

Helping your child prepare... by developing 'soft skills'

Academic instruction in Science, Technology, Engineering and Math (STEM) is essential preparation for many high-demand jobs that today's students will be seeking.

While it is critical that students are prepared to do the work in their future chosen field, the academic skills that students learn in school are not the only skills future workers need. Many employers say soft skills are among the most valuable workplace skills when making hiring choices among two or more job candidates.

What are soft skills?

A qualified candidate will be able to perform the job, but a desirable candidate will also have the interpersonal skills to be able to function in the environment and with others on the team. Those are soft skills.

Soft skills are generally defined as character traits. Internet search results include lists of the most important soft skills for employers.

These lists include a range from six to 60 "essential skills" for job success that generally fall under two categories: people skills and self-management skills.

Most lists include:

- Communication
- Attitude
- Teamwork
- Self-management/self-control
- Adaptability
- Problem solving
- Professionalism

The need for soft skills

Employers are actively seeking candidates with soft skills that will ensure high productivity and success as a member of the team. A qualified candidate will have skills for the job – a computer programmer will have coding skills, for example – but they must also demonstrate the ability to work.

A Workopolis study, "The most sought after skills in Canada in 2015", surveyed hundreds of employers, and analyzed job postings to determine what Canadian employers are looking for.

Of all the employers surveyed, 71 per cent said they faced a shortage of qualified candidates, which was impacting their business. That result was up by 5 per cent from a similar survey in 2012.

<http://hiring.workopolis.com/research/thinkopolis/viii-skills/>

Canadian employers said the candidates were lacking in these areas:

- Experience 38%
- Soft skills 29%
- Technical skills 23%
- Education 4%

Looking at all the job listings on the Workopolis site since 2014, there were ten top skills employers were looking for. These are:

- Communication skills
- Writing
- Customer relations
- Sales
- Organizational skills
- Microsoft office
- Policy analysis



- Supervisory skills / leadership
- Problem solving
- Teamwork

<http://globalnews.ca/news/2187705/new-study-reveals-top-10-skills-canadian-employers-are-looking-for/>

“According to the employers we surveyed, it is on-the-job experience, interpersonal skills, and technical abilities that they want. And the soft skills outweigh the technical,” the report stated.

<http://globalnews.ca/news/2187705/new-study-reveals-top-10-skills-canadian-employers-are-looking-for/>

An American non-profit group that links college career placement offices with employers ran a survey of hiring managers of mostly large companies such as Chevron, IBM, etc. That report summarized:

“...cutting across all majors and degrees, employers want new hires who can work well on teams, and who are decisive problem-solvers.”

www.forbes.com/sites/susanadams/2014/11/12/the-10-skills-employers-most-want-in-2015-graduates/

Learning soft skills

Soft skills, including critical thinking and communication, are important tools for students to learn – so much so that a Gallup poll conducted a few years ago indicated more than 75 percent of adults believe these skills should be taught in K-12 schools.

www.gallup.com/poll/164060/americans-say-schools-teach-soft-skills.aspx

The U.S. Department of Labor has created a downloadable curriculum for workforce

readiness and soft skills. One of its programs focuses on communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism. The tool can be a helpful resource for students to explore. There are tip sheets and videos to illustrate and reinforce skills that students are learning or will need to know. www.dol.gov/odep/topics/youth/softskills/

Demonstrating soft skills to employers

It may seem difficult for students or new graduates to demonstrate their soft skills to prospective employers. Forbes career and leadership writer Susan Adams said to spell out how activities and entry-level jobs have contributed to soft skills.

“The trick is to demonstrate that you have those skills through your cover letter, résumé and interview,” said Adams.

“Think about class projects where you have been a team member or leader and jobs where you have had to plan and prioritize. Describe those skills specifically in your résumé and cover letter and in your job interview.

“For instance, if you staffed a campus snack bar, say you worked on a team of five people and handled food orders. Or if you worked in the library, include the size of the staff and that you handled requests from 50 students a day at the circulation desk... Make sure you spell out those responsibilities briefly but specifically,” she concluded.

www.forbes.com/sites/susanadams/2014/11/12/the-10-skills-employers-most-want-in-2015-graduates/

STATEMENTS OF OPERATIONS

For the Period Ending January 31, 2016 (in dollars)

	Actual 2012-2013	Actual 2013-2014	Actual 2014-2015	Actual YTD Jan 31 2015-2016	Budget 2015-2016 June Approved	Budget 2015-2016 Nov. Revised	Balance to be received or spent
REVENUES							
Alberta Education	\$37,200,087	\$38,136,750	\$39,642,987	\$14,564,874	\$35,534,527	\$37,358,938	\$20,569,653
Other - Government of Alberta	\$966,929	\$974,716	\$977,229	\$147,237	\$930,824	\$930,824	\$783,587
Federal Government and First Nations	\$20,862,392	\$20,838,515	\$22,080,036	\$11,328,718	\$22,575,563	\$22,486,874	\$10,846,845
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	\$656,887	\$1,162,953	\$1,160,007	\$1,585,203	\$3,822,439	\$1,329,483	\$2,237,236
Investment income	\$10,292	\$67,600	\$72,510	\$0	\$40,000	\$40,000	\$40,000
Gifts and donations	\$669,555	\$801,935	\$1,205,389	\$48,095	\$0	\$450,000	(\$48,095)
Rental of facilities	\$973,522	\$832,864	\$883,937	\$406,608	\$1,045,540	\$1,045,540	\$638,932
Fundraising	\$251,134	\$394,866	\$375,109	\$0	\$0	\$0	\$0
Gains (losses) on disposal of capital assets	\$156,458	\$200	\$94,037	\$157,285	\$0	\$0	(\$157,285)
Other revenue	\$0	\$0	\$0	\$122,064	\$1,014,417	\$0	\$892,353
TOTAL REVENUES	\$61,743,256	\$63,009,899	\$65,995,631	\$28,360,085	\$64,163,310	\$63,641,659	\$35,803,226
EXPENSES							
Certificated salaries	\$21,031,068	\$20,878,113	\$20,617,010	\$8,837,430	\$21,740,258	\$20,995,435	\$12,902,828
Certificated benefits	\$4,092,469	\$4,390,192	\$4,568,529	\$1,917,746	\$4,742,909	\$4,630,577	\$2,825,163
Non-certificated salaries and wages	\$13,782,741	\$12,583,969	\$13,408,813	\$5,577,045	\$12,976,830	\$13,089,026	\$7,399,784
Non-certificated benefits	\$2,916,643	\$2,805,020	\$2,968,222	\$1,273,821	\$3,214,034	\$3,309,589	\$1,940,213
SUB - TOTAL SALARIES AND BENEFITS	\$41,322,920	\$40,657,288	\$41,563,574	\$17,606,041	\$42,674,030	\$42,024,627	\$25,067,989
Services, contracts and supplies	\$15,450,160	\$16,819,764	\$17,667,159	\$5,573,157	\$16,946,083	\$17,007,445	\$11,372,926
Amortization of supported tangible capital assets	\$3,192,543	\$3,526,233	\$3,208,958	\$1,496,212	\$3,562,723	\$3,443,090	\$2,066,511
Amortization of unsupported tangible capital assets	\$1,609,872	\$2,232,457	\$1,200,756	\$504,879	\$1,208,944	\$1,208,400	\$704,065
Supported interest on capital debt	\$23,193	\$9,178	\$0	\$0	\$6,838	\$0	\$6,838
Unsuported interest on capital debt	\$833	\$216	\$0	\$0	\$324	\$0	\$324
Other interest and finance charges	\$29,008	\$2,430	\$954	\$300	\$38,000	\$41,137	\$37,700
Losses on disposal of tangible capital assets	\$67,735	\$52,002	\$22,935	\$0	(\$80,029)	\$0	(\$80,029)
Other expense	\$0	\$0	\$2,492,548	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$61,695,864	\$63,299,567	\$66,156,384	\$25,180,589	\$64,356,913	\$63,724,699	\$39,176,324
OPERATING SURPLUS (DEFICIT)	\$47,392	(\$289,668)	(\$160,753)	\$3,179,496	(\$193,603)	(\$83,040)	(\$3,373,098)
EXPENSES							
Instruction	\$39,872,808	\$39,307,282	\$42,362,054	\$15,780,990	\$40,823,304	\$40,261,986	\$24,480,996
Plant operations and maintenance	\$9,696,288	\$11,647,020	\$11,576,495	\$4,531,074	\$18,646,054	\$10,401,915	\$5,870,841
Transportation	\$3,721,737	\$3,741,924	\$3,581,793	\$1,408,049	\$3,582,035	\$3,579,355	\$2,171,306
Administration	\$3,233,159	\$3,510,503	\$3,370,913	\$1,377,288	\$3,793,603	\$3,997,735	\$2,620,447
External services	\$5,172,372	\$5,092,839	\$5,265,129	\$2,083,188	\$5,511,916	\$5,483,708	\$3,400,520
TOTAL EXPENSES	\$61,695,864	\$63,299,568	\$66,156,384	\$25,180,589	\$64,356,913	\$63,724,699	\$39,544,110
OPERATING SURPLUS (DEFICIT)	\$47,392	(\$289,668)	(\$160,753)	\$3,179,496	(\$193,603)	(\$83,040)	(\$2,740,884)

Monthly Billing	REG rate	ECS Rate
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Total Outstanding

Species	Jan 2016	Jan 2018
Athabasca Chip	143,946.93	388,945.62
Peerless Trout	244,087.83	177,951.45
INAC	173,178.62	173,178.62
Lubicon		
Chippewyan Prairie		

2/16/2016

Northland School Division
Federal Accounts Receivable

Aged Summary

Outstanding Months	ACFN	Indian Education Authority	Mikisew	Peartless Kateri First Nation	Bigstone	Chip Prairie	Lesser Slave Lake	Lubicon Cree	Indian Affairs	Woodland Cree	Aging by Month
Jan-16	(37,187.11)	-	303,394.13	(169,408.04)	1,170,544.74	-	45,396.40	(173,821.28)	(96,816.02)	373,690.80	1,415,793.62
Dec-15	-	-	285,284.44	-	772,725.99	-	-	0.00	-	-	1,058,010.43
Nov-15	-	-	285,284.44	-	-	-	-	0.00	-	-	285,284.44
Oct-15	-	-	-	-	-	-	-	0.00	-	-	0.00
Sep-15	-	-	-	-	-	-	-	0.00	-	-	0.00
Aug-15	-	-	303,816.20	(262,234.70)	(114,969.91)	(68,340.80)	-	(135,844.10)	(161,079.92)	-	(438,653.23)
Jul-15	-	-	-	-	-	-	-	-	-	-	-
Jun-15	-	-	-	-	36,450.26	-	0.50	0.00	-	-	36,450.26
May-15	-	-	-	-	-	-	-	-	-	-	0.50
Apr-15	-	-	-	-	-	-	-	-	-	-	-
Mar-15	-	-	505,552.24	-	-	-	-	-	-	-	505,552.24
Feb-15	-	-	248,573.14	-	-	-	-	-	-	-	248,573.14
Jan-15	-	-	248,573.14	-	-	-	0.50	-	-	-	248,573.64
Dec-14	-	-	248,573.14	-	-	-	-	-	-	-	248,573.14
Nov-14	-	-	-	-	-	-	-	-	-	-	-
Oct-14	-	-	-	-	-	-	-	-	-	-	-
Sep-14	-	-	-	-	-	-	-	-	-	-	-
Aug-14	-	-	222,000.60	-	-	-	-	-	-	-	222,000.60
Jul-14	-	-	-	-	-	-	-	0.00	-	-	-
Jun-14	-	-	248,573.14	-	-	-	-	-	-	-	248,573.14
May-14	-	-	248,573.14	-	-	-	-	-	-	-	248,573.14
Apr-14	-	-	-	-	-	-	-	-	-	-	-
Mar-14	-	-	249,482.56	-	-	-	-	-	-	-	249,482.56
Feb-14	-	-	249,482.56	-	-	-	-	-	-	-	249,482.56
Jan-14	-	-	23,164.18	-	-	-	-	-	-	-	23,164.18
Sep-13	5,208.60	-	-	-	-	-	-	-	-	-	5,208.60
Feb-13	-	-	-	-	-	-	-	-	4,819.88	-	4,819.88
Sep-12	-	-	-	-	-	-	-	-	-	-	-
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	61,333.22
	(31,978.51)	61,333.22	3,670,327.05	(431,642.74)	1,864,751.08	(68,340.80)	45,397.40	(309,665.36)	(253,076.06)	373,690.80	4,920,796.06
Current	(37,187.11)	-	303,394.13	(169,408.04)	1,170,544.74	-	45,396.40	(173,821.28)	(96,816.02)	373,690.80	1,415,793.62
30 days	-	-	285,284.44	-	772,725.99	-	-	0.00	-	0.00	1,058,010.43
60 days	-	-	285,284.44	-	-	-	0.50	0.00	-	0.00	285,284.94
90 days	-	-	-	-	-	-	-	0.00	-	0.00	0.00
120 days	-	-	-	-	-	-	-	0.00	-	0.00	0.00
180 days	-	-	303,816.20	(262,234.70)	(114,969.91)	(68,340.80)	-	(135,844.10)	(161,079.92)	0.00	(438,653.23)
181 - 365	-	-	1,251,271.66	-	-	-	0.50	-	-	0.0	1,251,272.16
1 yr - 2 yr	5,208.60	-	1,241,276.18	-	36,450.26	-	-	0.00	4,819.88	0.00	1,287,754.92
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	(31,978.51)	61,333.22	3,670,327.05	(431,642.74)	1,864,751.08	(68,340.80)	45,397.40	(309,665.36)	(253,076.06)	373,690.80	4,920,796.06
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aged	(31,978.51)	61,333.22	3,670,327.05	(431,642.74)	1,864,751.08	(68,340.80)	45,397.40	(309,665.36)	(253,076.06)	373,690.80	4,920,796.06