



**NORTHLAND SCHOOL DIVISION NO. 61**

**REGULAR BOARD MEETING NO. 15 – 13**

**AGENDA**

Time: 5:30 p.m. November 20, 2015, 9:00 a.m. November 22, 2015  
 Location: Divisional Office, Peace River

Page No.

**A. CALL TO ORDER**

- 1. Opening Prayer

**B. GENERAL BUSINESS**

- 1. Approval of Agenda
- 2. Adopt Minutes
  - 2.1 October 2/3, 2015 ..... 5

**C. PRESENTATIONS**

- 7:15 p.m. Calling Lake School, Attendance/Achievement Results (Gloria Cardinal, Principal)
- 7:45 p.m. Little Buffalo School, Attendance/Achievement Results (Crystal Colville, Principal)
- 8:15 p.m. Community Engagement Team Report

**D. RECESS**

**E. ACTION ITEMS**

**1. Recommended Items**

- 1.1 Education Quarterly Report November 2015 ..... 15
- 1.2 Finance Quarterly Report November 2015 ..... 43
- 1.3 Official Naming of Career Pathways School ..... 47

**2. Education Committee Items**

- 2.1 Community Engagement Team Report ..... 49
- 2.2 2014-2015 AERR and Three Year Plan 2015-2018 ..... 119
- 2.3 Draft Policy Sexual Orientation and Gender Identity ..... 179

**3. Personnel Committee Items**

- 3.1 Job Description - Divisional Facilities Manager (3<sup>rd</sup> Reading) ..... 185
- 3.2 Job Description - Student Data and Education Technology Coach (3<sup>rd</sup> Reading) ..... 191
- 3.3 Job Description - Housing Coordinator (2<sup>nd</sup> Reading) ..... 197
- 3.4 Job Description - School Custodian (2<sup>nd</sup> Reading) ..... 205
- 3.5 Job Description – Field Service Technician (1<sup>st</sup> Reading) ..... 211
- 3.6 Procedure 415 – Teacher Growth, Supervision and Evaluation ..... 215
- 3.7 Acting Principal Designation ..... 227

**4. Finance Committee Items**

- 4.1 Procedure 516 - Disposal of Divisional Property (3<sup>rd</sup> Reading) ..... 229
- 4.2 Procedure 500 - Budget (3<sup>rd</sup> Reading) ..... 235
- 4.3 Procedure 504 - Uncollectible Accounts (2<sup>nd</sup> Reading) ..... 239
- 4.4 Procedure 505 – Donations (1<sup>st</sup> Reading) ..... 243
- 4.5 Procedure 524 – Investment Procedure (1<sup>st</sup> Reading) ..... 247
- 4.6 Used School Vehicles Tender ..... 251



**NORTHLAND SCHOOL DIVISION NO. 61**  
**REGULAR BOARD MEETING NO. 15-13**

Page No.

4.7	2015-2016 November Revised Budget .....	255
4.8	Reserves Plan .....	257
<b>5. Local School Board Committee (LSBC) Items</b>		
5.1	LSBC Minutes Received .....	261
5.2	LSBC Minutes Received, Administrative Action .....	265
5.3	Covering Motion, In Lieu Days for Administrators .....	267
5.4	Covering Motion, Annual Education Results Report/Annual Plan.....	269
5.5	Covering Motion, Organizational Plans .....	271
5.6	LSBC Meeting Minutes	
5.6.1	Anzac.....	273
5.6.2	ADCS .....	279
5.6.3	Bishop Routhier	
5.6.4	Calling Lake	
5.6.5	Chipewyan Lake .....	283
5.6.6	Conklin	
5.6.7	Desmarais .....	287
5.6.8	East Prairie .....	291
5.6.9	Elizabeth .....	297
5.6.10	Fort McKay.....	303
5.6.11	Gift Lake .....	309
5.6.12	Grouard	
5.6.13	J.F. Dion.....	313
5.6.14	Janvier .....	317
5.6.15	Keg River .....	321
5.6.16	Little Buffalo .....	325
5.6.17	Paddle Prairie.....	331
5.6.18	Peerless Lake .....	339
5.6.19	Pelican Mountain.....	345
5.6.20	Susa Creek.....	351
5.6.21	Trout Lake .....	357
5.6.22	Wabasca.....	361
<b>F. REPORTS</b>		
1.1	Superintendent.....	365
1.1	Correspondence	
1.1.1	Alberta Education: Education Act Discussion Guide .....	367
1.1.2	Email: Welcoming Syrian Refugees and Their Children .....	371
1.1.3	News Release: Bravo Award - NSD Website Wins .....	373
1.1.4	Email: Nutrition Program Survey .....	375
2.1	Chairman's Report .....	377
2.1	Expenses	
2.1.1	Local School Board Committee Expenditure Report (ending November 12, 2015) .....	379

*"Every student is a lifelong learner and successful in life"*



# NORTHLAND SCHOOL DIVISION NO. 61

## REGULAR BOARD MEETING NO. 15-13

Page No.

2.1.2	Board Expenses (ending November 12, 2015).....	381
2.2	Correspondence	
2.2.1	CBC News Article: Student Attendance .....	385
2.2.2	Edmonton Journal Article: NSD Board .....	387
2.2.3	Global News Article: Attendance in Northern Alberta .....	391
2.2.3	ASBA, Health Matters (October 2015) .....	393
2.2.4	PSBAA, The Advocate (October 2015) .....	395
2.2.5	ASBA, Communications Now (November 2015) .....	399
2.2.6	ASBA, Resources for Families (November 2015) .....	411
3.1	Secretary-Treasurer's Report.....	413
3.1	Statement of Revenues and Expenses .....	413
3.2	Accounts Receivable – Federal Government & First Nations .....	415

### G. IN-CAMERA SESSION

### H. REPORTS FOR INFORMATION

1.1	Attendance Focus Group	
1.1.1		
1.2	Education Committee	
1.2.1		
1.3	Personnel Committee	
1.3.1	C2 Update .....	417
1.3.2	Conklin Community School Project Beaver Pilot.....	419
1.4	Finance Committee	
1.4.1	By-election Update .....	423
1.5	Acronyms .....	425
1.6	Accounts Payable .....	429

### I. CLOSING PRAYER

### J. ADJOURNMENT





MINUTES OF THE NORTHLAND SCHOOL DIVISION NO. 61  
BOARD OF TRUSTEES REGULAR MEETING ON OCTOBER 2/3,  
2015 AT THE DIVISIONAL OFFICE, PEACE RIVER, ALBERTA.

MEMBERSHIP		
✓	Colin Kelly	• Official Trustee
x	Elmer Gullion	• Advisory Committee Member – Trout Lake
✓	Ken Shaw	• Advisory Committee Member – Gift Lake
✓	Kim Courtoreille	• Advisory Committee Member – Desmarais
✓	Robin Guild	• Advisory Committee Member – Wabasca
✓	Louis Cardinal	• Advisory Committee Member – Peerless Lake
x	Margaret Quintal	• Advisory Committee Member – Conklin
x	Candice Calliou	• Advisory Committee Member – Paddle Prairie
✓	Donna Barrett	• Superintendent of Schools
✓	Don Tessier	• Associate Superintendent
✓	Trudy Rasmuson	• Secretary-Treasurer
✓	David Cox	• Division Facility Manager
✓	Wes Oginski	• Director of Human Resources
✓	Curtis Walty	• Communications Coordinator
✓	Krystal Potts	• Executive Assistant
x	Melanie Mantai	• Executive Secretary - Finance
GUESTS		
✓	Margot Simonot	• Father R. Perin, School Teacher
x	Dwight Gladue	• Little Buffalo, Board Chair
x	Roseanna Gladue	• Community Member
✓	Manny Chalifoux	• Contract Transportation Manager

## CALL TO ORDER

Colin Kelly, Official Trustee called the meeting to order at 5:45 p.m.

## OPENING PRAYER

Louis Cardinal, Advisory Committee Member gave the opening prayer.

## RECESS

The meeting recessed for dinner at 5:45 p.m.  
The meeting reconvened at 6:32 p.m.

## ADOPT AGENDA

23916/15

Colin Kelly, Official Trustee moved that the Board of Trustees adopt the agenda as amended.

Move: Presentation Provincial Achievement Results to October 3, 2015

Move: Presentation School Redesign to 8:00 pm

CARRIED

MINUTES –  
AUGUST 28/29,  
2015 MEETING

23917/15 Colin Kelly, Official Trustee moved that the Board of Trustees approve the minutes as presented.

August 28/29, 2015 – Regular Meeting

CARRIED

STUDENT MENTAL  
HEALTH AD HOC  
COMMITTEE

23918/15 Colin Kelly, Official Trustee moved that the Board of Trustees recommend forming a Student Mental Health Ad Hoc Committee with funds coming from the revised November budget, as attached.

CARRIED

JOB DESCRIPTION  
– DIVISIONAL  
FACILITIES  
MANAGER

23919/15 Colin Kelly, Official Trustee moved that the Board of Trustees approve the newly created job description for the position of Divisional Facilities Manager, as attached.

Colin Kelly, Official Trustee requests that administration review the wording in the Divisional Facilities Manager job description and bring it back to the November 20/21, 2015 Board meeting.

TABLED

JOB DESCRIPTION  
– CONSTRUCTION  
PROJECT  
FOREMAN

23920/15 Colin Kelly, Official Trustee moved that the Board of Trustees approve the newly created job description for the position of Construction Project Foreman, as attached.

CARRIED

JOB DESCRIPTION  
– EXECUTIVE  
SECRETARY  
FINANCE

23921/15 Colin Kelly, Official Trustee moved that the Board of Trustees approve changes in the job description for the position of Executive Secretary Finance, as attached.

CARRIED

JOB DESCRIPTION – STUDENT DATA AND EDUCATION TECHNOLOGY COACH	23922/15	Colin Kelly, Official Trustee moved that the Board of Trustees approve in principle, the newly created job description for the position of Student Data and Education Technology Coach, as attached.
		CARRIED
JOB DESCRIPTION – HOUSING COORDINATOR	23923/15	Colin Kelly, Official Trustee moved that the Board of Trustees receive as information, the revisions to the job description for the position of Housing Coordinator, as attached.
		CARRIED
JOB DESCRIPTION – SCHOOL CUSTODIAN	23924/15	Colin Kelly, Official Trustee moved that the Board of Trustees receive as information, the revisions to the job description for the position of School Custodian, as attached.
		CARRIED
NORTHLAND TEACHER CAREER FAIR DATES & RECRUITMENT	23925/15	Colin Kelly, Official Trustee moved that the Board of Trustees adopt the attached recruitment strategy for the 2015/2016 school year.
		TABLED
ITINERANT TEACHER PROPOSAL	23926/15	Colin Kelly, Official Trustee moved that the Board of Trustees approve hiring two part-time teachers at 0.50 FTE each to provide itinerant coverage for Northland School Division No. 61 more remote schools, funds to come from the approved June 2015 Supply Teacher Budget.
		CARRIED
RECESS		The meeting recessed at 7:39 p.m. The meeting reconvened at 7:58 p.m.
PRESENTATION REGIONAL/ VIRTUAL HIGH SCHOOL FEASIBILITY STUDY		Margot Simonot, Father R. Perin School Teacher presented information on the Regional/Virtual High School Feasibility Study to the Board.

RECESS	The meeting recessed at 8:53 p.m. on October 2, 2015. The meeting reconvened at 9:04 a.m. on October 3, 2015.
	Melanie Mantai, Executive Secretary Finance joined the meeting.
OPENING PRAYER	Louis Cardinal, Advisory Committee Member gave the opening prayer.
IN CAMERA	23927/15 Colin Kelly, Official Trustee, moved that the meeting go in-camera at 9:20 a.m.
	CARRIED
REGULAR FORMAT	23928/15 Colin Kelly, Official Trustee, moved that the meeting return to regular format at 10:51 a.m.
	CARRIED
RECESS	The meeting recessed at 10:51 a.m. The meeting reconvened at 11:10 a.m.
NORTHLAND TEACHER CAREER FAIR DATES & RECRUITMENT	23929/15 Colin Kelly, Official Trustee moved that the Board of Trustees adopt the attached recruitment strategy for the 2015/2016 school year.
	CARRIED
PROCEDURE 516 – DISPOSAL OF DIVISIONAL PROPERTY	23930/15 Colin Kelly, Official Trustee moved that the Board of Trustees approve in principle, the attached changes to Procedure 516, Disposal of Divisional Property.
	CARRIED
PROCEDURE 500 – BUDGET	23931/15 Colin Kelly, Official Trustee moved that the Board of Trustees approve in principle, the attached changes to Procedure 500, Budget
	CARRIED

**PROCEDURE 504 – UNCOLLECTIBLE ACCOUNTS**                      23932/15    Colin Kelly, Official Trustee moved that the Board of Trustees receive as information, the attached changes to Procedure 504, Uncollectible Accounts.

Colin Kelly, Official Trustee requests that administration draft a new title for Procedure 504.

CARRIED

**2015 BY-ELECTION DATE SET**                                      23933/15    Colin Kelly, Official Trustee moved that the Board of Trustees approve setting a by-election date of November 4, 2015 for the following communities: Chipewyan Lake, Conklin, Gift Lake and Grouard.

CARRIED

**DISPOSAL OF RECORDS**                                      23934/15    Colin Kelly, Official Trustee moved that the Board of Trustees approve the disposal of records, as attached, in accordance with Procedure 110, System Records.

CARRIED

**PADDLE PRAIRIE PORTABLE CLASSROOM SALES TENDER**                                      23935/15    Colin Kelly, Official Trustee moved that the Board of Trustees accept the following bids for the two portable classrooms in Paddle Prairie and recommend transferring 2 units to the Paddle Prairie Metis Settlement with the condition that the units be removed from the current site as soon as possible.

<u>Unit</u>	<u>Name</u>	<u>Bid</u>
89.2 square meters	Paddle Prairie Metis Settlement	\$0
81.6 square meters	Keith Price	\$4,200
72.00 square meters	Paddle Prairie Metis Settlement	\$0
80.00 square meters	Emma Willetts	\$100.00

CARRIED

**WABASCA MOBILE  
HOMES TENDER**

23936/15 Colin Kelly, Official Trustee moved that the Board of Trustees accept the following bids for the six mobile homes in Wabasca:

<u>Unit</u>	<u>Name</u>	<u>Bid</u>
1. #198/298 Double Ender	Kenny Gladue	\$11,000.00
2. #215 – 1994 16x64	Gerald Monette	\$2,500.00
3. #222 – 1995 16x64	Kenny Gladue	\$10,000.00
4. #226 – 1997 16x60	Lawrence Oar	\$7,500.00
5. #227 – 1997 16x60	Lawrence Oar	\$10,000.00
6. #209 – 1997 16x66	Aaron Cardinal	\$20,100.00

**CARRIED**

**CALLING LAKE  
MOBILE HOMES  
TENDER**

23937/15 Colin Kelly, Official Trustee moved that the Board of Trustees accept the following bids for the two mobile homes in Calling Lake:

<u>Unit</u>	<u>Name</u>	<u>Bid</u>
1. #219 – 1994 Ridgewood 16x60	Reanna Courtorielle	\$6,500.00
2. #210 – 1995 16x60	Larry Derr	\$11,200.00

**CARRIED**

**CALLING LAKE  
PORTABLE  
CLASSROOMS  
SALES TENDER**

23938/15 Colin Kelly, Official Trustee moved that the Board of Trustees accept the following bids for the two portable classrooms in Calling Lake and recommend Northland School Division No. 61 keep unit #2 as a CTS Classroom:

<u>Unit</u>	<u>Name</u>	<u>Bid</u>
1. 26 x 46	Dan Geletta	\$5,700.00
3. 24 x 32	Bigstone Cree Nation	\$2,000.00

**CARRIED**

**CLASSROOM USE  
BY WILLOW LAKES  
TINY TOTS IN  
ANZAC**

23939/15 Colin Kelly, Official Trustee moved that the Board of Trustees approve the use of a classroom for a daycare program run by Willow Lakes Tiny Tots at Anzac Community School.

Colin Kelly, Official Trustee requests that administration confirm if parents are paying for the daycare service provided by Willow Lakes Tiny Tots at Anzac Community School.

**CARRIED**





Janvier	September 2, 2015
Little Buffalo	September 14, 2015
Wabasca	June 16, 2015 September 8, 2015

**CARRIED**

**ADMINISTRATIVE  
ACTION –  
CURRENT LSBC  
MEETING  
MINUTES  
RECEIVED**

23945/15 Colin Kelly, Official Trustee moved that the Board of Trustees approve of the action taken by Administration with respect to Local School Board Committee minutes received, as listed below:

LSBC NAME	DATE OF MEETING	Motion No.	Action Taken
Anzac/Bill Woodward	Aug 25, 2015		As presented
ADCS	Aug 31, 2015		As presented
Calling Lake	Aug 26, 2015		As presented
Conklin	Aug 28, 2015		As presented
East: Prairie	Sept 9, 2015		As presented
Elizabeth	Apr 15, 2015		As presented
Fort McKay	Jun 10, 2015		As presented
Gift Lake	Aug 26, 2015		As presented
J.F. Dion	Aug 27, 2015		As presented
Janvier	Sept 9, 2015	418.15	Administration
Little Buffalo	Sept 8, 2015		As presented
	Sept 2, 2015		As presented
Wabasca	Sept 14, 2015	03/15/16	Exclude Administration
		Comment: Old Business B. Gym Use	
	Jun 16, 2015		As presented
	Sept 8, 2015		As presented

**CARRIED**

**COVERING  
MOTION, IN LIEU  
DAYS FOR  
ADMINISTRATION**

23946/15 Colin Kelly, Official Trustee moved that the Board of Trustees receive as information and refer to administration, all Local School Board Committee motions which relate to the 2015-2016 in-lieu days for administrators.

**CARRIED**



COVERING  
MOTION, ANNUAL  
EDUCATION  
RESULTS REPORT/  
ANNUAL REPORT

23947/15 Colin Kelly, Official Trustee moved that the Board of Trustees receive as information and refer to administration, all Local School Board Committee motions which relates to the 2014-2015 Annual Education Results Report, 2015–2016 Annual Plan.

CARRIED

COVERING  
MOTION,  
ORGANIZATIONAL  
PLANS

23948/15 Colin Kelly, Official Trustee moved that the Board of Trustees receive as information and refer to administration, all Local School Board Committee motions which relate to Organizational Plans.

CARRIED

SUPERINTENDENT'S  
REPORT

23949/15 Colin Kelly, Official Trustee moved that the Board of Trustees accept as information the Superintendent's Report as presented and attached.

Colin Kelly, Official Trustee requests that a total with percentage be added to the Division Attendance by School graphs.

CARRIED

CHAIRMAN'S  
REPORT

23950/15 Colin Kelly, Official Trustee moved that the Board of Trustees accept as information the Chairman's Report as presented and attached.

Colin Kelly, Official Trustee requests that a copy of the LTA Agreement Implementation document be sent to all Metis Local School Board Members.

CARRIED

SECRETARY –  
TREASURER'S  
REPORT

23951/15 Colin Kelly, Official Trustee moved that the Board of Trustees accept as information the Secretary-Treasurer's Report as presented and attached.

CARRIED

REPORTS FOR  
INFORMATION

23952/15 Colin Kelly, Official Trustee moved that the Board of Trustees receive the following Reports for Information items:

- Division Newsletter
- 2015 Summer School Subjects and Credits Earned
- 2015 Summer Reading Program
- 2014-2015 Staff Absenteeism Data
- Staffing Update
- 2014-2015 Support Staff Payouts
- St. Theresa Parking Lot Update
- Northern Lakes College Request
- List of Acronyms
- Payment of Account

Colin Kelly, Official Trustee requests that enrollment be added to the Staffing Update chart.

CARRIED

ADJOURN

The meeting adjourned at 3:22 p.m.

CLOSING PRAYER

Louis Cardinal, Advisory Committee Member gave the closing prayer.

---

Colin J. Kelly, Official Trustee

---

Trudy Rasmuson, Secretary-Treasurer

Recording Secretary: Melanie Mantai, Executive Secretary Finance

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

**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 November 2015**


---

**Purpose:**

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

<b>Quarterly Content for November, 2015</b>		
<b>1. Superintendent's Message</b>	<b>Bulletin #1</b>	
<b>2. Enrolment, Staffing Positions and Staff and Student Attendance</b>	<b>Bulletin #2</b>	<b>Student Enrolment</b>
	<b>Bulletin #3</b>	<b>Student Attendance</b>
	<b>Bulletin #4</b>	<b>Student Attendance by Division in Percentage</b>
	<b>Bulletin #5</b>	<b>Staff Attendance</b>
	<b>Bulletin #6</b>	<b>Staffing Update</b>
	<b>Bulletin #7</b>	<b>School Visits by Staff</b>
	<b>3. School and Division Success Stories</b>	<b>Bulletin #8</b>
<b>Bulletin #9</b>		<b>Lockers for Literacy</b>
<b>Bulletin #10</b>		<b>Deputy Minister Visits Little Buffalo</b>
<b>Bulletin #11</b>		<b>Harvest Literacy Fest Conklin</b>



## November, 2015 Quarterly Report

### Superintendent's Update

#### PAT Results

Provincial Achievement results have been shared with the Board. The results indicate a positive trend at the grade 6 level for all subjects. Grade nine results remain low and are negatively impacted by low participation rates. School principals are sharing their PAT results with their Local School Board Committees in October and November.

#### Attendance

Student attendance increased by 2 percent over all last year. All schools have developed and submitted attendance improvement plans.

#### School Improvement Plans

All schools are working with their communities to reflect on their results and develop improvement plans which will be posted at the end of November.

#### Literacy

Schools participated in the grade three Student Learner Assessments and will be completing benchmark assessments. The results of these assessments are being used to guide instruction at the classroom level. Kindergarten teachers are using the Early Years Evaluation as a means to determine student strengths and learning needs and plan their programs

#### Landbased and Experiential Learning

Through our partnerships with Kee Tas Kee Now and Sustainable Communities students from Little Buffalo and Athabasca Community Schools participated in very successful landbased learning camps this fall.

#### High School Re-design

Mistassiniy, Kateri and Paddle Prairie Schools are participating in the provincial high school re-design process.

#### Instructional Supports to Schools

Members of the Learning Services Team are meeting monthly to plan and co-ordinate services to schools. KTC and NSD principals and second level service team members will be meeting on November 24 to co-ordinate service delivery.





## STUDENT ENROLLMENTS FOR SEPTEMBER 30, 2015

As Of Oct 3/15 All Students		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	E.C.S.	Grand Total Enrollment
2015-2016 SCHOOL																
1379	HILLVIEW-EAST PR	2	3	1	2	9	7	0	0	0	0	0	0	24	3	27
1543	CAREER PATHWAYS	0	0	0	0	0	0	0	0	0	25	20	33	78	0	78
1544	BILL WOODWARD	0	0	0	0	11	15	15	15	14	21	10	18	119	0	119
1801	ANZAC	14	19	12	17	0	0	0	0	0	0	0	0	62	23	85
1804	CALLING LAKE	9	10	16	9	9	12	9	9	8	11	5	9	116	8	124
1805	CHIPEWYAN LAKE	3	2	1	2	2	7	1	2	3	0	0	0	23	5	28
1806	CONKLIN	2	2	2	2	7	3	7	4	3	0	0	0	32	1	33
1807	MISTASSINIY	0	0	0	0	0	0	63	68	59	48	56	40	334	0	334
1808	ELIZABETH	17	13	20	15	17	13	13	10	0	0	0	0	118	17	135
1809	J. F. DION	16	8	10	9	10	4	8	4	0	0	0	0	69	16	85
1810	ATHABASCA DELTA	16	19	17	12	19	21	22	22	17	21	15	10	211	14	225
1812	FORT MCKAY	10	19	19	6	8	8	5	0	0	0	0	0	75	15	90
1817	GIFT LAKE	26	15	21	18	19	22	17	15	12	0	0	0	165	13	178
1818	GROUARD	13	17	6	11	10	7	4	2	3	0	0	0	73	16	89
1820	FATHER R. PERIN	10	11	8	10	9	4	4	9	8	0	0	0	73	10	83
1822	DR. MARY JACKSON	7	7	2	2	6	1	3	4	1	1	0	1	35	2	37
1823	LITTLE BUFFALO	18	20	21	16	18	15	13	9	13	13	10	12	178	8	186
1827	PADDLE PRAIRIE	15	8	13	9	7	7	5	7	9	8	7	7	102	7	109
1828	PEERLESS LAKE	15	11	8	11	10	17	9	6	10	5	12	9	123	8	131
1829	PELICAN MOUNTAIN	3	5	3	3	3	2	0	0	0	0	0	0	19	6	25
1830	SUSA CREEK	12	2	6	6	4	6	6	1	0	0	0	0	43	3	46
1832	KATERI	7	6	10	10	6	8	7	3	13	5	7	5	87	10	97
1833	BISHOP ROUTHIER	8	9	9	13	8	8	0	0	0	0	0	0	55	12	67
1834	ST. THERESA	65	55	64	49	46	64	0	0	0	0	0	0	343	71	414
1915	CALLING LAKE OUTREACH	0	0	0	0	0	0	0	0	0	0	3	6	9	0	9
	<b>Total</b>	<b>288</b>	<b>261</b>	<b>269</b>	<b>232</b>	<b>238</b>	<b>251</b>	<b>211</b>	<b>190</b>	<b>173</b>	<b>158</b>	<b>145</b>	<b>150</b>	<b>2566</b>	<b>268</b>	<b>2834</b>



**2015-2016 Division Attendance**

	<b>95-100%</b>	<b>90-94 %</b>	<b>80-89%</b>	<b>70-79%</b>	<b>60-69%</b>	<b>50-59%</b>	<b>Below 50%</b>	<b>Total</b>
September 2014	1352 (47%)	356 (12%)	481 (17%)	284 (10%)	161 (6%)	93 (3%)	162 (6%)	2892
September 2015	1474 (51%)	315 (11%)	467 (16%)	285 (10%)	134 (5%)	92 (3%)	129 (4%)	2896
October 2014	1179 (41%)	394 (14%)	504 (17%)	309 (11%)	181 (6%)	93 (3%)	240 (8%)	2900
October 2015	1269 (44%)	246 (9%)	522 (18%)	296 (10%)	165 (6%)	112 (4%)	277 (10%)	2887

## October 2015 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	53 (62%)	13 (15%)	7 (8%)	2 (2%)	5 (6%)	4 (5%)	1 (1%)	85
ADCS	91 (40%)	11 (5%)	36 (16%)	28 (12%)	17 (7%)	16 (7%)	30 (13%)	229
Bill Woodward School	74 (62%)	15 (13%)	18 (15%)	6 (5%)	2 (2%)	1 (1%)	3 (3%)	119
Bishop Routhier School	24 (41%)	3 (5%)	13 (22%)	5 (8%)	7 (12%)	6 (10%)	1 (2%)	59
Calling Lake School	40 (32%)	0 (0%)	26 (21%)	16 (13%)	9 (7%)	11 (9%)	22 (18%)	124
Chipewyan Lake School	0 (0%)	0 (0%)	15 (48%)	8 (26%)	2 (6%)	3 (10%)	3 (10%)	31
Conklin Community School	23 (62%)	7 (19%)	6 (16%)	0 (0%)	0 (0%)	0 (0%)	1 (3%)	37
Dr. Mary Jackson School	22 (61%)	5 (14%)	7 (19%)	2 (6%)	0 (0%)	0 (0%)	0 (0%)	36
Elizabeth School	79 (58%)	8 (6%)	22 (16%)	17 (12%)	6 (4%)	3 (2%)	2 (1%)	137
Father R. Perin School	27 (34%)	16 (20%)	12 (15%)	8 (15%)	7 (9%)	5 (6%)	4 (5%)	79
Fort McKay School	59 (66%)	5 (6%)	5 (6%)	12 (13%)	4 (4%)	1 (1%)	3 (3%)	89
Gift Lake School	74 (42%)	28 (16%)	36 (20%)	17 (10%)	11 (6%)	2 (1%)	10 (6%)	178
Grouard Northland School	43 (48%)	3 (3%)	21 (23%)	11 (12%)	6 (7%)	5 (6%)	1 (1%)	90
Hillview School	11 (37%)	6 (20%)	7 (23%)	4 (13%)	1 (3%)	1 (3%)	0 (0%)	30
JF Dion School	43 (51%)	4 (5%)	21 (25%)	10 (12%)	3 (4%)	0 (0%)	3 (4%)	84
Kateri School	47 (52%)	3 (3%)	19 (21%)	8 (9%)	3 (3%)	1 (1%)	10 (11%)	91
Little Buffalo School	57 (31%)	2 (1%)	36 (20%)	26 (14%)	11 (6%)	12 (7%)	40 (22%)	184
Mistassiniy School	100 (29%)	26 (7%)	65 (19%)	45 (13%)	27 (8%)	16 (5%)	71 (20%)	350
Paddle Prairie School	45 (39%)	29 (25%)	19 (16%)	4 (3%)	9 (8%)	6 (5%)	4 (3%)	116
Peerless Lake School	61 (49%)	16 (13%)	21 (17%)	13 (10%)	5 (4%)	3 (2%)	6 (5%)	125
Pelican Mountain School	5 (21%)	9 (38%)	6 (25%)	3 (13%)	0 (0%)	1 (4%)	0 (0%)	24
St. Theresa School	225 (54%)	32 (8%)	90 (22%)	34 (8%)	15 (4%)	4 (1%)	13 (3%)	413
Susa Creek School	26 (54%)	4 (8%)	8 (17%)	8 (17%)	2 (4%)	0 (0%)	0 (0%)	48

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	36 (33%)	1 (1%)	6 (5%)	6 (5%)	12 (11%)	9 (8%)	44 (40%)	114
Calling Lake Outreach School	4 (27%)	0 (0%)	0 (0%)	3 (20%)	1 (7%)	2 (13%)	5 (33%)	15

## DIVISION ATTENDANCE OCTOBER 2015

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	131	27	50	27	22	7	13	277
Gr. 1	132	24	60	31	14	8	13	282
Gr. 2	134	20	52	29	11	9	13	268
Gr. 3	138	23	50	24	3	11	9	258
Gr. 4	123	26	49	18	11	3	5	235
Gr. 5	120	24	42	25	10	9	4	234
Gr. 6	101	30	54	28	12	3	18	246
Gr. 7	109	13	37	24	19	8	10	220
Gr. 8	82	21	33	21	9	10	17	193
Gr. 9	56	16	31	20	17	12	26	178
Gr. 10	46	7	28	22	14	9	53	179
Gr. 11	41	8	16	17	18	10	47	157
Gr. 12	56	7	20	10	5	13	49	160
<b>Student Totals</b>	<b>1269</b>	<b>246</b>	<b>522</b>	<b>296</b>	<b>165</b>	<b>112</b>	<b>277</b>	<b>2887</b>





**Student Attendance by Division in Percentage**  
**For the Month of October, 2015**

School	ECS	Div 1	Div 2	Div 3	Div 4
Anzac	89	92			
ADCS	94	84	79	75	73
Bill Woodward			94	93	91
Bishop Routhier	85	82	86		
Calling Lake	80	83	82	79	65
Calling Lake Outreach					68
Career Pathways					55
Chipewyan Lake	91	88	83	67	
Conklin	91	97	97	91	
Dr. Mary Jackson	87	90	92	88	100
Elizabeth	84	94	94	91	
Fr. R. Perin	99	90	95	88	
Fort McKay	89	91	91	84	
Gift Lake	80	87	89	87	
Grouard	85	88	93	88	
Hillview	85	90	86		
J.F. Dion	84	92	91	91	
Kateri	79	95	94	84	49
Little Buffalo	71	76	85	76	61
Mistassiniy				84	67
Pelican Mountain	84	92	94		
Paddle Prairie	93	93	88	93	60
Peerless Lake	97	93	89	86	79
St. Theresa	90	90	89		
Susa Creek	97	92	94	87	
All Schools	88	89	89	84	70





**Staff Attendance (Based on Leave Applications)**

**August 1 to October 31, 2015**

	# of Staff	Calendar Days	Possible Days	Actual Days Recorded	Actual Attendance	# of P.D. Days Taken	# of "Other" Days Taken	% Attendance	% Absent	% Absent for PD	% of Other
Certificated Staff	200	48	9600	913.5	8686.5	188.5	725	90%	10%	1.96%	7.55%
Uncertificated Staff	161	48	7728	729.5	6998.5	9	720.5	91%	9%	0.12%	9.32%
Maintenance Staff	54	62	3348	209.5	3138.5	0	209.5	94%	6%	0.00%	6%
Central Office Staff	41	62	2542	128.5	2413.5	4	124.5	95%	5%	0.15%	5%

**Types of Leaves:**

- Annual Leave
- ATA
- Casual Sick Days
- Compassionate
- Conference
- Critical Care Leave
- Evergreen
- Family Care Days
- FNMI
- Leave - Other
- Lieu Days
- Mentorship Teachers
- Personal Paid Leave
- Personal Unpaid Leave
- Principals' Meeting
- Professional Development
- School Business

**Maintenance includes:**

- Area Maintenance Workers
- Custodial Staff

**Central Office Staff includes:**

- Ped Supervisors



Staffing Update - November 13, 2015

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	4	0	0	0.5	1.75	0	0	0.5	0	1	7.75
ADCS	18	1	0	1	3	1	0	0	1	1	26
Bill Woodward	9	0	0	0	1.2	1	0	0.5	1	1	13.7
Bishop Routhier	5	0	0	0.5	2.5	0	0	0	0	0.5	8.5
Calling Lake	11	0	0	1	2	0.5	0	0	0.5	1	16
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	7	0	0	0	0.4	0	0	0	0.6	0.9	8.9
Fort McKay	7	0	0	5	0	0	0	0	1	1	14
Gift Lake	13	0	0	3	4	0	0	0	1	1	22
Grouard	7	0	0	2	1	1	0	0	1	1	13
Hillview	3	0	0	0	2.5	0	0	0	0	0.5	6
J.F. Dion	6	0	0.75	1	1	0	0	0	0	1	9.75
Kateri	8	0	0	1	1.25	0	0	0	1	0.75	12
Little Buffalo	11	0	0	0.8	4	0	0	0	1	1	17.8
Mistassini	21	0	0	2.5	1	0	1	0	0.5	2	28
Paddle Prairie	8	0	0	0.8	0.2	0	0	0	0.5	0.9	10.4
Peerless Lake	9	0	0	2	1	0	0	0	0.9	0.9	13.8
Pelican Mountain	2	0	0	0.2	0	0	0	0	0.25	0	2.45
St. Theresa	25	0	7	7	10	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	198.6	1	11.55	33.87	39.3	3.5	3	2.5	12.98	20.65	326.95



School Visits by Department September 1, 2015 - October 31, 2015			
	Management	Learning Services Team	Totals
Anzac	1	1	2
ADCS	3	5	8
Bill Woodward	1	1	2
Bishop Routhier	2	3	5
Career Pathways	1	3	4
Calling Lake	3	3	6
Chipewyan Lake	1	1	2
Conklin	1	2	3
Dr. Mary Jackson	0	0	0
East Prairie/Hillview	1	5	6
Elizabeth	0	0	0
Fort McKay	1	2	3
Fr. R. Perin	1	6	7
Gift Lake	2	1	3
Grouard	3	6	9
J.F. Dion	0	0	0
Kateri	0	1	1
Little Buffalo	3	4	7
Mistassiniy	3	4	7
Paddle Prairie	1	1	2
Peerless Lake	1	1	2
Pelican Mountain	1	1	2
St. Theresa	2	2	4
Susa Creek	1	1	2

Bulletin 7





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

[www.nsd61.ca](http://www.nsd61.ca)  
 Follow us on Twitter and Like us on Facebook!

## 'Every Day' Counts at Conklin Community School

*For immediate release – November 5, 2015*



Left to right: Don Tessier, Associate Superintendent, Shashawna Tremblay, Braden Quintal and Christopher Carson, Conklin Community School Principal

Conklin Community School students illustrate the meaning of 'Every Day Counts'! The school achieved the highest student attendance (93%) for Northland School Division (NSD) during the 2014-2015 school year. Don Tessier, Associate Superintendent for Northland School Division, presented a divisional plaque to the school on Friday, November 5, 2015. This recognition is part of a division-wide attendance focus for NSD.

For more information please contact:

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







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

[www.nsd61.ca](http://www.nsd61.ca)

Follow us on Twitter and Like us on Facebook!

### Lockers for Literacy Night at J.F. Dion School



On October 28th, J.F. Dion School hosted a "Lockers for Literacy Night" to both encourage literacy among students and families and to raise money for school events and field trips. Eight lockers were loaded with items related to a particular favourite author or series of books. Some locker themes were: Diary of a Wimpy Kid, I Survived, Chicken Soup for the Soul, Roald Dahl (Charlie and the Chocolate Factory), Jan Brett (The Mitten, The Hat), and Laura Numeroff (If You Give a Mouse A...). Parents, students, and community members were given the opportunity to bid on lockers during a lively auction. Once the bidding was finished, the locks were cut off the lockers and the winning bidders got their first look at what they had bought. Between the booth, picnic table raffle and the purchasing of lockers, the school raised just over \$2400!

The article and more pictures are available on the J.F. Dion School website!

<http://jfdionschool.ca/about/school-news/post/lockers-for-literacy-night>

11

11

11

11

11

11

11



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

[www.nsd61.ca](http://www.nsd61.ca)

Follow us on Twitter and Like us on Facebook!

## Deputy Minister of Education visits Little Buffalo School

*For immediate release – October 21, 2015*



**Left to right: Herman Sutherland (Cultural Advisor), Joyce Hunt (FNMI Coordinator for Northland School Division), Debbie Mineault (FNMI and Field Services Manager for Alberta Education), Dan Smith (Director of First Nations Initiatives and Aboriginal Relations for Alberta Education), Lorna Rosen (Deputy Minister of Education), Jane Martin (Assistant Deputy Minister for FNMI Education Services), Crystal Colville (Little Buffalo School Principal), Nathan Freed (Director of North Services Branch for Alberta Education)**



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

[www.nsd61.ca](http://www.nsd61.ca)

Follow us on Twitter and Like us on Facebook!

The Deputy Minister of Education is more aware of what's happening at Little Buffalo School after an in-person visit Friday, October 16th. Lorna Rosen, along with other members from Alberta Education, entered a facility where school art was on display and students anxiously waiting to take photos with new cameras. While this was taking place, students, parents and community members trickled into the school for a stew and bannock lunch with the Deputy Minister of Education and guests.

Before lunch started, Little Buffalo School Principal Crystal Colville spoke to everyone about initiatives taking place at the school, community partnerships to support curriculum and obstacles the school has faced. Following lunch, Jenica Cardinal and Dominic Laboucan, presented a PowerPoint that gave the Deputy Minister and guests a glimpse into a successful cultural week in September. The event exposed students to moose hide tanning and other cultural activities that are integrated into curriculum. In addition to the cultural week presentation, Cardinal and Laboucan demonstrated a computer simulation program that allows students to learn and practice welding in a safe environment.

The Deputy Minister wrapped up her visit by walking into classrooms and viewing other parts of the community. A special thanks to Little Buffalo School students and staff, parents and community members for hosting this event.



**Lorna Rosen and Jane Martin have a closer look at the moose hide!**





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

[www.nsd61.ca](http://www.nsd61.ca)  
Follow us on Twitter and Like us on Facebook!

## Harvest Literacy Fest at Conklin Community School

*For immediate release – October 14, 2015*

**cenovus**  
ENERGY



**Kurt Roberts, Cenovus (right) serves turkey lunch to Conklin students, parents, staff, elders and community members!**



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

[www.nsd61.ca](http://www.nsd61.ca)

Follow us on Twitter and Like us on Facebook!

Conklin Community School hosted a Harvest Literacy Fest in partnership with Cenovus Energy on Wednesday, October 7th. The festival started with a turkey feast for students, parents, elders and community members. After the meal, families gathered in the school gymnasium to play board games such as Pictionary, Monopoly, Risk, etc.

"I want to thank Cenovus for their continued support of Northland School Division's Literacy Initiative," said Kim Reck, Conklin Community School Teacher. "The kids were engaged while playing board games in the gymnasium, listening to stories in the library and creating crafts to end the festive day. It was indeed a fun filled afternoon and I am most thankful for those that pitched in, came and enjoyed themselves."

Reck, who helped organize the Harvest Literacy Fest says the act of playing board game helps children build literacy skills.

"Research shows, board games can provide rich opportunities to build literacy skills like reading and communicating verbally along with some great social skills like taking turns and enjoying face to face interaction with others," said Reck.

The Conklin Kids Do Care Club would like to thank everyone for their donations to the Conklin Community Cupboard! Club members will be boxing up the perishables and taking them to the Community Hall.



**Students participate in a game of monopoly!**

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

**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 October 31, 2015**

---

#### **INTRODUCTION**

2015-2016 divisional budget, year-end financial statements and year-end audit has been the focus over the past two months.

#### **REVENUE**

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

- There are no significant deviations from budget expected. Revenue is expected to remain as budgeted in the November budget. Please note, the statement refers to the June budget.

#### **EXPENSES**

- \$8 million of the \$64 million of expenses have been incurred the first two months of the school year, which is slightly under budget, based on the June budget.

#### **2015-2016 BUDGET**

Presentation was made earlier in the board meeting.

#### **2014-2015 ACTUAL RESULTS**

A full year-end results presentation will be made in January. The audit will not be complete until the exit conference on Wednesday, Nov. 25. However, here are a couple of items that merit disclosure and/or discussion.

**COMPLETION OF FINANCIAL STATEMENTS** – The auditors should be removing the comment in regards to the timely completion of financial statements this year. We have committed to moving the completion of the financial statements and notes (without the federal calculation) to two weeks sooner than in the past. This commitment requires additional staff and a plan for implementation. The use of estimates will be greater in the future than historically, with shorter timelines and hard cut-off dates.

**PRELIMINARY YEAR-END RESULTS** – The \$2.4 million receivable from Miskisew has been expensed on the Allowance for Doubtful Accounts this year, due to the fact that we have no written agreement, either from the First Nations or from Aboriginal Affairs and Northern Development Canada (AANDC). As well, the federal tuition rate fell slightly, based on actual results. These two items combined resulted in a deficit for the year of about \$400,000. This will have a negative result on our reserves, and a plan outlining the use of the reserves was presented earlier in the meeting. However, if and when we collect the \$2.4 million, it will go directly to our reserves, to use in the future.



## BOARD OF TRUSTEES

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

**DATE: NOVEMBER 20, 2015**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS  
**SUBJECT:** OFFICIAL NAMING OF CAREER PATHWAYS SCHOOL  
**ORIGINATOR:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

### **RECOMMENDATION**

The Board of Trustees recommend that Mistassiniy Outreach be officially named Career Pathways School effective immediately.

\*\*\*\*\*

### **BACKGROUND**

Desmarais Local School Board Committee made a motion on October 14, 2015 by motion number 4107/15 to officially change the name of Mistassiniy Outreach to Career Pathways School. A corporate board motion is required by the Minister of Education.



**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** COMMUNITY ENGAGEMENT TEAM REPORT

**ORIGINATOR:** EDUCATION COMMITTEE

**RECOMMENDATION**

That the Board of Trustees approve the Community Engagement Team Report as a foundational document to guide the planning in Northland School Division No. 61, as attached.

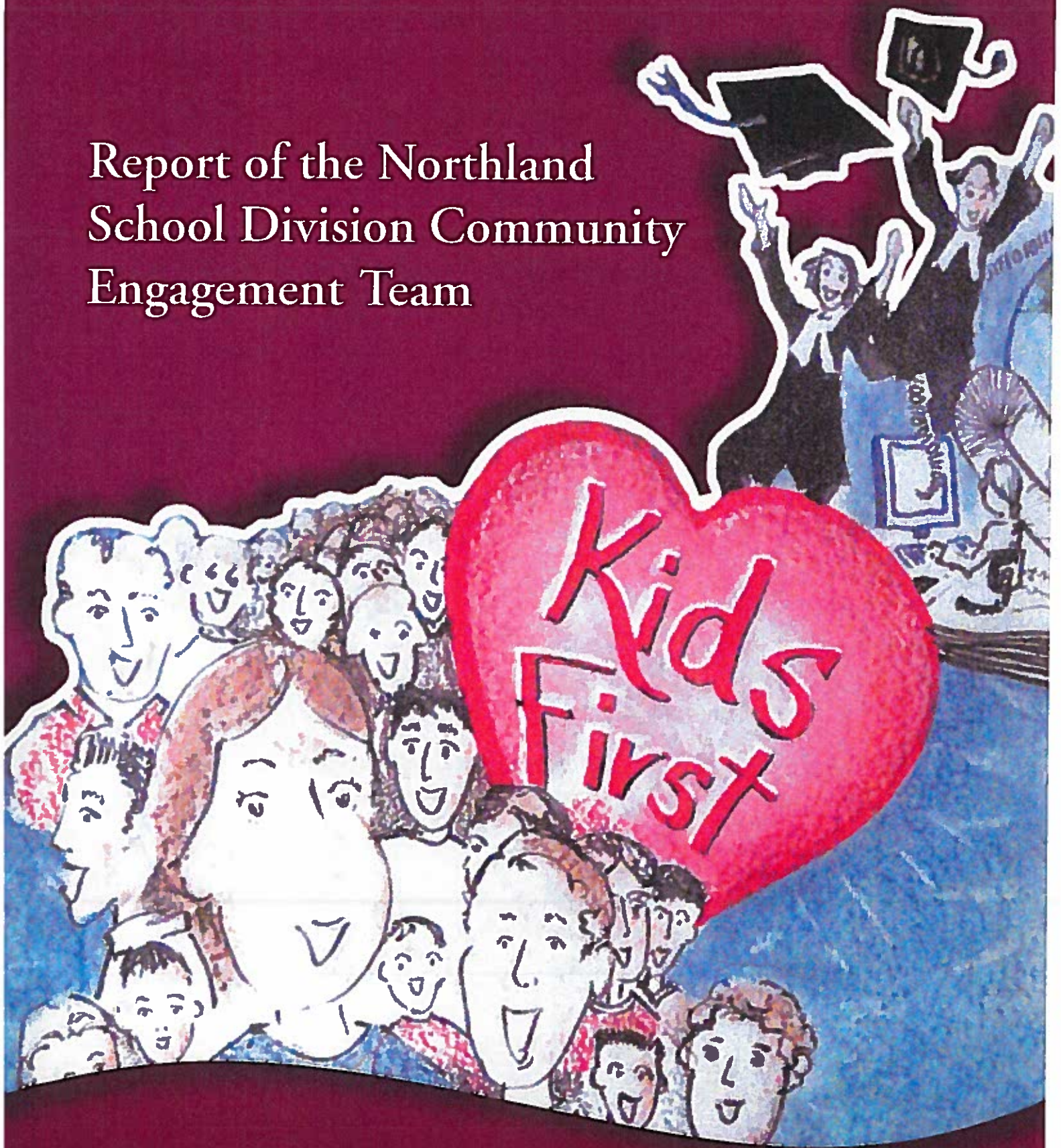
\*\*\*\*\*

**BACKGROUND**





# Report of the Northland School Division Community Engagement Team





**ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA**

Kids first : report of the Northland School Division Community Engagement Team.

ISBN 978-0-7785-9912-8 (Print)

ISBN 978-0-7785-9913-5 (PDF)

1. Indians of North America – Education – Alberta.
2. School boards – Alberta – Northland School Division.
  - I. Alberta. Northland School Division. II. Alberta.

E96.65.A42 K468 2012

371.9797



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

Elder Pauline Ominayak,  
Northland Community Engagement Team

## Transmittal Letter

*Kids First*, the report from the NCET describes a process for engaging communities in Northland School Division No.61. In addition to the Community Engagement Framework, *Kids First* sets out a vision for excellence in Aboriginal education and responds to five priority recommendations contained in the *Northland School Division Inquiry Team Report*.

In presenting this report, we acknowledge all those who contributed to its development, most notably the Department of Education and Northland School Division personnel and our meeting facilitators. We also want to acknowledge the support of Dave Hancock, the former Minister of Education, who appointed us to this important task.

Above all, we thank individuals from our communities who took the time to talk to us about their hopes and dreams for our children. Their input contributed to our discussions and our vision for excellence.

To the Minister of Education we believe our work is not done. This report is just the beginning. We are willing to do what is necessary to make the recommendations work.

We believe this report sets the stage for excellence in Aboriginal education. With the support of our communities, we believe Northland School Division No. 61 can become a showcase for Aboriginal education, both at home in Canada and in the world.

Signed by all members of the Northland Community Engagement Team

## Northland Community Engagement Team

### Co-chairs



Pearl Calahasen, MLA for Lesser Slave Lake



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


### Elders



Harry Lawrence, Duncan's First Nation



Joyce Parenteau, Paddle Prairie Métis Settlement



Pauline Ominayak, Sucker Creek First Nation

### Treaty 8 Communities



Paula Giroux, Driftpile First Nation



Rita Marten, Mikisew Cree First Nation



Nora Yellowknee, Bigstone Cree First Nation

### Métis Communities



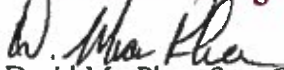
Dave Larbouche, Gift Lake

Métis Settlement



Jeff Chaloupux, Grouard

### Communities-at-large



David MacPhee, Susa Creek, Aseniwuche Winewak Development Council



Laurie Thompson, Kikino Métis Settlement

### Northern Lakes College



Archie Cunningham, Chair of the Board of Governors, Northern Lakes College

### Partnership Council Liaison Member

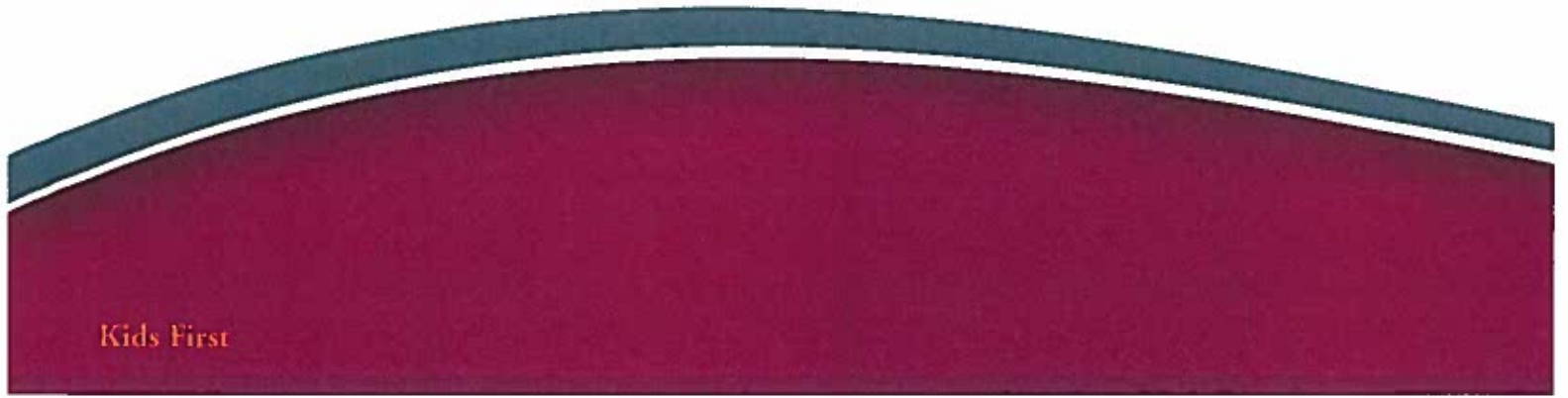


Inier Cardinal, First Nations, Métis and Inuit Education Partnership Council

### Alberta Education

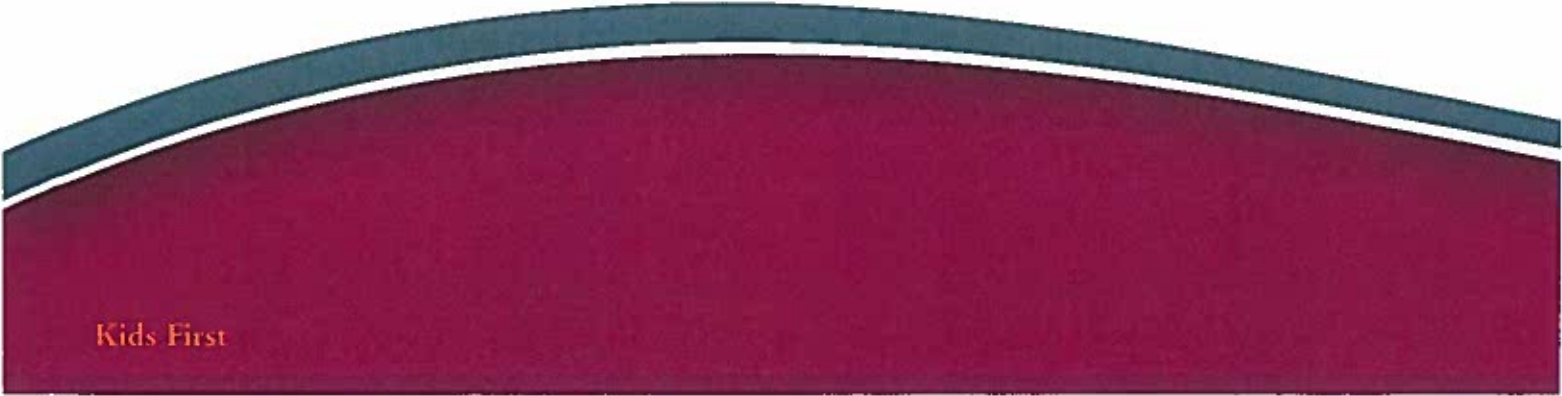


Linda Pelly, Director, First Nations, Métis and Inuit Services



# Contents

<b>Executive Summary</b> .....	<b>1</b>
<b>The Northland Community Engagement Team</b> .....	<b>11</b>
• Purpose .....	11
• Who are we? .....	12
• Protocol .....	13
• Process for meetings .....	13
<b>A Vision for Northland School Division No. 61</b> .....	<b>15</b>
<b>Five Priority Areas</b> .....	<b>18</b>
• Aboriginal content infusion (curriculum development)	
• Combined regional and virtual high school	
• Orientation	
• Regional service and support consortium (Centre for Aboriginal excellence)	
• Governance	
<b>Community Engagement Framework</b> .....	<b>33</b>
<b>Next Steps</b> .....	<b>37</b>
<b>Appendices</b> .....	<b>41</b>
• One — Community Engagement Framework	
• Two — Description of Northland School Division No. 61 and map	
• Three — Biographies of the Northland Community Engagement Team members	





## Executive Summary

## 1

In January 2010, then-Education Minister Dave Hancock dissolved the corporate board of Northland School Division No. 61 and appointed an official trustee to oversee the jurisdiction amid long-standing concerns over weak student learning outcomes and issues related to governance.

The Minister also appointed a three-member inquiry team to review and make recommendations related to the operations of Northland School Division No. 61. The team's report, the *Northland School Division Inquiry Team Report*, made 48 recommendations for improvement.

On January 11, 2011, the Minister named a community-based team to provide strategic advice, direction and leadership in securing community engagement in Northland School Division No. 61. The Northland Community Engagement Team was also directed to make recommendations, as appropriate, on key issues arising from the development of a community-based response to the *Northland School Division Inquiry Team Report*.

*Kids First*, the report of the Northland Community Engagement Team, develops a framework to guide community engagement. In addition it presents a vision for Aboriginal education excellence and makes recommendations in five priority areas arising from the *Northland School Division Inquiry Team Report*.

*Kids First* is illustrated with graphics that capture the team's discussions, in keeping with the unique format of its meetings. The report is also illustrated with memories and experiences of team members, most of whom come from Northland communities.

Northland Community Engagement Team members strongly support keeping Northland School Division No. 61 intact. The Team noted that the *Northland School Division Inquiry Team Report*, released in November 2010, confirmed that communities in the jurisdiction have a clear desire to keep their school division as an entity. It said that "in spite of many concerns, a spirit of enthusiasm and regard for the organization endures."

## 2

### **Vision**

The primary focus of the team's deliberations was "*Kids First*." The needs of children were foremost throughout its discussions. With "*Kids First*" as a guiding principle, the Northland Community Engagement Team crafted a vision for Aboriginal education excellence. The vision defines a number of elements essential to achieving excellence: self-determination, family support, community empowerment, collaboration, and a culturally-rich, learner-focused approach.

### **Five priorities**

The vision established the foundation for the Northland Community Engagement Team's review of Inquiry Team recommendations. It reviewed, all of the recommendations of the Northland Inquiry Team and in depth, five priority recommendations — Recommendations 12, 17, 20, 36, and 37 – 43 (grouped as governance). It offers the following feedback to the Government of Alberta:

These 5 priorities areas are not in any level of importance as presented.

### **Priority 1: Aboriginal content infusion (curriculum development)**

*Recommendation #12 of the Northland School Division Inquiry Team Report: That Northland School Division strengthen the Aboriginal cultural content within the curriculum; and further that more emphasis, including staff development and support, be placed on Aboriginal content infusion as provided for in the Alberta curriculum.*



## Northland Community Engagement Team Response

The Northland Community Engagement Team supports Recommendation 12. It further recommends:

### Resources

12 (1) Resources be allocated to Northland School Division No. 61 to use the Community Engagement Framework as a means of seeking advice and input on the development of Aboriginal resources to support curriculum.

12 (2) Alberta Education has acknowledged that Aboriginal communities have excellent cultural resources that can be mobilized to support the development of community-based content to reflect Aboriginal history, language, culture, beliefs and world views. It is essential to weave this content into the resources that support the curriculum.

### Language and cultural training

12 (3) Through legislation, Alberta Education formally recognize the strength and value of respected Elders and knowledge keepers who share their knowledge of Aboriginal languages and subject matter within the education system, regardless of whether they hold a teacher's certificate.

12 (4) Building on the success of the Aboriginal Teacher Education Program model, Alberta Education and post-secondary institutions make a concerted effort to train Aboriginal language teachers for Northland School Division No. 61 and its neighbouring schools. Further, adequate resources are required to create a language certification for teachers.

### Residential school curriculum

12 (5) The goal of residential school education is to bring about awareness of events that led to decisions that created the legacy of residential schools, and to help develop understanding. The impact of residential schools cannot be ignored; it is evident in our Aboriginal communities today. In the spirit of truth and reconciliation, and to facilitate the process of healing, the residential school story must be told. The Northland Community Engagement Team recommends that

## 4

Alberta Education, First Nations, Métis and Inuit Branch, to develop curriculum and resources about residential schools and make it mandatory throughout Alberta. As well, it recommends Alberta Education develop tools on the history of residential schools to support the orientation of teachers and administrators.

#### **Assessment**

12 (6) Educators and communities work together to develop strategies to determine how to best assess a student's Aboriginal knowledge, including understanding of cultural practices, language and protocols.

### **Priority 2: Combined regional and virtual high school**

**Recommendation #17 of the Northland School Division Inquiry Team Report:** *That Northland School Division give planning consideration to establishing a combined regional and virtual high school to serve students in the smaller communities as an alternative to existing boarding arrangements.*

#### **Northland Community Engagement Team Response**

The Northland Community Engagement Team supports Recommendation 17. It further recommends:

#### **Resources**

17(1) Resources be allocated to Northland School Division No. 61 to move beyond planning consideration for a combined regional and virtual high school, and to use the Community Engagement Framework as means of seeking advice and input on potential partnerships, wraparound services, facilities and locations from northern communities within and outside Northland School Division No. 61.

### **School programs**

17 (2) A regional high school(s) must include the following components: a trade and technical program; a strong physical education program; arts and drama; Aboriginal language development and grounding in First Nations, Métis and Inuit culture. We believe an Aboriginal high school that is built on a community-based foundation and integrates all of these components has the potential of making an immediate impact on high school attendance and completion.

17(3) A homework help hotline be created to provide support and assistance to students and parents.

### **Priority 3: Orientation program**

*Recommendation #20 of the Northland School Division Inquiry Team Report: That Northland School Division re-establish an effective orientation program for new hires, with a substantial emphasis on community and cultural components and further, that the placement of new employees into communities be arranged with sufficient time for them to experience community-level orientation and settling-in prior to the start of teaching duties.*

### **Northland Community Engagement Team Response**

The Northland Community Engagement Team supports Recommendation 20. It further recommends:

#### **Stages of orientation**

20 (1) Orientation be comprised of three stages: general division-wide; cross-cultural awareness; and local community orientation that is ongoing.

#### **Resources**

20(2) Resources be allocated to Northland School Division No. 61 to:

- seek advice and input from communities on the development of an orientation resource for cross-cultural awareness and ongoing local orientation.

## 6

- develop and implement the orientation package.
- support ongoing in-service and orientation.

20 (3) Utilizing the fourteen (14) steps of the Community Engagement Framework involve communities in the processes described in 20(2).

#### **Residential schools orientation**

20 (4) Resources on the history of residential schools be developed to support the orientation of teachers and administrators (as referenced in Recommendation 12(5)).

### **Priority 4: Alberta Education establish a regional service and support consortium**

*Recommendation #36 of the Northland School Division Inquiry Team Report: That Alberta Education take a leadership role in the establishment of a regional service and support consortium for First Nations and Métis education, involving Northland School Division with neighbouring school jurisdictions and the First Nations education authorities operating in northern Alberta; further, that funds from the First Nations, Métis and Inuit grant\* be considered to enable initiatives in this area.*

#### **Northlands Community Engagement Team Response**

##### **Centre of Excellence**

36(1) Rather than refer to it as a regional service and support consortium, the Northland Community Engagement Team recommends the establishment of a centre for Aboriginal learning excellence.

36(2) The Northland Community Engagement Team supports Recommendation 36 in principle and further recommends that Alberta Education:

- Develop a plan to establish a Centre of Excellence for regional services for northern and Aboriginal schools.

- Use the Community Engagement Framework as a means of seeking advice and input on a Centre of Excellence from northern and other communities. The engagement would consider what exists now, what resources are required, what the challenges are, and who potential partners are.
- Consider the potential to partner with Treaty No. 6, Treaty No. 7, Treaty No. 8 and the federal government on the MOU initiatives when discussing and making decisions related to the Centre of Excellence and regional services.

### Priority 5: Governance

**Recommendation #37 of the Northland School Division Inquiry Team Report:** *That Alberta Education entrench Northland School Division governance policies and protocols in a Ministerial Order or similar arrangement to ensure that those in governance roles focus on governance activities and delegate management activities to staff, subject to effective accountability, reporting and oversight processes.*

**Recommendation #38 of the Northland School Division Inquiry Team Report:** *That the provincial government amend the Northland School Division Act to establish a nine-member Board of Trustees; seven elected by direct election (ward system), one other a First Nations' representative nominated pursuant to an Education Agreement (with Treaty 8) and one other a Métis representative nominated by Métis Settlements General Council, both of the latter appointed to the board by the Minister of Education.*

**Recommendation #39 of the Northland School Division Inquiry Team Report:** *That a term limit of not more than two consecutive three-year terms be established for members of the Board of Trustees to ensure effective representation from throughout the system over time and to minimize the potential of factional politics and inappropriate concentrations of power.*

**Recommendation #40 of the Northland School Division Inquiry Team Report:** *That an ex officio (non-voting) member of the Board of Trustees be appointed by the Minister of Education as a process observer and coach to facilitate organizational change and ensure that the participants of the new structure remain true to intent.*



## 8

**Recommendation #41 of the Northland School Division Inquiry Team Report:**  
*That Alberta Education support a governance structure that fosters a sense of ownership at the community and parent levels without impinging unduly on school operations and teachers' professional practice.*

**Recommendation #42 of the Northland School Division Inquiry Team Report:**  
*That the provincial government amend the Northland School Division Act to expand Local School Board Committee membership to include parent and teacher representation and that its role be consistent with that of a School Council as set out in the School Council Regulation.*

**Recommendation #43 of the Northland School Division Inquiry Team Report:**  
*That a council of Chairs of the newly constituted Local Boards meet twice yearly with the Board of Trustees in a legislative advisory role.*

### **The Northland Community Engagement Team Response**

The Northland Community Engagement Team supports Recommendations 37 – 43 with the exception of Recommendations 39, 40 and 42 and a proviso on Recommendation 38:

39(1) Recommendation 39 — the team does not support a term limit for members of the Board of Trustees; members should be allowed to serve for as long as they are elected.

40 (1) Recommendation 40 — an ex-officio member of the Board of Trustees should be appointed only at the request of the Board of Trustees.

42(1) Recommendation 42 — The Northland Community Engagement Team recommends retaining a Local School Board Committee in its current form, rather than operating like a school council reporting to the school principal. Each Local School Board Committee would be elected from within the community. The Local School Board Committee would then select its own chair. All chairs would meet once per year as an advisory to the Corporate Board and for professional development purposes.

42(2) The Northland Community Engagement Team emphasizes the need to clearly define the roles and responsibilities of Local School Board Committees. These roles and responsibilities need to be decided in consultation with Alberta Education and local communities using the Community Engagement Framework.

38(1) The Northland Community Engagement Team supports Recommendation 38 with one change: there must be a formal role for respected Elders in governance.

38(2) Further, to ensure students are represented in a fair way, the Northland Community Engagement Team recommends Northland School Division No. 61's seven wards be established using geography and student population as guides:

- Ward 1 — Conklin, Fishing Lake Métis Settlement, and Elizabeth Métis Settlement
- Ward 2 — Desmarais
- Ward 3 — Wabasca and Calling Lake
- Ward 4 — Susa Creek, Little Buffalo, Keg River and Paddle Prairie Métis Settlement
- Ward 5 — Grouard, East Prairie Métis Settlement, Gift Lake Métis Settlement, and Peavine Métis Settlement
- Ward 6 — Chip Lake, Sandy Lake, Trout Lake\* and Peerless Lake\*
- Ward 7 — Anzac, Fort Chipewyan, Fort McKay, and Janvier

### Community Engagement Framework

The Northland Community Engagement Team also developed a framework to ensure Aboriginal communities are fully engaged in initiatives that affect their school and communities. The Community Engagement Framework, grounded in an understanding of the community and its cultural practices, is an inclusive model that enables broad community participation. It relies on assembling a “key informant” team to provide advice on how to best consult with respected Elders, leaders and community members. The Community Engagement Framework is an interactive process, one that seeks continual input from the community as the idea or plan takes place. Once validation is received from the community,

\*The schools at Trout Lake and Peerless Lake are presently within the boundaries of KeeTasKeeNow Tribal Council.

## 10

other resources can be engaged to make the plan a success. The Community Engagement Framework can be customized to meet the needs of individual communities. It can also be used by government, industry and other groups to engage Aboriginal communities.

The Northland Community Engagement Team recommends that its response to the recommendations of the *Northland School Division Inquiry Team Report* be reviewed by Northland communities using the Community Engagement Framework.

### Next Steps

The Northland Community Engagement Team recommends the Government of Alberta take immediate action on the following:

1. The Government of Alberta establish a Board of Trustees as soon as possible to lead Northland School Division No. 61. Members of the Northland Community Engagement Team are prepared to support the interim trustee of Northland School Division No. 61 in a transitional process.
2. The Government of Alberta adopt and implement the Community Engagement Framework when consulting with First Nations, Métis and Inuit people and with anything to do with Aboriginal Education.
3. The Government of Alberta accept and implement the Northland Community Engagement Team's recommendations in the five priority areas.
4. Alberta Education, Northland School Division No. 61, and communities work together to establish measures of success that weave FNMI world views and local perspectives.

In conclusion, *Kids First* captures the desire for change in how we educate our Aboriginal children; our passion for our young people and their future. It is not a stand-alone document; there are other projects, other initiatives underway which will impact Aboriginal education. *Kids First* is part of a broader process to improve Aboriginal education in Alberta, and beyond.

*Ikosih Maka*



# The Northland Community Engagement Team

11

## Purpose

In January 2010, then-Education Minister Dave Hancock dissolved the corporate board of Northland School Division No. 61 and appointed an official trustee, Colin Kelly, to oversee the jurisdiction amid long-standing concerns over weak student learning outcomes and issues related to governance.

The Minister appointed a three-member inquiry team comprised of Dave van Tamelin, Nathan Matthew and Keith Wagner. The team's report, *Northland School Division Inquiry Team Report*, was presented to the Minister in November 2011. It urges Northland School Division to implement an improvement strategy through 48 recommendations.

Figure 1: From Inquiry to Action



# 12

The creation of the Northland Community Engagement Team marks the first time a group of people from within Northland School Division No. 61 were brought together to make recommendations on education within the division.

On January 11, 2011, the Minister named a community-based team to provide strategic advice, direction and leadership in securing community engagement in Northland School Division No. 61. He said, “Communities need to be involved in determining the governance of their schools. Working with Northland’s communities is fundamental to developing a transformative solution.”

The Northland Community Engagement Team was also directed to make recommendations, as appropriate, on key issues arising from the development of a community-based response to the *Northland School Division Inquiry Team Report*.

## Who are we?

The Northland Community Engagement Team was drawn primarily from local community and education leaders in the jurisdiction’s mainly Aboriginal municipalities. The team also had representation from division administrators, Alberta Education, and communities outside of the school division. This diverse group of individuals worked hard to be a team, listening to one another, seeking common ground and, at times, agreeing to disagree. See Appendix 4 for brief biographies of Northland Community Engagement Team members.

I am a firm believer of self first, family, community and nation. I believe that everyone is the same physically, but each one of us has unique attributes to bring to this world. I bring compassion, passion and hard work to everything I do. I believe that when a person understands their true identity, they will overcome any obstacle in their path. I believe we all have a purpose on this earth, and sometimes it takes a lifetime to figure it out.

*Paula Giroux, Northland Community Engagement Team Member*

## Protocol

The Northland Community Engagement Team followed traditional Aboriginal protocol of listening, respecting the perspectives of others and approaching discussion with an open heart and mind. Meetings were opened and closed with prayers led by respected Elders. The meetings included singing, storytelling, tears and laughter as a means of keeping the team fresh and focused.

Nora Yellowknee (Apsici Nocikwes), Northland Community Engagement Team member, explains the Aboriginal protocol of sharing and giving, including the giving of tobacco, at a team meeting with Alberta Education:

- We hope that with our sharing there is learning and understanding. We will also be listening and learning from you. We are learning from each other – we don't all have the same knowledge – we have both male and female knowledge which is quite different.
- We have people who come from Métis, First Nation and Indigenous backgrounds, as well as people from different ethnic backgrounds.
- We have what we call apprentice and master teachers and that role is reciprocal.
- The gift of tobacco is key to accessing greater, deeper knowledge and information from our Elders, our wise people and our teachers.
- We ask that you listen with an open mind and an open heart. In our listening, we are doing a lot of learning.

# 14

## Process for meetings

In addition to following Aboriginal protocol for team meetings, the Northland Community Engagement Team employed the methodology of the World Café for hosting large group dialogue. The World Café is a way for people to come together and have conversations about important topics and subjects. This process involves participants in small rotating conversation groups. Open-ended questions are carefully designed to elicit deep, passionate discussion that is inclusive and respectful and results in participants coming to consensus of understanding, consensus of direction, and often consensus of action.

In support of the above, The Positive Culture Company provided facilitation that was uniquely graphic by visually recording highlights of the team's conversations. As the Northland Community Engagement Team discussed the issues, the facilitators drew landscapes on wall murals. Over these landscapes they sketched ideas into the sky; challenges, resources and support on the grass; pros for issues on mountains; and cons for issues deep underground. Examples of this format are included throughout this document. The large, colourful charts not only summarize discussions, but can be shared with others through digital photographs.

Northland Community Engagement Team meetings were held in Slave Lake, Edmonton and High Prairie on April 29 – 30, May 8 – 9, May 13 – 14, May 27 – 28, June 10 – 11, July 11 – 12, August 9 – 10, August 15 – 16, which included a presentation to Minister Dave Hancock, and October 4 – 5, which included a presentation to the Implementation and Support Teams for Northland School Division No. 61. Further smaller group meetings to draft the report were held on November 29, December 10 and January 20 – 21, 2012.

Illustrations from the meetings can be viewed at [www.positiveculture.ca/NSD-CET/](http://www.positiveculture.ca/NSD-CET/). Figure 1, which follows, shows the development of the Northland Community Engagement Team.



## A Vision for Northland School Division No. 61

15

Because of the diverse population represented within the Northland School Division No. 61, the Northland Community Engagement Team was challenged to develop a common vision. Two distinct principles emerged to guide them:

- ***Kids First*** — The team was adamant that any discussion about education has to start with children. *Kids First* reflects a desire to ensure children are strong and safe and interested in school, while they strive for excellence. Throughout its discussions, if the way became unclear, a reminder to put “*Kids First*” would clear the path ahead. The needs of children and youth were foremost throughout discussions. At the same time, the team was very aware that its vision and recommendations would not only affect the children of Northland School Division No. 61, but all of the northern communities.
- **Use a First Nations, Métis and Inuit lens** — issues were viewed from an Aboriginal perspective. The team’s work had to reflect Aboriginal interests, perceptions and expectations. It had to consider the social realities and history experienced in the communities of Northland School Division No. 61. (The biographies of the committee members, contained in the Appendices and excerpted throughout this report, provide illustrations of what these are.)

In a relatively short time, the Northland Community Engagement Team identified seven components of a shared vision for education in Northland School Division No. 61, always beginning with *Kids First*:

Figure 2: The Vision



# 16

## Vision Elements Overview

Northland School Division No. 61 will be known for **Aboriginal Education Excellence**. It will have high academic achievement and increased high school graduates. Northland students will be known as strong competitors in the world. They will develop the competencies of 21st century learners: to think critically and solve problems; to create and innovate; to communicate with others, to understand and use technology, to accept social and environmental responsibility, to collaborate and lead, and to become lifelong learners. Aboriginal language, history and culture will be woven into their programs of study. An understanding of the Aboriginal experience, coupled with other world views, will provide a strong grounding for Aboriginal graduates. The majority of Northland teachers will be First Nations, Métis and Inuit, role models who lead by example. People will say that Northland has influenced what is taught in First Nations, Métis and Inuit schools elsewhere.

A world-class education will encourage **self-determination**. Students will be empowered to have a vision of where they come from, who they are, and where they want to go. Students will carry their education beyond Grade 12.

### Two personal visions from team members:

I was born in Sucker Creek. I attended Joussard Indian Residential School for 11 years. I had a passion for teaching and had wanted to be a teacher since Grade 6. At age 37, I graduated from the University of Alberta with a teaching degree. I have taught in several communities in Northland School Division No. 61 and am still teaching at Driftpile School today.

*Pauline (Calliou) Ominayak*

When I look at my daughter Emma, inside this little head I see a rocket scientist, a doctor, teacher, Prime Minister — the list is endless. We desire the same opportunities for our children as everyone else. This is the one chance my daughter has for education. If we fail her, we are destroying a teacher, scientist or maybe a Prime Minister.

*Inier Cardinal*

Northland School Division will **support students and families** to help them achieve Aboriginal Education Excellence. Parental participation will be strengthened and input encouraged. The participation of families will be welcomed and valued.

All of these vision components will, in the NCET opinion, lead to **community empowerment**, portrayed here by a family sitting on an eagle, itself a representation of strength and vision. The community will take responsibility for the education of its children through a shared vision and decision-making. First Nations, Métis and Inuit will no longer be on the periphery of the education system. Their voices will be heard. Further, the contributions of respected Elders and community cultural experts will be welcomed in the education of children.

It takes a village to raise a child.

*African proverb*

Many stakeholders will work together **collaboratively** to ensure children are equipped to overcome challenges and experience success. They will blend their perspectives, expertise, and resources toward achieving this common goal. For Northlands School Division No. 61, stakeholders include parents, teachers, staff, leaders, service providers, Alberta Education, First Nations of Alberta, the Métis Settlements General Council, the Métis Nation of Alberta, and neighbouring educational jurisdictions.

The children of Northland School Division No. 61 will be **culturally rich**. They will have an understanding of their own languages, cultures and histories, as well as that of other peoples.

Northland School Division No. 61 will be **learner focused**. Decision makers will consider the needs of children and youth first and foremost.

The above components of the vision are supported by research. Together they speak to what it takes to achieve Aboriginal student success, where every student is engaged, has a voice, and is supported by caring families and communities.

# 18

## Five Priority Areas

The Northland Community Engagement Team reviewed all 48 recommendations in the *Northland School Division Inquiry Team Report* and identified five priority areas that they considered would have the most impact on student attendance and achievement. These they reviewed in depth:

- Recommendation 12: Aboriginal content infusion (curriculum development)
- Recommendation 17: combined regional and virtual high school
- Recommendation 20: orientation programs
- Recommendation 36: regional service and support consortium (Centre of Excellence)
- Recommendations 37 – 43: the team grouped these together under governance

The Northland Community Engagement Team noted that Northland communities never had an opportunity to see the recommendations of the *Northland School Division Inquiry Team Report* before they were released. While the communities were consulted early on in the Inquiry Team process, there was never a return visit to validate the Inquiry Team findings; to ask the question: did we get it right?

The Northland Community Engagement Team also acknowledged it hasn't had an opportunity to explain its own recommendations to Northland communities. However, the team has put together a process to fully engage communities in the future. It is discussed following this section. The Northland Community Engagement Team recommends that its response to the five priorities be reviewed by Northland communities using the Community Engagement Framework.





## 20

Grandparents have cherished roles in Aboriginal culture as keepers of knowledge and wisdom. For example, taking a grandchild on a field trip to look at medicinal plants, a grandmother might teach her grandchild about numbers, colours, textures and smells of plants in the first language. The child learns about plants, one at a time — and is expected to be able to name the plant, describe the color, texture and smell and to identify how plants are used, or could be used. Only after the child has acquired knowledge about the first plant, and can identify its qualities will she move on to a second. This method weaves science, math, health and wellness into teaching and learning.

The teaching of language and culture begins at home. However, government, schools, and educators must recognize and acknowledge that language and culture are an essential part of educating the whole child. There is a role for the community and the school together to reinforce the teaching of language and culture.

The teaching of language and culture in the classroom is critical to increase the competencies (knowledge, skills and attributes) of the school community. Working together, respected Elders, teachers, families and students will revitalize the importance of the language and culture.

### Northland Community Engagement Team Response

The Northland Community Engagement Team supports Recommendation 12. It further recommends:

#### Resources

12 (1) Resources be allocated to Northland School Division No. 61 to use the Community Engagement Framework as a means of seeking advice and input on the development of Aboriginal resources to support curriculum.

12 (2) Alberta Education has acknowledged that Aboriginal communities have excellent cultural resources that can be mobilized to support the development of community-based content to reflect Aboriginal history, language, culture, beliefs and world views. It is essential to weave this content into the resources that support the curriculum.

#### Language and cultural training

12 (3) Through legislation, Alberta Education formally recognize the strength and value of respected Elders and traditional knowledge keepers who share their knowledge of Aboriginal languages and subject matter within the education system, regardless of whether they hold a teacher's certificate.

12 (4) Building on the success of the Aboriginal Teacher Education Program model, Alberta Education and post-secondary institutions make a concerted effort to train Aboriginal language teachers for Northland School Division No. 61 and its neighbouring schools. Further, adequate resources be identified to create language certification for teachers.

### Residential school curriculum

12 (5) The goal of residential school education is to bring about awareness of events that led to decisions that created the legacy of residential schools, and to help develop understanding. The impact of residential schools cannot be ignored; it is evident in our Aboriginal communities today. In the spirit of truth and reconciliation, and to facilitate the process of healing, the residential school story must be told. The Northland Community Engagement Team recommends that Alberta Education, First Nations, Métis and Inuit Branch, develop curriculum and resources about residential schools and make it mandatory throughout Alberta. As well, it recommends Alberta Education develop tools on the history of residential schools to support the orientation of teachers and administrators.

In Manitoba residential school history is a mandatory part of the school curriculum. Other provinces and territories are adopting a similar approach.

### Assessment

12 (6) Educators and communities work together to determine how to best assess a student's Aboriginal knowledge, including understanding of cultural practices, language and protocols.

*Many of the team members have devoted their careers to the integration of their language and culture into the regular program of studies:*

It so happens that all of my teaching experience has required the integration of language and culture into the regular program of studies. I firmly believe that the young Indigenous/First Nation people need to develop and have a strong sense of self to ensure greater success in completing and getting their education. They need to hear positive things about themselves, hear the true and authentic version of their story as told by their own people!

*Nora C. Yellowknee (Apsici Nocikwes)*



## 22

## Priority Area Recommendation 17 — Combined Regional and Virtual High School

Figure 4 — Illustration of the Northland Community Engagement Team discussion on Inquiry Recommendation 17



**Recommendation 17 of the Northland School Division Inquiry Team Report:** *That Northland School Division give planning consideration to establishing a combined regional and virtual high school to serve students in the smaller communities as an alternative to existing boarding arrangements.*

The delivery of high school education continues to be a challenge within Northland School Division No. 61. Some community high schools have limited options which contribute to high drop-out rates. And some communities do not have high schools, resulting in long bus rides or boarding-home arrangements.

One of the main advantages to a regional school is the opportunity for students to develop a student community, in contrast to living with strangers while attending school. Not only would the school experience be more enjoyable, the transition to post-secondary education would be easier. Students could be bussed home on the weekends to spend time with families.

Parents have expressed a wish to have somewhere for their kids to live and attend school.

*Northland Community Engagement Team Member*



A virtual high school program with on-site facilitation would be available to all students. The facilitator on site at the virtual high school would deliver a variety of programs not normally offered in rural communities, like trades training, while incorporating elements of Aboriginal philosophy and learning.

In discussing the regional high school, The Northland Community Engagement Team recalled the success of Grouard Vocational School, a regional school in the 1960s. It graduated many Aboriginal students who are now successful professionals, business people, trades people and leaders in communities.

### **Northland Community Engagement Team Response**

The Northland Community Engagement Team supports Recommendation 17. It further recommends:

#### **Resources**

17(1) Resources be allocated to Northland School Division No. 61 to move beyond planning consideration for a combined regional and virtual high school, and to use the Community Engagement Framework as means of seeking advice and input on potential partnerships, wraparound services, facilities and locations from northern communities within and outside Northland School Division No. 61.

#### **School programs**

17 (2) A regional high school(s) must include the following components: a trade and technical program; a strong physical education program; arts and drama; Aboriginal language development and grounding in First Nations, Métis and Inuit culture. An Aboriginal high school that is built on a community-based foundation and integrates all of these components has the potential of making an immediate impact on high school attendance and completion.

17(3) A homework help hotline be created to provide support and assistance to students and parents.



**Recommendation 20 of the Northland School Division Inquiry Team Report:** *That Northland School Division re-establish an effective orientation program for new hires, with a substantial emphasis on community and cultural components and further, that the placement of new employees into communities be arranged with sufficient time for them to experience community-level orientation and settling-in prior to the start of teaching duties.*

It is essential that Aboriginal communities participate in teacher orientation. While universities have intercultural education classes, they are limited in preparing teachers to work in Aboriginal communities.

An effective orientation program must include three stages:

- **General division-wide:** new teachers must be oriented to the overall organization, including the program of studies, policies, procedures, protocols and resource use.
- **Cross-cultural awareness:** new teachers must be oriented to Aboriginal historical perspectives, Aboriginal and Treaty rights, and world Indigenous rights.
- **Ongoing local orientation:** every community in Northland School Division No. 61 has local people who could introduce new teachers to the community including its history, cultural practices and protocols, and local resources. This community support would enable teachers to build relationships within the community, to better understand local culture, and to recognize the unique gifts and abilities Aboriginal students bring to class.

As such, there should be a personalized orientation process that is based on shared cultural knowledge between the individual (teacher) and the community. Time should be allocated for teachers to interact with the communities in which they live, draw on their own cultural experiences to bridge between cultures. This would help remove the “boxes” from the teaching and learning experience — it would open doors, eyes and hearts as part of the education process.

Protocol development (orientation) is needed — who we are, what we eat and why we act the way we do.

*Northland Community Engagement Team Member*

## 26

**Northland Community Engagement Team Response**

The Northland Community Engagement Team supports Recommendation 20. It further recommends:

**Stages of orientation**

20 (1) Orientation and Cross-Cultural awareness be comprised of two stages: general division-wide teacher orientation and local community orientation that is ongoing.

**Resources**

20(2) Resources be allocated to Northland School Division No. 61 to:

- seek advice and input from communities on the development of an orientation resource for cross-cultural awareness and ongoing local orientation.
- develop and implement the orientation package.
- support ongoing in-service and orientation.

20 (3) The Community Engagement Framework must be used to involve communities in these processes described in 20 (2).

**Orientation of Residential Schools**

20 (4) Resources on the history of residential schools be developed to support the orientation of teachers and administrators (as referenced in Recommendation 12(5))

*Cross-cultural awareness is possible; cultural values can be shared:*

Through leadership and adherence to the philosophy “as caretakers of the earth we commit to work together . . . in unity, in faith, for life,” the Aseniwuche Winewak Nation today is held up by the province, the local government and industry as an example of a group with a clear sense of place and destiny, one that all want to be associated with.

*Dave MacPhee, President, Aseniwuche Winewak Nation*



## Priority Area Recommendation 36 — Regional Service and Support Consortium (Centre of Excellence)

27

Figure 6 — Illustration of the Northland Community Engagement Team discussion on Inquiry Recommendation 36



**Recommendation 36 of the Northland School Division Inquiry Team Report:**  
*That Alberta Education take a leadership role in the establishment of a regional service and support consortium for First Nations and Métis education, involving Northland School Division with neighbouring school jurisdictions and the First Nations education authorities operating in northern Alberta; further, that funds from the First Nations, Métis and Inuit grant\* be considered to enable initiatives in this area.*

A key principle of the regional service centre is that it would be a centre for Aboriginal learning excellence. The Northland Community Engagement Team suggested the regional centre be located outside of a major community and reflect the identity of northern communities.

The establishment of a Centre of Excellence for regional services would provide the necessary infrastructure to support First Nations and Métis education in the north. There are already good education-related initiatives in the north; however, these initiatives are spread throughout the region. If resources were pooled in one

## 28

“We need to work together for the good of the kids in all northern Alberta schools.”

“How do we get a synergetic process going?”

“Pilot a new structure in the north.”

*Northland Community Engagement Team Members*

centre, the region could better provide instructional, technology, orientation and training resources to schools within northern communities. It could also offer a suite of program (wraparound) services including, but not limited to, health services, policing and day care.

\*The First Nations, Métis and Inuit grant refers to additional funding school divisions receive for students who declare themselves Aboriginal under the Aboriginal Learner Data Collection Initiative. The grant does not provide funding for students in on-reserve schools. However, this does not preclude school jurisdictions from working with neighboring First Nation School authorities to work in a collaborative approach to improve education for First Nations students on reserve schools. For example, the partnership agreement between Northland School Division 51 and the Kee Tas Kee Now Tribal Council sets out a formal arrangement for supporting First Nations students.

### Northlands Community Engagement Team Response

#### Centre of Excellence

36(1) Rather than refer to it as a regional service and support *consortium*, the Northland Community Engagement Team recommends the establishment of a *centre* for Aboriginal learning excellence.

36(2) The Northland Community Engagement Team supports Recommendation 36 in principle and further recommends that Alberta Education:

- Use the Community Engagement Framework as a means of seeking advice and input on a Centre of Excellence from northern communities. The engagement would consider what exists now, what resources are required, what the challenges are, and who potential partners are.
- Consider the potential to partner with Treaty No. 6, Treaty No. 7, Treaty No. 8 and the federal government on the MOU initiatives when discussing and making decisions related to the Centre of Excellence, regional services, and other school jurisdictions.





## 30

**Recommendation 39 of the Northland School Division Inquiry Team Report:**  
*That a term limit of not more than two consecutive three-year terms be established for members of the Board of Trustees to ensure effective representation from throughout the system over time and to minimize the potential of factional politics and inappropriate concentrations of power.*

**Recommendation 40 of the Northland School Division Inquiry Team Report:**  
*That an ex officio (non-voting) member of the Board of Trustees be appointed by the Minister of Education as a process observer and coach to facilitate organizational change and ensure that the participants of the new structure remain true to intent.*

**Recommendation 41 of the Northland School Division Inquiry Team Report:**  
*That Alberta Education support a governance structure that fosters a sense of ownership at the community and parent levels without impinging unduly on school operations and teachers' professional practice.*

**Recommendation 42 of the Northland School Division Inquiry Team Report:**  
*That the provincial government amend the Northland School Division Act to expand Local School Board Committee membership to include parent and teacher representation and that its role be consistent with that of a School Council as set out in the School Council Regulation.*

**Recommendation 43 of the Northland School Division Inquiry Team Report:**  
*That a council of Chairs of the newly constituted Local Boards meet twice yearly with the Board of Trustees in a legislative advisory role.*

Effective community engagement requires the participation of the community in governance. While the Northland Community Engagement Team supports the proposal of a seven-ward system with two appointed members (Recommendation 38), it strongly recommends respected Elders be involved as the keepers of Indigenous knowledge to provide wisdom, advice, and guidance. The Northland Community Engagement Team also unequivocally supports a local role in governance, with clearly-defined roles and responsibilities, to:

- Effectively engage the community in local decision-making.

- Empower community members to take an active role in the education of their children.
- Develop leadership in the community.

The Northland Community Engagement Team believes that the following are essential to effective governance in Northland School Division No. 61:

- Corporate Board (Board of Trustees)
- Local governance body (i.e., Local School Board Committees)
- Elders Senate

### **The Northland Community Engagement Team Response**

The Northland Community Engagement Team supports Recommendations 37-43 with the exception of Recommendations 39, 40 and 42 and a proviso on Recommendation 38:

39(1) Recommendation 39 — the team does not support a term limit for members of the Board of Trustees; members should be allowed to serve for as long as elected.

40 (1) Recommendation 40 — an ex-officio member of the Board of Trustees should be appointed only at the request of the Board of Trustees.

42(1) Recommendation 42 — rather than operate like a school council reporting to the school principal, the Northland Community Engagement Team recommends retaining a Local School Board Committee in its current form. Each Local School Board Committee would be elected from within the community. The Local School Board Committee would then select its own chair. All Chairs would meet once per year as an advisory to the Corporate Board and for professional development purposes.

42(2) The Northland Community Engagement Team emphasizes the need to clearly define the roles and responsibilities of Local School Board Committees. These roles and responsibilities need to be decided in consultation with Alberta Education and local communities using the Community Engagement Framework.

38(1) The Northland Community Engagement Team supports Recommendation 38 with one change: there must be a formal role for respected Elders in governance.

Effective school boards have a collaborative relationship with principals, teachers and the community. By working together, communities can make better decisions and achieve their goals.

## 32

38(2) Further, to ensure students are represented in a fair way, the Northland Community Engagement Team recommends Northland School Division No. 61's seven wards be established using geography and student population as guides:

- Ward 1 — Conklin, Fishing Lake Métis Settlement, and Elizabeth Métis Settlement
- Ward 2 — Desmarais
- Ward 3 — Wabasca and Calling Lake
- Ward 4 — Susa Creek, Little Buffalo, Keg River and Paddle Prairie Métis Settlement
- Ward 5 — Grouard, East Prairie Métis Settlement, Gift Lake Métis Settlement, and Peavine Métis Settlement
- Ward 6 — Chip Lake, Sandy Lake, Trout Lake, Peerless Lake, and Janvier
- Ward 7 — Anzac, Fort Chipewyan, and Fort McKay

*All of the team members have extensive experience in governance:*

**I have worked in college education for over 35 years. In my other activities, I was involved with Northland School Division as a local school board member at Bishop Routhier School in Peavine for many years. I was also very involved in community sports and recreation, for example, coaching fastball, and minor hockey, as well as helping in fund-raising for them. I retired from Northern Lakes College in June 2008. Since then I was appointed chairperson for the Board of Governors of Northern Lakes College. I continue to involve myself in adult education.**

*Archie Cunningham, Chair of the Board of Governors, Northern Lakes College*

**I am a home grown Gift Lake Métis Settlement member. I am married and have three beautiful children. I have served my community in various capacities for the past 20 years and am currently the Vice-Chairman of the Gift Lake Métis Settlement.**

*Dave Lamouche, Vice-Chair, Gift Lake Métis Settlement*

## Community Engagement Framework

33

The Community Engagement Framework provides a model or a “frame” that can be used by communities to engage their residents. While it provides the essential structure, it can be customized to meet the particular needs of communities, so they are truly represented in the engagement process. This model can also be used as a guide to Aboriginal consultation for government, industry and other groups.

The principle of “*Kids First*” is the driving force for community engagement. It is at the centre of the Community Engagement Framework (Figure 4) and is depicted by a child and a heart. The Community Engagement Framework, grounded in an understanding of the community and its cultural practices, is an inclusive model that enables broad community participation. It relies on assembling a “key informant” team to provide advice on how to best consult with respected Elders, leaders and community members. The Community Engagement Framework is an interactive process, one that seeks continual input from the community as the idea or plan takes place. Once validation is received from the community, other resources can be engaged to make the plan a success. The Community Engagement Framework can be customized to meet the needs of individual communities. It can also be used by government, industry and other groups to engage Aboriginal communities. A full written description of the process for Community Engagement Framework is included in Appendix 2.

The Community Engagement Framework was visited several times over the course of the Northland Community Engagement Team meetings to validate the notations and to ensure its usefulness to those who will continue to implement this important work in the future.

Never limiting yourself is a belief of mine. Even when things get hard, keep trying because you never know what capabilities you have until you try. I further believe that Elders have a large role to play when education is talked about. Elder views have to be listened to, and Elders must stand up for their children. I believe that Elders lead by example; if Elders, parents, and communities work together, the future will be bright for First Nation people.

*Harry Lawrence, Elder, Duncan's First Nation,  
Northland Community Engagement Team Member*

There was always a way of doing business. And now we have created a process where anyone can successfully engage our communities.

*Inier Cardinal, Northland  
Community Engagement  
Team Member*



Figure 8: Community Engagement Framework





## Community Engagement Framework — An Implementation Plan

Laurie Thompson is the principal of Kikino School, located 40 kilometres south of Lac La Biche on Highway 36.

Kikino School prides itself on mixing industrial arts, trades and fine arts, including Métis jigging, fiddling and guitar. It used to be that Laurie would create a three-year school plan, circulate the information through the usual means and then hear nothing back. “Everything’s okay,” she would guess.

Last year, however, Laurie decided to test the Community Engagement Framework as a means to get feedback on her school plan:

- The first thing she did is assemble a key informant team to serve as a sounding board for her ideas. She recruited community members — parents, teachers, and community leaders including the local RCMP member — both supporters and critics. This group provided differing perspectives, but all shared a common interest in furthering the success of the community and its children.
- With the support of her key informants, she then approached respected Elders for their feedback on the ideas contained in her three-year plan and asked for their advice on the best ways to consult the broader community. One of their key suggestions was to not leave students and teachers out of the consultation process.
- She then broke up her three-year plan with each informant assuming responsibility for an individual piece. The informants then collected advice from the community to ensure the plan is crafted with a community and Aboriginal perspective.
- With the collected information, Laurie developed a draft action plan for broader community consultation. With the support of the key informant team, a community communications strategy was drafted.
- The group started to spread word about the three-year plan in the community through a variety of activities including coffees, home visits and posters.

Laurie’s team (now 20 members) is still working on its final plan, including roles and responsibilities of all involved. It is also exploring the best ways to validate the new plan. It will close the loop by going back to community leaders, respected

We talk about community engagement, we talk about collaboration, but we don’t talk about relationships.

*Laurie Thompson*

## 36

Elders and eventually the broader community with the question: did we get this right? Once this is completed, Laurie and her team will reach out to other resources in the community — groups like the Métis Settlements General Council, oil and gas companies, other schools and communities — to make the three-year plan a reality. And once all that is done, it's time for a community celebration.

#### **How Laurie came to know the Community Engagement Framework works**

One evening in September 2011, Laurie's 16-year-old daughter Dayna was walking her dog when she was hit by a car. Laurie stayed that night with her daughter at Lac La Biche Hospital awaiting transport to University Hospital in Edmonton.

Within minutes of Laurie's arrival at Lac La Biche hospital, all the teachers and aides from Kikino School arrived to support Laurie. They stayed with her until the ambulance took Laurie and her daughter to Edmonton.

What followed were countless hours of medical attention, sleepless nights and unbelievable stress. While Laurie was supporting her daughter, the community was quietly supporting her. When Northern Lights School Division offered counsellors to the school, the key informants said no. Instead, community members sent daily home-cooked meals to the school and Elders supported classes. When Laurie returned to the school a week later, instead of facing a backlog of paper, her desk was entirely clean. Teachers had assumed her responsibilities during her absence.

The school had built a relationship with the community and the community stepped up during a time of crisis. The Community Engagement Framework worked!

(Dayna survived the accident, but has a long road to recovery. She will need further surgeries and treatment in Edmonton throughout the school year. This will require absences by Laurie, but she knows the school is in good hands.)

## Next Steps

*Kids First is the start of a longer process toward achieving excellence in Aboriginal education. It sets out a vision, a community engagement framework and recommendations for improving Aboriginal education in Northland School Division No. 61 and beyond.*

Seeking more community engagement promotes greater Aboriginal participation in our education system. It sets the stage for transformational change and supports many other government initiatives like *Inspiring Education and Action on Inclusion*.

The Northland Community Engagement Team recommends the Government of Alberta take immediate action on the following:

1. The Government of Alberta establish a Board of Trustees to lead Northland School Division No. 61. Members of the Northland Community Engagement Team are prepared to support the interim trustee of Northland School Division No. 61 in a transitional process.
2. The Government of Alberta adopt and implement the Community Engagement Framework with any consulting on First Nations, Métis and Inuit people that affects them directly or indirectly.
3. The Government of Alberta accept and implement the Northland Community Engagement Team's recommendations in the five priority areas:
  - Aboriginal content infusion (curriculum development and curricular resource development)
  - Combined regional and virtual high school
  - Orientation program
  - Regional service and support consortium (Centre of Excellence)
  - Governance
4. Alberta Education, Northland School Division No. 61, and communities work together to establish measures of success that weave FNMI world views and local perspectives.

Every recommendation that we deal with has to go through the Community Engagement Framework. If we don't take control of that, someone else will.

*Northland Community  
Engagement Team*

## 38

- The measures must reflect elements of our vision — Aboriginal education excellence, self-determination, family support, community empowerment, collaboration, and a culturally-rich, learner-focused approach.
- The Northland Community Engagement Team acknowledges the need for both quantitative and qualitative success measures, and urges Alberta Education to consider cultural ways of knowing in their development. Aboriginal cultural skills and competencies currently are not considered when measuring student success.

*Measures must acknowledge community culture:*

**The Northland School Division No. 61 Board of Trustees was dismantled because of low student achievement, as shown on Provincial Achievement Tests, and low high school graduation rates. We need to incorporate those measuring devices (achievement tests), but we have to have some dialogue as to what success means to us and we have to document this.**

**Let's make sure that whatever success measures we use — let's do qualitative as well as quantitative.**

*Northland Community Engagement Team*

The time span of a student in the education system is relatively brief. For many Aboriginal students, it is even shorter. And the time spent in school can be frustrating for them. Often the education Aboriginal students receive is not culturally relevant, and there is little involvement from their communities, and fails to address students with complex needs. This deprives them of an education that opens the doors to a chosen career and a healthy, happy, culturally rich life.

The Northland Community Engagement Team recommends the Government of Alberta take to heart what communities have told us, as reflected in our vision, framework and recommendations. By taking immediate action, the government will demonstrate its commitment to a better education system for Aboriginal youth.

After years of reports, now is the time for action. We can't afford to lose another generation of students.

**Ikosih Maka**

Ikosih Maka Ikosih

Ikosih Maka Ikosih

Ikosih Maka Ikosih Maka Ikosih Maka

Ikosih

Ikosih

*Pauline Ominayak*

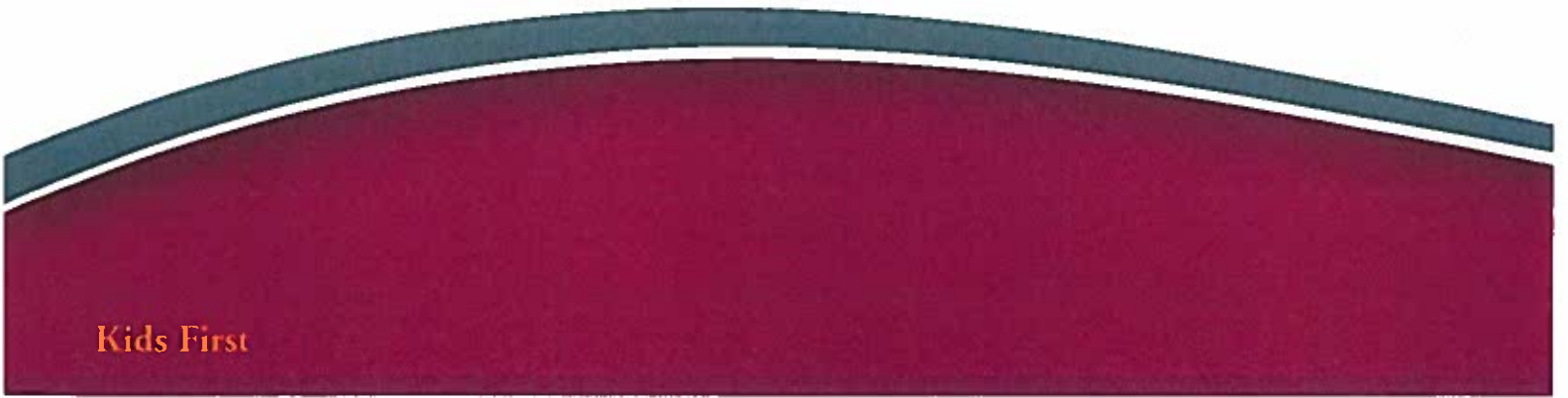
We do not say goodbye in the Cree culture.

We say “Ikosih Maka,”

-- “That’s it for now.”



40



## APPENDIX ONE

## 41

### **Community Engagement Framework**

The Community Engagement Framework provides a model or a “frame” that can be used by communities to engage their residents. While it provides the essential structure, it can be customized to meet the particular needs of communities. This model can also be used as a guide to Aboriginal consultation for government, industry and other groups.

The principle of “*Kids First*” is the driving force for community engagement. Any idea can be reviewed using the community engagement process:

#### **Assemble a key informant team**

In communities there are leaders all over the place, not just elected ones. It is important to find the right people to provide guidance and support. These people – key informants – will know what is culturally appropriate in their community, who to talk to, who is an Elder and what would be the best way to communicate with the community.

A key informant team is the first sounding board to test an idea. Does it have merit? Who will like the idea? Who will oppose the idea? “Opponents” will provide a different perspective and may become the greatest advocates, if they can start to see how the idea will benefit their community and their children.

#### **Consult with community Elders and leaders**

Be aware of the community protocol and then respectfully (as defined by key informants) share in conversation about the idea. Community Elders and leaders will also direct you to people in the community you should be speaking with.



## 42

**Meet key community informants**

Invite and meet with the key community informants to further discuss the idea.

**Collect and consider advice received from respected Elders, leaders and key informants**

This is where the original idea will be looked at through a community/Aboriginal lens. The idea will grow into something that best serves the community.

**Develop a draft action plan**

Draft an action plan based on the advice received.

**Inform and invite**

Start to spread the word about the draft action plan within the community. Use the key informants to explain the best way to generate interest within the community: food, personal invites, home visits, posters, etc.

**Hold public meetings**

Use this process to share information about the draft action plan. Honestly discuss its benefits and challenges to the community. Take criticism and ask for guidance.

**Develop a plan of action**

Based on all the information received, revise the draft and create a plan of action that best represents the community voice.

**Consult again with community respected Elders and leaders**

Ask “Is this what you said?” and “Did I stay true to the vision originally shared?” This stage helps develop trust with these important community figures and with trust, engagement.

### **Validate with the community**

Similarly, ask community members, “Is this what you said?” and “Did I stay true to the vision originally shared?” Explain what was done with the information the community shared and how it links to the development of the plan.

“Your input helped me shape this part of the plan. Are these the correct key resources? Am I missing anyone?”

### **Engage key resources**

With validation from the community, you can now move forward to engage all the resources needed to make the plan a success.

### **Take action**

Implement the plan.

### **Inform and celebrate**

Communicate with the community any successes generated by the plan. Advertise the success in local papers, newsletters, e-mails or whatever the best ways are of communicating in the community. Celebrate with a special event, possibly a feast or dance.

### **Practice continuous community engagement with the Community Engagement Framework**

Return to the community when issues arise, when there are reasons to celebrate or when there is need for a new idea or direction.



## Overview of Northland School Division No. 61

Northland School Division No. 61 serves approximately 2,900 Kindergarten to Grade 12 students located in remote and rural communities in northern Alberta. It is comprised of 23 schools, 20 of which have fewer than 100 students. Northland School Division No. 61 serves students across vast distances.

It serves students from mainly First Nations and Métis cultures. Approximately 57 per cent are provincially-funded students and 43 per cent are federally-funded First Nations students. Several schools serve a student population comprised of First Nations students from more than one band as well as Métis and/or non-status Indians living off-reserve.

We are many different families, many different communities, with many different histories.

*Northland Community  
Engagement Team*

### Governance

Northland School Division No. 61 has had a history of increasing self-governance up to 2010:

- Northland School Division No.61 was governed initially by a provincially appointed official trustee and superintendent.
- In 1960, Northland School Division No. 61 was created as an operating entity by the provincial government.
- In 1965, the Alberta Legislature proclaimed the first *Northland School Division Act*. The Act called for the provincial appointment of five trustees who would replace the Official Trustee. They represented several ministries, Education, Municipal Affairs and Public Welfare, to provide for the co-ordination of various government services to the students of Northland School Division No .61.
- In 1968, the Act was amended to call for the appointment of seven trustees, five of whom were to be residents of Northland School Division No. 61.

## 46

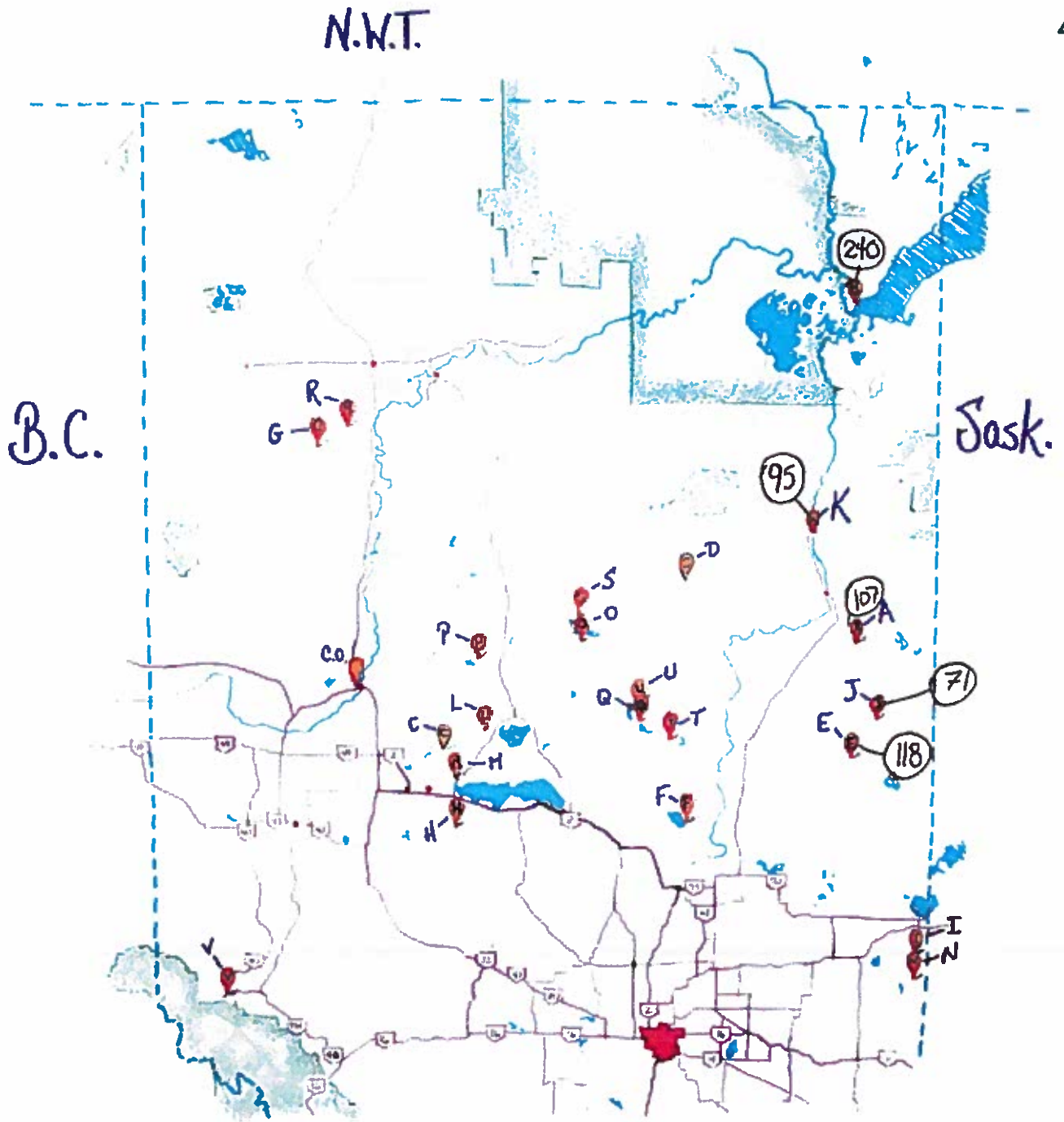
- In 1970, the *Alberta School Act* replaced provincially appointed superintendents with local ones appointed by the board. Northland School Division No. 61 appointed its first local superintendent.
- In 1976, the Act was amended to allow for the creation of subdivisions within the school division, but trustees continued to be appointed.
- In 1983, the Alberta Legislature passed the current *Northland School Division Act*, creating the governance and operating structure in place until 2010. In those years, schools that had primarily non-Aboriginal student populations moved under the administration of other neighbouring systems and some other schools moved to administration by First Nations bands such as those at Loon Lake (Loon River First Nation) and Cadotte Lake (Woodland Cree First Nation). By 2010, the Northland School Division No. 61 was comprised of 23 schools.
- Until the Minister's intervention in 2010, the structure of Northland School Division No. 61 featured Local School Board Committees (LSBCs) for each of its 23 schools. It also featured a corporate board of 23 members comprised of the elected chairs of the LSBCs with the provincial Auditor General as the auditor of the board.

In January 2010, Education Minister Dave Hancock dissolved the corporate board and appointed an official trustee to oversee the jurisdiction amid long-standing concerns over weak student learning outcomes and issues related to governance.

The Minister appointed a three-member inquiry team comprised of Dave van Tamelin, Nathan Matthew and Keith Wagner. The team's report, *Northland School Division Inquiry Team Report*, was presented to the Minister in November 2011. It urges Northland School Division No. 61 to implement an improvement strategy through 48 recommendations that focus on three central priorities:

- English and Aboriginal language, culture and numeracy development
- Improving student attendance
- Strengthening parental engagement with schools by improving communication and trust





## 48

The *Northland School Division Inquiry Team Report* also made seven recommendations related to effective governance and leadership for Northland School Division No. 61, requiring the establishment of a new governance structure. The *Report* noted that “in spite of many concerns, a spirit of enthusiasm and regard for the organization endures.” All the communities visited as part of the review expressed a clear desire to keep their school division as an entity.

*Some thoughts from the Northland Community Engagement Team on the successes of Northland School Division No. 61:*

Before we got our school, we attended the town education system and in the 30 years we had two high school graduates. Twenty years later, we had more than 20 graduates.

Community empowerment — Northland School Division gave us that — gave us an education system within our own community.

Northland School Division could be the vehicle to transform Aboriginal education not only in the division but elsewhere in the province.



**APPENDIX THREE****49****Biographies of Northland Community Engagement  
Team Members****Pearl Calahasen, Co-chair**

Pearl Calahasen was elected to her sixth term as the Member of the Legislative Assembly for Lesser Slave Lake on March 3, 2008.

**Dr. Colin Kelly, Co-chair**

Dr. Colin Kelly is the Official Trustee of the Northland School Division No. 61. He has extensive experience as an educator in northern communities.

## 50

**Harry Lawrence, Elder, Duncan's First Nation**

Never limiting yourself is a belief Harry holds dear. Even when things get hard, keep trying because you never know what capabilities you have until you try.

When Harry was a child, his mother had a vision for his future. She told Harry that if he stayed on the reserve he would just go round and round and never go anywhere. When the opportunity came for Harry to go to Edmonton, live in a group home and continue his education, his mother encouraged him to do it. As a result, Harry finished his GED and worked and travelled in the Northwest Territories for the territorial government for the next 32 years before finally settling back home.

Harry was the appointed Elder for the Memorandum of Understanding for First Nations Education in Alberta Working Group as agreed upon by the Treaty 6, 7 and 8 Grand Chiefs. He believes that the Elder's role is to ensure that the diverse identity of the Treaty First Nations history, culture and language is promoted, protected and respected. In that meeting he based his role on the traditional teachings in four areas (spiritual, mental, physical and emotional) that have been passed on from generation to generation.

He further believes that Elders have a large role to play when education is talked about. Elder views have to be listened to, and Elders must stand up for their children. He believes that Elders lead by example; if Elders, parents, and communities work together, the future will be bright for First Nation people.

## Joyce Parenteau, Paddle Prairie Métis Settlement

My parents, Joe and Grace McGillivray, moved to the newly opened Métis settlement of Paddle Prairie in the spring of 1939 –one of the first Métis families to arrive and settle. We attended a one-room school with only one teacher, and my dad was a bus driver/custodian for the two school houses. Our parents were firm believers that obtaining an education was a key factor to be successful in life.

I did some of my high school at what is now Fairview College, boarding in a dormitory. In later years, I met and married my husband Tom, who is also a settlement member, and we have been blessed with three daughters, six grandchildren and one great-grandson. We are proud that all of our three children completed Grade 12, in triumph over their challenges.

In 1971, Northland School Division introduced a new Teacher Assistant Program in Grouard. I got lucky and was selected by our community to take the required training. I was employed at my local school for 26 years (1971-1997) working mainly with Grades 1 and 2. I feel very rewarded to have been part of the children's education. Being raised in a small remote community, I can appreciate the challenges faced by parents, students, and teachers.

I have been involved on many boards and advisory groups, and I was very honoured to be selected and appointed to the Community Engagement Team as an Elder. I believe that the strength of leadership comes not in your position but in your presence. You need to lead from your presence, not your position.

As Aboriginal people, we have to ensure that our traditions and values are included in the educational curriculum so our children will not lose their language and identity and history.

## 52

**Pauline Ominayak, Sucker Creek First Nation**

Pauline (Calliou) Ominayak was born in Sucker Creek. She attended Jousard Indian Residential School for 11 years. Pauline had a passion for teaching and had wanted to be a teacher since Grade 6.

At age 37, Pauline graduated from the University of Alberta with a teaching degree. She has taught in several communities in Northland School Division No. 61 and is still teaching at Driftpile School today.

As well, she married E. Joe Ominayak. Together they had five sons and one daughter.

Pauline is wife, mother, grandmother, great-grandmother, teacher and Elder. She believes strongly in, and advocates for, families being involved in Cree language and culture.

**Paula Giroux, Driftpile First Nation**

My birth name is Pauline Bellerose, but many people know me as Paula, and I prefer the latter. I was born in High Prairie on January 25, 1953. My parents were Henry and Maggie Bellerose, now deceased. I have two brothers and four sisters. I had four sisters, but recently my oldest one has joined my parents in the spirit world.

I am a proud member of the Driftpile Cree First Nation. I married John Henry Giroux and moved to Grande Prairie to start our family. We lived there for 18 years and decided to introduce the reserve life to our wonderful daughters, Henri and Daisy, as it was part of our heritage. I have always encouraged my children and my relatives to learn our heritage. I especially encourage the culture because in my opinion it signifies one's identity, and, without knowing your identity, the world becomes a struggle and a challenge of survival. The language is just as important, but unfortunately we did not give our girls the opportunity to learn their language.

But they know their culture. They are kind and good people. Today we are proud to say we have been married for 38 years. Our girls blessed us with four beautiful grand children, three boys and one girl.

I started my working life in the service field such as dry cleaning, laundry work, seamstress and secretary/receptionist. I found this to be very hard work, so I decided to go back to school for an office administration diploma and then worked as a native liaison worker for two schools in Grande Prairie. We decided as a family to move back to the reserve in 1989. I worked for Slave Lake Regional Council in child welfare and for Driftpile First Nation as an education counsellor. I decided to go to university and received my B.Ed degree in 1994. I taught for a number of years at the Driftpile Community School and again took the opportunity to obtain my Masters in Education, received in 2000. I worked as a guidance counselor and then director of education for Driftpile School until the school became the responsibility of the Northland School Division. This was a political decision. Then, self-employed as a consultant for First Nations of Treaty 8 of Alberta, I obtained contracts working in different fields such as health, education and self-government. I received a great deal of experience in dealing with First Nations in all of these fields.

I am a firm believer of self first, family, community and nation. I believe that everyone is the same physically, but each one of us has unique attributes to bring to this world. I bring compassion, passion and hard work to everything I do. I believe that when a person understands their true identity, they will overcome any obstacle in their path. I believe we all have a purpose on this earth, and sometimes it takes a lifetime to figure it out.



## 54

**Rita Marten, Mikisew Cree First Nation**

Rita Marten was born in the small, predominantly Cree and Dene First Nation community of Fort Chipewyan, located in northeastern Alberta. Her parents instilled her with the valuable knowledge of the Cree language, culture and traditional skills to live off the land. Her upbringing has strongly influenced her work as educator, chief and now director of education for the Athabasca Tribal Council.

She believes in order to be truly educated you need to know who you are before you can decide what you want to be. Rita advocates that an ideal education system provides a student with a strong understanding of their language, culture as well as academic excellence. She feels that partnerships between First Nations and levels of government, education stakeholders, and communities are an effective means of achieving this end.

Rita has worked in the education system for the past 25 years as a Cree language teacher K-12, supervisor of native language program, family liaison advisor, director of education and education portfolio with the Mikisew Cree First Nation Leadership.

She brings to the team her greatest strength — knowledge that language and culture are as important as the pursuit of academic excellence in a student's educational journey. This provides students with a strong identity, pride and the ability to advance in mainstream society.



## Nora Yellowknee, Bigstone Cree First Nation

My real name is Apsici Nocikwes. Translated, my Cree name means 'Little Grandmother.' I was given this name by my paternal grandmother (my dad's mom). We all had Cree names as far as I can remember. Some people refer to our Cree names as nicknames and that shouldn't be! Our Cree names are our real names and the names given to us for registration purposes for vital statics are our nicknames.

Having lived when our community had minimal outside socio-cultural, socio-linguistic interference, we were of the last generation of children that had the closest and intimate knowledge and experience of our traditional Indigenous Sakaw Cree lifestyle.

Our transitional stage was the schooling experience that first came to us in the form of the residential schools. All of my siblings experienced being in residential school. The oldest up to the eighth child experienced at least nine years of residential school. Our youngest sister and our youngest brother experienced a lower number of years. We experienced schooling that imposed a program that mandated the deconstruction of our 'self', during our formative years to 'forget who we are and where we come from.'

I had worked in education for some years before I graduated with my Bachelor of Education in 1980 with an Art Major and Social Studies Minor. I took my time to complete the program. I worked with the Edmonton Public School Board until 1984 and taught in the Awasis Program at Prince Charles for four years. I taught with the High Prairie School District also for four years before I decided to return and start graduate studies at the University of Lethbridge in 1990, receiving my Masters in Education in 1997.

It so happens that all of my teaching experience has required the integration of language and culture into the regular program of studies. I firmly believe that the young Indigenous/First Nation people need to develop and have a strong sense of self to ensure greater success in completing and getting their education. They need to hear positive things about themselves, hear the true and authentic version of their story as told by their own people!

I was appointed to the Northland Community Engagement Team as a Treaty 8 representative from the Bigstone Cree Nation by the Minister of Education, Mr. Dave Hancock.

## 56

**Dave Lamouche, Gift Lake Métis Settlement**

Dave Lamouche is a home grown Gift Lake Métis Settlement member. He is married and has three beautiful children. He has served his community in various capacities for the past 20 years and is currently the Vice-Chairman of the Gift Lake Métis Settlement. He has also been involved in mentoring and coaching the youth, especially in sports-related activities.

After graduating from E. W. Pratt High School in 1984, He went on to a forestry training program and subsequently to more academic training in self-government and management. He also took on some challenges as an owner and employee in small business — retail, construction, oil and gas and trucking. Dave is a big promoter of health, education and community development; you will find him mostly in the political arena advocating for change and the well-being of Aboriginal youth and communities.

It was an honour and a privilege for him to serve and be a part of the Community Engagement Team.

**Jeff Chalifoux, Grouard**

Jeff is from the Grouard and is a private consultant. He has served on numerous boards and committees and has in-depth understanding of First Nations, Métis and Inuit communities.

## David MacPhee, Susa Creek, Aseniwuche Winewak Nation

57

David was raised in a small isolated community north of Grande Cache by his grandparents, who maintained a traditional native lifestyle throughout his childhood. In addition to possessing a formal education, David is a trained counsellor, experienced logger and skilled translator.

David is a family man and shares his life with his loving wife Yvonne and five children, Clyde, Bonnie, Yvette, John and Iris. He is also president of the Aseniwuche Winewak Nation of Canada — the Rocky Mountain People (AWN).

Not unlike other Aboriginal communities throughout the country, the Grande Cache Aboriginal people faced many hardships, but, through Dave's leadership and adherence to the philosophy "as caretakers of the earth we commit to work together . . . in unity, in faith, for life," the Aseniwuche Winewak Nation today is held up by the province, the local government and industry as an example of a group with a clear sense of place and destiny, one that all want to be associated with.

As CEO of the Aseniwuche Development Corporation (ADC) Dave MacPhee is placing resource development in perspective, effectively balancing the protection and preservation of the land with economic development for his community. AWN, through its development company ADC, has established a very successful and widely recognized track record of fulfilling the contract needs of the resource industry. The company has earned a reputation for good work, delivered on time, within budget.

## 58

**Laurie Thompson, Kikino Métis Settlement**

Laurie has been teaching for 17 years and for four of those years has been principal of Kikino School, which incorporates Métis culture into its curriculum.

Laurie brings a number of perspectives to the committee, including that of rural Albertan; Métis Settlements; single parent; educator; advocate for special needs children and families, as well as children and families at risk. She also served on the steering committee for Inspiring Education.

Laurie lives on the Kikino Métis Settlement with her daughter; she has a B.Ed from the University of Alberta and a masters of arts in leadership degree from Royal Roads University in Victoria.

**Archie Cunningham, Chair of the Board of Governors, Northern Lakes College**

I have lived in the community of Peavine most of my life. My mom and dad moved here from the Grouard area when I was at a very young age. I continue to live here at Peavine. I met my wonderful wife Yvonne, and we started a family after we got married. We have five children, and now they are all grown up. As a result, we are now proud grandparents.

I have worked in college education for over 35 years. In my other activities, I was involved with Northland School Division as a local school board member at Bishop Routhier School in Peavine for many years. I was also very involved in community sports and recreation, for example, coaching fastball, and minor hockey, as well as helping in fund-raising for them. I retired from Northern Lakes College in June 2008. Since then I was appointed chairperson for the Board of Governors of Northern Lakes College. I continue to involve myself in adult education.

### **Inier Cardinal, First Nations, Métis and Inuit Education Partnership Council**

Inier has been a student, a teacher, and a trustee of the Northland School Division 61. Inier has been involved in the Community of Gift Lake as the Education Director, Councilor, and now in his role as the Project Coordinator of the *When We Are Healthy Project*.

Inier is involved with First Nations, Métis and Inuit Services Education Partnership Council and is proud to represent this group on the Community Engagement Team.

### **Linda Pelly, Alberta Education**

Linda is Director of the First Nations, Métis and Inuit Services Branch of Alberta Education.





**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** 2014-2015 AERR AND 2015-2018 EDUCATION PLAN

**ORIGINATOR:** EDUCATION COMMITTEE

**RECOMMENDATION**

That the Board of Trustees approve the 2014-2015 AERR and 2015 – 2018 Education Plan, as attached.

\*\*\*\*\*

**BACKGROUND**





**Northland School Division No. 61**

**Combined  
Three Year Education Plan  
For 2015-2018  
And  
Annual Education Results Report  
2014-15**



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report – 2014/15**

**Table of Contents**

<b>JURISDICTION PROFILE/CONTEXT .....</b>	<b>4</b>
Alberta Education Goal: Success for Every Student .....	5
Alberta Education Goal: Quality Teaching and School Leadership.....	6
Alberta Education Goal: Engaged and Effective Governance.....	6
Priorities for the 2015/16 School Year .....	16
 <b>GOAL ONE: .....</b>	 <b>19</b>
 <b>GOAL TWO: SUCCESS FOR EVERY STUDENT .....</b>	 <b>19</b>
 <b>GOAL THREE: QUALITY TEACHING AND SCHOOL LEADERSHIP.....</b>	 <b>25</b>
 <b>GOAL FOUR: ENGAGED AND EFFECTIVE GOVERNANCE .....</b>	 <b>26</b>
 <b>CLASS SIZE SURVEY RESULTS.....</b>	 <b>27</b>
 <b>INQUIRY REPORT RECOMMENDATIONS: PROGRESS AND PLANS .....</b>	 <b>28</b>
 <b>INCLUSIVE EDUCATION NORTHLAND SCHOOL DIVISION NO. 61.....</b>	 <b>47</b>
 <b>SCHOOL FACILITIES .....</b>	 <b>48</b>
Maintenance .....	48
Transportation Department .....	48
Housing.....	49
School Food Services .....	49
 <b>AERR-PIDA REPORT 2014-2015.....</b>	 <b>50</b>
 <b>FINANCIAL RESULTS .....</b>	 <b>52</b>
<i>2015-2016 June Budget Operating Revenue By Type .....</i>	<i>53</i>
<i>June Budget 2015-2016 Operating Expenses – historical to budget .....</i>	<i>54</i>
<i>June Budget 2015-2016 Operating Expenses .....</i>	<i>55</i>





## 2015/2018 Combined Three Year Plan and Annual Education Results Report – 2014/15

### Message from Board Chair

Northland School Division No. 61 is committed to working in partnership with stakeholders and engaging parents, staff, students and the communities to realize a shared goal of success for each student.

Together we can encourage student success and provide learning opportunities that build on student strengths and interests. Only by working together can we support students to experience and take pride in their rich cultural heritage as they develop knowledge and skills that will prepare them to be confident, caring and contributing members of their local and expanded communities.

I invite you to become part of this important work and look forward to building the success of Northland together.

### Accountability Statement

The Annual Education Results Report for the 2014-15 school year and the Education Plan for September 1, 2015 for Northland School Division No. 61 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2014/2015 school year and the Education Plan for 2015-2018 on November 21, 2015.

### Publication and Communication

Copies will be sent to each Local School Board Committee Chairperson, all principals and vice-principals and senior administrative staff.

A copy of this plan is available from the Divisional Office at 1-800-362-1360, or you may view this document on our website: <http://www.nsd61.ca>

To view a summary of the report click the following link: <http://www.nsd61.ca>

---

Colin Kelly, Official Trustee

---

Donna Barrett, Superintendent of Schools



## 2015/2018 Combined Three Year Plan and Annual Education Results Report – 2014/15

### JURISDICTION PROFILE/CONTEXT

Northland School Division No. 61 offers educational services to primarily First Nation and Métis students in twenty-four (24) schools located throughout the northern half of Alberta.

The Northland School Division Act set the boundaries of the jurisdiction as that part of Alberta lying north of the north boundary of township 55 excepting any lands contained in any other school division or county and any district or school district in the Division or any First Nation.

On January 21, 2010 the Minister of Education appointed Colin J. Kelly as Official Trustee and also appointed an Inquiry Committee to meet with key stakeholders and prepare a report of their findings. The Northland School Division Inquiry Team Report was released on January 10, 2011.

The Minister of Education also formed the Northland School Division Community Engagement Team. The Northland School Division Community Engagement Team made recommendations on key issues arising from the development of a community-based response to the Inquiry Team Report to:

- The Minister of Education
- Treaty 8 Chief of Education
- President of Metis Nation of Alberta
- President of Metis Settlements General Council

The Northland Community Engagement Team (NCET) developed a Vision Statement for Northland School Division and outlined a process for community engagement. The NCET identified five priority areas: Aboriginal Content Infusion, Combined Regional and Virtual High School, Orientation Program, Alberta Education Establish a Regional Service and Support Consortium and Governance. The NCET report was released by Minister Johnson on June 25, 2014. The government response to the recommendations contained in the Inquiry Team Report was released in June, 2014.

Vision Elements



Community Engagement Framework





## 2015/2018 Combined Three Year Plan and Annual Education Results Report – 2014/15

The Northland Inquiry Team Report provides a framework of recommended actions to achieve the provincial goals of success for every student, quality teaching and leadership and engaged effective governance. The combined 2015-18 Three Year Plan and Annual Education Results Report 2014-15 identify NSD results and plans in relation to these recommendations.

The Community Engagement Team Report can be found at:

<http://education.alberta.ca/media/8874934/northland%20school%20division%20community%20engagement%20team.pdf>

The Northland Inquiry Team Report can be found at:

<http://education.alberta.ca/media/8874959/northland%20school%20division%20community%20inquiry%20team%20report.pdf>

The government response to the recommendations can be found at:

[http://education.alberta.ca/media/8875155/nsd\\_goa\\_response.pdf](http://education.alberta.ca/media/8875155/nsd_goa_response.pdf)

### ***Alberta Education Goal: Success for Every Student***

*Students achieve Alberta's learning outcomes and demonstrate citizenship, entrepreneurship and proficiency in literacy and numeracy. The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.*

Regular and consistent attendance beginning in the early years and continuing on through high school is essential if Northland students are to achieve success. Northland School Division has developed and is implementing a student centered plan to improve student attendance. The Division recognizes that strong positive relationships and programming that meets the needs of students through all phases of their learning journey are essential to improving and maintaining high rates of attendance. As well the Division has a role to play to heighten parent and community awareness of the critical importance of attendance.

Northland School Division is focused on the growth of children as human beings, within their own context by acknowledging their value as aboriginal children. We believe that students need to have respectful, positive images and stories in their classrooms. They need to learn about their community: its history, language, culture, and traditions.

To achieve this goal, NSD is working on a multi-year plan to engage students by creating authentic learning opportunities that reflect local community values, language, culture and knowledge as a starting point and touchstone for addressing outcomes of the Alberta curriculum. Local community engagement is essential throughout this process. Our students live in communities that have a rich history and traditional knowledge. The local environment provides many opportunities for land based learning and teaching. We have a responsibility to learning opportunities that support students to develop a strong sense of identity, pride in themselves and their communities.

Students need to have high levels of literacy, numeracy and critical thinking and problem solving skills. These need to be developed using practices and resources that are responsive to student interests, strengths and needs. While our students do reside in rural and remote communities, students require opportunities to learn about other communities and contexts.



## 2015/2018 Combined Three Year Plan and Annual Education Results Report – 2014/15

As part of the FNMI strategic plan Northland has designated staff to work within and across local communities to create inventories of local cultural, traditional, and land based knowledge and resources to support our process of curriculum redesign.

Our goal is to provide enriched learning opportunities that engage students so that they will be challenged and encouraged to reach their will full potential. We are committed to researching approaches that are demonstrating success for FNMI students and to working with communities to implement successful practices.

### ***Alberta Education Goal: Quality Teaching and School Leadership***

*Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Quality teaching and school leadership in NSD require teachers and principals to have a strong instructional knowledge and to be committed to working in an ongoing partnership with their communities. Community engagement is essential to the development of rich, relevant, and authentic learning opportunities aligned to the Alberta education learning outcomes. In the NSD context collaborative leadership must involve educators and local community partners to enable staff to embed local community and traditional knowledge, values and resources into educations programs for students.

NSD is fortunate to have many community based staff working in the schools. These individuals can play a leadership role in embedding local community knowledge and resources into educational programming for students. NSD has and will continue to advocate for support to increase numbers of qualified FNMI professionals in the school division.

In NSD professional development is be aimed at enhancing teacher practices within the local context.

### ***Alberta Education Goal: Engaged and Effective Governance***

*The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.*

NSD is a large distributed school jurisdiction serving distinct northern communities. Elected Local School Board Committees serve an important role in representing local community perspectives to the overall governance structure. They also serve as a vital link and advocate to promote positive relationships that engage their local community in the development educational programs that build on community knowledge and strength to create authentic cultural and land based learning opportunities.

## **Major Accomplishments**

Northland School Division is pleased to share progress made in response to Northland Inquiry Team Report and Northland Community Engagement Team Report recommendations.

### **Division Wide Focus on Literacy (Recommendations 3, 4, 5, 9, 21)**

Northland School Division is working on a multi-year plan to increase the number of students reading at grade level. The number of students reading at grade level increased across all divisions.





## 2015/2018 Combined Three Year Plan and Annual Education Results Report – 2014/15



*Kindergarten students at St. Theresa School are demonstrating what can happen when there is a division-wide Literacy focus. Juliana Anguilar and Elias Auger are both reading at a PM Benchmarks level of 8, which is mid-grade 1 instructional level. St. Theresa School Literacy Lead Peggy Wheeler says this is rarely seen in kindergarten but it is becoming more common.*

- Number of students reading at grade level in grades 1-8 has increased by 19% since 2013  
<http://nsd61.ca/about-us/division-news/post/positive-literacy-results-for-northland-schools>.
- 30% of our Kindergarten students are already at the point where they can be assessed and are reading at grade level!
- 81% of students at J.F. Dion School and 78% at Anzac Community School are reading at grade level.
- Literacy Leadership Team worked with schools to maintain specific actions relating to assessment, literacy focused instruction and professional development.
- We developed a Literacy Focus Group to monitor student growth, ensure implementation is taking place in every classroom, make recommendations and address emerging issues.
- Schools follow division-wide Literacy Plan goals to help students and teachers succeed and encourage support from parents and community members.
- Schools have access to the "Literacy Seed Kit". In collaboration with Alberta Education and NSD, this book collection was created as a travelling classroom library.
- Schools use First Nations, Métis and Inuit (FNMI) Professional Development Resources to infuse Aboriginal content into literacy instruction; ex: *Oral Storytelling*.
- Schools host literacy events with students, parents and community members.
- Educators utilize iPads and Chrome books for literacy lessons.
- We launched a division-wide Summer Reading Program <http://nsd61.ca/programs/summer-reading-program>.
- Literacy Initiative is supported by Industry. Cenovus Energy is helping to fund professional development sessions and additional resources.



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report – 2014/15**



*Linda Laboucan, Pelican Mountain School Teacher is word working with Ava Bigstone, Pelican Mountain School Student.*

Grades	June Assessment 2014-2015
1,2,3	51% at grade level
4,5,6	44% at grade level
7-9	49% at grade level
10-12	43% at grade level
All grades	46% at grade level

**FNMI Education and Land-based Learning (Recommendations 8, 12, 13, 14, 19, 20, 21, 24)**



*Calling Lake School students are exposed to Career and Technology Studies courses such as digital photography, design studies, fashion/textiles, foods, construction and sublimation on mugs and t-shirts that incorporate the seven traditional teachings.*





## 2015/2018 Combined Three Year Plan and Annual Education Results Report – 2014/15

### *Strengthening Cree Language:*

- Two year plan introduced to improve FNMI student learning outcomes and address recommendations 8, 9, 12, 13, 14 and 19 in the Northland Inquiry Team Report.
- Cree Language and Culture teachers use the Cree Language and Culture 12-year program (Kindergarten to Grade 12) <http://education.alberta.ca/media/718632/creekto12.pdf>.
- Teachers receive division support to implement the 12-year program guide.
- Teachers develop unit plans to help students accomplish target outcomes such as language competence.
- Teachers select appropriate instructional strategies to create engaging learning activities for students.
- Teachers invite Elders and use community resources to enrich the Cree Language and Culture curriculum.
- NSD Five Year Aboriginal Language Plan lays out a timeline for implementing assessment strategies, benchmarks and learner profiles.
- Kindergarten to grade six language benchmarks introduced to schools.

### *FNMI Strategic Plan, FNMI Resources and Land-based Learning*

- FNMI Strategic Plan supports work to strengthen language, enhancement of FNMI resources, the utilization of community resources to develop cultural camps, land-based learning and experiential learning opportunities, partnerships to develop culturally responsive programming opportunities and support FNMI instruction <http://northland61.webguideforschools.ca/download/19188>
- Educators utilize resources such as Alberta Education, Walking Together and Our Way is a Valid Way.
- Bigstone Cree Nation, Curriculum Branch for Alberta Education, Northland School Division and community members partnered to develop the *Wabasca Community Stewardship* resource website to assist educators and students in gaining local history, historical sites and significant locations as well as the stories associated with them <http://nsd61.ca/about-us/partnerships/wabasca-community-stewardship>.
- New Division website that showcases FNMI culture <http://nsd61.ca/>. The website design received an award in July, 2015 <http://nsd61.ca/about-us/division-news/post/northland-website-wins-award>.
- Schools educate students about residential schools.
- Schools offer Aboriginal Studies 10-20-30 courses. Promote community engagement; Elders and community members take on leadership roles in this work. For example, our partnership with Sustainable Communities Initiative <http://www.sciconnect.ca/>.



*Grade 1-9 students from Grouard Northland School and Atikameg School stepped outside the classroom walls to attend a land-based learning experience at the Northern Lakes College Marten Lakes Wilderness Campus. (See photo) Students are learning about identifying plants for medicinal purposes.*

<http://nsd61.ca/about-us/division-news/post/grouard-students-attend-spring-camp-at-marten-lakes>



## 2015/2018 Combined Three Year Plan and Annual Education Results Report – 2014/15



Cree class students in Conklin had the opportunity to experience hands on learning working with clay and developing beautiful art pottery pots. Students were able to target Cree vocabulary phrases describing their artworks through Language learning and Language use. Students also participated, practiced and learned Cree songs.

<http://www.conklincommunityschool.ca/about/school-news/post/cree-class>



Elizabeth School held their 14<sup>th</sup> Annual Fiddle Concert on Thursday, June 4, 2015.

### ***Career and Technology Studies (CTS) and Career and Technology Foundations (CTF) (Recommendations 17, 18, 21, 23)***



*A Career Explorations Camp was made possible through a partnership between Northern Lakes College (NLC), Keweenaw Tribal Council (KTC), Peace River School Division (PRSD), Alberta Distance Learning (ADLC), Alberta Education and NSD. More than 40 grade 10-12 students from Little Buffalo, Atikameg and Red Earth Creek had an opportunity to earn credits for high school graduation and experience in careers such as carpentry, media studies (photography), culinary arts, oil and gas training, electrical, millwright and welding. The camp is featured as an example of Entrepreneurial Spirit on the Inspiring Education website!*



## 2015/2018 Combined Three Year Plan and Annual Education Results Report – 2014/15

- Provide professional development and curriculum materials for CTS and CTF programs to our schools
- CTS and CTF are supported by Alberta Education and Industry. Cenovus Energy is helping in a significant way to fund additional learning opportunities and resources such as instructional tools and materials, field trips (i.e. Skills Alberta, 'Mind Over Metal' welding camp sponsored by Canadian Welding Association and Cenovus, post-secondary education tours) school-based CTS/CTF projects and career fairs.
- Working towards developing dual credit programs.
- Promote high school completion.
- Organizing portable instructional units for schools to support CTF and CTS programming; currently using a large trailer to transport materials to schools.
- We have a long standing formal partnership with Kee Tas Kee Now Tribal Council (KTC). We share staff, professional development, resources and knowledge to support literacy, Career and Technology Studies (CTS) and land-based learning. We also completed a feasibility study for a regional virtual high school.
- We have developed partnerships with industry through the Sustainable Communities Initiative (SCI) that supports building capacity for youth in the community.
- We work closely with other organizations such as Treaty 8 First Nations of Alberta, Sunchild e-learning, Northern Lakes College, Alberta Distance Learning (ADLC), Cenovus Energy, Alberta Education and other school divisions.
- We work with partners to offer more courses such as communications technology, welding, carpentry, cosmetology/esthetics, foods, environment, wildlife, mechanics, business, design and robotics. A number of these areas of study allow for integration and validation of cultural components important to individual communities that our schools serve.
- These courses are offered through community resources or by way of mobile trailers equipped with supplies. The mobile trailers help to facilitate school by school demand.
- Goal is to expose students to at least six different areas of Career and Technology Studies for every three years a student attends school from grade 7 – 12.



*In February 2015, hosted a winter camp at Marten Lakes Wilderness Camp. High school students from Little Buffalo, Atikameg and Cadotte Lake School stayed in cabins to gather knowledge, develop relationships and build self-confidence. This land-based learning is made possible through our partnership with KTC.*

<http://nsd61.ca/about-us/division-news/post/northland-school-division-and-kee-tas-kee-now-tribal-council-winter-camp-2015>



*Edward Marten hosted a presentation called Healing Through Art and Music at the Experiential Learning Gathering in Fort Chipewyan. He spoke about how this helped him heal from his residential school experience. This experience was made possible through our partnership with Sustainable Communities Initiative (SCI).*





## 2015/2018 Combined Three Year Plan and Annual Education Results Report – 2014/15



On June 15th the grade 8/9 class at Athabasca Delta Community School flew by float plane to the remote Camp Voyageur near Turtle Lake and camped out for 5 nights and 6 days! During their time at camp, students were immersed in land based learning. Some of the learning experiences included building a kitchen and common area at camp using basic tools, setting and routinely checking a fish net, and properly filleting both northern pike and white fish. This experience was made possible through our partnership with Sustainable Communities Initiative (SCI).

<http://www.adcs.ca/about/school-news/post/grade-8-9-camp-voyageur-field-trip-2015>

### Attendance Improvement Initiative 'Every Day Counts'

- 44% of our students achieve 90% or better attendance for the 2014-2015 school year.
- 2% improvement in our division-wide attendance (82%).
- Two schools recorded an average of 90% or better; Conklin Community School 93% and Elizabeth School 92%.
- 65% (14) of our schools earned attendance increases of 1% to 10% over the previous school year; 10% at Father R. Perin School!
- 48% (11) of our schools recorded an attendance rate between 85% - 89% for 2014-2015.
- Schools are developing strategies and incentives to emphasize the importance of student attendance.



*Students at Athabasca Delta Community School (ADCS) in Fort Chipewyan are demonstrating cultural pride through singing and drumming. Since this initiative began, Elders share cultural knowledge to students through drumming, singing and the Seven Sacred Teaching; Love, Respect, Courage, Honesty, Wisdom, Humility and Truth. The school says when students feel valued they will respect others, which in turn opens their minds to learning <http://nsd61.ca/about-us/division-news/post/cultural-pride-at-athabasca-delta-community-school>*



## 2015/2018 Combined Three Year Plan and Annual Education Results Report – 2014/15

### Curriculum Redesign

- Calling Lake School is participating in Curriculum Development Prototyping. This work involves students, parents, educators, Elders, community members, Alberta Education's First Nation, Métis and Inuit Curriculum Branch and Curriculum Policy Advisory Committee.
- The goal for this project is to develop examples of K-12 curriculum that embody FNMI traditions, community perspectives to support student learning and the overarching beliefs envisioned in *Inspiring Education*. For example; identification of local plants and their uses (Science), setting up a tipi to teach concepts such as measurement, circumference and area of a circle (Math), Elders telling stories to explain their worldview (Social Studies) and Student Conduct based on the seven teachings; recognizing students for demonstrating love, respect, courage, honesty, wisdom, humility and truth <http://www.callinglakeschool.ca/about/positive-behavior-support-and-discipline-plan>. This work has been submitted to Alberta Education.

#### Miskowasimowina 7 Sacred Teachings

A culturally based School-wide positive behavior support

School-wide positive behavior support is an effective, efficient and consistent practice for implementing a school's code of conduct. As well, it provides consistent school-wide and school-based guidelines for responding to student behavior. The practice allows for

- the development of clear, consistent behavioral expectations
- the teaching, practicing and modeling of expected behaviors
- acknowledgment of positive behaviors
- a continuum of support to meet the needs of all students

#### Miskowasimowina = 7 Sacred teachings

The traditional concepts of respect and sharing that form the foundation of Cree way of life. They are built around the seven natural laws, or sacred teachings. Each teaching honors one of the basic virtues intrinsic to a full and healthy life.

**Respect (Buffalo)** Respect involves being considerate of others including nature and animals. In Native culture, it is also very important to respect others, particularly the Elders.

#### Courage (Bear)

Courage requires the mental and moral strength to overcome fears that prevent us from living our true spirit as human beings. It is a great challenge.

#### Wisdom (Beaver)

People demonstrate wisdom when they apply the talents they have for the benefit of others. Wisdom is revealed when everyone works together. A community is entirely dependent on gifts given to each member by the Creator and how these gifts are used.

#### Love (Eagle)

True love is in knowing the Creator. Love given to the Great Spirit is shown through caring for oneself and it is understood that, if one cannot love oneself, it is impossible to love anyone else.

#### Truth (Turtle)

To know truth is to know and understand all of the original laws as given by the Creator and to remain faithful to them. To live in truth is to be obedient to the teachings from the Creator.

#### Honesty (Wesakechak)

It is important to follow and keep the laws of the creator and to tell the truth to each other. The highest honor that could be bestowed upon an individual is saying "There walks an honest man. He can be trusted."

#### Humility (wolf)

Recognizing and acknowledging that there is a higher power than man (the Creator) is to be truly humble. By expressing submission to the Creator, through the acceptance that all beings are equal, is to capture the spirit of humility.



#### Weekly draws

When students model some behaviors that reflect parts of the teachings they get a ticket and a feather on a bulletin board. The tickets get entered into a draw. Draws are done every Friday afternoon.

Students get to choose a prize if their name gets picked.

#### Monthly Draws

There are also monthly draws with prizes at the end of each month.

#### Year End Draw

This is the biggest draw of the year. Prizes will be displayed from May.





## 2015/2018 Combined Three Year Plan and Annual Education Results Report – 2014/15

### High School Success

- Three NSD schools are *Moving Forward with High School Redesign*; Mistassiniy School (Wabasca-Desmarais), Paddle Prairie School and Kateri School (Trout Lake).
- Mistassiniy School for example, a teacher is working as a grad coach to assist students to develop personal education plans linked to their future career goals. At Kateri School, they are focused on helping students to become more engaged through "Project Based Learning". Paddle Prairie School is focused on prioritizing the curriculum and Personal Education Plans for students.
- High Schools offer Learning Strategies 15, 25, 35. These courses support students to understand their own learning styles and take greater responsibility to plan, monitor and evaluate their learning.
- Success with outreach programs; particularly Career Pathways School in Wabasca-Desmarais. Many NSD students respond positively to the flexibility, small group environment and emotional supports that are provided.
- Summer School programs in Fort Chipewyan, Calling Lake and Wabasca-Desmarais <http://nsd61.ca/programs/summer-school-programs>



*On November 10, 2014, Mistassiniy School hosted a professional development session to prioritize the high school curriculum for student success!*



*Kateri School hosted a graduation ceremony on June 25<sup>th</sup>. Left to right: Cheyenne Alook, Trina Gladue, Adrianna Metsikassus and Alyssa Metsikassus.*





**2015/2018 Combined Three Year Plan  
and Annual Education Results Report – 2014/15**

---



*Peerless Lake School graduated nine students in 2014-2015! Left to right: Ashley Cardinal, Joey Auger, Jaclyn Cardinal, Bradley Cardinal, Samantha Okemow, Tristen Metsikassus, Serena Okemow, Lyle Okemow and Haley Ossimeemas.*



*Nine students from Little Buffalo School graduated during the 2014-2015 school year!*



*June 27th marked a day in history for Bill Woodward School. Students, parents, staff and community members celebrated the first ever graduation class at the school!*



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report – 2014/15**

***Priorities for the 2015-2018 Division Plan***

For the 2015/16 school year, the following priorities have been identified by the Board. Oversight of each area will be assigned to a specific staff member and progress will be reported quarterly.

<b>Northland Priorities</b>
1. Complete revisions to the Policy Manual by June 2016.
2. Continue working with the Attendance Improvement Committee and schools to improve division wide attendance – June 2016.
3. 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.
4. Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement.
5. Complete the Community Resource List for all Northland Communities by June 2016.
6. 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.
7. In partnership with KTC, move forward with the regional/virtual high school.
8. 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.
9. Establish assessment standards and reporting process across the division including timely parental and student access to student data by June 2018.
10. Formalize the Northland school review process related to key improvement focuses (June 2016) and pilot in selected schools (June 2017).
11. Design and implement a strategy to address teacher housing by June 2018.



2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15

October 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	Safe and Caring	79.6	76.1	77.6	89.2	89.1	88.9	Low	Improved	Acceptable
		Program of Studies	63.2	61.8	62.4	81.3	81.3	81.2	Very Low	Maintained	Concern
Student Learning Opportunities	Concern	Education Quality	80.7	76.9	78.9	89.5	89.2	89.5	Very Low	Improved	Issue
		Drop Out Rate	13.8	12.4	12.8	3.4	3.3	3.3	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	10.3	21.8	18.8	76.4	74.9	74.6	Very Low	Improved	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	28.2	25.5	26.2	73.0	73.1	73.9	Very Low	Maintained	Concern
		PAT: Excellence	1.9	1.6	1.6	18.8	18.4	18.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	38.5	34.4	31.7	85.2	85.5	84.6	Very Low	Maintained	Concern
		Diploma: Excellence	0.9	0.0	0.0	21.0	21.1	20.0	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	4.3	5.3	3.9	54.9	50.5	54.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	27.8	21.8	21.1	61.2	60.9	61.3	Very Low	Improved	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	8.6	18.5	17.6	59.8	59.2	59.0	Very Low	Declined Significantly	Concern
		Work Preparation	76.2	69.4	69.5	82.0	81.2	80.4	Intermediate	Improved Significantly	Good
		Citizenship	68.5	65.2	67.0	83.5	83.4	83.1	Low	Maintained	Issue
Parental Involvement	Acceptable	Parental Involvement	73.2	69.6	69.2	80.7	80.6	80.2	Low	Improved	Acceptable
Continuous Improvement	Good	School Improvement	72.3	64.5	68.5	79.6	79.8	80.1	Intermediate	Improved Significantly	Good



2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15

October 2015 Accountability Pillar Overall Summary – FNMI

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61			Alberta			Measure Evaluation				
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall		
Safe and Caring Schools	n/a	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	Drop Out Rate	13.9	13.1	12.7	8.0	7.8	8.4	Very Low	Maintained	Concern		
		High School Completion Rate (3 yr)	10.4	22.6	17.9	46.0	43.6	42.6	Very Low	Declined	Concern		
		PAT - Acceptable	27.4	23.7	25.4	52.1	51.4	52.2	Very Low	Maintained	Concern		
		PAT - Excellence	1.3	1.2	1.2	6.5	5.8	5.9	Very Low	Maintained	Concern		
		Diploma: Acceptable	35.9	33.0	29.9	76.3	78.4	76.6	Very Low	Maintained	Concern		
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Excellence	0.0	0.0	0.0	9.4	10.1	9.1	Very Low	Maintained	Concern		
		Diploma Exam Participation Rate (4+ Exams)	4.6	3.9	2.6	20.2	18.9	19.9	Very Low	Maintained	Concern		
		Rutherford Scholarship Eligibility Rate	26.5	20.5	17.8	31.5	33.0	34.2	Very Low	Improved	Issue		
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	7.4	16.8	17.6	30.3	32.1	31.5	Very Low	Declined Significantly	Concern		
		Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Parental Involvement	n/a	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
		Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Continuous Improvement	n/a	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		





## 2015/2018 Combined Three Year Plan and Annual Education Results Report for 2014-15

### Goal One:

**Outcome:** *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

#### Strategies

- Recommendations 10 and 11
- NSD will continue to promote positive relations with Head Start and other preschool programs in school communities. Opportunities to partner to share space in schools are encouraged. Daycares and preschools are invited to school events and celebrations. Members of these programs are included in community engagement activities.
- NSD provides funding to support full day kindergarten programming focusing on oral language development.
- NSD will begin implementation of the Early Years Evaluation in Kindergarten classes.
- NSD will begin implementation of an attendance strategy aimed at improving ECS attendance patterns.

### Goal Two: Success for every student

**Outcome:** *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	46.5	41.1	19.8	34.4	38.5	58	Very Low	Maintained	Concern	47	48	49
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	0.0	0.9	7	Very Low	Maintained	Concern	3	4	5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	13.5	17.5	17.1	21.8	10.3	26	Very Low	Declined	Concern	15	16	17





## 2015/2018 Combined Three Year Plan and Annual Education Results Report for 2014-15

Drop Out Rate - annual dropout rate of students aged 14 to 18	15.1	15.0	11.0	12.4	13.8	9	Very Low	Maintained	Concern	10	9	8
High school to post-secondary transition rate of students within six years of entering Grade 10.	14.4	14.0	20.3	18.5	8.6	26	Very Low	Declined Significantly	Concern	18	20	21
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	25.0	14.3	27.1	21.8	27.8	28	Very Low	Improved	Issue	29	30	31
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	3.4	2.5	3.8	5.3	4.3	8	Very Low	Maintained	Concern	5.5	6	7

### Comment on Results

- Poor attendance has a significantly detrimental impact on student success.
- *While our high school results remain unacceptably low considerable efforts are being put in place to retain students in school through use of outreach programming, community liaisons, and development of CTS programming. The initial impact of this work can be seen in the reduction in dropout rates. Many student who now stay in school have low literacy and numeracy skills as evidenced by poor achievement on grade 9 PATS.*

### Strategies

- **Recommendations 3, 4, 15, 16, 17**
- Expand the use of information from Tell Them from Me (TTFM) surveys to increase Engagement for First Nations and Metis students
- Identify community supports to assist schools to address student reports of high levels of depression and anxiety reported through the TTFM surveys
- Implement a division wide attendance initiative 'Every Day Counts' to improve attendance and engagement.
- In partnership with Kee Tas Kee Now Tribal Council, use the information from the feasibility study related to the development of a regional virtual high school to inform next steps.
- Retain students in school through such initiatives as culture camps and experiential learning, development of CTS programs including dual credit and work experience, use of community liaisons, and outreach programming.
- Continue to support the 3 high schools participating in the high school redesign process, observe and develop promising practices that can be shared with other schools.
- Work with Alberta Distance Learning Consortium to support students and teachers to access quality learning resources.
- Focus on the development of strong language literacy and numeracy abilities in younger students to enable them to experience success in secondary grades.
- Provide literacy and learning strategies supports to older students
- Continue to expand intentional use of resources provided by Alberta Education and Cenovus Grants to provide CTS and CTF learning experiences for our students.
- Consistent access to career and counseling support for students in Gr 5 – 12. (CTF Gr 5 – 8 and more focus and detail for Gr. 9 – 12 students)



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

- Strengthen cultural relevance in programming through curriculum weaving utilizing local resources.
- Use the NSD website to share example of cultural weaving by grade level, subject area and outcomes
- Work in partnership with communities and other school divisions to develop transition supports to students pursuing junior senior high school programs in schools outside of NSD.
- Provide outreach programming opportunities at Career Pathways, Calling Lake and Athabasca Delta Schools and share promising practices.

*Outcome: Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	24.4	28.0	25.0	25.5	28.2	31	Very Low	Maintained	Concern	30	32	35
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.8	1.9	1.1	1.6	1.9	4	Very Low	Maintained	Concern	3	4	5

- Comment on Results**
- Division assessments show measurable growth in reading although many students are still working below the acceptable standard.
  - Full implementation of the Literacy initiative in every classroom has not been achieved.

- Strategies**  
**Recommendations 3, 5, 6, 7, 8, 9, 12**
- Implement the division attendance initiative, Every Day Counts.
  - Continue professional development to support implementation of the literacy plan.
  - Provide professional development for literacy leads, administrators, and teachers.
  - Direct observation of implementation by superintendent, division leadership staff, school administration and external consultant.
  - Utilize a classroom walk through guide to clarify expectations and monitor implementation.
  - Continue to improve student access to culturally appropriate resources.
  - Continue to use bench mark assessments to monitor student growth and inform teacher practice.
  - Explore alternate assessment tool for monitoring student growth once they have achieved PM Level 30
  - Implement a leadership program to improve instructional supervision.
  - Create Principal PLC's where principals will examine promising practices for leading Literacy instruction.
  - Quarterly Review by the Literacy Priority Focus Group of progress and follow-up actions
  - Target a 10% increase in the number of grade 1-6 students reading at grade level by June 2016



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

**Outcome:** *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	68.9	67.9	67.8	65.2	68.5	72	Low	Maintained	Issue	70	71	72
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	71.5	65.7	73.4	69.4	76.2	74	Intermediate	Improved Significantly	Good	77	78	79

**Comment on Results**

- Low participation rates impacted results.
- There was an increase in the number of parents who indicated satisfaction that they were satisfied that students are taught attitudes and behaviors that will make them successful when they finish school. Parent satisfaction was equal to the provincial satisfaction rate.
- Participation rates for parents are low.

**Strategies**

**Recommendations 3, 4, 7, 8, 12, 15,16, 17, 18**

- Principals will identify in their School Plans processes and strategies that they will use to increase participation rates.
- Retain school by school data on participation rates from students, parents and staff.
- Interventions and support to schools where student conduct has been identified as a significant concern
- School based programming to support positive discipline.
- Develop a model for school reviews.



## 2015/2018 Combined Three Year Plan and Annual Education Results Report for 2014-15

**Outcome:** *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

*(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)*

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	24.2	27.7	24.7	23.7	27.4	31	Very Low	Maintained	Concern	30	32	35
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.5	1.6	0.8	1.2	1.3	4	Very Low	Maintained	Concern	3	4	5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	49.4	39.2	17.5	33.0	35.9	58	Very Low	Maintained	Concern	47	48	49
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	0.0	0.0	7	Very Low	Maintained	Concern	3	4	5

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	12.9	17.7	13.4	22.6	10.4	26	Very Low	Declined	Concern	15	16	17
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	16.2	13.5	11.3	13.1	13.9	9	Very Low	Maintained	Concern	10	9	8
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	18.9	16.5	19.5	16.8	7.4	26	Very Low	Declined Significantly	Concern	18	20	21





## 2015/2018 Combined Three Year Plan and Annual Education Results Report for 2014-15

Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	21.6	11.9	20.6	20.5	26.5	28	Very Low	Improved	Issue	29	30	31
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	1.1	2.1	1.8	3.9	4.6	7	Very Low	Maintained	Concern	5.5	6	7

### Comment on Results

- Virtually all students in Northland School Division claim First Nations or Metis status. For a variety of reasons the families of a number of our students do not self-identify. In Northland our approach to reducing the gap between the achievement of FNMI students and other students in the province necessitates that we monitor progress of all of our students.

### Strategies

#### Recommendations 1, 3, 4, 5, 6, 7, 8, 10, 12, 15, 16, 17, 18

For the past several years NSD has been developing approaches to address the needs of our students and in doing so address the gap between their achievement and that of other provincial students.

- NSD will continue to provide a strong cultural orientation to all new staff and ongoing going professional development for current staff to build their capacity to engage parents and local communities to create learning experiences that build on community values, knowledge, strengths and perspectives.
- Continue to support and develop graduates of the Aboriginal Teacher Training Program. These staff possess understanding of local community perspectives and along with language and culture teachers will assist teachers to develop relevant learning experiences for students.
- NSD will focus recruitment on hiring qualified applicants who are knowledgeable about northern FNMI communities.
- Increase the student access to culturally relevant resources to support literacy and learning across the curriculum by purchasing appropriate materials and training staff to use them.
- NSD, as part of the FNMI action plan, will use the community engagement process to build capacity at the local level for cultural weaving, experiential learning opportunities that address Alberta Education curriculum outcomes.
- Strengthen literacy instruction in FNMI languages with a focus on oral language.
- Develop culturally appropriate literacy benchmarks as part of curriculum redesign.
- Encourage schools to utilize promising practices in Literacy instruction to improve outcomes for all students.
- Implementation of the division wide attendance initiative, Every Day Counts.
- Schools will set targets for improved attendance and literacy achievement.





**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

**Goal Three: Quality teaching and school leadership**

*Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	65.5	61.6	63.8	61.8	63.2	67	Very Low	Maintained	Concern	66	68	70

**Comment on Results**

- It is challenging to offer a broad range of programs in small remote schools.

**Strategies**  
**Recommendations 13, 19, 20, 21, 22, 23, 25, 26, 27, 28**

- Build capacity to offer CTS programming across the division through partnerships with NLC and KTC
- Professional development to support Cree and Dene Language instructors.
- Strengthen and build capacity in providing cultural weaving, community stewardship project, and land based learning opportunities
- Develop lists of local resources to support programming



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

**Goal Four: Engaged and Effective Governance**

*Outcome: The education system demonstrates collaboration and engagement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	73.2	68.2	69.8	69.6	73.2	77	Low	Improved	Acceptable	75	76	77
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	80.2	78.8	81.1	76.9	80.7	82	Very Low	Improved	Issue	82	83	84

**Comment on Results**

- Low participation rates on survey questions make it difficult to interpret the results

**Strategies**

- School based opportunities for parental and community involvement.
- Work with communities on development of significant projects. For example education planning in Wabasca – Desmarais utilizing the Northland Community Engagement Framework.
- Direct funds to support hiring a community engagement facilitator in Wabasca -Desmarais
- Share information through the new website.
- Share effective strategies for increasing participation in Alberta Education surveys.
- Continue to provide opportunities for open dialogue and feedback within the current governance structure.



## 2015/2018 Combined Three Year Plan and Annual Education Results Report for 2014-15

**Outcome:** *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2015	Achievement	Improvement	Overall	2016	2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	81.1	78.5	78.1	76.1	79.6	83	Low	Improved	Acceptable	82	83	84
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	68.8	69.1	72.1	64.5	72.3	74	Intermediate	Improved Significantly	Good	74	75	76

### Comment on Results

- Improved overall for this outcome

### Strategies

- Expand use of the Tell Them From Me Assessment and use data to identify issues and inform planning.
- Continue to share positive stories through the website and newsletters.
- Hiring of school based counsellors in a number of schools.
- Creation of a Mental Health Ad hoc committee
- Creation of awareness through Policy for GSA/QSA
- Schools that have Mental Health Capacity Building Projects continue to promote positive mental health and build capacity within the schools and communities.

### Class Size Survey Results

A copy of the Class Size Survey Results for 2014-2015 can be found on our website by clicking the following link:

<http://www.nsd61.ca>



2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15

Inquiry Report Recommendations: Progress and Plans

Recommendation	AERR Progress	Plans 2015-2018
<p><b>Recommendation #3 and #4:</b> That NSD implement an improving strategy requiring an action-oriented leadership structure that is centered on strategic governance and effort focused on the following three central priorities over the next nine to twelve years:</p> <p>(1) English Language and numeracy development</p> <p>(2) Improved student attendance.</p> <p>Strengthening parents' engagement with their schools through improving communication and levels of trust. In this regard, it is recommended that NSD take the lead in implementing the FNMI Services Branch parent-engagement initiative.</p> <p><b>Recommendation #4:</b></p>	<p><b>District Wide Focus on Literacy</b></p> <ul style="list-style-type: none"> <li>All schools had Literacy leads in place.</li> <li>All schools implemented a two hour literacy block.</li> <li>All schools collected reading assessment data three times per year.</li> <li>The focus on classroom management (Daily 5), instruction (Café, Best Practices, Continuum of Literacy Learning) was emphasized and supported in all of our schools.</li> <li>Many successful Literacy events engaging community members were held in our schools and communities.</li> <li>The online webinars and in-service sessions were implemented across the division including monthly Literacy Lead meetings and in-service; a four part series for ECS teachers and instructors on Kindergarten writing, Oral Language, and 2 sessions on Intentional Play based Inquiry.</li> <li>Schools were given a variety of FNMI resources to use in their classrooms.</li> <li>Refinement of classroom walk-through process for Principals. Some principals were offered Walkthrough training in June of 2013.</li> <li>To build teacher capacity to implement diagnostic ongoing reading assessments, inform instruction and provide evidence of progress, ongoing training and support was offered.</li> </ul>	<p><b>Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>Maintain a focus on the Daily 5 and Cafe with increased emphasis on the Gradual release of Responsibility with guided instruction in reading and writing.</li> <li>Provide PD for the PM Writing program and the School Wide Write.</li> <li>Mandatory participation in School Wide Write grades 1-6 with optional participation for grades 7-9.</li> <li>Providing PD for Literacy Leads two times over the course of the school year in addition to their monthly online sessions.</li> <li>Renewed emphasis on early Literacy with K-1 teachers.</li> <li>Offer PD in the areas of Animated Literacy, Handwriting Without Tears, Vulnerable readers, Guided Reading, Word Work, Read Alouds, writing, assessment and conferring.</li> <li>Begin a district wide focus on developing vocabulary grades 6-12.</li> <li>District wide focus on organizing resources and assessing current resources in schools and examining where there are needs both materially and with training.</li> <li>Develop a list of teachers who utilize promising practices and arrange for classroom visits.</li> <li>Develop expertise of existing staff and utilize them for providing model lessons in other classrooms.</li> <li>Partnership with Cenovus to continue to implement Literacy strategy which includes the Summer Reading Program.</li> </ul>

**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**



Recommendation	AERR Progress	Plans 2015-2018
<p>That as part of the process to improve parent and community engagement with the school, NSD:</p> <p>(1) Encourage and facilitate appropriate teacher involvement with their community, and where possible develop extracurricular activities with students. In support of this,</p> <p>(3) Make budget provision for schools and their staffs to regularly host community supper gatherings at the school as a means of developing awareness and engagement.</p>	<p>Ongoing training and support was offered to strengthen and monitor implementation of Focus classroom management and instruction (Daily 5); strategy development (CAFÉ; Continuum of Literacy Learning; Prompting Guides; literacy resources and best practices).</p> <ul style="list-style-type: none"> <li>• Division Literacy staff offered ongoing support, modelling and coaching in the classrooms.</li> <li>• Partnerships with industry (Cenovus, ConocoPhillips) to develop home reading and literacy coaching support. Summer reading programs were offered in 19 communities</li> <li>• Literacy Focus Priority Group met Quarterly to review progress on the implementation of the Literacy Initiative to recommend and implement changes to increase student growth.</li> <li>• Administrators shared strategies at admin meetings.</li> <li>• Attendance reports were presented at Board Meetings.</li> </ul> <p><b>Alignment of School Improvement Planning Process</b></p> <ul style="list-style-type: none"> <li>• All schools identify goals and plans to improve literacy, numeracy, Aboriginal programming, attendance and parent engagement.</li> <li>• Schools AERRs identified local strategies to involve parents</li> <li>• Local School Board Committees reviewed school AERR documents and recommended approval to the Northland Board.</li> <li>• Superintendent and Associate Superintendent provide supervision and leadership to school principals through individual follow-up.</li> <li>• Allocated budget to each Northland school to host 'school &amp; community engagement' days.</li> </ul>	<p><b>Plans 2015-2018</b></p> <ul style="list-style-type: none"> <li>• Seek other funds to promote Literacy within our District.</li> <li>• Literacy Focus Priority Group will meet Quarterly to review progress on the implementation of the Literacy Initiative to recommend and implement changes to increase student growth.</li> <li>• Explore alternate assessments for student who have reached the top level of the PM benchmarks assessment</li> </ul> <p><b>Alignment of School Improvement and Planning Process</b></p> <ul style="list-style-type: none"> <li>• Include school bench mark data in school AERRs.</li> <li>• All NSD schools will start compiling school based resource list.</li> </ul> <p><b>Improving Attendance</b></p> <ul style="list-style-type: none"> <li>• Implement the recommendations of the Auditor General's report by developing an operational plan based on the recommendations of the "Every Day Counts" Attendance Improvement Initiative.</li> <li>• Allocate funds to support schools in the implementation of the attendance initiative.</li> <li>• Redirect funds to hire a student data and education technology coach.</li> </ul>





## 2015/2018 Combined Three Year Plan and Annual Education Results Report for 2014-15

Recommendation	AERR Progress	Plans 2015-2018
	<ul style="list-style-type: none"> <li>• A three day long orientation was held in Wabasca for new teaching staff and each community held a community orientation event.</li> <li>• A week was allocated in the school calendar at the end of August to allow local community orientations.</li> </ul> <p><b>Student Engagement</b></p> <ul style="list-style-type: none"> <li>• Continued to develop and implement programs including outreach, dual credit courses, cultural camps, curriculum weaving, land stewardship, the Martin Aboriginal Entrepreneurship, program to support and engage students in learning.</li> </ul> <p><b>Improving Attendance</b></p> <ul style="list-style-type: none"> <li>• Implement the recommendations of the "Every Day Counts" Attendance Improvement Initiative.</li> <li>• Allocated funds to support schools in the implementation of the attendance initiative.</li> <li>• Worked with the Office of the Auditor General to provide information to assist in the development of their report focused on improving attendance for FNMI students.</li> <li>• Identified community people to be part of Focus Group sessions in the community of Wabasca-Desmarais.</li> <li>• Continued to encourage and track school extracurricular programs to engage students and support the building of positive relationships among students and staff.</li> <li>• Central Office representation at school graduation ceremonies.</li> </ul>	<p><b>Plans 2015-2018</b></p> <ul style="list-style-type: none"> <li>• Provide training and expectations for staff to ensure consistent attendance tracking.</li> <li>• Continue Community Focus Group sessions in the community of Wabasca-Desmarais.</li> <li>• Continue to encourage and track school extracurricular programs to engage students and support the building of positive relationships among students and staff.</li> <li>• Work with schools to identify classroom and school based measures of student engagement in literacy such as stamina building and student reading logs. Principals share this information with the community, Local School Board Committees and Superintendent.</li> <li>• Central Office representation at school graduation ceremonies.</li> </ul> <p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Continue to work with Wabasca-Desmarais community to provide input for long term educational planning.</li> <li>• Have community engagement facilitator support community engagement in Wabasca-Desmarais</li> <li>• Design the 2016-17 calendar to support local engagement and transition planning</li> </ul>



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

Recommendation	AERR Progress	Plans 2015-2018
<p><b>Recommendation #5:</b> That NSD more effectively utilize locally developed measures within the Accountability Pillar to better tailor the accountability process to the unique characteristics of the jurisdiction.</p> <p><b>Recommendation #6:</b> The NSD engage teachers and parents in a process of ongoing review of Provincial Achievement Tests (PATs) as they are released in an effort to:</p> <p>(1) Build greater awareness and understanding of the tests, and Provide feedback to Alberta Education where there is agreement that particular test items may in fact be biased either culturally or because the items assume background experiences that students living in remote communities may not have. That NSD review and update its grade</p>	<ul style="list-style-type: none"> <li>• NSD developed Classroom Assessment Record database to track students' reading and writing achievement based on PM Benchmarks or Jerry John's assessment tool (administered three times per year, minimally).</li> <li>• Schools completed three rounds of assessments on reading benchmarks (PM/Jerry Johns).</li> <li>• Pedagogical Supervisors (PEDS) assisted principals to analyze PAT results and present local school board committees.</li> <li>• Through this process teachers were able to set goals for improving PAT results in specific areas of need.</li> <li>• The Assessment Committee had a full day of training on assessment practices in March 2013.</li> <li>• The "Northland Policy and Procedures: Assessing and Communicating Students Performance" was developed by Anne Mulgrew from the Alberta Assessment Consortium.</li> <li>• Substantial in-servicing occurred for all administrators, teachers, instructors and support staff on the development of school based assessment measures and use of database.</li> <li>• Schools identify local indicators as part of the requirement of their School Improvement Plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to include data from school based reading assessments as part of the Accountability Pillar to document growth in reading at the school and division level.</li> <li>• Continue to implement the Early Years Evaluation to inform programming and document growth of kindergarten students.</li> <li>• Participate in the SLA pilot and provide feedback about the appropriateness of the assessment for students in Northland School Division No. 61.</li> <li>• Include data from the TTFM assessment to monitor student engagement.</li> <li>• Develop benchmark measures for Aboriginal Languages.</li> <li>• Include attendance data on the accountability pillar</li> </ul> <p><b>Assessment and Reporting Procedures</b></p> <ul style="list-style-type: none"> <li>• Review and revise as appropriate procedures related to assessing and reporting student growth.</li> <li>• Develop a communications plan to ensure that this information is shared with parents.</li> <li>• Continue to develop local indicators and measures of growth and achievement ie. FNMI action plan, literacy initiative and community engagement process – terms of reference.</li> <li>• Monitor CEU credits by grade, follow up with schools and use the data to work with students, staff and parents to develop plans to increase successful course completion.</li> <li>• Revise the Assessment policy.</li> <li>• Review academic language and items that may not be culturally and/or experientially relevant to our students.</li> <li>• Solicit teachers to be nominated to marking committees for diploma exams, PAT, and SLA writing and marking committees.</li> </ul>



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

Recommendation	AFERR Progress	Plans 2015-2018
<p>promotion policy and take steps to ensure that the revised policy is well communicated to parents.</p> <p><b>Recommendation #7:</b> NSD should make every effort to ensure that parents understand the distinction between grade placement and academic grade level of achievement.</p> <p><b>Recommendation #8 and #12:</b> <b>Recommendation #8</b> That NSD place sustained emphasis on strengthening languages (English and Aboriginal) by multiple strategies that are tailored to the contextual needs of each community. In this regard specifically that NSD leadership research a successful approach for the acquisition of Aboriginal languages, English language and numeracy. Further, that NSD leadership establish baseline data on these areas and train all staff in effective</p>	<p style="text-align: center;"><b>AFERR Progress</b></p> <ul style="list-style-type: none"> <li>• Established the FNMI Education Committee to make recommendations to set direction for Aboriginal programming for students in the division.</li> <li>• The cultural weaving project at Peerless Lake used the NSD Community Engagement process to incorporate cultural knowledge and perspectives into a curriculum framework. Use of Cree language concepts is key to this process.</li> <li>• Participated in the community stewardship project in partnership with Bigstone Cree First Nation, Northland, Alberta Education (curriculum). The project focuses on providing students with an opportunity to learn about their local community through authentic sources.</li> <li>• Shared examples of programming initiatives from Community Stewardship Project, Peerless Lake Cultural Weaving Project and ADCS land based learning.</li> <li>• Utilize the Literacy Priority Focus Group to strengthen instructional practice in Indigenous Languages</li> </ul>	<p style="text-align: center;"><b>Plans 2015-2018</b></p> <ul style="list-style-type: none"> <li>• Solicit teachers to be nominated to marking committees for diploma exams, PAT, and SLA writing and marking committees.</li> </ul> <ul style="list-style-type: none"> <li>• Continue to utilize the Literacy Priority Focus Group to strengthen instructional practice in Indigenous Languages</li> <li>• Begin developing performance benchmarks for Cree Language.</li> <li>• Continue to provide cultural camps and land based learning opportunities linked to the curriculum.</li> <li>• Identify literacy benchmarks as part of curriculum redesign at Calling Lake School.</li> <li>• Collaborate with Elders, Knowledge Keepers and Cultural Advisors at the community level to create an inventory of community based resources to support community based learning.</li> <li>• Further develop processes to weave student contextual variables into curriculum. Continue development of Community Stewardship Project and Cree Immersion camps.</li> </ul>

2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15



Recommendation	AERR Progress	Plans 2015-2018
<p>teaching of selected programs or approaches. That NSD also maintain longitudinal data to track student progress, adjust strategies as needed and carry out ongoing assessment.</p> <p><b>Recommendation #12:</b> That NSD strengthen the Aboriginal cultural content within the curriculum; and further that more emphasis, including staff development and support, be placed on Aboriginal content infusion as provided for in the Alberta curriculum. <b>Recommendation #9:</b></p> <ul style="list-style-type: none"> <li>That library enhancement for the purpose of supporting reading be an integral part of the effort to strengthen languages.</li> </ul>	<p><b>AERR Progress</b></p> <ul style="list-style-type: none"> <li>Continued to provide cultural camps and land based learning opportunities linked to the curriculum.</li> <li>Began implementation of Career Technology Foundations at Calling Lake School.</li> <li>Partnered with Northwest Regional Learning Consortium, Kee Tas Kee Now, Bigstone Cree Nation, Sunchild e-Learning, Oil Sands Leadership Initiative develop a range of culturally responsive programming opportunities and supports for students.</li> <li>Supervisor of Aboriginal Programs provided district level leadership to support Cree and Dene cultural and language programming and inclusion of Aboriginal cultural content.</li> </ul> <p><b>Strategies related to the Literacy Initiative</b></p> <ul style="list-style-type: none"> <li>Implementation Daily 5/Café with Cree language teachers.</li> <li>Implemented embedded PD for language/culture teachers.</li> <li>Increased use of FNMI resources; as available/applicable published Island K-8 in use in classrooms; as available/applicable published resources).</li> <li>Introduction of indigenous authors into classroom practice (David Bouchard, Richard Wagamese, Richard van Camp, Drew Hayden Taylor, etc).</li> <li>In-serviced teachers on cultural/language practices to build understanding, sharing, sensitivity to students' needs.</li> <li>With sponsorship and support from Alberta Education FNMI Services Branch, Northland schools received "Literacy Seed Kits" containing 78 library books to support our literacy initiative. Each kit has a dollar value of \$1,000.00.</li> <li>Created "Literacy in a Box" kits for every Northland school.</li> </ul>	<p><b>Plans 2015-2018</b></p> <p><b>Deepen Understanding of Northland Communities</b></p> <ul style="list-style-type: none"> <li>Work with Alberta Education First Nations, Métis and Inuit Services Branch to explore possibilities for credentialing for language instructors.</li> <li>Build capacity of school leaders to utilize the Collaborative Frameworks document and the Community Engagement Framework to strengthen local community engagement.</li> <li>Provide professional development on the use of the WNCP ACV tool (tool for assessing Aboriginal Content Validation).</li> </ul> <ul style="list-style-type: none"> <li>Continue to use for guided reading and independent reading FNMI resources.</li> <li>Model comprehension strategies with the use of FNMI resources.</li> <li>Use of Cenovus monies to fund the Summer Reading program.</li> </ul>



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

Recommendation	AERR Progress	Plans 2015-2018
<p><b>Recommendation #10:</b> That it be mandatory for NSD schools to offer full-day Kindergarten programs.</p> <p><b>Recommendation #11:</b></p>	<p>• Northland School Division applied for grants to support school-based libraries across the Division.</p> <p>• Strengthen cultural content in curriculum by using culturally appropriate and historically accurate resources.</p> <p><b>Use of FNMI dollars</b></p> <p>• Strengthened practice related to the expenditure of FNMI dollars.</p> <p>• Continued Partnering with Northwestern Regional Learning Consortium, Kee Tas Kee Now, Bigstone Cree Nation, Sunchild e-Learning, Oil Sands Leadership Initiative to develop a range of culturally responsive programming opportunities and supports for students.</p> <p>• Second level service alignment with Kee Tas Kee Now to support students and teachers; shared responsibilities and resources.</p> <p>• Funding allocation to support resource acquisition in schools.</p> <p>• Supervisor of Aboriginal Programs provided district level leadership to support Cree and Dene cultural and language programming and inclusion of Aboriginal cultural content.</p> <p>• Monitored use of FNMI resources</p> <p>• Development of Local Community Resource People</p> <p>• Initial development of local community cultural resource list was completed in Wabasca-Desmarais, Sandy Lake, Calling Lake, and Chipewyan Lake Schools. The lists were shared with principal.</p> <p>• All Northland Schools offered full day Kindergarten programs. All have certificated teachers.</p> <p>• Funding to support full day Kindergarten has been allocated.</p> <p>• New school construction linked early learning and school programming (Gift Lake and Bishop Routhier).</p>	<ul style="list-style-type: none"> <li>• Continue second level service alignment with KTC. Meet regularly with second level service team from KTC to align practices and support students and teachers in KTC schools.</li> <li>• Develop a long term strategy to enhance school libraries.</li> </ul>
<p><b>Recommendation #10:</b> That it be mandatory for NSD schools to offer full-day Kindergarten programs.</p> <p><b>Recommendation #11:</b></p>	<p>• Offer support and training to ECS teachers on the use of developmentally appropriate programs, assessments and approaches to Literacy and Language learning.</p>	





**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

Recommendation	AERR Progress	Plans 2015-2018
<p>That NSD promote and maintain close coordination with Head Start programs as a means of helping alleviate the readiness for school deficiencies experienced by many students, and further, that in communities where no other agency offers a Head Start program, NSD should consider offering such a program.</p>	<ul style="list-style-type: none"> <li>• School principals maintained contact with community head start programs, include them as appropriate in school celebrations and other events and develop a transition process to link children and their families to the school as they move from preschool to Kindergarten.</li> <li>• Provided direct training to all ECS teacher in using the Early Years Evaluation for assessment and programming</li> <li>• Used data from the Early Years Evaluation to inform Kindergarten programming and assess student growth</li> <li>• Provided support and professional development to build staff capacity to develop oral language and play based experiential learning.</li> </ul>	
<p><b>Recommendation #12:</b></p>	<p>See Recommendation 8.</p>	
<p><b>Recommendation #13</b> That NSD strengthen professional leadership for Aboriginal language instructors and provide training for Aboriginal language instructors to increase the capacity to deliver quality Aboriginal language programs.</p>	<ul style="list-style-type: none"> <li>• Aboriginal Language Instructors received ongoing professional development on a one-to-one basis through school visits.</li> <li>• Aboriginal Language Instructors incorporated the Daily 5 Strategy as appropriate</li> <li>• New Aboriginal Language Coordinator was added through the KTC/NSD partnership increasing the support for language and cultural programming.</li> <li>• Supervisor participated on a Working Committee for the Community Stewardship Development for the Wabasca region with Education Program Standards and Assessment Branch from Alberta Education.</li> <li>• Provided regional hands-on workshops for the instructors in conjunction with their local school PD.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Priority Focus Group will continue to review progress and identify actions to strengthen instruction in Aboriginal Languages.</li> <li>• Strategies will include- increased use of Alberta Education language resources, use of local resources for the FNMI language programs, provision of support to engage students towards oral contextual learning, development of achievement benchmarks.</li> <li>• In partnership with Alberta Education (FNMI) Services Branch approach the University of Alberta to develop credentialing opportunities for instructors.</li> <li>• Supervisor of Aboriginal Programs provide leadership, in-servicing and individual consultation to support Cree and Dene cultural and language programming.</li> </ul>

**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**



Recommendation	AERR Progress	Plans 2015-2018
	<ul style="list-style-type: none"> <li>• ATEP graduates completed their first year teaching in NSD schools as classroom teachers.</li> <li>• Continued collaboration and in-servicing through Regional Professional Development with all teachers, instructors, classroom support personnel to provide culturally appropriate instruction and resources</li> <li>• Aboriginal programs provided leadership to ensure that all staff understands the importance of Aboriginal language programs and encourage co-operative planning that recognizes the cultural knowledge, perspective and expertise of these staff members.</li> <li>• Collaboration with Kee Tas Kee Now Tribal Council to involve the 10 schools in Professional Development and support in schools through Pedagogical, Literacy, and Inclusive Education Supervisors. Ongoing interaction between jurisdiction personnel to provide services to students and teachers.</li> <li>• Literacy Priority Focus Group will review progress and identify actions to strengthen instruction in Aboriginal Languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to involve the community and the local school board committees in discussions related to the offering of Aboriginal language and cultural programming using the community engagement process.</li> </ul>
<p><b>Recommendation #14:</b> That there be recognition of the reality that not all parents support Aboriginal language and cultural instruction within the school environment by providing an opt-out arrangement similar to the manner in which public</p>	<ul style="list-style-type: none"> <li>• Continue to educate parents on the educational benefits of learning more than one language and the importance of preserving Indigenous languages and cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Promote cross cultural education and continue to respect the beliefs of parents.</li> <li>• Continue to educate parents on the educational benefits of learning more than one language and the importance of preserving Indigenous languages and cultures.</li> <li>• Complete draft policy one</li> </ul>



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

Recommendation	AERR Progress	Plans 2015-2018
<p>schools generally deal with religious instruction.</p> <p><b>Recommendation #17:</b> That NSD give planning consideration to establishing a combined regional and virtual high school to serve students in the smaller communities, as an alternative to existing boarding arrangements.</p>	<ul style="list-style-type: none"> <li>• In partnership with Kee Tas Kee Now Tribal Council, a draft concept paper was completed.</li> <li>• Three Northland high schools applied and were accepted to participate in the provincial high school re-design process.</li> <li>• Offered summer school in three communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Involve three high schools in the high school redesign process by working with community, business and post-secondary partners to expand the use of flexible programming such as outreach, skills camps, culture camps, land-based learning, apprenticeship and work experience.</li> <li>• Continue to develop outreach programming opportunities for students.</li> <li>• Continue to develop the regional/ virtual high school model in partnership with KTC.</li> <li>• Utilize attendance and successful course completion data to monitor progress of high school students.</li> <li>• Continue to expand summer school offerings</li> </ul>
<p><b>Recommendation #18:</b> That NSD initiate and sustain discussions with Northern Lakes College and any other post-secondary institution that has a presence in communities served by NSD to capitalize on potential joint efforts in high school programming.</p>	<ul style="list-style-type: none"> <li>• Career awareness, field trips and visits from NLC staff and simulators.</li> <li>• Introduce CareerTechnology Foundations at Calling Lake School.</li> <li>• The new Gift Lake School include(s) a partnership with Northern Lakes College. NSD has established partnerships with Alberta Distance Learning and Kee Tas Kee Now Tribal Council to work on strengthening high school programming.</li> <li>• Utilized a grant and NSD funds to support educational leave to train two teachers in advanced CTS skills. Two teachers are now providing service in Northland Schools (Little Buffalo and Mistassiniy School). They are credentialled to teach dual credit advanced CTS courses for high school students in the Division. (At present these teachers are building student capacity)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop partnerships to expand CTS offerings.</li> <li>• Work with partners to develop long term educational plans for Wabasca-Desmarais.</li> <li>• Explore partnership with NLC to use 2 NLC and 1 NSD expandable trailers to offer various introductory and dual credit programs focusing trades and health care careers.)</li> <li>• Introductory welding courses with NLC in Wabasca fall 2015, other carpentry and electrical courses to follow; working on a dual credit welding with Keyano College for ADCS for Feb 2016 or Sept 2016 depending on when facility is complete).</li> <li>• For the 2015-16 several schools are planning trips to post secondary earlier in the school year to support student planning and engagement.</li> </ul>



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

Recommendation	AFERR Progress	Plans 2015-2018
	<ul style="list-style-type: none"> <li>• Implemented Paul Martin Entrepreneurship Program at Career Pathways</li> <li>• School Industry Partnership Coordinator in place</li> <li>• Work with <i>Careers Next Generation</i> staff to provide the Registered Apprenticeship (RAP) program with contacts in Wabasca, Fort McMurray and High Prairie.</li> <li>• Build connections with local community organizations, industry, other school divisions and levels of government to support our students, staff and communities.</li> <li>• Continue to seek grants to support NSD initiatives.</li> <li>• Develop college connections</li> <li>• NAIT, excellent contacts through the ENCANA Aboriginal Student Center,</li> <li>• Bill Woodward, Calling Lake, Career Pathways, Little Buffalo, Mistassiniy, Peerless, Paddle Prairie, Grouard, Susa Creek schools had trips to NAIT, U of A, U of C, U of L, GPRC, Grant McEwan and other post-secondary learning locations this past year.</li> <li>• Worked with staff from Keyano College, Careers the Next Generation, RMWB, ELI and several non-profits to improve career knowledge and access for students from the following Northland schools - ADCS School, Fort McKay, Father R. Perin and Conklin.</li> <li>• Grande Prairie Regional College– contacts for programs on west side – support for Skills Alberta exposure and skill development.</li> <li>• Paul Martin Entrepreneurship Program offered at Career Pathways School.</li> </ul>	

2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15



Recommendation	AERR Progress	Plans 2015-2018
<p><b>Recommendation #19:</b> That as NSD is re-defined as a special purpose system for Aboriginal education, there be a requirement, over time, for persons in leadership roles to have FNMI heritage and Aboriginal language fluency along with demonstrated skill in dealing effectively with Aboriginal cultures.</p>	<ul style="list-style-type: none"> <li>• CTS trailer located at Little Buffalo in support of the <i>Kee Tas</i> <i>Kee Now</i> Tribal Council (KTC) Partnership.</li> <li>• CTS Trailers used to provide mobile kits in support of junior and senior high CTS/CTF – small engine repair, cosmetology/esthetics, communication, fabrication, construction, design studies, environmental stewardship, wildlife.</li> <li>• In 2014, 22 Northland staff completed fourth year of the Aboriginal Teacher Education Program and are currently employed in the school division.</li> <li>• Implement a staff recruitment, retention, and capacity building process that highlights the importance of FNMI language, cultural knowledge and demonstrated ability to improve learning outcomes for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to refine the staff recruitment, retention, and capacity building process that highlights the importance of FNMI language, cultural knowledge and demonstrated ability to improve learning outcomes for students.</li> <li>• Explore the optional self-identification for staff</li> </ul>
<p><b>Recommendation #20:</b> That NSD re-establish an effective orientation program for new hires, with a substantial emphasis on community and cultural components, and further, that the placement of new employees into communities be arranged with sufficient time for them to experience</p>	<ul style="list-style-type: none"> <li>• A three day orientation was held in Wabasca for new teaching staff</li> <li>• Provided an orientation for new principals prior to the new staff orientation.</li> <li>• A week was provided in the school calendar for local orientation in Northland communities</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop and refine the new staff orientation process that emphasizes local orientations and give consideration.</li> <li>• Work to deepen knowledge related to the impact of residential schools.</li> <li>• Make orientation it available to current staff on an invitational basis.</li> <li>• Provide time in the 2016-7 calendar for local orientations.</li> </ul>





**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

Recommendation	AERR Progress	Plans 2015-2018
<p>community-level orientation and setting-in prior to the start of teaching duties.</p> <p><b>Recommendation #21:</b> That NSD implement and maintain staff development activities that enhance teachers' skills at individualizing, differentiating instruction, employing more experiential-based learning activities and devising learning activities that include formative assessment skills, in recognition of the diverse learning levels and needs of NSD students.</p>	<p>Differentiated instruction was offered in the area of learner preferences for FNMI students. FNMI resources, Worldviews, and perspectives were introduced and modelled.</p> <p>As part of the Literacy strategy:</p> <ul style="list-style-type: none"> <li>• Emphasized the importance of strength based approaches.</li> <li>• Provided materials to build teacher capacity</li> <li>• Introduced Guided reading, leveled literacy intervention using appropriately leveled text.</li> <li>• Development toward student independence (Gradual Release of Responsibility model – Show me, Help me, Let me).</li> <li>• Growing teacher capacity in using formative assessment in reading, writing, oral language as indicators of student achievement to guide instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to strengthen the emphasis on being open and responsive to "Our Way is a Valid Way".</li> <li>• Continue to incorporate literacy strategies that promote differentiation.</li> <li>• Use of Professional Learning Communities to create viable learning teams focusing on needs of students.</li> <li>• Continued focus on Guided reading and the incorporation of literacy intervention using appropriately leveled text</li> <li>• Development toward student independence (Gradual Release of Responsibility model – Show me, Help me, Let me).</li> <li>• Growing teacher capacity in using formative assessment in reading, writing, oral language as indicators of student achievement to guide instruction.</li> <li>• Begin development on common report cards</li> <li>• Continue participation in SLAs</li> </ul>
<p><b>Recommendation #22:</b> That NSD ensure strengthened responsibility and accountability relationships between students, teachers, principals and the superintendent. In particular, that the human resources</p>	<ul style="list-style-type: none"> <li>• Director of Human Resources provides assistance and direction to principals in staffing process.</li> <li>• Provide professional development for school leaders in staff supervision and evaluation.</li> <li>• Implementation of Recruitment Strategies to hire qualified candidates emphasizing knowledge and/or experience with Indigenous communities, languages and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the Teacher Recruitment and Hiring Handbook which once approved, will be distributed. The handbook provides guidelines, templates and tips for teacher recruitment specific to the Northland context.</li> <li>• Continue implementation of recruitment strategies to hire qualified candidates emphasizing knowledge and/or experience with Indigenous communities, languages and cultures.</li> </ul>



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

Recommendation	AERR Progress	Plans 2015-2018
<p>management function (recruitment and termination of personnel) become clearly a management activity with appropriate community input only; it must cease to be regarded as a governance function subject to political processes.</p> <p><b>Recommendation #23:</b> That NSD re-establish central, regionally based, administrative and pedagogical roles by re-directing some resources away from classroom-based positions. These re-established roles should provide direction, assistance and support to principals and teachers for NSD-wide approaches, implementation and assessment of core literacy and numeracy programs.</p>	<ul style="list-style-type: none"> <li>• Northland School Division has provided central office and regionally based leadership positions to support principals and teachers to achieve division priorities.</li> <li>• One Pedagogical Supervisor provided instructional support to 7 Northland schools and 3 KTC schools.</li> <li>• Two new positions were added to support the NSD/KTC Partnership (Field IT Technician and Student Services Coordinator).</li> <li>• Associate Superintendent is located in Wabasca providing on-site and regional support to schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial constraints have reduced the number of Instructional Leadership staff available to support schools</li> <li>• Continue to provide support to schools targeted to key division initiatives.</li> <li>• Director of FNMI Education will provide overall direction and coordination of FNMI education across the Division and provides leadership, support and direction for strengthen Aboriginal Language programming, weaving language and culture into daily classroom pedagogy.</li> <li>• Division Literacy principal develops a team approach to Literacy initiatives within the district utilizing NSD61 staff.</li> <li>• One pedagogical supervisor who has many additional duties besides Literacy such as PAT, Tell Them From Me, SLA implementation and various other duties as assigned by Senior Administration. There is no longer a Literacy lead on the East side</li> <li>• Supervisor of Student Services supports inclusive education.</li> <li>• School industry partnership principal working to develop CTF/CTS programming and access grants.</li> </ul>



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

Recommendation	AFERR Progress	Plans 2015-2018
<p><b>Recommendation #24:</b> That NSD establish and sustain over time a school-community development function within the organization. This function should include a staff position whose job is to regularly and systematically facilitate school-based meetings with parents and community members to develop the school's strategic role within the future of the community. This staff position must take the lead in implementing the parent engagement process, including reflecting the concepts behind the former Community Schools program</p>	<ul style="list-style-type: none"> <li>As part of the FNMI Action Plan, strengthen understanding and build the capacity of school leader and central leaders using Community Engagement.</li> </ul>	<p style="text-align: center;"><b>Plans 2015-2018</b></p> <ul style="list-style-type: none"> <li>Associate Superintendent provides support to high schools and the high school redesign focus.</li> <li>Education and Technology Coach provides support to the attendance initiative</li> <li>Where necessary contract with experts to provide school and division support in the areas of literacy, language learning and technology.</li> <li>Literacy Division Principal to work with principals to develop instructional leadership capacity in the area of Literacy.</li> <li>Work with the Wabasca Desmarais community to develop a long term plan for education.</li> <li>A community engagement facilitator has been hired for Wabasca-Desmarais</li> <li>Continue to provide a funding allocation to schools to support community engagement.</li> </ul>



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

Recommendation	AERR Progress	Plans 2015-2018
<p>and the Integrated Services delivery model. Further, that this function also include designed resources to enable school staff to regularly host community gatherings (such as community suppers) at the school.</p>		
<p><b>Recommendation #25:</b> That NSD establish and sustain over time an internal communications function. This function should include a staff position whose job is to ensure that key messages about the system's priorities are directed to internal audiences through all appropriate channels. These key messages include the importance of: schooling, regular attendance, consistent parental support and the inclusion of Aboriginal culture.</p>	<ul style="list-style-type: none"> <li>• Communications Coordinator hired October, 2012.</li> <li>• Drafted media releases, parent letters to everyone informed about what's happening at our schools</li> <li>• Created partnerships with other school divisions. Example; joint advertising for encouraging parents to fill out the Accountability Pillar Surveys.</li> <li>• Provided monthly newsletter and produced a weekly communication to administrators.</li> <li>• Launched a Northland School Division No. 61 twitter account. Another way to communicate our message.</li> <li>• Produced an Annual Education Results Report and Annual Plan summary brochure.</li> <li>• Launched a new division website and supported all schools to implement their own websites</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide training and support to school staff related to the school website.</li> <li>• Develop an updated communications plan to enhance internal and external communications</li> </ul>



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

Recommendation	AERR Progress	Plans 2015-2018
<p><b>Recommendation #26, #27 and #28:</b>  <b>Recommendation #26</b>                      That NSD continue to maintain and enhance records of the levels of training of paraprofessionals/support staff.</p> <p><b>Recommendation #27</b>                      That where paraprofessional/support staff members have not completed a level of training commensurate with their assignments, each staff member develop a training plan that leads to a recognized credential relating to their assignments and that NSD encourage and assist staff with in-service programs tied to course requirements.</p> <p><b>Recommendation #28:</b>                      That when new paraprofessional/support staff are hired, they be required to commit to an upgrading program/plan that leads to a</p>	<ul style="list-style-type: none"> <li>• Native Language Instructors supported to attend relevant professional development activities</li> <li>• Provided funds for support staff education leaves focusing on increasing or attaining recognized credentials.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to allocate dollars for staff upgrading and have staff complete a commitment to upgrade where appropriate.</li> <li>• Institute a personal growth plan procedure for all paraprofessional staff.</li> <li>• Work with Northern Lakes College to develop and provide in-service programs that could lead to certification such as Education Assistants.</li> </ul>





**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

Recommendation	AERR Progress	Plans 2015-2018
<p>recognized credential related directly to their assignment.</p>		
<p><b>Recommendation #29:</b> That NSD ensure appropriate personnel and internal arrangements are in place for systematic quarterly financial reporting to the Board of Trustees.</p>	<ul style="list-style-type: none"> <li>• Quarterly reports are presented to the Board.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide quarterly financial reports</li> </ul>
<p><b>Recommendation #30</b> That Alberta Education and NSD jointly explore supporting NSD teacher housing through an arms-length entity (some type of housing authority) acting on NSD's behalf, and perhaps on behalf of other public sector employers in northern Alberta communities, in order to get away from the staff relations issues associated with the employer being the landlord; further that innovative, ongoing provincial funding be</p>	<ul style="list-style-type: none"> <li>• With support from the Alberta Government 30 new mobile homes were acquired and are available for teacher housing</li> <li>• Housing was reduced in areas where is not required</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work on a long term housing strategy</li> </ul>



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

Recommendation	AERR Progress	Plans 2015-2018
implemented to enable such an arrangement to be viable.		
<p><b>Recommendation #32 and #33:</b>                      That NSD obtain title to, or an enforceable long-term interest in, land prior to commencing construction of any capital project.</p> <p><b>Recommendation #33:</b>                      That NSD ensure it has appropriate leases in place for all its schools situated on Métis Settlement lands.</p> <p><b>Recommendation #46:</b>                      That NSD initiate school closure proceedings at Keg River.</p>	<ul style="list-style-type: none"> <li>• Develop a procedure dealing with third party land acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to follow this practice.</li> </ul>
		<ul style="list-style-type: none"> <li>• Monitor enrolments on an annual basis.</li> </ul>



## 2015/2018 Combined Three Year Plan and Annual Education Results Report for 2014-15

### Inclusive Education Northland School Division No. 61

Northland School Division continues to contract services. Services that had been contracted for the 2014/15 school year included: psychology; speech language pathology; occupational therapy; physiotherapy; hearing and vision services, and assistive technologies; iPads; FM systems; and lap top computers. The community of Wabasca continued to have a school-based counsellor funded under a partnership with the Municipal District, Bigstone, and Northland school Division. 2014-2015 also marked the pilot year for the ECS teacher's use of the Early Years Evaluation tool; the tool provided teachers with data to inform the instruction of the classroom, as well as areas to target under the Response to Intervention (RTI) model.

The school division is working on building capacity to support Inclusive classrooms. This year, a focus is ensuring that the teachers have a clear understanding of differentiation and Response to Intervention. These two models can help meet the needs of all students who are in their classrooms. During this year a focus will be placed on the mental health of the students; creation of an ad hoc committee to examine the current state of mental health across the division; recommendations that address community needs; and, developing policy to address sexual orientation and gender identity.

#### *Regional Collaborative Service Delivery Model*

Regional Collaborative Service Delivery is a model for integrating and coordinating services, supports and programs through a cross- sector partnership. This model serves children and students from birth to age 20, including those with complex needs, from before pre-school to the end of grade 12. The model is intended to strengthen the ability of families, schools, service providers and community partners to understand and respond to the needs of children, students and youth in a timely, inclusive and equitable manner. Because the division is spread out over much of Northern Alberta, we belong to four RCSD's.

The Regional Collaborative Service Delivery Models, of which we are members, and the schools they serve are listed below:

<b>Peace Country RCSD</b>	Susa Creek Little Buffalo	Dr. Mary Jackson Paddle Prairie
<b>Northern Lakes RCSD</b>	Pelican Mountain Mistassiniy St. Theresa Peerless Lake Calling Lake	Kateri Chipewyan Lake Gift Lake Bishop Routhier Grouard Northland School
<b>Wood Buffalo RCSD</b>	Fort McKay Anzac Father. R. Perin Bill Woodward	Conklin Athabasca Delta Community School
<b>Eastern Edge RCSD</b>	Elizabeth	J.F. Dion



## 2015/2018 Combined Three Year Plan and Annual Education Results Report for 2014-15

---

### School Facilities

#### Maintenance

During the 2014-2015 school year, construction for the new replacement school in Gift Lake continued. The temporary school was abandoned in January, 2014, due to mould damage and air quality issues. Work continues with Alberta Infrastructure to address the construction deficiencies and drainage issues related to the new school. The old school was demolished during the summer, and work on the landscaping and playground will continue in the fall of 2015 and spring/summer of 2016.

Portables were moved from Bishop Routhier to Paddle Prairie School and from Gift Lake School to Calling Lake Schools over the summer of 2015. The move went well, and the students are using the new spaces.

Work continues on bat remediation. Work was completed on two schools last year; however, a third school is currently being remediated, and should be complete by the new calendar year.

The demolition of the school in Peavine is being planned, with the intention of full demolition and site reclamation by the summer of 2016.

A HVAC specialist has been hired to inspect all the HVAC systems for all the schools – to train staff in their usage, to repair and upgrade the systems as required.

Requests were made to Alberta Infrastructure and Alberta Education to provide for two portables each at Conklin School and Father R. Perin. The current portables are old, and safety issues are becoming a concern.

Concentrated work has begun on training staff on the use of maintenance software – allowing us to track and prioritize maintenance issues. This work will continue over the next six months or so, and will allow us to provide better reporting to schools and administration.

A copy of the Division's Capital Plan may be viewed by clicking on the following link:

<http://www.nsd61.ca>

#### Transportation Department

Northland School Division No. 61 operates 56 bus routes, of which 13 are contract operated covering a total of 100,000 sq. kilometers of unorganized territory in northern Alberta. Approximately 2833 students are transported daily to 42 schools in Alberta and British Columbia by bus or by Conveyance Allowance. The service area of the Transportation Department is 4421 square kilometers; 6070 daily kilometers are travelled or 1,092,600 kilometers annually. The fleet of 62 buses is distributed to provide optimum service to the Northland Communities. Northland does not operate division owned repair facilities. Eight garages are engaged by Northland to conduct semi-annual inspections and maintain the fleet.

The Transportation Department operates on a budget of approximately \$2,400,000.



## 2015/2018 Combined Three Year Plan and Annual Education Results Report for 2014-15

The transportation department was restructured with board approval in June 2014 to support a Transportation Manager, Transportation Coordinator, and the addition of a .4 Transportation Secretary. However, in February 2015 the Transportation Manager retired and the duties have been assumed by the current Transportation Coordinator and a .5 Secretary that was hired in February 2015.

Driver recruitment strategies continue to prove successful in 2014-2015; reduced again to 3.6% non-operational due to driver absence from 4.7% in 2013-2014 and 10% in 2012-2013.

### Housing

Northland Housing Services operates as a separate service within Northland School Division, with the primary objective of providing affordable accommodation to members of the teaching profession in those communities where housing is not readily available.

The process to move forward to secure a loan of \$1,000,000.00 was put on hold while the division worked with Alberta Education on a comprehensive plan to address housing.

A Mobile Home Project was initiated to replace 25 units throughout the Division All 25 have been moved, deficiencies have been addressed and the one year warranty by the contractor is in place.

Final invoicing has yet to be completed but the total cost of the project (including new lot) will be approximately \$1.3 million = \$750,000.00 from the Province and the rest from the proceeds of the sales of Northland mobiles and houses being tendered in the communities where new units are being placed. Additional revenue from housing being sold or transferred to other parties will be used to off- set the project cost.

There have been five additional units given from the Province to the division and they are currently stored in Slave Lake, Alberta for the winter months awaiting decision on placement.

Housing Services continued to:

- 1) Be client focused with professional staff as clients.
- 2) Provide quality maintenance service to tenants within the budget constraints of housing rental income,
- 3) Work toward the establishment of a functional preventative maintenance program, building on the use of our current Maintenance Connection computer program.
- 4) Work towards and explore alternate methods of housing delivery in communities where partnerships could be a viable option.

### School Food Services

School Food Services operates as a division of Northland School Division No. 61 and had an annual budget of approximately \$3,200,000 for the 2014-2015 school year.

A central administrative staff complement of 4 positions worked with twenty-three Northland school lunch programs, and six school lunch programs in other divisions to provide approximately 487,620 nutritionally balanced school lunches to registered students. Local people are employed exclusively as kitchen staff.

A daily morning nutrition break is also being provided which is designed to enhance student performance, improve attendance and reduce the number of students arriving late.





## 2015/2018 Combined Three Year Plan and Annual Education Results Report for 2014-15

---

During the 2014-15 school year, the new school opened at Gift Lake and the students began to receive meals prepared in a brand new kitchen. Plans were finalized for the lunch program kitchen which will be in the new school at Joussard. Dishwashers were installed in the commercial lunch program kitchens in four locations. Funding was received from the Alberta Healthy School Community Wellness Fund to continue the development of a division wide wellness policy. School Food Services staff worked with the schools to get as much input as possible for the nutrition component of the policy. Activities included nutrition education sessions at three schools, provision of Vitamixers to make healthy smoothies, and a contest for Nutrition Month. Student's submitted art based on the nutrition month theme and five submissions were chosen to be included in the 2015-2016 Northland Calendar.

### Parental Involvement Strategies

Local School Board Committees work with school staff and administration on the development and updating of school plans. Schools report their processes for involving parents as part of their local school plan. The members of the Local School Board Committee review the plans and indicate their support by recommending the approval of school plans through a local board motion.

Following the 2014 elections, a two session orientation was provided for LSBC members. The official trustee and superintendent attend LSBC meetings and are available to provide assistance and clarification on procedures and responsibilities.

### AERR-PIDA Report 2014-2015

The Northland School Division No. 61 Board of Trustees is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the Board, and to promote public confidence in the administration of the Board. To ensure this, the Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.

The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act (June 2013) in order to:

- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest,
- Protect employees who make those disclosures,
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals,
- Promote public confidence in the administration of public bodies.

As required by Section 32 of the Act the Superintendent (Chief Executive Officer) must provide an annual report:

#### Chief Officer's Annual Report

**32(1)** Every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible.

**(2)** The report under subsection (1) must include the following information:



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

---

- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
  - (b) the number of investigations commenced by the designated officer as a result of disclosures;
  - (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.
- (3) The report under subsection (1) must be included in the annual report of the department, public entity or office of the Legislature if the annual report is made publicly available, and if the annual report is not made publicly available, the chief officer must make the report under subsection (1) available to the public on request.

*(Public Information Disclosure Act – June 2013)*

In the 2014-2015 school year, Northland School Division No 61 has had:

- 0 disclosures and
- 0 investigations.



## 2015/2018 Combined Three Year Plan and Annual Education Results Report for 2014-15

### Financial Results

The following pages outline the finances of the Division. More information on the sources of school-generated funds and their uses, as well as a copy of the Audited Financial Statement can be requested by contacting the Secretary-Treasurer of the Division. Phone: 1-800-362-1360 or visit our website:

[www.nsd61.ca](http://www.nsd61.ca)

A copy of our budget report for the year ending August 31, 2015 can be obtained by contacting the Secretary-Treasurer or visit our website:

[www.nsd61.ca](http://www.nsd61.ca)

The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division and the 2015-2016 priorities.

Comparative information is available in a provincial report at the following website: [www.education.gov.ab.ca/funding/](http://www.education.gov.ab.ca/funding/)

#### ***Key Financial Information about the Upcoming School Year***

1. Instructional programming salaries account for 73% of the division's salary budget. 65% of the budget is allocated to salaries.
2. Board and administration expenses are projected at 5.89%.
3. This is the third year of a three-year grant (\$150,000 each year) that has been directed to strengthen CTS programming, including dual credit programming.
4. Funding for the above priorities is reflected in the 2014-2015 budget, which includes:
  - Division Attendance Initiative - \$200,000.
  - Literacy Initiative – ongoing and integrated in budget
  - Funding to work with stakeholders to develop a long-term plan in the Wabasca-Desmarais area.
  - Land-based and experiential learning – utilizing government and industry grants.

Efforts to implement the recommendations and priorities are constrained by current funding as follows: Salary increases to certificated staff are higher than the Alberta Education increased funding to cover them. This places a major financial burden on the division.

We continue to provide in excess of 475 hours of instructional time for ECS students; however, current funding makes this a challenge.

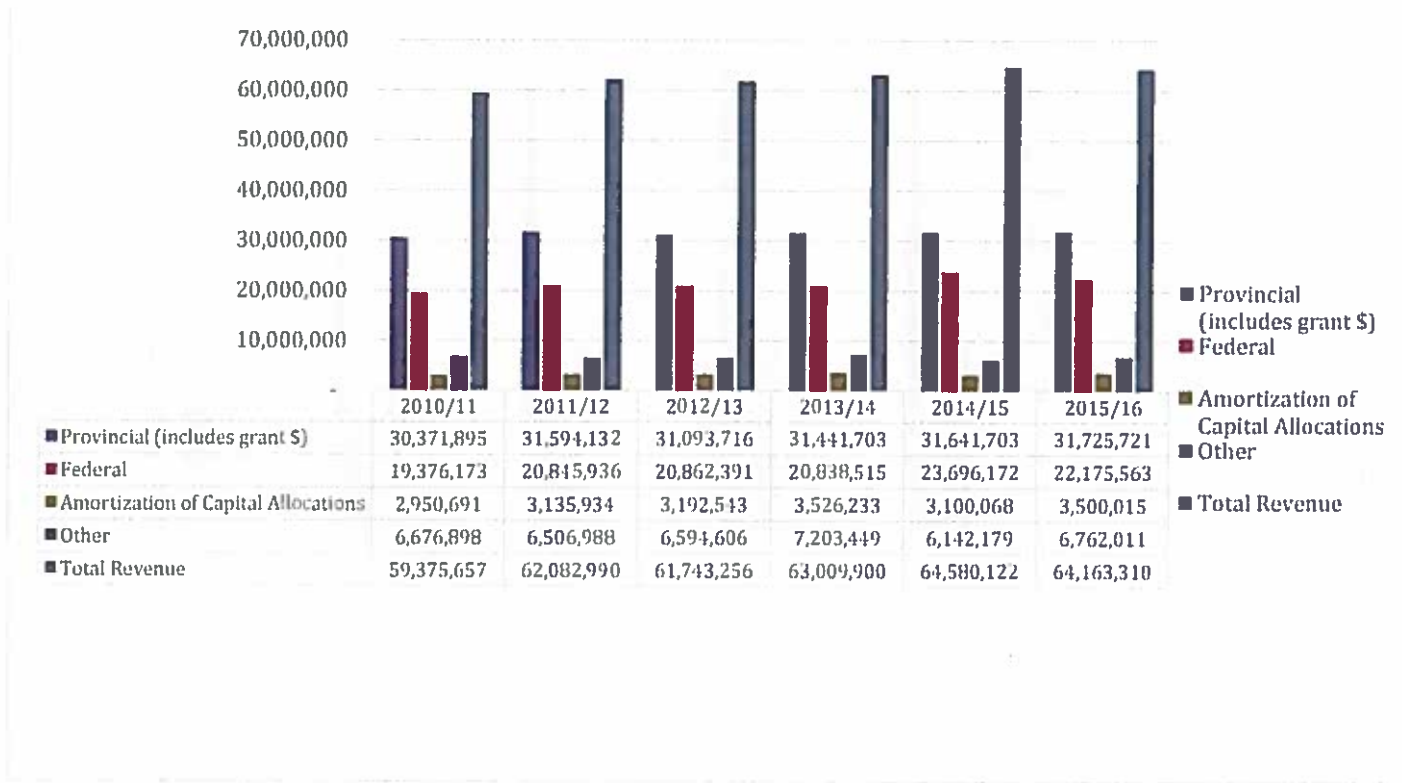
The current model of funding using CEUs presents a challenge to run high school programming.

There is no additional funding for the Division Attendance Initiative.



**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

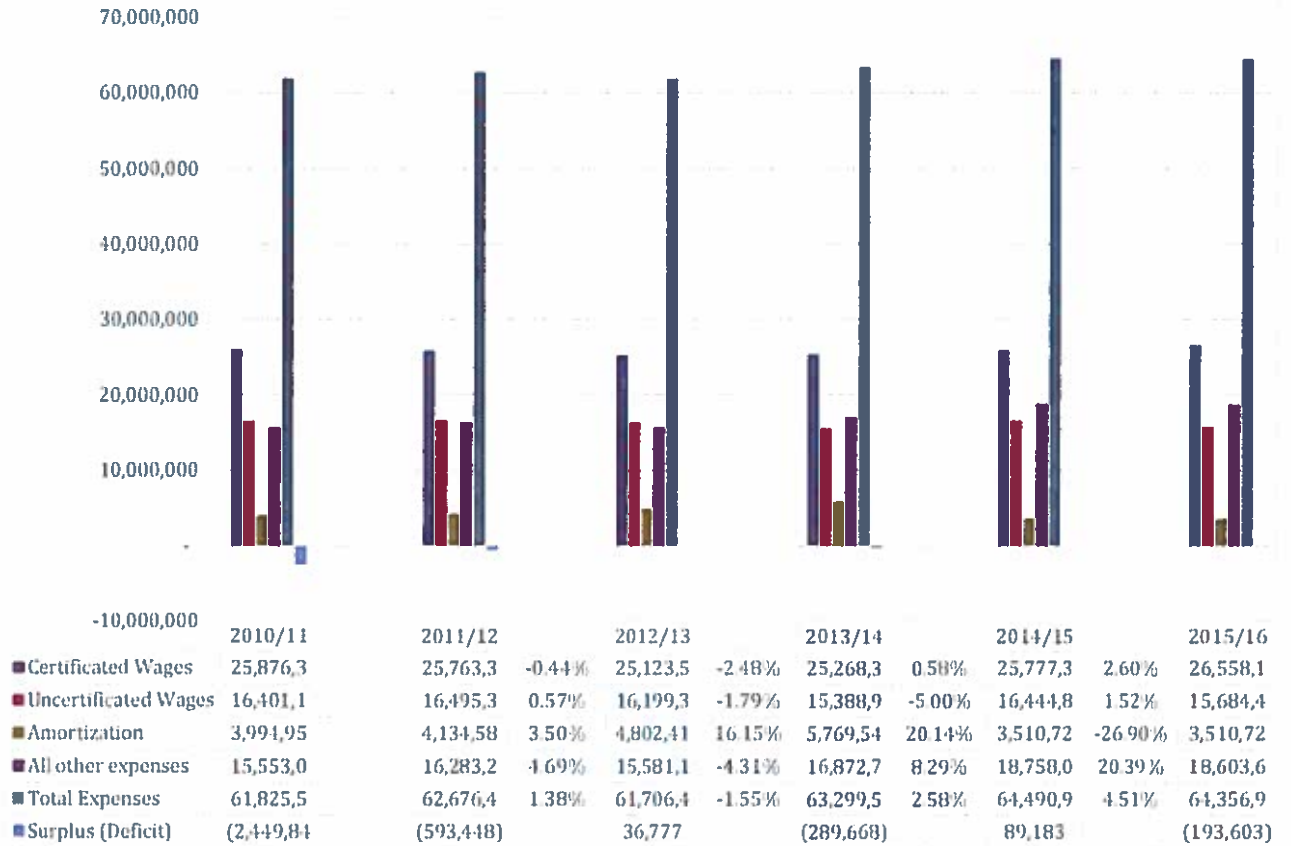
**2015-2016 June Budget Operating Revenue By Type**





**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

**June Budget 2015-2016 Operating Expenses – historical to budget**

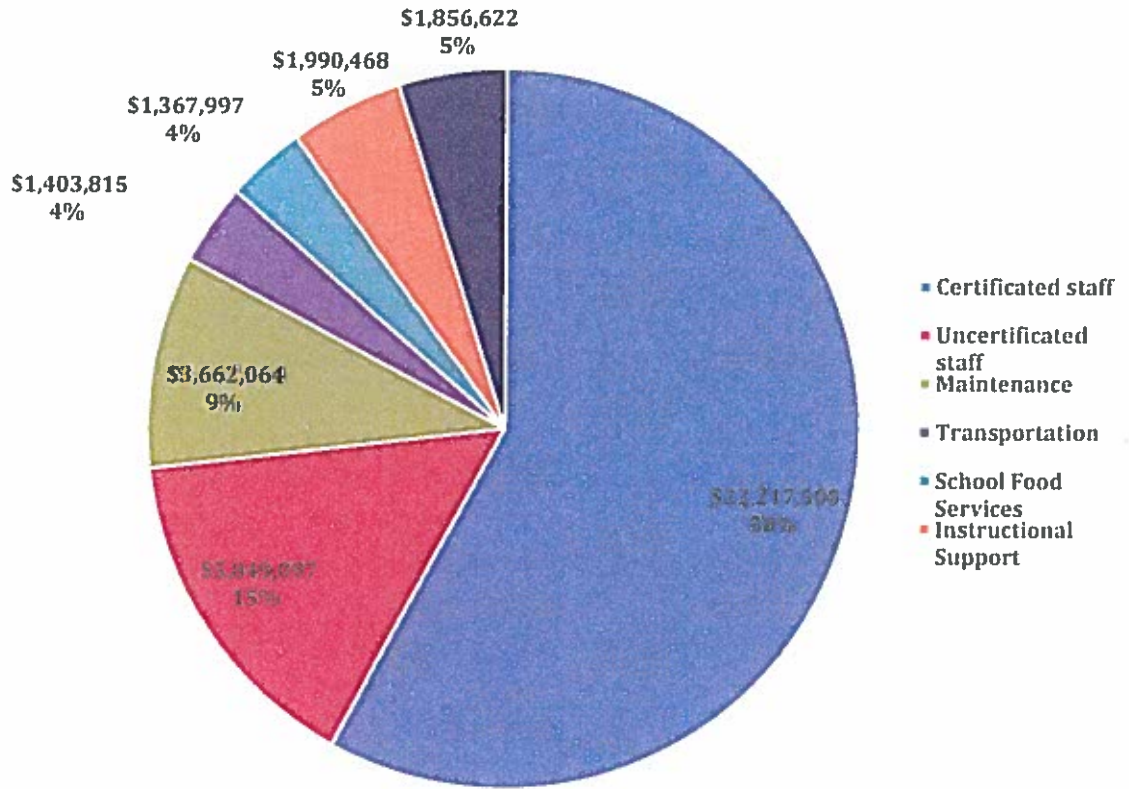






### 2015/2018 Combined Three Year Plan and Annual Education Results Report for 2014-15

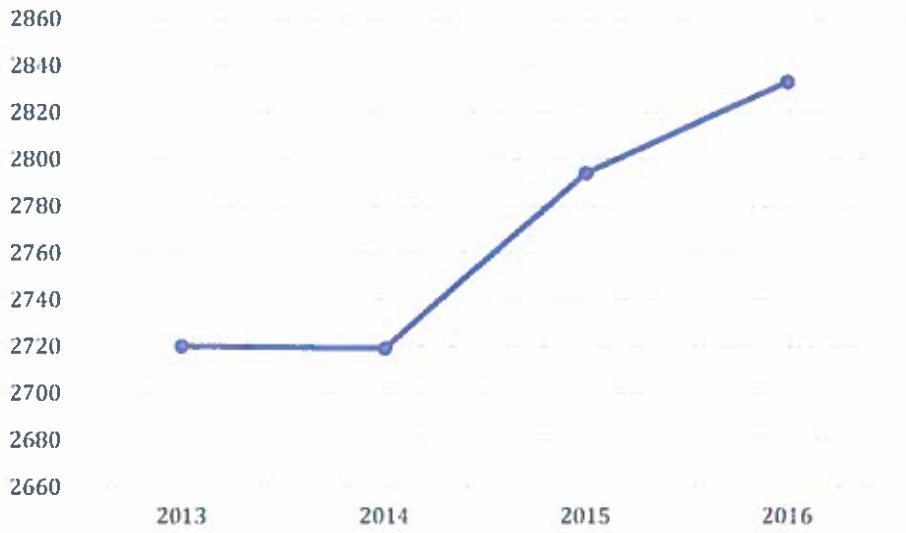
#### June Budget 2015-2016 Operating Expenses





### 2015/2018 Combined Three Year Plan and Annual Education Results Report for 2014-15

#### Student Counts K-12





**2015/2018 Combined Three Year Plan  
and Annual Education Results Report for 2014-15**

**Board**

Colin Kelly, Official Trustee

**Senior Administration**

Donna Barrett, Superintendent of Schools  
 Don Tessier, Associate Superintendent  
 Trudy Rasmuson, Secretary-Treasurer  
 David Cox, Division Facilities Manager  
 Wesley Oginski, Director of Human Resources  
 Lorraine Cardinal - Roy, Director of FNMI Education

**Schools**

Schools	Grades	Local School Board Committee Chair
Anzac Community School	K-4	David Czibere
Athabasca Delta Community School	K-12	Claris Voyageur
Bill Woodward School	4-9	David Czibere
Bishop Routhier School	K-6	Greg Gauchier
Calling Lake School	K-12	Cora Weber-Pillwax
Career Pathways	Outreach	Kim Courtorielle
Chipewyan Lake School	K-9	Jason Yuck
Conklin Community School	K-9	Margaret Quintal
Dr. Mary Jackson School	K-12	Katherine Omoth
Elizabeth Community School	K-8	Shelley Bartman
Fort McKay School	K-9	Janet Lynn McDonald
Fr. R. Perin School	K-9	Alice Fontaine
Gift Lake School	K-9	Ken Shaw
Grouard Northland School	K-9	Jesse Lamouche
Hillview School	K-6	Shelly Auger
J.F. Dion School	K-6	Joan Daniels
Kateri School	K-12	Elmer Gullion
Little Buffalo School	K-12	Dwight Gladue
Mistassiniy School	7-12	Kim Courtorielle
Paddle Prairie School	K-12	Candice Calliou
Peerless Lake School	K-12	Louie Cardinal
Pelican Mountain School	K-6	Violet Carlson
St. Theresa School	K-6	Robin Guild
Susa Creek School	K-8	Rachelle McDonald



**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**RECOMMENDATION**

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

\*\*\*\*\*

**BACKGROUND**







**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;



**Policy # TBD**

**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.



**Policy # TBD**

**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.

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS  
**SUBJECT:** JOB DESCRIPTION – DIVISIONAL FACILITIES MANAGER  
**ORIGINATOR:** PERSONNEL COMMITTEE

**RECOMMENDATION**

That the Board of Trustees approve the newly created job description for the position of Divisional Facilities Manager, as attached.

\*\*\*\*\*







## Divisional Facilities Manager

### IDENTIFYING INFORMATION

**POSITION TITLE:** Divisional Facilities Manager  
**CLASSIFICATION TITLE:** Administration VI  
**DEPARTMENT:** Maintenance  
**IMMEDIATE SUPERVISOR'S TITLE:** Secretary-Treasurer  
**POSITION SUPERVISES:** Area Maintenance Supervisors  
 Project Foreman  
 Maintenance Secretary  
 Housing Manager  
**Occupational Health & Safety**

**REASON FOR SUBMISSION:**

<u>  X  </u>	<u>      </u>	<u>      </u>
Creation	Change	Update

Date: April 22, 2015

### **POSITION SUMMARY**

### **MAJOR DUTIES AND RESPONSIBILITIES:**

This position is responsible for directing and supervising the construction, care and maintenance of all school buildings, grounds and equipment.

1. Manages facilities through a comprehensive plan.
  - 1.1 Establishes a plan for proactive needs assessment and a consequent scheduled maintenance program.
  - 1.2 In accordance with the Code and regulatory requirements and in consultation with the Area Maintenance Supervisors, develops a system of preventative maintenance for the Division.
  - 1.3 Develops and implements a long-term plan for facility maintenance.
  - 1.4 Develops a strategy to leverage local capacity for minor maintenance.



## Divisional Facilities Manager

---

- 1.5 Implements a management process of regular reviews of facility maintenance projects, issues and work inventories.
- 1.6 In collaboration with Area Maintenance Supervisors, coordinates the day-to-day maintenance program and ensures all work is carried out in a timely fashion.
- 1.7 Monitors operation of the departments and, in conjunction with principals and staff, makes any necessary changes that would improve the operation of the department.
- 1.8 Meets with sales representatives; coordinates evaluation of all new and existing equipment and supplies.
- 1.9 Purchases and ensures the functionality of school security systems.
- 1.10 Screens all work requests; prioritizes individual requests.
- 1.11 Coordinates the transfer of furniture and equipment between schools. Acts as a technical consultant to the School Principal in matters related to custodial tasks and the use of janitorial supplies and equipment.
- 1.12 Serves as Division representation at any start-up/construction phase meetings for any new construction or major modernization.
- 1.13 ~~Maintains procedures for Housing and~~ **Ensures implementation of Housing MRR Procedures.**
- 2. Provides leadership in facilities management.
  - 2.1 Supports the provision of quality facility services to all division-owned sites.
  - 2.2 Ensures the inspection of facilities and the preparation of reports concerning the status of all division buildings.
  - 2.3 Ensures compliance with all building codes, fire safety regulations and Occupational Health and Safety requirements in all division buildings.
  - 2.4 Provides for the professional development and certification requirements of facility staff and custodians.



## Divisional Facilities Manager

- ~~2.5 Practices leadership in a manner that is viewed positively and has the support of peers and reports in carrying out the Superintendent's expectations.~~
- 2.6 Exhibits a high level of personal, professional and organizational integrity.
- 2.7 Demonstrates effective organizational skills, resulting in compliance with all legal and Board mandates and timelines and adherence to Superintendent directives.
- 2.8 Ensures response to any intrusion or building alarm.
- 2.9 Contributes to a division culture which facilitates positive results, effectively handles emergencies, and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
- 3. Administers the maintenance budget, policies and procedures in a responsible and effective manner.
  - 3.1 Ensures that the physical environment is safe, conducive to student learning, and supports staff health and wellness.
  - 3.2 Prepares, in conjunction with the Secretary-Treasurer, and administers annual operational budget for facility maintenance.
  - 3.3 Updates the three-year IMR Plan for the division annually, ensuring consideration of changing priorities.
  - 3.4 In conjunction with the Secretary-Treasurer, develops a Capital Plan, as required.
  - 3.5 Reviews and authorizes purchase orders and invoices for maintenance expenditures and capital building projects, including major modernizations.
  - 3.6 Provides directions to the tendering process for the purchasing of goods and services within areas of responsibility.



**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** STUDENT DATA AND EDUCATION TECHNOLOGY COACH 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 Student Data and Education Technology Coach, as attached.

\*\*\*\*\*









**Student Data and  
Education  
Technology  
Coach**

**MAJOR DUTIES AND RESPONSIBILITIES:**

1. Assist and train school secretaries with/for the use of the following software:
  - 1.1 Student Information System (SIS) (currently Maplewood)
    - 1.1.1 New Year rollover
    - 1.1.2 Secondary grade reporting
    - 1.1.3 Provincial reporting
    - 1.1.4 Period attendance
    - 1.1.5 Scheduling
    - 1.1.6 Gradebook
    - 1.1.7 Divisional support contact for SIS concerns and assistance
  - 1.2 PASI
    - 1.2.1 PASI Core Integration and SIS
    - 1.2.2 SysPrep
    - 1.2.3 Edulink
    - 1.2.4 Divisional contact between SIS and PASI Core
  - 1.3 MS Word, Excel, Google Docs and Email
  - 1.4 Blackboard Collaborate
    - 1.4.1 Training site webmasters
    - 1.4.2 Divisional support team member
  
2. Coordinate the preparation and submission of student count data to Alberta Education for the purpose of receiving appropriate funding for school – inclusive of:
  - 2.1 Instructing schools on procedures
  - 2.2 Gathering and compiling data inclusive of verifying grant codes for students (funding)
  - 2.3 Checking data for errors, additions and/or deletions, then instructing secretaries to make changes as required.
  - 2.4 Work with the Transportation Department to ensure congruence of data between VersaTrans system and SIS
  - 2.5 Work with Alberta Education to make necessary changes to complete September and March counts



## Student Data and Education Technology Coach

---

3. Liaison between Alberta Education, schools and Division.
  - 3.1 Developing and testing of reports using Maplewood generate information
  - 3.2 Assist school secretaries in standardizing office procedures
  - 3.3 Prepare training materials and present workshops on office software packages and procedures to Northland School Division staff
  - 3.4 Maintain and administer the Black board Collaborate system for automated calls to parents
  - 3.5 Engage with learning support services in data analysis of accountability pillar information (ie: literacy benchmark information, SLA's, PAT's, diploma exams)
4. Maintain software subscriptions for Education Tech
  - 4.1 IRC Streaming Services, Access Learning, Learn 360, Discovery Ed, Mathletics, Tumblebooks, ReadWriteGold
  - 4.2 Assist teachers/students with any username and password requirement

### Technology Coach

5. The Student Data and Education Technology Coach shall:
  - 5.1 Provide educational focus and direction for the integration of technology into the jurisdiction
    - 5.1.1 Research methods and strategies for teaching technology concepts and skills
    - 5.1.2 Provide and/or coordinate training and support to staff for curricular integration of technology
    - 5.1.3 Provide and/or coordinate training and support to staff in acquiring skills in technology
6. Provide consultative services for the deployment and use of technology in schools, in consultation with other Departments.
7. Assist schools in the delivery of small high school programs through a variety of alternative delivery modes, including video conferencing.



**Student Data and  
Education  
Technology  
Coach**

---

8. Attend meetings and workshops to ensure province wide standards and initiatives are implemented.
9. Provide leadership to the Northland School Division Technology committee in fulfilling mandate of the Division's technology plan.
10. Collaborate with the IT Services Department to coordinate educational initiatives pertaining to technology.
11. Collaborate with the IT Services Department to establish an ongoing budget, priorities and ensure smooth implementation of technology.
12. Perform other duties as assigned by Supervisor.

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS  
**SUBJECT:** HOUSING COORDINATOR JOB DESCRIPTION  
**ORIGINATOR:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

**RECOMMENDATION**

That the Board accept approve in principle, the revisions to the job description for the position of Housing Coordinator, as attached.

\*\*\*\*\*







**Facilities  
Manager—  
Housing  
Housing  
Coordinator**

### **IDENTIFYING INFORMATION**

POSITION TITLE: **Facilities Manager—Housing  
Housing Coordinator**

CLASSIFICATION TITLE: Administration

DEPARTMENT: Facilities & Maintenance

IMMEDIATE SUPERVISOR'S TITLE: ~~Director of Business Services~~  
**Secretary-Treasurer**

POSITION SUPERVISES: ~~Area Maintenance Supervisors~~  
~~Maintenance Secretary~~

REASON FOR SUBMISSION:              X               
Creation    Change    Update

**Date: July 6, 2015**

### **POSITION SUMMARY**

The ~~Facilities Manager—Housing~~ **Housing Coordinator**, in collaboration with the ~~Director of Business Affairs~~, school administrators, and ~~jointly with the Facilities Manager—Projects~~ **Division Facility Manager** plans for all future housing facilities and ensures the viability, from a maintenance perspective, of all divisional housing and ~~Mobile CTS~~ facilities in a professional and confidential manner.

### **MAJOR DUTIES AND RESPONSIBILITIES:**

1. Maintenance services for the housing and ~~Mobile CTS~~ equipment;
2. The long and short term planning of the department in consultation with central office, field staff, Board Committees;



**Facilities  
Manager—  
Housing  
Housing  
Coordinator**

3. Compliance with all Building code and Fire Safety Regulations, Occupational Health and Safety requirements in all ~~Divisional buildings~~ **all division-owned housing**;
4. The joint development of a maintenance **housing** budget with the ~~Facilities Manager—Projects for assigned areas and services~~;
5. ~~Supervision of Area Maintenance Supervisors and Maintenance Secretary~~;
6. ~~Assists the Director of Business Affairs~~ **Division Facility Manager** with the development and implementation of long and short term plans for the Division;

**Develops long-range plans and processes to**

**6.1 Review housing equity across communities**

**6.2 Achieve a reduction of housing obligations to Northland School Division.**

7. ~~Develops a system of preventative maintenance and repairs services for the Division, including engineering, mechanical, electrical and other related systems, in accordance with Code and regulatory requirements in consultation with the Area Maintenance Supervisors~~;

**Utilizes the system of preventative maintenance and repairs for the housing units, using maintenance repair requests and tracking software — specifically maintenance connections.**

8. Provides an ongoing review of policy implementation and development relative to facility **housing** maintenance, in consultation with the ~~Director of Business Affairs~~ **Division Facility Manger**;
9. Is responsible for the joint evaluation of Area Maintenance Supervisors, and **input into the Maintenance Secretary's appraisal**;
10. ~~Makes recommendations for training programs and in services for the maintenance staff~~;



**Facilities  
Manager—  
Housing  
Housing  
Coordinator**

11. Jointly Monitors the quality of services related to facilities **housing** and makes related recommendations to the ~~Director of Business Affairs~~ **Division Facility Manager**;
12. Ensures that all pertinent documents are prepared, including design drawings, building development permits, cost estimates, purchase orders, bid specifications, for capital and major R & M projects in assigned area;
13. Monitors the work of contractors for capital and R & M projects in assigned area;
14. Reviews and authorizes purchase orders and invoices for **housing** maintenance expenditures, capital building projects, and the major R & M projects in assigned area **with Division Facility Manager**;
15. Ensures the inspection of facilities **housing** and the preparation of reports concerning the status of all Northland School Division Housing buildings ~~and Mobile CTS equipment~~;
16. Liaises with:
  - 16.1 Alberta Labour Safety Branch concerning compliance with building(s), fire and safety codes in assigned area.
17. Participates in Finance/Maintenance/Transportation Committee in an advisory capacity when requested;
18. ~~Jointly calls meetings with Area Maintenance Supervisors~~ **Meets regularly with Division Facilities Manager** to review and discuss pertinent departmental issues;
19. Attends Northland Board meetings, providing answers to directed queries concerning maintenance, housing or capital projects, as requested;
20. Attends the following meetings, upon request:
  - 20.1 Local School Board Committees
  - 20.2 Settlement Offices
  - 20.3 Alberta Building Services



**Facilities  
Manager—  
Housing  
Housing  
Coordinator**

---

- 20.4 Consultant reviews
- 20.5 Project deficiency reviews
- 20.6 Quality of Work Life
- 21. ~~In the absence of the Facilities Manger Projects assumes the respective duties.~~ **New staff orientation and administrative meetings.**
- 22. Carries out additional duties as assigned by the ~~Director of Business Affairs~~ **Secretary-Treasurer.**
- 23. Jointly work in collaboration with the Area Maintenance Supervisors to address maintenance concerns and ensures adherence to the appropriate standards within budget constraints.
- 24. Inspects each residence with maintenance personnel annually (or more frequently if required) to review condition of housing unit and to establish maintenance priorities and projects that may be required.
- 25. **Ensures efficient check-ins/outs in a timely manner by maintaining qualified local community personnel.**
- 26. **Ensures leases, utility information and tenant check-in/check-outs are up-to-date.**
- 27. **Ensures that tenants understand their responsibilities.**
- 28. Conducts accommodation inspections reports and/or ensures that all required inspections are completed.
- 29. Works collaboratively to resolve tenant concerns.
- 30. Develops and maintains a three-year housing plan, which must be updated annually.
- 31. Ensure that housing leases are current for all residences.



**Facilities  
Manager—  
Housing  
Housing  
Coordinator**

---

### **OTHER CONSIDERATIONS**

1. Proficient in Microsoft Office Professional, with an excellent command of Excel and Word. Working knowledge of Microsoft Access Database is desirable **and Maintenance Connection.**
2. Strong working knowledge of the Government of Alberta Residential Tenancies Act.
3. Working knowledge of the tendering process in a public service agency setting.
4. Excellent interpersonal skills.





**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** SCHOOL CUSTODIAN JOB DESCRIPTION

**ORIGINATOR:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

<b>RECOMMENDATION</b>
That the Board of Trustees approve in principle, the revisions to the job description for the position of School Custodian, as attached.

\*\*\*\*\*

**CURRENT SITUATION:** This item was tabled at the August 28, 2015 Regular Board Meeting for further review by the Maintenance Committee.

**BACKGROUND:**

**OPTIONS:**







## School Custodian

---

3. ~~Ensures that washrooms are supplied at all times with paper towels, toilet paper, and soap, and that the wastepaper is removed.~~
4. Ensures that porches, steps, and walks ~~within a minimum of ten feet from all school buildings~~ are kept free from snow and ice during the winter months.
5. Ensures the school grounds are kept in a tidy condition, **grass and weeds are cut as required, and removes** ~~and sees that all rubbish is removed.~~
6. ~~Cuts grass and weeds in the school grounds as required.~~
7. Replaces light bulbs and fluorescent tubes as required.
8. Unplugs toilets and sinks that require only the use of a plunger or snake.
9. Assists the maintenance ~~men~~ **personnel** when required to do so.
10. Informs the **Principal and** maintenance department of any repairs identified during the course of their normal duties.
11. Receives technical advice from Maintenance department on use of cleaning products and equipment.
12. Washes windows inside and out once in the spring as soon as weather permits, and once in the fall ~~before freeze-up.~~
13. Makes all minor repairs to school buildings **when and where applicable.**
14. ~~Washes and waxes the school floors to maintain a high standard of cleaning.~~
15. Responsible for maintaining an adequate inventory of approved janitor supplies at all times.



## School Custodian

---

16. Co-operates fully with all other school personnel **and maintenance staff.**
17. The caretaker's duties must be performed to the satisfaction of the School Principal and the maintenance staff.
18. Ensures that the School will be ready for normal use prior to the commencement of the school day.
19. ~~Keeps all chalk rails clean.~~ **Upon request, clean chalk rails and boards.**
20. Ensures that all windows and doors are locked at the close of the day, **and the alarm is set prior to leaving the building.**
21. Checks periodically **monthly** and ~~keeps in repair~~ all fire equipment, panic bolts, and sees that all exit doors operate freely **and reports to Principal/Maintenance staff any deficiencies.**
22. Is present at fire drills and takes all precautions against fires **hazards** in the school buildings **and on school grounds.**
23. Must maintain their storage area in a clean and tidy manner at all times.
24. Ensures all duties ~~not already mentioned in this position description but~~ included in the Minimum School Cleaning Standards Checklist are completed.
25. ~~Assists Maintenance department by completing monthly inspections of playground equipment and advising the department of any conditions that require attention.~~
26. **Complete all** All other janitorial ~~duties~~ **custodial requirements** related to the school as may be assigned ~~from time to time~~ by the School Principal.
27. Walk through with the principal quarterly.





## School Custodian

---

### OTHER CONSIDERATIONS

- Ability to perform duties to an acceptable standard.
- Willingness to take training courses in the use of custodial products and equipment to assist them in providing a positive educational environment including those courses as described in Policy GEA, Support Staff Classification.
- WHMIS training.
- Understanding of the potential hazards of the products used in the performance of his/her duties.
- **Assists Maintenance department by completing monthly inspections of playground equipment and advising the department of any conditions that require attention.**
- **Operational Health & Safety Training**

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** FIELD SERVICE TECHNICIAN JOB DESCRIPTION

**ORIGINATOR:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

<b>RECOMMENDATION</b>
That the Board of Trustees accept as information, the newly created job description for the position of Field Service Technician, as attached.

\*\*\*\*\*

**CURRENT SITUATION:**

**BACKGROUND:**

**OPTIONS:**







## Field Service Technician

---

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: NOVEMBER 20, 2015**

**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 accept as information, 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:**







## Procedure 415

### 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](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 31<sup>st</sup> of each school year **which plan.**
  - 4.1 (i) reflects goals and objectives based on an assessment of learning needs by the individual teacher,



## Procedure 415

### 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.



## Procedure 415

### 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



## Procedure 415

### 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**





**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



## Procedure 415

### 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**



## Procedure 415

### 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~~



## Procedure 415

### Teacher Growth, Supervision and Evaluation

---

~~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: NOVEMBER 20, 2015**

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

**SUBJECT:** ACTING PRINCIPAL DESIGNATION

**ORIGINATOR:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

### RECOMMENDATION

That the Board of Trustees change to one-year term designations for new principals and use the "Acting" designation for those principals who are appointed after the school year starts.

\*\*\*\*\*

**CURRENT SITUATION:** As per Section 95 of the Alberta School Act, principals new to a position or who enter mid-year are designated "Acting Principal".

**BACKGROUND:** "Acting Principal" is a legal title set in the Alberta School Act:  
**Acting principal**  
**95(1)** Notwithstanding section 19, a board may  
 (a) designate a teacher to be an acting principal for a period of not more than one year, and  
 (b) assign that acting principal to a school.  
**(2)** Where a board has assigned an acting principal under subsection (1), the board shall, within one year from the date of that assignment, assign a principal to that school.

Administrators have approached their Principals' Association and ATA Local to request the term "Acting" be removed from the public displays of their titles/designations, such as on the NSD website, advertisements and so on. These principals feel their authority may be seen as lesser in the community and by



staff because they are only 'acting' as principal and not the 'real' principal.

As this is a legal designation, ASBA lawyers recommend NSD does not remove the title from the designation for those appointed after the school year starts. NSD can accommodate the request and provide itself the greatest flexibility with one-year designations for first year principals. Those principals who the jurisdiction determines through evaluation require more growth before appointing them to a continuous designation to a school can be reappointed for an additional year (much like renewing a teacher for a second probationary contract).

**OPTIONS:**

- 1) Approve the use of one-year designations for principals in their first year and a one-year reappointment for those that need to demonstrate further growth.
- 2) Continue to use the 'acting' designation to be used for those principals appointed after the school year starts.

**BOARD OF TRUSTEES**

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT: PROCEDURE 516, DISPOSAL OF DIVISIONAL PROPERTY**

**ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER**

**RECOMMENDATION**

That the Board of Trustees approve, the attached changes to Procedure 516, Disposal of Divisional Property.

\*\*\*\*\*

**CURRENT SITUATION:**





## Procedure 516

### Disposal of Divisional Property

#### Background

The requirements of Section 200 of the *School Act* and the *Disposition of Property Regulations* shall be adhered to when divisional property is being disposed of.

#### Procedures

#### Non-Real Estate Fixed Assets

1. Prior to any such **non-real estate fixed assets** ~~property having a value in excess of \$10,000.00,~~ being submitted for write-off and disposal, the following shall occur:
  - 1.1 A written rationale for disposal of property must be submitted to the board by the Secretary-Treasurer along with the following documentation:
    - 1.1.1 A written assessment of the said property
    - 1.1.2 A written appraisal as to the value
    - 1.1.3 A completed fixed asset disposal request signed by the Assistant Secretary-Treasurer.
  - 1.2 ~~When the board has approved the disposal of any real or personal property with a value of \$10,000.00 or more, the Finance/Maintenance/Transportation Committee has the authority to review the bids and make a recommendation to the Board.~~
  - 1.3 **After board approval, the items will be listed for tenders/bids.**
  - 1.4 **Information regarding the tendering process and item descriptions will be posted on the divisional website and in the newsletter, posted on the Alberta Purchasing Connection website, emailed to each school and Local School Board Committee and posters developed and provided to the school**



## Procedure 516

### Disposal of Divisional Property

**administration, for posting in the communities and at the schools, and advertised in the newspaper where the items are located.**

2. Where divisional property ~~having a value of less than \$10,000.00~~ is being disposed of, the following shall apply **OCCUR**:
  - 2.1 The Superintendent or the Secretary-Treasurer will recommend the disposal of such property. A list of property recommended for disposal will be submitted to the board for approval. The superintendent or the Secretary-Treasurer may also recommend that an item not be approved for sale and will be disposed of ~~at a local dump site because of its condition~~ **due to condition**.
  - 2.2 Divisional **school** property which has been approved for disposal will be disposed of in the following manner:
    - 2.1.1 The Secretary-Treasurer will advise the principal which items are to be disposed of.
    - 2.1.2 The ~~principal~~ **Secretary-Treasurer** shall advertise in the community for a period of at least two weeks, the items that are to be sold. The advertisement should state where and when the items can be seen, state the closing date and time for accepting bids, state the items to be sold and that the highest or any bid may not necessarily be accepted.
    - ~~2.1.3 The principal shall only accept written bids on the authorized form.~~
    - 2.1.4 The ~~principal~~ **Secretary-Treasurer** shall compile a list of bids received ~~and forward it to the Secretary-Treasurer along with all bids, a cheque or money order, and a copy of the advertisement.~~ If no bid is received, the Secretary-Treasurer, in conjunction with the principal, will arrange to have the property disposed of. The items will either be moved to another location and offered for sale or disposed of at the local dump-site.



## Procedure 516

### Disposal of Divisional Property

- 2.1.5 The principal **Secretary-Treasurer** shall notify the successful bidder. In all cases a cheque or money order made payable to Northland School Division No. 61 shall be received by central office and a receipt forwarded to the principal prior to releasing the property.
3. The following procedures shall be observed where non-functioning equipment is to be discarded:
- 3.1 The Secretary-Treasurer may request that a repair company provide a cost of repairs before determining whether the item shall be repaired or will recommend disposal of such items.
- 3.2 The Secretary-Treasurer will determine whether the items shall be repaired or will recommend the disposal of such items to the Superintendent.
4. In cases where divisional property has been lost or stolen from any facility, the following steps shall be undertaken:
- 4.1 The principal, in case of schools and the area maintenance supervisors, in case of other facilities, will immediately report any such losses to the R.C.M.P. and prepare a vandalism report, Form E200, which is included in the Forms Manual, ensuring the R.C.M.P. file number is noted on the document. The principal shall submit copies to the Local School Board Committee and the Superintendent. The area maintenance supervisors will submit copies to the superintendent and the relevant Local School Board Committee.
- 4.2 If items are missing as a result of a break-in or theft, and not recovered within 90 days, the secretary-treasurer will submit a claim for such losses to ~~our~~ **the** insurance company. ~~The items would then be replaced with insurance monies if applicable.~~
- 4.3 If items are noted as "missing" when the annual school physical inventory is taken, the Secretary-Treasurer will be notified.

### Bid Process:



**Procedure 516****Disposal of  
Divisional  
Property**

- 
- 1. Relevant information about the sale item is to be collected – location, make, model, serial number, condition.**
  - 2. A schedule for viewing, if required, is developed – times, location.**
  - 3. An ad is drafted, and placed for at least two weeks in the local newspapers.**
  - 4. Bids to be submitted to the Secretary-Treasurer, sealed, with the bid description on the front of the envelope.**
  - 5. Bids are to be accompanied by a 10% deposit payable by a certified cheque or money order.**
  - 6. Bid opening date to be open to the public.**
  - 7. Bids received by phone, fax or email will not be accepted.**
  - 8. Highest bid may not be accepted.**
  - 9. In the case of tie bids, the bid received first will be declared the winning bid.**
  - 10. An analysis of the bids is to be completed, and a recommendation for the winning bid is to be submitted to the Finance, Maintenance and Transportation committee.**

**BOARD OF TRUSTEES**

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT: PROCEDURE 500, BUDGET**

**ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER**

**RECOMMENDATION**

That the Board of Trustees approve, the attached changes to Procedure 500, Budget.

\*\*\*\*\*





## Background

The preparation of the annual operating budget is a major undertaking and essential to ensure that available funds are available, and appropriately allocated, in order to provide a high quality educational programming. The Superintendent is responsible to the board for the preparation and presentation of the budget. The coordination of the budget development process has been assigned to the Secretary-Treasurer.

## Procedures

1. Budget planning will be a year-round process involving the participation of the board, Local School Board Committees, central office administrators, school principals, teachers, other staff members.
2. The budget proposal submitted to the board for approval shall be balanced, but may require funds from accumulated surplus, and shall provide:
  - 2.1 Programs to meet the needs of the entire student body.
  - 2.2 Staffing arrangements adequate for the proposed programs.
  - 2.3 Maintenance of the division's equipment and facilities.
  - 2.4 Efficiency and economy.
3. The Secretary-Treasurer shall provide each department and school with an initial allocation upon which to begin the development of the budget. Funding will be distributed on the basis of an equitable per student grant and earmarked funds for specific programs.
4. Each department head shall develop and submit a budget based on initial allocations after seeking the advice and suggestion of staff members and other advisory groups.
5. Each school principal shall develop and submit a school budget based upon the initial allocation after seeking the advice and suggestions of staff members and the Local School Board Committee. The budget submitted must be supported by a Local School Board Committee motion.

**Procedure 500****Budget**

---

6. Department heads and school principals will develop and submit requests for new programs and services only after seeking the advice and suggestions of staff members and related advisory groups.
7. The budget submitted to the board for approval shall include:
  - 7.1 A consolidation and consideration of the submissions made by the department heads and school principals.
  - 7.2 The details on proposed programs and service changes such as additions and reductions.
  - 7.3 The current year's budget for comparison purposes.
  - 7.4 The year-end projection of the current year's data for comparison purposes.
  - 7.5 The most recent year-end actual data for comparison purposes.
8. The Secretary-Treasurer shall present the proposed budget to the Finance and Transportation/Maintenance Committee for discussions and consideration before presenting it to the board for final consideration and approval.
9. **Two budgets are developed annually – one due May 31 for the next school year and an update due November 30, incorporating actual September 30 enrolment.**
10. **A draft budget will be presented to the Board at the April board meeting and adjustments made, if any, for final presentation at the May board meeting.**
11. **The November updated budget will be presented at the November board meeting. If extensive changes are required, a draft update will be presented at the October board meeting.**

**BOARD OF TRUSTEES**

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT: PROCEDURE 504, UNCOLLECTIBLE ACCOUNTS**

**ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER**

**RECOMMENDATION**

That the Board of Trustees approve in principle, the attached changes to Procedure 504, Uncollectible Accounts.

\*\*\*\*\*







## Procedure 504

### **Uncollectable Delinquent Accounts**

#### **Background**

Over the course of the year it is recognized that after having made a significant effort to collect funds owing the division some accounts will be deemed to be **uncollectable delinquent**. These **uncollectable delinquent** accounts will be deleted from the accounting records in accordance with the following procedures.

#### **Procedures**

1. In order to deem an Account Receivable **uncollectable delinquent**, the Secretary-Treasurer will:
  - 1.1 Contact the debtor by telephone or letter requesting payment in full, or the establishment of an acceptable repayment schedule.
  - 1.2 Contact the debtor by telephone when possible, in the event of non-payment or default in the repayment schedule.
  - 1.3 If no response to Step 2, forward a double-registered *Demand for Payment* letter to the debtor, allowing ten working days only from the date of delivery of the Demand Letter by the Post Office to the debtor, for payment to be made in full.
  - 1.4 If no response to the Demand Letter is received within the ten-day time limit, the Secretary-Treasurer may file a claim in Small Debts **Claims** Court or request the division's lawyer to institute collection proceedings.
  - 1.5 Refer the account to a collection agency prior to initiating action in Small Debts **Claims** Court.
  
2. Should the account remain uncollected, and the chances for collection are not positive, the Secretary-Treasurer shall:
  - 2.1 For accounts up to \$1,000.00, bring the matter to the attention of the Superintendent who has the authority to declare the account **uncollectable delinquent** and approved for write off.

A handwritten signature in blue ink, appearing to be "S. [unclear]", is written over the bottom of the page.

**Procedure 504****Uncollectable  
Delinquent  
Accounts**

- 
- 2.2 For accounts in excess of \$1,000.00, bring the matter before the board and seek approval to declare the account ~~uncollectable~~ **delinquent** and approved for write off.

**BOARD OF TRUSTEES**

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT: PROCEDURE 505, DONATIONS**

**ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER**

**RECOMMENDATION**

That the Board of Trustees receive as information, the attached changes to Procedure 505, Donations.

\*\*\*\*\*

**CURRENT SITUATION:**





## Procedure 505

### Donations

---

#### 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 sSecretary-€Treasurer and with the request that they be considered as a valid donation. If the sSecretary-€Treasurer has any concerns with the donation, discussion shall be held with the sSuperintendent 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 sSecretary-€Treasurer shall either set the value or obtain an independent appraisal of the value of the donated property.
  
5. The following types of payments cannot be considered as donations eligible for income tax deductions:



## Procedure 505

### Donations

---

- 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 ~~s~~Secretary-~~t~~Treasurer.
  9. An individual administrator may wish to acknowledge a particular donation in some appropriate manner.

**BOARD OF TRUSTEES**

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT: PROCEDURE 524, INVESTMENT PROCEDURE**

**ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER**

**RECOMMENDATION**

That the Board of Trustees receive as information, the attached changes to Procedure 524, Investment Procedure.

\*\*\*\*\*

**CURRENT SITUATION:**







## Procedure 524

### 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) issues 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.

**Procedure 524****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.**

## BOARD OF TRUSTEES

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** USED SCHOOL VEHICLES TENDER

---

**ORIGINATOR:** TRUDY RASMUSON, SECRETARY-TREASURER

### RECOMMENDATION

That the Board of Trustees recommends accept the following bids for the used vehicles that were put up for tender and recommend Northland School Division No. 61 keep the 2006 Chevrolet Silverado Half-Ton located in Fort Chipewyan:

<u>Location</u>	<u>Vehicle</u>	<u>Name</u>	<u>Bid</u>
Peace River	2009 GMC Envoy	Kevin Auger	\$400.00
Peace River	2004 Trailblazer		No bid received
Fort McMurray	1999 Chevrolet Giradian 20 passenger bus		No bid received

\*\*\*\*\*

**CURRENT SITUATION:** Invitation to participate in Northland's tender for the purchase of 4 used vehicles was advertised and were received by the Secretary-Treasurer on October 21, 2015.

No other bids were received.



**BOARD OF TRUSTEES**

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** 2015-2016 NOVEMBER REVISED BUDGET

---

**ORIGINATOR:** TRUDY RASMUSON, SECRETARY-TREASURER

<b>RECOMMENDATION</b>
That the Board of Trustees approve the 2015-2016 November Revised Budget, as presented,

\*\*\*\*\*





**BOARD OF TRUSTEES**

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** RESERVES PLAN

---

**ORIGINATOR:** TRUDY RASMUSON, SECRETARY-TREASURER

<b>RECOMMENDATION</b>
That the Board of Trustees approve the Reserves Plan, as attached.

\*\*\*\*\*

**BACKGROUND:**

At the September 16, 2015 FMT meeting, the Official Trustee requested that Trudy Rasmuson, Secretary-Treasurer bring a plan to the November 2015 FMT 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

**Restricted Capital Reserve**

Restricted Capital Reserve, Aug. 31, 2015	\$1,073,170
Less: Housing project	(\$250,000)
Less: Year 1 of St. Theresa parking lot construction	(\$200,000)
Less: 50% of CTS shop construction budget	(\$63,170)
Less: 4 replacement buses (in June budget)	(\$400,000)
Less: 4 fleet replacements (in June budget)	<u>(\$160,000)</u>
Projected Restricted Capital Reserve, Aug. 31, 2015	\$0.00



**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** LOCAL SCHOOL BOARD COMMITTEE MINUTES RECEIVED

---

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

<b>RECOMMENDATION</b>
That the Board of Trustees receives the Local School Board Committee Minutes as outlined on the attached list:

\*\*\*\*\*



**LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES  
INCLUDED IN THE NORTHLAND SCHOOL DIVISION NO. 61  
BOARD MEETING AS OF NOVEMBER 6, 2015**

<b>LSBC NAME</b>	<b>DATE(S) OF MEETING</b>	<b>DATE(S) RECEIVED</b>
Anzac/Bill Woodward	Sep 22, Oct 22, 2015	Sept 23 & Oct 28, 2015
Athabasca Delta	Oct 19, 2015	Nov 6, 2015
Bishop Routhier		
Calling Lake		
Chipewyan Lake	Nov 3, 2015	Nov 4, 2015
Conklin		
Desmarais	Oct 14, 2015	Oct 27, 2015
East Prairie	Sep 9, 2015	Nov 3, 2015
Elizabeth	Sep 21, Oct 26, 2015	Nov 3, 2015
Fort McKay	Oct 22, 2015	Oct 28, 2015
Gift Lake	Oct 2, 2015	Oct 5, 2015
Grouard		
J.F. Dion	Oct 6, 2015	Nov 3, 2015
Janvier	Oct 5, 2015	Oct 19, 2015
Keg River	Sep 23, 2015	Nov 4, 2015
Little Buffalo	Oct 13, Nov 9, 2015	Nov 2, 2015
Paddle Prairie	Jun 17, Sep 16, Oct 19, 2015	Oct 23, 2015
Peerless Lake	Sep 17, Oct 22, 2015	Oct 1, 2015
Pelican Mountain	Sep 1, Oct 21, 2015	Sep 18 & Oct 28 2015
Susa Creek	Sep 22, 2015	Oct 2, 2015
Trout Lake	Nov 2, 2015	Nov 4, 2015
Wabasca	Oct 13, 2015	Nov 3, 2015

**LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES NOT RECEIVED AS OF NOVEMBER 6, 2015**

<b>Local School Board</b>	<b>Last Minutes Submitted</b>
Anzac/Bill Woodward	
Athabasca Delta	
Bishop Routhier	May 4, 2015
Calling Lake	Aug 26, 2015
Chipewyan Lake	
Conklin	Sep 9, 2015
Desmarais	
East Prairie	
Elizabeth	
Fort McKay	
Gift Lake	
Grouard	
J.F. Dion	
Janvier	
Keg River	
Little Buffalo	
Paddle Prairie	
Peerless Lake	
Pelican Mountain	
Susa Creek	
Trout Lake	
Wabasca	





## BOARD OF TRUSTEES

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** ADMINISTRATIVE ACTION  
 LOCAL SCHOOL COMMITTEE MINUTES RECEIVED

That the Board of Trustees approve of the action taken by Administration with respect to local board minutes received, as outlined below:

\*\*\*\*\*

Committee/Minutes	Action Taken/ Motion
ADCS LSBC (10/19/2015)	<b>Pull - refer to administration/</b> 4. Principal's Report - Budget, No Inclusion Teacher for 4 potentially four months nor counsellor for 2 months. Where do these budget savings go?
Anzac/Bill Woodward LSBC (10/22/2015)	<b>Pull - refer to administration/</b> 5. Old Business – Heating Issues in Gym – Repaired, but the rest of the school is now having heating issues. Concrete issues: Spalling is still resent and grates in sidewalk are damaged and leaving the sidewalk hazardous.
Chip Lake LSBC (11/03/2015)	<b>Pull - refer to administration/</b> Motion: 11.3.15.5 - Transfer of LSBC 204-15 funds to School Literacy Program
Desmarais LSBC (10/14/2015)	<b>Pull - refer to administration/</b> CP Update: Comment - Computers are usually evergreened every 3 years but CPS has received nothing so far for that.
Desmarais LSBC (10/14/2015)	<b>Exclude/</b> Motion 4014/15: Career Pathways Principal in lieu days - Motion by Matt to approve 10 lieu days for the Career Pathway School principal.
East Prairie LSBC (09/09/2015)	<b>Exclude/</b> comment: Principals Report j) Swimming lessons will be in November. The cost per student is \$35 and Karen L might get parents to pay \$5 each. Discussion about how to engage and involve parents into stuff but not restrict parents/ students that can't afford costs.
East Prairie LSBC (09/09/2015)	<b>Pull - refer to administration/</b> Principals Report i) Bussing - Karen L will look into the camera issue. Shelly said that the buses had them before and there must be a reason why the cameras were stopped. Vic said issues of not handing in the tapes, et. 2 bus drivers for HP run (Beans & Madeline) and two for Hillview (Rod & Darrel). The new driver has been hired temporary full time until January 2016.
East Prairie LSBC (09/09/2015)	<b>Pull - refer to administration/</b> Principals Report c) Budget: T&S - money has to come off the board meal tickets. \$5 per ticket - advance \$100. New budget starts September each year. Vic wants to know if anything gets carried over that was unspent. Karen L is to look into it and let the committee know.
Gift Lake LSBC (10/02/2015)	<b>Pull - refer to administration/</b> Motion 420.15 - Dale moves to approve request for 10 days in lieu of for the administrative staff of Gift Lake School for the 2015-2016 school year as per policy.
Grouard LSBC (09/16/2015) (08/27/2015) (08/20/2015) (08/19/2015)	<b>Exclude/</b> all minutes. Administration will speak to the LSBC in regards to the the language used in the minutes (LSBC directs)

Committee/Minutes	Action Taken/ Motion
Janvier LSBC (10/05/2015)	<b>Pull - refer to administration/</b> Motion 15-46 - Approval 2 days in lieu for principals April 4 and 5, 2016.
Little Buffalo LSBC (10/13/2015)	<b>Pull - refer to administration/</b> Motion 05/15/16 - anyone using the gym for personal fundraising will be charged a \$50 rental fee. The custodians or the principal will come after to clean up the school when the event is over.
Paddle Prairie LSBC (09/16/2015)	<b>Pull - refer to administration/</b> Motion 008:15/16 - moved to request to replace the obsolete PA System.
Paddle Prairie LSBC (09/16/2015)	<b>Pull - refer to administration/</b> Motion 006:15/16 - moved to request that NSD replace the garage that was demolished to provide room for the new portables as soon as possible, based on Don Mckay's plan.
Paddle Prairie LSBC (09/16/2015)	<b>Pull - refer to administration/</b> Motion 005:15/16 - moved to request that NSD provide bookshelves and bulletin boards for the new portables as well as replace 2 missing blinds.
Paddle Prairie LSBC (09/16/2015)	<b>Pull - refer to administration/</b> #003:15/16 moved to approve Shawna Ghostkeeper's letter of request regarding further training.
Peerless Lake LSBC (09/17/2015)	<b>Pull - refer to administration/</b> Motion 55-15/16 - moved to allow in-school fieldtrips.
Kateri LSBC (11/02/2015)	<b>Exclude/</b> Motion 895708 – to offer Ryan Lassardo a probationary teaching contract for the Grade 9 to 12 teaching position at Kateri School.
Kateri LSBC (11/02/2015)	<b>Exclude/</b> Motion 895707 – to offer Ravindra Somaru a probationary teaching contract for the grade 5/6 teaching position at Kateri School.
Kateri LSBC (11/02/2015)	<b>Exclude/</b> Motion 895706 – Graham Collier a probationary teaching contract for the ECS/Grade 1 teaching position at Kateri School

## BOARD OF TRUSTEES

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** COVERING MOTION  
 IN-LIEU DAYS FOR ADMINISTRATORS

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

<b>RECOMMENDATION</b>
-----------------------

<p>That the Board of Trustees receive as information and refer to administration, all Local School Board motions which relate to the 2015-2016 in-lieu days for administrators.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

\*\*\*\*\*

**CURRENT SITUATION:** One covering motion receiving in-lieu days for administrators will eliminate the need to refer these motions from each Local School Board Committee meeting minutes. These are:

<u>Committee</u>	<u>Date</u>	<u>Motion No.</u>
------------------	-------------	-------------------



## BOARD OF TRUSTEES

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** COVERING MOTION  
 ANNUAL EDUCATION RESULTS REPORT/ANNUAL PLAN

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

### RECOMMENDATION

That the Board of Trustees receive as information and refer to administration, all Local School Board motions which relates to the 2014-2015 Annual Education Results Report, 2015–2016 Annual Plan.

\*\*\*\*\*

**CURRENT SITUATION:** One covering motion receiving organization plan motions will eliminate the need to refer these motions from each Local School Board Committee meeting minutes. These are:

<u>Committee</u>	<u>Date</u>	<u>Motion No.</u>
Chipewyan Lake	Nov 3/15	11.3.15.2
Little Buffalo	Nov 9/15	07/15/16





## BOARD OF TRUSTEES

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** COVERING MOTION  
 ORGANIZATION PLANS

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

<b>RECOMMENDATION</b>
-----------------------

<p>That the Board of Trustees receive as information and refer to administration, all Local School Board motions which relate to Organizational Plans.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------

\*\*\*\*\*

**CURRENT SITUATION:** One covering motion receiving organizational plans motions will eliminate the need to refer these motions from each Local School Board Committee meeting minutes. These are:

<u>Committee</u>	<u>Date</u>	<u>Motion No.</u>
------------------	-------------	-------------------



**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** ANZAC/BILL WOODWARD LOCAL SCHOOL BOARD COMMITTEE  
MEETING MINUTES

- SEPTEMBER 22, 2015
- OCTOBER 22, 2015

---

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





## ANZAC And BILL WOODWARD SCHOOL BOARD

Meeting Agenda

Sept 22, 2015

6:30 p.m.

Bill Woodward School

Attendance : Bryan , Julie , Geoff , Jaime , Dave.

1. Opening Pleasantries
2. Additions to the Agenda
  - a)
3. Review of Last Months Meeting
4. Correspondence
  - a.
5. Old Business
6. Principals Report
  - a. 205 students in both school
  - b. New teacher Tessa Dagenias
  - c. 94 % attendance
  - d. Heating issues in the gym, email has been sent to NLD for repairs
  - e. Budget
    - i) No Budget information from Northland due to year end roll over.
    - ii) 120 thousand school generated fund
    - iii) 335 thousand from Nexen fund
  - f. 5 students playing football

**FILED IN  
DOCUSHARE**

- g. Volleyball did very well in seeding tourney on the weekend.
- h. Purchased New jersey's for the volleyball teams.

## 7. New Business

- a. NLD taxable benefits program implement.  
Geoff sent a letter to review this program.
- b. EF tour ; travel club leaving on Oct 8<sup>th</sup> to Oct 15<sup>th</sup> , travelling to the US. Motion 4010:  
Bryan makes a motion for the travel club to travel to the US from Oct 7-15, Julie seconds, motion carried.
- c. Motion 4008: Julie makes a motion to approve all day trips for the 2015-16 school year, Dave seconds, motion carried
- d. Motion 4009: Dave makes a motion for the senior high to visit Lloydminster and Saskatoon for university tours, Bryan seconds, motion carried.

8. Announcements next meeting Oct 20<sup>th</sup>.

9. Adjournment 7:37 pm



## ANZAC And BILL WOODWARD SCHOOL BOARD

Meeting Agenda

Oct 22, 2015

6:30 p.m.

Bill Woodward School

Attendance : Bryan , Julie , Geoff , Jamie , Dave. 6:19pm

1. Opening Pleasantries
2. Additions to the Agenda
  - a)
  - b)
  - c)
3. Review of Last Months Meeting
  - a. Minutes available
  - b. Moved by Bryon for acceptance
4. Correspondence
  - a. Achimowin News Flash email
    - i. Is everyone getting it?
  - b.
  - c.
5. Old Business
  - a. Heating issues in Gym – Repaired, but the rest of the school is now having heating issues  
Concrete issues: Spalling is still resent and grates in sidewalk are damaged and leaving the sidewalk hazardous
  - b. Budget Information from Northlands- Received
  - c. Taxable Benefits Program – Get information on comparable rates on local rental, provide the needs at our units – as a Landlord fulfill the legal obligations.
  - d. EF tours trip to NE United States – issues and successes. The trip was very busy but successful. Thanks to all of the people who help to plan, administrate and staff the trips.
6. Principals Report
  - a. 200 total students
  - b. 4 suspensions

**FILED IN  
DOCUSHARE**



- c. 93% attendance
- d. Budget
  - i) School Generated Funds: 123,000.
  - ii) Nexen Funds: Asked to receive monthly account balance.

7. New Business

- a. Quote and pictures of Pride Wall
- b. Quote and pictures of Chairs and storage
- c. Quote and pictures of Scorekeepers bench
- d. In Camera 7:37pm OUT of camera 7:49.
- e. Bill Woodward Travel club presented a copy of their Club Policies and Procedures and asked for adoption of the same.  
**Motion 4011:**Motioned by Bryan that we adopt the “Bill Woodward Travel Club Policies and Procedures” as submitted.  
Seconded by Dave. Adopted
- f. **Motion 4012:** Bryan makes a motion to allocate Nexen funds not to exceed \$18,000 for: Sports table, chairs, pride wall and gym wall decals.  
Dave Second, All in favor - motion passed.

8. Announcements next meeting Nov 17<sup>th</sup>.

9. Adjournment : 8:15 pm

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** ADCS LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES  
- OCTOBER 19, 2015

---

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



**Athabasca Delta Community School  
Local School Board Meeting Minutes  
Monday October 19, 2015**

**Attending:**

Julia Cardinal

Tania Dashcavich

Kerri Ceretzke

Wes Silliker

Jenny Piche

Claris Voyageur (via phone)

Lorraine Cardinal

**Regrets:** Dan Mercredi

1. Prayer: 6:39 p.m. Tania Dashcavich
2. Review of the Agenda 714-15-10-19  
Addition: Grade 2 Staff Change  
Motion by: Tania Dashcavich  
Approved
3. Approval of the August 31 Minutes 715-15-10-19  
Motion by: Lorraine Cardinal  
Approved
4. Principal's Report

**Staffing**

- Counselor – no new updates
- Inclusion Position – Carrie Tompkins interviewed and references are being checked
- Staff list distributed.
- Caretakers – Orville has gone to maintenance; Daily/monthly checklists needed
- Staffing Attendance reviewed

**Budget**

- No Inclusion Teacher for 4 potentially four months nor counsellor for 2 months. Where do these budget savings go?

**Housing**

- Christy visited and met with tenants

**Kitchen**

- No 2015 -2016 updates from the kitchen yet. Kerri to request a report.

6. Chair's Report

**FILED IN  
DOCUSHARE**

7. **Community Liaison Report – Jenny Piche to Present**  
- Report was distributed. Stats on # of calls, home visits, etc. was requested.
8. **Interview Honorariums** 719-15-10-19  
- \$50 for half day and \$100 full day out of School Board budget  
- Motion: Tania Dashcavich  
Approved
9. **Upcoming Highlights: Indspire, UNITY, etc.**  
- Julia Cardinal will attend Indspire  
- Indspire: ADCS Presentation, Keisha, Mike, Cecilia, Calvin, etc. will be attending with costs covered by Experiential Learning or Imperial or Suncor
10. **Outreach Update**  
- Regular 10 – 12 attendees including a couple home schooled students
11. **Field Trip – WISEST** 720-15-10-19  
- Shelley McLean with 2 students; set up by Randy C. and funded by Cenovus  
- Motion: Tania Dashcavich  
Approved
12. **Grade 2 – Dianne Catterson Resignation**  
- Kanesa S. to take over the position (former ADCS teacher) 721-15-10-19  
Motion: Tania Dashcavich  
Approved
12. **In Camera** 7:22 p.m. 716-15-10-19 Claris Voyageur  
7:32 p.m. 717-15-10-19 Claris Voyageur
19. **Adjournment**
20. **Next Meeting:** November 23 2015

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT: CHIPEWYAN LAKE LOCAL SCHOOL BOARD COMMITTEE MEETING  
MINUTES  
- NOVEMBER 3, 2015**

---

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





## **Chipewyan Lake School LSBC Minutes**

Meeting: November 3, 2015, 5:00 p. m.

LSBC Members: Jason Yuck, Chair, Irene Lee-Anne Young, Ida Noskiye

Principal: Patrick Lambton

- I. Call to order
  - Jason Yuck, Chairperson called the meeting to order at 5:19 p.m.
- II. Roll call
  - Present: Jason Yuck, Lee-Anne Young, Patrick Lambton
  - Absent: Ida Noskiye
- III. Approval of minutes from last meeting
  - None were available, deferred to next meeting.
- IV. Open issues
  - a) Discussion of previous (non-quorum September meeting)
    - Brief history of meeting provided for Lee-Anne's benefit.
  - b) Review of year to date (calendar/events/attendance/budget)
    - Calendar for September-October seemed to work well. Halloween had over 20 community members for the open classroom, costume parade, and lunch.
    - Report Card/Community Engagement Evening planned for November 25, from 4:00 to 8:00 p. m.
    - Preliminary review of December schedule: student trip to Edmonton, Christmas events.
    - Attendance reviewed for September (87%) and October (78%). Further discussion about attendance initiatives deferred to next meeting.
    - LSBC budget reviewed.
    - School Budget outlined, more extensive discussion deferred to next meeting.
  - c) Review of staffing
    - Focus on team approach; positive contributions from all the staff noted, with appreciation shown at school assembly.
    - Preliminary discussion about occasional teaching assistance for literacy enhancement.
- V. New business
  - a) School Day Trips
    - Jason Yuck moved that all day trips for the 2015-16 school year be approved. Lee-Anne second. Carried (11.3.15.1)

**FILED IN  
DOCUSHARE**

## CHLS LSBC Minutes – November 2015

- b) AERR 2014\_15; Discussion/Approval of AEP 2015\_16
  - Jason Yuck moved that the AERR 2014-15, and AEP 2015-16 as presented and amended be approved. Lee-Anne second. **Carried (11.3.15.2)**
- c) School Handbook
  - Jason Yuck moved that the school principal in consultation with the LSBC create and implement a School Handbook that includes a school discipline policy; and That this policy be reviewed periodically by the principal and LSBC. Lee-Anne second. **Carried (11.3.15.3)**
- d) School Discipline and Trip Policy
  - Jason Yuck moved that good attendance and behavior be required for participation on school trips; and  
That attendance and behavior standards be established in conjunction with the School Handbook. Lee-Anne second. **Carried (11.3.15.4)**
- e) Transfer of LSBC 2014-15 Funds to School Literacy Program
  - Jason Yuck moved that the balance of \$10,124.10 as of the August 31<sup>st</sup> budget as presented be given as a one-time donation to CHLS to purchase literacy materials. Lee-Anne second. **Carried (11.3.15.5)**

## VI. Other Business

- Jason Yuck moved that boarding allowance be provided for Justin Lee Alook (gr. 10, at Mistassiniy School) and Karie Faith Alook (gr. 12, at Mistassiniy School). Lee-Anne second. **Carried (11.3.15.5)**
- Next meeting: regular time: first Tuesday of the month (December 1<sup>st</sup>, 2015)

## VII. Adjournment

- 8:30 p. m.

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** DESMARAIS LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES  
- OCTOBER 14, 2015

---

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



**Desmarais Local School Board Committee**

**October 14, 2015**

Present: Kim Courtoreille, Ernie Grach, Matt Moore, Debra Empson, Terri-Lynn McLeod, Christoph Ruge

Call to order: by Kim at 4:11 pm

Motion to accept agenda with additions by Ernie, seconded by Matt

Motion to accept previous minutes by Matt, seconded by Ernie

**Business Arising:**

- none

**New Business:**

- Field Trips - Motion to approve field trips for the 2015-2016 school year made by Ernie, seconded by Matt; carried (4012/15)
- Early dismissals - Motion to dismiss at noon on December 18, 2015 for Christmas and March 24, 2016 for Easter holidays made by Ernie, seconded by Matt; carried (4013/15)
- PTA update – minutes have been received from Tracy Cardinal and will be brought to the next meeting; parent volunteers need to be contacted
  - A non-profit society could be formed as a joint effort by the PTA and DLSBC
  - Next meeting is October 21, 2015 at 5pm
- Career Pathways Principal in lieu days – Motion by Matt to approve 10 lieu days for the Career Pathways School principal, seconded by Ernie; carried (4014/15)
- ART – Aggression Replacement Therapy – Funded through Safe and Caring Schools, Tracy Cardinal will be working with a group of students
  - Training for this will take place in Edmonton on November 2 – 6, 2015. Administration has been requested to attend. RCMP and other community members will also be in attendance. Ernie would be interested in attending training if it is available in the spring.
- School Bank Account – Motion to change signing authority for Mistassiniy School bank account from Christy Jellett to Debra Empson and Terri-Lynn McLeod made by Matt, seconded by Ernie; carried (4015/15)
- Staffing – Need staff with special education training for life skills and behavior classes. There are no resources for students with behavior issues. Right now Debra and Terri-Lynn are both teaching ½ time. Two educational assistants are currently teaching Cree.

**Career Pathways Update**

- CPS is over budget already. Budget has been allotted based on 29 students, not the 70 that are currently enrolled.
- Since there is no signed lease with NLC, CPS won't be given access to another classroom
- Attendance improvement plan was presented. Motion to accept 2015-2016 CPS Attendance Improvement Plan made by Ernie, seconded by Matt; carried (4016/15)

**FILED IN  
DOCUSHARE**

- Motion made by Matt to change the official name of the outreach from Mistassiniy Outreach to Career Pathways School, seconded by Ernie; carried (4017/15)
- Computers are usually evergreened every 3 years but CPS has received nothing so far for that.
- Anti-gang taskforce still has \$90 000. It would be a good idea to try to access those funds to hire someone to work with students, possibly Allison Springer with Impact Society.

Adjournment at 5:24 pm.

Next meeting November 17, 2015 at 4pm.

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** EAST PRAIRIE LOCAL SCHOOL BOARD COMMITTEE MEETING  
MINUTES  
- SEPTEMBER 9, 2015

---

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





September 9, 2015 @ 4:30 pm

## Regular School board Meeting at Hillview School

**Present:** Shelly Auger – Chairperson, Joan Haggerty – board member, Vic Prinz – board member, Karen Lemay – Acting Principal

**Absence:** Karen L'Hirondelle – board member (notified Karen L in advance to state her absence), Rhonda Walter-Desjarlais – board member (notified Shelly in advance – going to be late)

## 1. Call To Order

Shelly Auger calls the meeting to order at 4:30 pm

## 2. Adopt Agenda

Vic moves to adopt the agenda. 3 in favour – Motion Carried **MOTION 15.06.069**

## 3. Read &amp; Adopt Minutes

Vic moves to adopt the June 10, 2015 minutes with correction. 3 in favour – Motion Carried **MOTION 15.06.070** Changes are 5.d) change firefighting to fighting, e) change brought to brought, f) change floor to flower

## 4. Business Arising from Previous Minutes

- Vic asked about the back packs for kindergarten. Karen L said they came in and two were donated.

## 5. Principal's Report

- a) Student enrollment – 27 students, a family left temporarily with 3 students and they will be back in December. Vic asked if the student enrolment numbers meet the requirements to keep the teachers. Karen L said when she did the budget in June 2015 she had it at 2.85 teachers. Les said it would be hard to fill so post it at 2.9. We received one applicant but Karen L was not happy with the applicant. She received one application from someone within the division so she was accepted. Her name is Linda Laboucan, from Trout Lake. Now each teacher will teach their own class cree. The only way this would change is if our student numbers dropped. The secretary is .5 and SA is .5 so if anything is cut then it would be the SA. She will help grades 4-6 with the high student numbers. Out of grades 4-6 50% are IPP and out of K-3 1/3 are IPP.
- b) Attendance: Staff Attendance – One of the teachers had a family emergency last week. The SA is covering her class and they called Lisa Jones in for this week to cover the secretary position. Karen L will check with the teacher tomorrow to see if she will be back next week.

Attendance Implementation Plan – We have to do the first two strategies and the remaining are from the attendance committee which consisted of Karen Lemay, Dallas L'Hirondelle, Joan Haggerty, Lana L'Hirondelle, but Lana never made it to any meetings. Karen Lemay Vic moves to approve the 2015-16 attendance improvement planning document. 3 in favour – Motion Carried **MOTION 15.06.071**

**FILED IN  
DOCUSHARE**

- c) Budget – travel and subst – money has to come off the board meal tickets. \$5 per ticket – advance \$100. New budget starts September each year. Vic wants to know if anything gets carried over that was unspent. Karen L is to look into it and let the committee know. School generated funds \$1,498.91 at ATB. School budget comes in November based on numbers.

Note: Rhonda joined the meeting

- d) Academics: Emergency room – going to continue with it as it was successful last year. The whole school write is scheduled for Sept 17 where they write and write. The results will be submitted to head office so they have a benchmark. PM Benchmarks have to be in by October 16/15. Last year with the KTC partnership they had the numerous. Karen L has not met the KTC person yet this year. Karen has the results. SLA we didn't worry about as there was no grade 3 students but we have one now so it will have to be done soon. PATS only two students so we can publicize.
- e) Field Trips – Joan moves to approve a standing motion for the 2015-16 school year for all day or sports related trips. 4 in favour – Motion Carried **MOTION 15.06.072** Discussion on people around our students require a Criminal Record Check and an Intervention check, but no one should be left with any student unsupervised by the staff.
- f) Safe and Caring Initiatives – narrowed to three, they are doing it with Grouard. Maureen is the trainer. Next PD day is Sept 28, Oct 26. The purpose of the program is to make everyone feel included and should bring down the bullying. Joan asked if the bus drivers can be included as bullying happens on the bus. Karen L will look into it. The program is geared to the classroom but they can still get skills to use.
- g) Monthly engagement: Breakfast was approximately 20 people. Next event is meet the staff on Sept 16 form 5-7 pm. Karen L will send the posting to Rhonda and Karen L`H to put in the newsletter going out tomorrow. October 30/15 will be the Halloween party and she is hoping that EPMS will partner with her.
- h) Maintenance – Elvin has been working with the Northlands workers for the sidewalk, he had to get quotes and now he is getting the run around.
- i) Bussing – Karen L will look into the camera issue. Shelly said that the buses had them before and there must be a reason why the cameras were stopped. Vic said issues of not handing in the tapes, etc. 2 bus drivers for HP run (Beans & Madeline) and two for Hillview (Rod & Darrel). The new driver has been hired temporary full time until January 2016.

Vic moves to go into camera. 4 in favour – Motion Carried **MOTION 15.06.073**

Joan moves to come out of camera. 4 in favour – Motion Carried **MOTION 15.06.074**

Northlands is going to offer a class 2 driver training program but the driver incentive program can accommodate to pay upfront if someone can't afford it.

- j) Other: Don Tessiray was here today and he recommended Karen L pass off some of the work. Karen`s schedule for October 1-2 is to attend the MSGC education meeting in Edmonton, October 6-7 administrators meeting, Oct 15 principal PLC, Oct 21-23 Vulnerable workshop  
Swimming lessons will be in November. The cost per student is \$35 and Karen L might get parents to pay \$5 each. Discussion about how to engage and involve parents into stuff but not restrict parents/students that can`t afford costs.

#### 6. LSBC Concerns

Vic

- ATB. Karen L said she will be keeping the same student as last year and fill any vacant positions. It will start earlier.
- School radio – Karen L has not heard from Paul at KTC. KTC just started yesterday so she will connect with him. Discussion on the reception distance.

Shelly

- Read out a letter from Head office stating that busses will pick up students up to and including -40 weather even though EPMS was against it.

Joan

- Halloween – does any of the board members want to help as it is a lot of work. Such as the haunted house. You don`t have to have any financial contribution but help with the haunted house. Shelly & Rhonda said if they are around they will help.
- EP Youth group want to use the gym to have a volleyball league. They are willing to go half with the school to purchase the volleyball equipment. Karen L said that Tristyn talked to her but she asked Tristyn to put it in writing.
- Krystal Southwick is the new Education Advisor and she can partner with the school to do literacy activities or parent link initiatives.
- Murielle L`Hirondelle is trying to form a parent committee. Joan to ask Murielle to contact Karen L just to discuss how formal she wants the group.

Joan moves to ratify the boards` consensus on June 25/15 for board members to donate \$50 each for staff appreciation, fund to now come from the 2014-15 carry forward. 4 in favour – Motion Carried **MOTION 15.06.075** (Elvin, Lois, Dallas, Racheal, Karen L & Erica)

- Fundraising activities by board members i.e. Valentines, Xmas, etc. Not at this time due to financial restrictions. Discussion on doing outside fundraisers.
- Joan to talk to Bryan Chartrand to see if we can get 15-20 pumpkins

#### 7. Next Meeting

October 14, 2015 at 4:30pm

#### 8. Adjournment

Meeting adjourned at 6:26 pm.

Signature of Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_



**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** ELIZABETH LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES

- SEPTEMBER 21, 2015
- OCTOBER 26, 2015

---

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



ELIZABETH COMMUNITY SCHOOL  
LOCAL SCHOOL BOARD COMMITTEE MEETING  
September 21, 2015

**PRESENT:** Sheila Thompson Member  
Gwen Lepine Member  
Crystal Demmons Member  
Tracy Jacknife Member  
Rick Horon Principal  
**ABSENT:** Shelley Bartman Member  
**GUESTS:** N/A

Call to Order at 4:45 PM.

Meeting opened with a prayer by Tracy Jacknife

**RECOMMENDATION#:** 2015.09.842 Recommended by Gwen Lepine /SECONDED by a Tracy Jacknife THAT,

The agenda be adopted with the additions:  
13. Website for grants

**RECOMMENDATION#:** 2015.09.843 Recommended by Sheila Thompson/SECONDED by a Gwen Lepine THAT,

The minutes from the August 26 Special meeting be adopted as presented:

**RECOMMENDATION#:** 2015.09.844 Recommended by Tracy Jacknife /SECONDED by Sheila Thompson THAT, the principal's report be accepted.. CARRIED.

Discussions were held on the following:

**Staffing** – The school staffing and assignments updates were given by the principal.

**Calendar** – The school calendar was reviewed and important upcoming dates and programs reviewed.

**Contacts** – The LSBC were checked for accuracy.

**Committees** – The Board was given the list of school committee so that they could volunteer for them if they wished.

**Bullying Presentation**–The Board was informed of a bullying situation involving some girls from grades 3 to 8. Two ladies from FCSS in Cold Lake are coming on Tuesday, September 29 to present a “Bully Free Program” to grades 3/4, 5/6 and 7/8.

**Swimming** – The LSBC was presented with the possibility of offering swimming lesson to school children in April, 2016.

**Bussing** – The over crowded bus from last year has been addressed.

FILED IN  
DOCUSHARE

**RECOMMENDATION#: 2015.09.845** Recommended by Gwen Lepine /SECONDED by Tracy Jacknife to adopt THAT, the attendance initiative from June, 2015 be adopted. The Attendance Committee consist of Rick Horon, Shelly Bartman and Gwen Lepine. CARRIED.

Next meeting October 19 at 4:30 pm

Meeting adjourned at 5:45 pm



**MINUTES  
ELIZABETH COMMUNITY SCHOOL  
LOCAL SCHOOL BOARD COMMITTEE MEETING  
October 26, 2015**

<b>PRESENT:</b>	Shelley Bartman	Member/Chairperson
	Sheila Thompson	Member
	Crystal Demmons	Member
	Rick Horon	Principal
	Gwen Lepine	Member
<b>ABSENT:</b>	Tracy Jacknife	Member

**GUESTS:** N/A

Call to Order at 4:35 PM.

Meeting opened with a prayer by Shelly Bartman

**RECOMMENDATION#:** 2015.10.846 Recommended by Gwen Lepine /SECONDED by Sheila Thompson THAT,

The agenda be adopted with no additions:

**RECOMMENDATION#:** 2015.10.847 Recommended by Sheila Thompson/SECONDED by a Crystal Demmons THAT,

The minutes from the September 21 LSBC meeting be adopted as presented:

**RECOMMENDATION#:** 2015.10.848 Recommended by Tracy Jacknife /SECONDED by Sheila Thompson THAT, the principal's report be accepted.. CARRIED.

Discussions were held on the following:

**Staffing** – The school staffing updates were given by the principal.

**Calendar** – The school calendar was reviewed with important upcoming dates

**Swimming**

**Head lice** – Continuing problem discussed.

**School Bus Safety** Thurs. Nov 5

**Official Apology for Residential Schools** – plaque in the hallway

**Volleyball** – girls team playing in town and JF Dion for recreation

**Locks** – for all the upper end lockers

**Conferencing tables** – for all grades K to 8

**Swimming** – Grade 3 & 8 March 7,8,9 & 10

Grade 1 & 7 April 4,5,6, & 7

Grade 2 & 5 April 11,12,13, & 14

Grade 4 & 6 April 24, 26,27 & 28

**Skiing** (2 dates to be booked - 1 for lower grades and 1 for upper grades)

**FILED IN  
DOCUSHARE**

**Attendance Committee – Rick, Shelly, Gwen and LSBC** discussed the attendance issue with a girl in grade 6 and one in grade 7 who had several in-excused absences.

The family dynamics plays a big role in both cases as the students are not in settle homes and the parents are extremely difficult to get a hold of. Social Services has been apprised of the issue.

All other student absences were accounted for as excused.

**RECOMMENDATION#: 2015.09.849** Recommended by Gwen Lepine /SECONDED by Tracy Jacknife to adopt the attendance report

Next meeting November 18 at 4:30 pm

Meeting adjourned at 5:25 pm

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** FORT MCKAY LOCAL SCHOOL BOARD COMMITTEE MEETING  
MINUTES  
- OCTOBER 22, 2015

---

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



**Fort McKay  
Local School Board Committee  
Meeting Minutes  
October 22, 2015  
3:30 PM**

**Call LSB Meeting to Order @3:40PM**

**Board Members Present:**

Tina Black  
Shelley Harte  
Janet McDonald

**Administration Present:**

Ruth Ryan

**Absent:**

**Additions to Agenda...**

**1. Approval of Agenda**

Adopt Agenda: Shelly Harte moved to adopt the agenda as presented.

**2. Approval of Previous Minutes**

Adopt Minutes: Tina Black moved to adopt minutes of August 27, 2015.

**3. Business Arising from the Minutes...** Janet mentioned about the Apple Schools program and this was discussed.

**4. Maintenance Report-**

This was discussed

**5. Correspondence – Nothing at this time**

In Camera – 3:50-4:10PM

**6. Principal's Report ... see attachment:** Janet McDonald moved to adopt the Principal's Report as presented.

**7. FMS Counselling Update-** Northland new hire – Vivian and she will be visiting three days in November

**FILED IN  
DOCUSHARE**

## 8. New Business –

- Staffing- This was discussed
- ECS – Dec.31<sup>st</sup>...This was discussed
- Exchange program Finab...This was discussed and more information is required
- Attendance Report – review...This was discussed and Janet McDonald recommended to approve the document
- Instructional Delivery Plan...This was discussed
- Fort McKay School grades ECS-grade 8...This was discussed and we will meet again with the Director of Education with the Fort McKay Band to discuss this further.
- Linda Gallup – corporate art display...This was discussed and the school will need to purchase a display cabinet from SGF for the aboriginal craft display
- Jason Skani- presentation? This was discussed and Janet McDonald suggested the information will be passed on to the Fort McKay Band Culture program
- AERR discuss...this was discussed
- Industry meeting...this was discussed
- Indigenous knowledge – elders...this was discussed and Ruth is going to do some research with the students to find out about elders as visitors or elders as teachers in the school...students made birch bark canoes today...
- PAT results- presentation...this was presented and discussed

### Additions to Agenda:

- **Bussing-** Tina Black suggested that we look at the bus monitoring system...and look for alternative people for the bus monitor when required.
- **ESS-** providing peanut and nut free snacks to the classes for Halloween
- 

## 9. Any other business

**Next Meeting November 18, 2015**

**Adjournment @4:30 PM**







**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** GIFT LAKE LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES  
- OCTOBER 2, 2015

---

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



Gift Lake School Local School Board Special Meeting  
Edmonton Days Inn  
October 2, 2015

Present: Ken Shaw  
Howard Shaw  
Dale Laderoute  
Gordon Belcourt  
Barb Laderoute

Called the meeting to order at 1:34 pm.

420.15 Dale move to approve request for 10 days in lieu of for the administrative staff of Gift Lake School for the 2015-2016 school year as per policy. Seconded by Howard. AIF. Carried.

Meeting adjourned at 1:36 pm.

FILED IN  
DOCUSHARE



**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** J.F. DION LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES  
- OCTOBER 6, 2015

---

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



**J.F. Dion  
Local School Board Meeting  
October 6, 2015**

**School Board Members:** Joan Daniels, Kristen Lindsay, Carlene Gladue, Tyler Gladue.

**Call to Order:** Meeting called to order at 4:15 p.m.

**Opening Prayer** led by Joan Daniels.

**Motion to Adopt Agenda:**

**Motion: #407-10/15, Tyler/ Kristen, All in Favor.**

**Motion to Adopt September 8, 2015 Minutes:**

**Motion: #408-10/15, Kristen/ Tyler. All in Favor.**

**Business arising from minutes:**

We have not received any response, regarding the gopher problem, from FLMS Council. We will revisit this in the early spring.

**New Business:**

Motion to have school send out a letter regarding parent and visitor conduct and expectations.

**Motion: #409-10/15 Kristen/Tyler, All in Favor.**

We will request a meeting with council during the week of October 13-16, to take place at JF Dion School.

We received a letter from the recreation department regarding the Christmas festivities. They requested to combine our Christmas concert with their community Christmas Gala. A reply will be sent.

Motion to offer to combine the school Christmas concert and the Christmas Gala at JF Dion on the afternoon of Dec 16, 2015.

**Motion: #410-10/15 Kristen/Tyler, All in Favor.**

**Lunch Program:**

We discussed the lunch program and the budget.

**FILED IN  
DOCUSHARE**

**Principal's Report:**

Motion to approve: Principal's Report as presented.

**Motion: #411-10/15 Kristen/Tyler, All in Favor.**

**Chairperson's Report:**

Motion to approve: Chairperson's Report as presented.

**Motion: #412-10/15 Kristen/Tyler, All in Favor.**

**Budget:**

We had a budget discussion.

**Correspondence:**

We reviewed all correspondence.

**Member/Parent/Board Concerns:**

No additional concerns.

**Next Meeting Date:**

Next regularly scheduled LSB meeting set for November 3, 2015 at 4:00 p.m.

**Adjournment:**

Motion to adjourn meeting at 6:00 p.m.

**Motion: #413-10/15 Tyler/Kristen, All in Favor.**



**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT: JANVIER LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES  
- OCTOBER 5, 2015**

---

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





Local School Board Meeting Monday October 5, 2015

Members attending: Martha, Viki, Alice , Laurette

Father R. Perin

- Start
- Opening Prayer

New Business

- Review last minutes
- Record motions by phone since last meeting
  - 15-42 Health session Janvier Health Centre
  - 15-43 Approve cultural ELI trips each month for each grade level
- Breakfast program
- Last boarding application declined
- New application Boarding home Motion 15-44 Approval (Martha/Alice)
- Request motion for monthly field trips to Fort McMurray as attendance reward 15-45
- Approval 2 days in lieu for principal April 4 and 5 2016 (Laurette/Viki) motion 15-46
- Request motion to approve school closing October 13-14-15 for curriculum redesign Motion approved 15-47 (Viki/Alice)

FILED IN  
DOCUSHARE



**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** KEG RIVER LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES  
- SEPTEMBER 23, 2015

---

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



**KEG RIVER LOCAL SCHOOL BOARD COMMITTEE**  
**REGULAR MEETING #72**  
**Sept 23, 2015**  
**@ 7:00 PM. AT DMJ. SCHOOL**

**PRESENT:** Mike Fischer, Wallace Prochinsky, Kathy Omoth, Acting Principal Darren Weir

**CALL TO ORDER:** Meeting to order @ 7:15 p.m.

**ADOPT AGENDA:** 4480 Kathy moved to adopt agenda carried

**ADOPT MINUTES:** 4481 Wallace moved to adopt minute's # 70 &71 Carried

**Cooks Report:** N/A

**Principal's Report:** 4482 Kathy moved for a standing motion for field trips for the year carried

4483 Wallace moves to approve Student A to get her work experience, off campus, at Manning Vet Clinic Carried

4484 Wallace moved to accept principal report as information Carried

**Next KRLSBC Meeting Date:** October 13

**ADJOURNMENT:** Meeting adjourned @ 7:50 pm

**FILED IN  
DOCUSHARE**





**BOARD OF TRUSTEES**

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** LITTLE BUFFALO LOCAL SCHOOL BOARD COMMITTEE MEETING  
MINUTES

- OCTOBER 13, 2015
- NOVEMBER 9, 2015

---

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



AGENDA: October 13, 2015

LBS BOARD MEETING

Meeting called to order at 7:35 pm

Attendance:

Dwight Gladue Chair

Bryan Laboucan

Cheryl McMann

Crystal Colville –Principal

Absent:

Troy Laboucan

Larry Ominayak

Agenda

1. Old Business:
  - a. Attendance – We had 64 students in grade K-7 with 90-100% attendance. We had 6 students with 100% in 8-12 and 9 with 90% attendance. Good start
  - b. Gym use  
Motion 05/15/16 made by Dwight seconded by Cheryl – anyone using the gym for personal fundraising will be charged a \$50.00 rental fee. The custodians or the principal will come after to clean up the school when the event is over.
  - c. Enrollment – we are sitting at 186 students for the September 30 count.
  - d. Head start – still waiting to here if the room is acceptable size and what needs to be done to the room in order to get licensing.
  - e. Facebook / Web site [www.littlebuffaloschool.ca](http://www.littlebuffaloschool.ca)
2. Dream Catchers
3. Alberta Education Leadership tour– October 16 – The DM will be at the school at 11:30. There is a lunch being offered to the elders, community, parents everyone has been invited. There will be a student presentation about the moose hide after the lunch.
4. Opertion of School Busses in Cold Weather –
5. Cultural camps –The grade 6/7 class will be going to Marten River on Oct 26-29. Jason Big Charles is helping organize the camp for us. We will be going with Atikameg.  
Motion 04/15/16 Made by Bryan seconded by Cheryl – Approval for th grade 6/7 class to go to the cultural camp Oct 26-29, 2015.
6. School Calander – review of the calander
7. Kitchen –will not be rented out for tournaments .

**FILED IN  
DOCUSHARE**

8. Literacy Night – Oct 16 from 6:30-8:00 pm we will be putting on a literacy night, inviting students to bring their parents and read some of their favorite stories to them.
9. Caddotte students  
Motion 06/15/16 – Moved by Dwight and seconded by Cheryl – The Little Buffalo School board has unanimously made the motions and informed the principal that after September 30 count will only take students within our legal boundaries.

Everyone but the board and principal left at 8:06 pm

In Camera

a. staffing

10. Came out of camera at 8:16 pm
11. Return to regular meeting at 8:20 pm
12. Meeting Adjourned at 8:25 pm

AGENDA: November 9, 2015

LBS BOARD MEETING

Meeting called to order at

Attendance:

Dwight Gladue Chair

Bryan Laboucan

Cheryl McMann

Larry Ominayak

Crystal Colville –Principal

Absent:

Troy Laboucan

Meeting called to order at 7:36 pm

Agenda:

1. Old Business:

- a. Attendance – we are continuing with the ice cream parties for the K-7 students last month we had 60 students with 90% or higher attendance. The 8-12 there were 7 with 100% and 5 with 90% we will continue with the gift card prizes. Discussion over why we have to mark students absent when their parents have let us know they are hunting and doing land based learning during school hours. Is there a way we could make them present when they are doing these types of activities if the students wrote a report on what they have been doing?
  - b. Enrollment -
  - c. Facebook/ Website [www.littlebuffaloschool.ca](http://www.littlebuffaloschool.ca) – very positive, starting to reach more parents
  - d. Alberta Education Leadership tour highlights
2. Cultural Camp – see attached report by Jason Big Charles
  3. Report Card/ Parent teacher interviews/ Attendance meeting – November 25. Don will be coming at 5:00 pm for a meeting with parents on attendance followed by parent teacher interviews. The book fair will also run during parent teacher interviews and will run during the week of November 23-27. All profits made will go back to buy books for the literacy program
  4. Parent Handbook – was given out, next meeting will go over any changes and then get approval to send home to the parents.
  5. AERR – presented to the staff this afternoon, staff made some additions and changes. Presented to the board, they added a few more ideas.  
Motion 07/15/16 Made by Bryan, seconded by Cheryl to accept and approve this years AERR.
  6. PAT results were presented to the staff after school. Then presented to the board. The board would like to see results from other school districts to see how there students are doing in comparison to our students.
  7. Gym use – The gym is not to be used for overnight tournaments. The gym can be used for community events Monday – Thursday 7-10 pm. Friday 6-10 pm, Saturday and Sunday 10-10 pm. A staff member will open up the school and make sure it is locked up after.

8. School dances – 8-12 had a Halloween dance on Oct 27 from 2-3 pm. Very successful. The board has agreed if the students would like to try a dance in the evening they may have one from 6-10 pm. They must have a ratio of 1 adult chaperone for 8 students. Only Little Buffalo students may attend.
9. Games room – may be rented out for a Black Ops tournament – must be 14 years or older to attend, must have proper supervision of the participants during the tournament. They may run it Friday 6-10 pm, Saturday and Sunday 10-10 pm.
10. Games night – October 30 – was a huge success – 79 students attended, 7 high school student volunteers, 12 parent volunteers.
11. Christmas Concert – Dec 16 supper at 5:30 pm and concert to start at 7:00
12. CTS trailer
13. Corporate board meeting November 21 dinner at 5:30 pm. There will be a presentation on Little Buffalo done by 1 or 2 students.
14. School Calendar and monthly newsletter – very successful, better communication with parents. At least 2 teachers a month are writing articles or having students write articles and adding pictures.
15. Graduation Coach – see attached page . I was sent this, The band is looking at hiring someone for this position – if it goes through and they wish to have someone in the school doing it they need to contact the superintendent before it can be considered.
16. OT sports – working with them and the United Way looking at a grant to get ski equipment to run an after school ski club.

Went in Camera at 8:38 pm

17. Staffing
18. Subbing
19. Parent concern

Out of Camera at 9:08 pm

Meeting adjourned at 9:15 pm

**BOARD OF TRUSTEES**

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** PADDLE PRAIRIE LOCAL SCHOOL BOARD COMMITTEE MEETING  
MINUTES

- JUNE 17, 2015
- SEPTEMBER 16, 2015
- OCTOBER 19, 2015

---

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





**PADDLE PRAIRIE LOCAL SCHOOL BOARD COMMITTEE  
SPECIAL BOARD MEETING  
JUNE 17, 2015**

**In Attendance:** Candice Calliou, chairperson  
Kristin Ghostkeeper, Secretary/Treas.  
Priscilla Christian, Board Member  
Jill Gaudet, Principal

**Absent:** Nelson Auger, Board Member  
Doreen Poitras, Board Member

**Call to Order:** The meeting was called to order at 4:00 p.m. for interviews for ECS teacher position.

**Motion #072:14/15** Candice Calliou moved to hire Candidate "K" for ECS teacher for 2015/2016 term. **Carried.**

**Adjournment:** the meeting adjourned at 4:40 p.m.

**Signatures:**



**Candice Calliou, Chairperson**



**PADDLE PRAIRIE LOCAL SCHOOL BOARD COMMITTEE  
REGULAR MONTHLY MEETING  
SEPTEMBER 16, 2015**

**In Attendance:** Candice Calliou, Chairperson  
Kristin Ghostkeeper, Secretary/Treasurer  
Priscilla Christian, Board Member  
Jill Gaudet, Principal  
Reta Nooskey, Recording Secretary

**Absent:** Doreen Poitras, Board Member (excusable)  
Nelson Auger, Board Member

**Call to Order:** The meeting was called to order at 3:45 p.m.

**Agenda:**

**Motion #001:15/16** Kristin Ghostkeeper moved to approve the agenda as presented. **Carried**

**Minutes:**

**Motion #002:15/16** Priscilla Christian moved to approve the minutes of the June 8<sup>th</sup> regular meeting and the June 15<sup>th</sup> special meeting as read. **Carried.**

**Principal's Report:**

**Motion #003:15/16** Priscilla Christian moved to approve Shawna Ghostkeeper's letter of request regarding further training. **Carried.**

**Motion #004:15/16** Kristin Ghostkeeper moved to purchase desks/chairs/tables, not to exceed \$4,000.00. **Carried.**

**Motion #005:15/16** Priscilla Christian moved to request that NSD provide bookshelves and bulletin boards for the new portables as well as replace 2 missing blinds. **Carried.**

**Motion #006:15/16** Kristin Ghostkeeper moved to request that NSD replace the garage that was demolished to provide room for the new portables as soon as possible, based on Don McKay's plan. **Carried.**

**Motion #007:15/16** Candice Calliou moved to approve the Boarding Home Application for Student "B". **Carried.**

**Motion #008:15/16** Priscilla Christian moved to request to replace the obsolete PA system. **Carried.**

**Motion #009:15/16** Kristin Ghostkeeper moved to approve a standing motion for all day trips for 2015-2016 school year. **Carried.**

**Motion #010:15/16** Candice Calliou moved to approve sub applications from Tanya Christian, Audrey Christian, Nina McGillivray and Kendra Piper. **Carried.**

**Motion #011:15/16** Candice Calliou moved to approve sub applications from Leah Ghostkeeper and Yolande Laboucan, with the provision that they provide all documentation required before being called.  
Carried.

**Motion #0112:15/16** Priscilla Christian moved to approve the Hot Lunch menu, with changes.  
Carried.

**Motion #13:15/16** Kristin Ghostkeeper moved to accept the Principal's Report as information.  
Carried.

**Board Concerns:**

\*A question was raised about boarding home applications – when could they re-apply when an application has been refused with conditions? If the conditions are being met, right after the first report card.

**Meeting Dates:**

**Regular Board Meeting:** Monday, October 19<sup>th</sup> at 3:30 – regular date falls on Thanksgiving holiday.

**Adjournment:** The meeting adjourned at 4:20 P.m.

**Signatures:**

  
Candice Calliou, Chairperson

  
Reta Nooskey, Recording Secretary

**PADDLE PRAIRIE LOCAL SCHOOL BOARD COMMITTEE  
REGULAR MONTHLY MEETING  
OCTOBER 19, 2015**

**In Attendance:** Candice Calliou, Chairperson  
 Kristin Ghostkeeper, Secretary/Treasurer  
 Priscilla Christian, Board Member  
 Jill Gaudet, Principal  
 Reta Nooskey, Recording Secretary

**Absent:** Doreen Poitras, Board Member  
 Nelson Auger, Board Member

**Call to Order:** The meeting was called to order at 3:45 p.m.

**Agenda:**

**Motion #14:15/16** Kristin Ghostkeeper moved to approve the agenda as presented. **Carried.**

**Minutes:**

**Motion #15:15/14** Kristin Ghostkeeper moved to approve the minutes of the September 16, 2015 regular board meeting as read. **Carried.**

**Principal's Report:**

**Motion #16:15/16** Candice Calliou moved to accept PAT presentation as information. **Carried.**

**Motion #17:15/16** Priscilla Christian moved to approve the implementation of the Kinder Start Program as presented. **Carried.**

**Motion #18:15/16** Candice Calliou moved to approve the Trickster Theatre Workshop of Nov. 30 Dec. 4 as presented. **Carried.**

**Motion #19:15/16** Kristin Ghostkeeper moved to accept the Principal's Report as information. **Carried.**

**Board Member Concerns:**

\*there was a concern that people did not know what was happening with the Board and it was suggested that the minutes of the LSBC be included in the school generated Newsletter. The Principal agreed to implement this.

\*there was discussion on perfect attendance and how to achieve it. Suggestions were cash prizes for both Elementary and Junior Senior classes, twice a year. Another was buttons to be given each month to the student with perfect attendance.

**Motion #20:15/16** Kristin Ghostkeeper moved to have four cash prizes of \$250.00 each to given out in the school year to Elementary and JuniorSenior classes, two in December and two in June, for perfect attendance. **Carried.**

\*it was suggested to continue the skill building programs in which the students built or made projects to be presented to the community. In order to do this the Principal stated there would need to be a qualified teacher to teach it or a volunteer from the community supervised by a teacher. The Principal would also have to look at the curriculum, budget and scheduling.

**\*Motion #21:15/16** Priscilla Christian moved to go in camera with the Principal at 4:50 p.m. **Carried.**

**Motion #22:15/16** Candice Calliou moved to return to regular format at 5:00 p.m. **Carried.**

**Meeting Dates:** Regular Board Meeting – Monday, November 09, 2015 at 3:30 p.m.  
Attendance Committee Meeting – Tuesday, October 27, 2015 At 3:30 p.m.

**Adjournment:** The meeting adjourned at 5:01 p.m.

**Signatures:**

---

**Candice Calliou, Chairperson**

---

**Reta Nooskey, Recording Secretary**

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** PEERLESS LAKE LOCAL SCHOOL BOARD COMMITTEE MEETING  
MINUTES

- SEPTEMBER 17, 2015
- OCTOBER 22, 2015

---

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





Peerless Lake local School Board Committee Meeting  
September 17, 2015. 7:00PM.

Present: Louie Cardinal, Laurel Noskiye, Marie Alook, William Houle

Absent: Marcel Noskiye

Admin present: Connie Molcak, Corrine Alook- RS

---

1. Call the meeting to Order: Louie Cardinal called the meeting to order at 7:15PM.
2. Adopt Agenda: Motion#50-15/16: Laurel Noskiye moved to adopt the agenda. Seconded by William Houle. Carried.
3. Adopt the Minutes: Motion#51-15/16: Marie Alook moved to adopt the minutes. Seconded by William Houle. Carried.
4. Chairman's report: Verbal report info only: Motion#52-15/16: Marie Alook moved to accept the verbal report. Seconded by Laurel Noskiye. Carried.
5. Principal's Report: Included: Motion#53-15/16: Marie Alook moved to accept the principals' report. Seconded by William Houle. Carried.
6. New Business:
  - a. Student enrollment: 126
  - b. Gym use: Motion#54-15/16: Laurel Noskiye moved to allow community use of the gym. Seconded by Marie Alook. Carried.
  - c. In-school fieldtrip: Motion#55-15/16: Marie Alook moved to allow in-school fieldtrips. Seconded by William Houle. Carried.
  - d. Letter: Head office to deal with it.
  - e. Bus: info only
7. Next meeting: October 15<sup>th</sup> at 6pm.
8. Adjourn: Louie Cardinal adjourned the meeting at 9:00PM.

**FILED IN  
DOCUSHARE**

**Principal's Message:**

1. Changed the bus drop off and pick-up to the gym area.
2. Started the Wincard program again for students attendance. Not sure how much money spent last year, but I do have the information.
3. The "Meet the Teachers" was a success as we had at least 120 or more at the BB so we ran out of food. This was more parents than we have had at one of these events. Getting ideas for the Parent Teacher interviews in November.
4. The parents of the possible graduates for this year are already beginning their fundraising for this year. They may take their group to Vancouver for their graduation trip.
5. We have had a Co-PD with Trout teachers at Trout on the 31<sup>st</sup> of August and we will be hosting another one on the 28<sup>th</sup> of September here at Peerless. This was enjoyed by all teachers of both schools. Lots of discussion.
6. We have had two other activities
  - a. September 17- Camouflage Day
  - b. September 18- Terry Fox Run
7. Student/Parent Book will be ready to give to the Board by the 25<sup>th</sup> of September for their acceptance. Changes can be made by the board at that point. We would like the book to go out on the 30<sup>th</sup> of September.
8. We have talked to the students about values and are presently concentrating on the value of Respect. In most of our classes, this is what we are concentrating on.
9. We have had our first ELA PLC here at the school among the ELA teachers from ECS to High School. Ms. Young as our Literacy Lead was the chairman of the group and did an excellent job. This was enjoyed by the teachers. They will meet next week to do their lesson plans together.
10. Gym use form?. Injury? Exempting Northland.
11. We have the Attendance Initiative which needs a committee member. We need to have a group meeting once a month to give ideas as to how our attendance is going and how we can work in the community to help improve our attendance. A community member and a parent outside the school would be appreciated also. Report must be ready and sent to Northland by the end of September. We did not get ours ready for the end of June and we had no meetings up to now. Ideas????
12. Teachers felt a Student of the Month may give the wrong ideas so they would rather not have this. At the end of the month we will have a treat night for the 100% attenders.
13. Thanks for your help on the Meet the Teachers- Louis.

Peerless Lake Local Board Committee Meeting Agenda

October 22, 2015

Time: 7:00 PM

Administration Present: Connie

Present: William, Marie, Louis

1. Call the meeting to order
2. Adopt the agenda- William, Marie--Carried
3. Adopt minutes- No minutes from last meeting
4. Business arising from minutes- No minutes
5. Chairman's report
  - a. Monday at Slave Lake on the AERR Plan. There was a long meeting.
6. Principal's report:
  - a. Introduce Mari-Agnes Cardinal, new teacher, to the board.
  - b. Donna Barrett coming on the November 24<sup>th</sup> to Peerless
  - c. Attendance report- from each grade
  - d. Student Council report- Pictures on bulletin board. Nothing yet.
  - e. Absentee letter #1 to go out to High School Students below 70%
  - f. Policy booklet handed out.
7. New Business:
  - a. Grade 7 and 8 wanting to go on a trip to Eastern Canada with the Trout Lake Grade 7 and 8.
  - b. Graduates fundraising for a Grad and a trip to Vancouver.
8. In camera:
9. Out of camera:
10. Next meeting: November 19, 2015
11. Adjourn: 8:50 PM. Marie and William

**FILED IN  
DOCUSHARE**



**BOARD OF TRUSTEES**

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** PELICAN MOUNTAIN LOCAL SCHOOL BOARD COMMITTEE MEETING  
MINUTES

- SEPTEMBER 1, 2015
- OCTOBER 21, 2015

---

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



LSBC Pelican Mountain School  
Organizational Meeting/Regular Monthly Meeting  
September 1, 2015

Attendance: Linda-Principal, Violet-Board Chair, Sandra and Heather

Call meeting to order 7:05 pm by Violet.

1. **New Business**-Outreach was discussed coming from Wabasca Career Paths and wait till we hear further about it, Blanket Motion for Day Trips. Violet makes a motion for Day trips, Sandra seconded. **Motion #2009012015**
2. **Board chairpersons' Report**-nothing to report.
3. **Principal's Report**-we have 21 registered students, Discussion with Wes re: Agnes.
4. **Other business-**

Next meeting-October 6, 2015

Adjournment-at 7:40 pm

**FILED IN  
DOCUMENTS**





LSBC Pelican Mountain School  
Organizational Meeting/Regular Monthly Meeting  
October 21, 2015

Attendance: Linda-Principal, Violet-Board Chair, Sandra and Heather

Call meeting to order 7:05 pm by Violet.

1. **New Business**-need a motion to buy gifts for perfect attendance for Christmas to come out of LSB budget. Violet makes a motion to purchase gifts for attendance from LSB Budget, Sandra seconded. **Motion #2110212015**
2. **Board chairpersons' Report**-nothing to report.
3. **Principal's Report**-attendance is good, repairs being done to the school outside, the cook informed that she might be leaving, will be sending out letters for candy donations for Christmas early this year.
4. **Other business**-

Next meeting-November 3, 2015

Adjournment-at 7:40 pm

**FILED IN  
DOCUSHARE**



**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** SUSAN CREEK LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES  
- SEPTEMBER 22, 2015

---

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



SUSA CREEK LOCAL SCHOOL BOARD COMMITTEE  
MEETING  
September 22, 2015

**PRESENT:** Rachelle McDonald, Chairperson  
Cathy Wanyandie, Member  
Maryanne Moberly, Secretary/Treasurer  
Charles McDonald, Member (excusable absence)  
Robert Wanyandie, Member (excusable absence)

**OTHERS:** Mark McGimpsey, Principal  
Donna Barrett, Superintendent of Schools  
Tammy Smith, Recording Secretary

**CALL TO ORDER:** Rachelle called the meeting to order at 12:51 p.m.

**OPENING PRAYER:** Maryanne gave the opening prayer.

**ADOPT AGENDA:** 75/15 Cathy moved to adopt the meeting agenda.  
Carried.

**ADOPT PAST MINUTES:** 76/15 Rachelle moved to adopt the S.C.L.S.B.C. meeting  
minutes of March 25/15 and May 11/15 as  
presented.  
Carried.

**FILED IN  
DOCUSHARE**

S.C.L.S.B.C. Sept. 22/15

**PRINCIPAL'S  
REPORT:**

Verbal.

So far we have 43 students enrolled in our school. The computer techs were here last week and Bryan Parker from maintenance will be here later this week as well to change over the water filters and do some odds and ends that need to be taken care of. Mark attended a meeting at the request of GYPSD staff regarding the hot lunch program for students attending Sheldon Coates Elementary in town. Due to high costs to transport those students to the hot lunch facility NSD will not be providing transportation. GYPSD has also confirmed they will not providing transportation for the same reason. Parents of Sheldon Coates students have the choice to either transport their own children to hot lunch or provide a bagged lunch

77/15 Rachelle moved to accept the verbal Principal Report.  
Carried.

**SPECIAL  
ASSISTANT:**

78/15 Cathy moved to advertise and hire a 0 .5 FTE Special Assistant for the 2015/16 school year.  
Carried.

**FIELD TRIPS:**

79/15 Rachelle moved to have the Susa Creek School students go on day trips during the 2015/16 school year.  
Carried.

S.C.L.S.B.C. Sept. 22/15

**BUSSING:**

We have a new bus driver this year. We are still looking for another driver, but will make due till one is found. Discussion was held on bussing school of choice and how the funding works. Donna said that we do not get bus funding for school of choice students, whether they come to Susa or go to town. The local board members and Donna have received a few calls of complaint regarding our new bus run stops, but this had to be implemented to accommodate all students. We currently have students getting picked up by the bus at 6:00 a.m. The transportation supervisor will draw up a letter to be sent home to all of our bus students conveying that we are doing the best we can with what we have with a reminder that we are doing this as a courtesy. In the event of the bus not running at full capacity, preference will be given to Susa Creek School students first (if a smaller bus is used). It is the responsibility of school of choice parents to ensure their child gets to their school.

**NEXT MEETING DATE:**

To be announced.

**ADJOURNMENT:**

The meeting was adjourned at 2:05 p.m.





**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT: TROUT LAKE LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES  
- NOVEMBER 2, 2015**

---

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





# Kateri School



## Local School Board Committee Meeting

November 2nd, 2015

**In Attendance:** Elmer Gullion (Chairperson) Conrad Metsikassus  
Jennifer Nanooch (A. Principal)

**Missing:** Caroline Bigstone (Unknown, 3<sup>rd</sup> consecutive meeting missed for 2015-2016/7<sup>th</sup> consecutive overall)  
Shane Metsikassus (Unknown)  
Julianne Noskiye (Unknown)

**Guests:** None

**Meeting called to order at 7:05 PM by Elmer Gullion**

**Opening Prayer** Conrad Metsikassus

**Motion #895702** Motion to adopt agenda  
By: Conrad Metsikassus  
Carried

**Motion #895703** Motion to keep Chair and Secretary the same as the 2014-2015 school year.  
By: Conrad Metsikassus  
Carried

**Motion #895704** Motion to the minutes of June 15<sup>th</sup>, 2015.  
By: Elmer Gullion  
Carried

**Motion #895705** Motion to accept Principal's report.  
By: Elmer Gullion  
Carried

**Motion #895706** Motion to offer Graham Collier a probationary teaching contract for the ECS/Grade 1 teaching position at Kateri School.  
By: Conrad Metsikassus

**Motion #895707** Motion to offer Ravindra Somwaru a probationary teaching contract for the Grade 5/6 teaching position at Kateri School.  
By: Elmer Gullion  
Carried

**Motion #895708** Motion to offer Ryan Lassardo a probationary teaching contract for the Grade 9 to 12 teaching position at Kateri School.  
By: Elmer Gullion

**FILED IN  
DOCUSHARE**

- Motion #895709** Motion to offer Sharon Metsikassus the temporary substitute position of Cook's Helper at Kateri School.  
By: Elmer Gullion
- Motion #895710** Motion to accept the Attendance Improvement Planning Document March 2015 to June 2016.  
By: Elmer Gullion  
*Carried*
- Motion #895711** Motion to approve of Day Field Trips that may require a school bus and that follow the standards as set forth by Northland School Division No. 61 Procedure 213.  
By: Elmer Gullion  
*Carried*
- Motion #895712** Motion to approve the Kateri School's Annual Education Results Report for 2014-2015 (AERR) and Annual Education Plan for 2015-2016.  
By: Elmer Gullion  
*Carried*
- Motion #895713** Motion to recommend 5 days in lieu for Acting Principal.  
By: Conrad Metsikassus  
*Carried*
- Motion #895714** Motion to reverse the school rule of an electronics ban for students during the school day (*Motion #895667 December 15<sup>th</sup>, 2014*). Classes will determine a class rule independently and may have exceptions to the rule.  
By: Elmer Gullion  
*Carried*
- Motion #895715** Motion to adjourn  
By: Elmer Gullion

*Next meeting date: December 1, 2015 at 7:00 PM*

*Meeting adjourned at 8:05 PM*

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** WABASCA LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES  
OCTOBER 13, 2015

---

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



## Wabasca Local School Board Meeting

St. Theresa School

October 13, 2015

**ATTENDANCE:**

Robin Guild

Jeff Junkin

Robert Gullion

Anthony Rathbone

Thomas Bissell

Mandi Maclennan

Shelley Stevenson

1. Call meeting to order at 7:00 p.m.
2. ADOPTION OF AGENDA: Recommendation #3052/10/15.  
Anthony moved to adopt the agenda as presented. Carried.
3. ADOPTION OF MINUTES: Recommendation #3053/10/15.  
Robert moved to accept the minutes from September 8, 2015 meeting. Carried.
4. CHAIRPERSON'S REPORT: Recommendation #3054/10/15.  
Thomas moved to accept the Chairperson's report as Information. Carried.
5. ASSISTANT PRINCIPAL'S REPORT: Recommendation #3055/10/15.  
Anthony moved to accept the Assistant Principal's report as Information. Carried.
6. PRINCIPAL'S REPORT: Recommendation #3056/10/15.  
Jeff moved to accept the Principal's report as Information. Carried.
7. ADJOURN MEETING: Recommendation 3057/10/15.  
Robert moved to adjourn the meeting at 7:40 p.m. Carried.

**FILED IN  
DOCUSHARE**

**TOPICS OF DISCUSSION:**

Parking lot is going up for tender.

Daycare building – sounds like we are getting half of it, the rooms are really small and the technology will have to be updated before we can use it.

N.S.D. and Keetaskeenaw binder

Speech and OT were here, reports are being sent to teachers and parents

Terry Fox Run

First Aid Course, some staff members were here on the weekend for online training to recertify

Admin meetings.

Inclusive Education Conference

Completing PM Benchmarks

Parents and Community are really looking at the value of reading

Literacy clubs are popular with students

Vulnerable Reader's Summit

Cultural cookout

Staff Interagency volleyball team

Safe and Caring Schools

October virtue is Unity

Classroom Champions – Sean and Michelle have applied

Student council elections

A \$25.00 gift card draw will be made for parents whose children have an average of 95% or higher. There will be 3 draws made each month.

Staffing updates – Interviews will need to be done on October 27 at 5:30 p.m.

Virginia has been helping out in the office and frees some time for the Administration to do more walk throughs.

W.L.S.B. budget update – there was a surplus of \$1358.00 from last year and will be carried over to this year's budget.





# Superintendent's Report November 21, 2015

## October, 2015

6-7	Edmonton	Administrators' Meeting
7-9	Edmonton	CASS First Nation Metis Inuit Education Symposium
8	Edmonton	Auditor Entrance Conference
13	Peace River	Leadership Team Meeting
14	Peace River	Central Office Staff Meeting
	Peavine	Bishop Routhier Staff Meeting
16	Little Buffalo	Little Buffalo School Tour with Alberta Education
22	Fort Chipewyan	Athabasca Delta Community School Visit with Alberta Education
26	Calling Lake	Calling Lake School Local School Board Committee Meeting
27	Edmonton	Standing Committee on Public Accounts Meeting
28	Gift Lake	Auditor General Tour, Gift Lake Community Supper
29	Slave Lake	Quality of Work/Life Committee Meeting
	Wabasca	Auditor General Tour, Wabasca Community Supper
30	Wabasca	Mistassinii School Visit

## November, 2015

3	Wabasca	Meeting with Bigstone Cree Nation, and MD Opportunity No. 17
4	Grande Prairie	ASBA Zone 1 Meeting
4-6	Calgary	CASS Fall Conference
9	Peace River	Leadership Team Meeting
10	Peace River	Committee Meetings and Agenda Review
12	Wabasca	Mistassinii School Visit
		St. Theresa School Visit
		Meeting with Director of Education, Bigstone Cree Nation
15-17	Edmonton	ASBA Fall General Meeting
19	Wabasca	Long Term Education Planning Meeting
20-21	Peace River	Corporate Board Meeting

## Committed Dates

### November, 2015

24	Peace River	KTC/NSD Partnership Principals Meeting
25	Wabasca	School Visits with Alberta Education
30	Wabasca	Mental Health Ad Hoc Committee Meeting



# Alberta Education Act Discussion Guide

## Background

Since 2008 Alberta Education has conducted extensive stakeholder engagement on the policy principles of the Education Act and draft regulations. Analysis indicates that major policy decisions expressed in the Act and draft regulations have the general support of stakeholders. However, stakeholders have indicated a need for increased clarity regarding age of access and student residency. Also, as per the government's 2015 election platform, school fees have been identified as an area requiring further review.

## Policy Shifts

### AGE OF ACCESS

Under the *School Act*, individuals have a right of access to an education program as long as they are less than 19 years of age as of September 1 in a year. A board has the discretion to provide education programming to students older than this age. Alberta Education currently provides funding for individuals that are less than 20 years of age as of September 1 in a year.

Under the Education Act, age of access is extended to those individuals who are younger than 21 years of age as of September 1 in a year. This policy shift is intended to provide

more opportunities and remove financial barriers for students to complete high school. It also benefits those students requiring additional time to complete their education programs.

While parents and students are generally supportive of increasing the age of access, some school boards are concerned they may lack the financial capacity to meet increased demand for, e.g., specialized supports and services that may be required by some students. They are also seeking clarity as to whether the Education Act will oblige them to provide access to students who have already attained a high school credential.

### Questions for Consideration

1. Should access be limited after the successful completion of a high school credential, and if so, how should the criteria for establishing these limits be determined?
2. If the right of access to education is primarily based on age, should school boards have the ability to restrict access to programming based on a determination that the student's educational needs have been met? If so, how should this be determined?

# Education Act Discussion Guide

## STUDENT RESIDENCY

Under the *School Act*, the geographic residence of the student's parent (together with the parent's faith) determines which school board is the resident board of the student. Some students may not have access to education if their parents reside outside of Alberta.

Under the Education Act, the residence of the student (and the parent's faith) are used to determine which school board is responsible for the student. Right of access to an education program is granted to students who reside in Alberta and whose parent(s) reside in Canada. This policy shift is intended to enhance access with a more student-centred focus. It is also consistent with the approach of other provincial ministries, such as Alberta Health, that base residency on the individual receiving the service.

Concerns have been expressed that boards with more comprehensive and diverse education programs, supports and services may experience a disproportionate increase in student enrollment. There may also be an adverse impact on education programs offered by some smaller boards due to diminishing enrollment. Questions have arisen as to how to verify student residency, and acquire parental consent, in circumstances where students are not living with their parents/guardians.

## Questions for Consideration

1. Should the determination of a student's resident board be based on the geographic residence of the student (together with the parent's faith) as currently proposed under the Education Act? Or, should residency remain based on where the parent resides (and their faith), as under the existing *School Act*?
2. What issues do you see arising if we stay with the Education Act's approach to student residency?

## SCHOOL FEES

Under the *School Act*'s provisions, a board may charge fees for "instructional supplies or materials." As "instructional supplies or materials" is not defined in the Act, there is potential for boards interpreting it differently.

Under the Education Act's provisions, a board may charge school fees in accordance with the regulations. The draft School Fees Regulation requires boards to establish policies and procedures in consultation with parents on how school fees are assessed and waived. This is to make the process of setting school fees clear and transparent for parents.

Some boards are concerned that the requirements of the draft School Fees Regulation are inconsistent with the policy shift to increased school board autonomy in the Education Act. Other boards are supportive of the regulation as it requires consultation with parents regarding school fees through a process determined by the school board. Parents in general are supportive of increased transparency and accountability in determining the purpose of a fee, and accounting for how it was spent.

## Education Act Discussion Guide

### Questions for Consideration

*Note: the questions below exclude any reference to early childhood services and fees for alternative programs as they are governed by separate sections of the draft Education Act. In addition, transportation fees are governed by a separate regulation and discussions on transportation fees may be conducted separately.*

The following are examples taken by other provinces with respect to school fees.

Manitoba takes the following approach:

*"A school division/district shall not charge fees for goods and services provided to students of school age without which the student could not meet learning outcomes or assessment requirements of an educational program provided by the division/district."*

Ontario takes this approach:

*"Every student has the right to attend a school, where they are a qualified resident pupil, without the payment of a fee. In general, there should be no fees charged for day programs. The costs of materials and activities for elementary and secondary education are provided by the Ministry of Education and should be reflected in school board operating budgets."*

1. If Alberta were to adopt a similar approach to Ontario and Manitoba, using our Program of Studies as the primary parameter, how might it impact a school board's ability to charge fees for:

- a. instructional materials such as: paper, writing tools, computer storage devices and other school supplies for a student's personal use, including materials necessary to meet learning outcomes or assessment requirements for junior high and high school courses and Career and Technology Studies (CTS) courses that often require consumable materials?
  - b. materials where a student wishes to complete a project that is in addition to the basic requirements of the course?
  - c. field trips?
  - d. refundable deposits, locker rentals, facility user fees?
  - e. lunch hour supervision?
  - f. sports fees?
2. What would the implications be of not being able to charge school fees relative to provincial programs of study?
  3. What might the criteria or parameters be for school board policy that establishes the circumstances and procedures for requesting how a fee may be waived, so that ability to pay is not a barrier to accessing an educational program?





Donna Barrett <donna.barrett@nsd61.ca>

---

## Welcoming Syrian refugees and their children

1 message

---

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

Fri, Nov 13, 2015 at 2:20 PM

**To: All public, separate and Francophone Board Chairs**

The Government of Alberta is working with its federal, provincial and community partners to welcome Syrian refugees to Alberta.

Our government is committed to investing in our children's education. While immigration is a federal government responsibility, education is a provincial responsibility and we want to ensure that all newcomers to Alberta have access to the same education as any other Alberta student. We are committed to providing our newest residents an opportunity to integrate quickly and successfully into Alberta's school system. As educators — and as Albertans — we will strive to ensure these children and students have the supports in place to be successful in school and in life.

By partnering with school authorities, our government will be able to ensure all children and students from Kindergarten to Grade 12 have access to meaningful learning experiences that include appropriate instructional supports. Under the Inclusive Education grant, Alberta Education provides \$5,200 per refugee student each year, in addition to base instructional funding. Alberta Education also provides funding for program planning and instructional supports for English language learners so that they may achieve grade-level learning expectations and realize their academic learning potential.

Our recently released Budget 2015 allocated \$419 million for Inclusive Education, an \$11 million increase over last year. Of that, \$86 million of this will be directed toward English language learners.

Over the longer term, our government's goal is to ensure supports are in place to help refugee families successfully settle into life in Alberta. The \$75,000 in immediate funding that the Alberta government has committed to provide is to support the Canadian Red Cross response to Europe's migration and refugee crisis. Alberta's contribution will aid the Red Cross efforts to provide refugees and migrants with essential relief items such as food, clothing, water, hygiene and medical assistance. The \$100,000 in funding pledged to Alberta-based settlement agencies will help support refugees who move to Alberta.

It is important to note that this funding is provided by the provincial government as a whole and is only for refugees. It is separate from the funding provided by Alberta Education to assist student learning.

I recognize the unique set of circumstances under which every school authority operates to deliver educational services to Alberta's children and students. Please be assured that the supports and services needed for our province's newest students will be addressed by our government.

---

We are here to support you in preparing to have the right supports and services in place to welcome Syrian

11/16/2015

Northland School Division No. 61 Mail - Welcoming Syrian refugees and their children

families. If you have additional questions regarding educational programming, please contact Joe Shelast, Education Manager, Greater Edmonton Services, at [joe.shelast@gov.ab.ca](mailto:joe.shelast@gov.ab.ca) or 780-641-9366. For questions related to funding, please contact Daimen Tan, Director, School Finance, at [daimen.tan@gov.ab.ca](mailto:daimen.tan@gov.ab.ca) or 780-422-0865. Dial 310-0000 first for toll-free access within Alberta.

I am confident that our education system will be welcoming, compassionate and quick to address the needs of our newest Albertans.

Sincerely,

David Eggen

Minister

cc: Superintendents  
Communications Contacts at School Divisions

This communication is intended for the use of the recipient to which it is addressed, and may contain confidential, personal, and or privileged information. Please contact us immediately if you are not the intended recipient of this communication, and do not copy, distribute, or take action relying on it. Any communication received in error, or subsequent reply, should be deleted or destroyed.





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

[www.nsd61.ca](http://www.nsd61.ca)

Follow us on Twitter and Like us on Facebook!

## Northland website wins another award

*For immediate release – November 17, 2015*



Northland School Division (NSD) is celebrating another award that recognizes its new website. Curtis Walty, Communications Coordinator, was presented with a Bravo Award of Merit from the Canadian Association of Communicators in Education (CACE). Curtis earned the award for coordinating a division website redesign and the development of school websites. The project, which began in 2012, included a review of the old website design and conversations with school communities. This eventually led to a partnership with Box Clever, a website agency out of Edmonton. Box Clever worked with NSD staff, NSD Board and Board Advisors and Micheal Auger, Multi-Media Artist, to ensure the historical and cultural roots of Northland's First Nation, Métis communities were represented.



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

[www.nsd61.ca](http://www.nsd61.ca)

Follow us on Twitter and Like us on Facebook!

“A lot of people contributed to the success of this project,” said Curtis Walty, Communications Coordinator. “Our staff, Box Clever and Micheal created a website vision that represents our school communities and improves the way we communicate and deliver information to students, parents, staff and community members.”

Curtis received the award at the 2015 Bravo Awards Gala in Charlottetown, PEI on October 19, 2015 as part of the annual CACE Conference. The Bravo Awards are presented annually to recognize work in all aspects of school public relations, communications, marketing and engagement. Projects are graded on research and analysis, planning and implementation, results and evaluation and the overall quality of the entry.

“We are honoured to receive this award and want to thank everyone who worked on this project for helping us design a website that reflects Northland communities,” said Donna Barrett, Superintendent of Schools.

In July, the Northland website also received the Interactive Media Awards (IMA) Best in Class Award. To view the Northland School Division website [click here](#).

For more information please contact:

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



Donna Barrett &lt;donna.barrett@nsd61.ca&gt;

---

## Nutrition Program Survey

1 message

---

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

Tue, Nov 17, 2015 at 10:04 AM

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

Alberta Education cares about the health and well-being of students in Alberta schools. This includes student nutrition, which affects students' capacity to learn in the classroom. In order to help the ministry understand what is happening in schools and communities in terms of nutrition programs, I am requesting your assistance in distributing a short survey to your school principals. The survey should take approximately 10 minutes to complete. The results will provide baseline data and will help identify the number and type of nutrition programs available in schools today.

Data from the survey will be shared with the Minister and the results will help inform the potential for a nutrition program in our province. In addition, a summary of your jurisdiction's results will be made available to you. Please note, this survey and the data it provides falls under the Freedom of Information and Protection of Privacy legislation.

The survey can be accessed at <https://education.alberta.ca/resources/nutritiousmealsurvey/?type=sch>.

Please ask your principals to complete the survey by **Monday, November 30, 2015**.

If you have any questions, please call your respective Field Service Branch contact at the following numbers:

- |                                                           |              |
|-----------------------------------------------------------|--------------|
| – Nathan Freed – North Services Branch                    | 780-422-0795 |
| – Margaretha Ebbers – Central Services Branch             | 780-427-0929 |
| – Doreen Lupaschuk – Greater Edmonton Services Branch     | 780-427-5382 |
| – Ron Taylor – South Services Branch                      | 403-297-5021 |
| – Pam Halverson – Metro Services Branch                   | 780-644-2282 |
| – Carolyn Lewis-Shillington – Executive Director's Office | 780-415-5877 |

11/17/2015

Northland School Division No. 61 Mail - Nutrition Program Survey

– Carmen Stuart – French Language Services

780-643-1796

Dial 310-0000 first for toll-free access in Alberta.

Thank you for your assistance.

Sincerely,

Lorna Rosen

Deputy Minister of Education

cc: Communications Contacts at School Divisions

This communication is intended for the use of the recipient to which it is addressed, and may contain confidential, personal, and or privileged information. Please contact us immediately if you are not the intended recipient of this communication, and do not copy, distribute, or take action relying on it. Any communication received in error, or subsequent reply, should be deleted or destroyed.



# Chairman's Report November 21, 2015

## September, 2015

21	Edmonton	McLennan-Ross Legal Re: Gift Lake Education Centre Operating, Management, Maintenance and Use Agreement
29	Edmonton	Meeting with Aboriginal Affairs and Northern Development Canada (AANCD) Re: Fort Chipewyan Education Authority/Northland School Division Tuition Agreement

## October, 2015

1	Edmonton	Metis Settlements General Council Long Term Agreement (LTA) Education Report and Future Direction Discussion Meeting
2-3	Peace River	Northland School Division Corporate Board Meeting
5	Peace River	Office
6 (PM)	Edmonton	Administrators' Meeting
7	Edmonton	Administrators' Meeting
8	Edmonton	Entrance Conference Meeting – Office of the Auditor General of Alberta
14	Edmonton	Meeting with the Acting Chief of Staff, Minister of Education
15 (PM)	Peace River	Office Travel
16	Little Buffalo	School/Community Visit with the Deputy Minister of Education and Staff
19	Edmonton	Alberta Education
	Slave Lake	Advisory Committee Meeting
20	East Prairie	School Visit
21 (PM)	Grande Cache	Travel Overnight
22	Grande Cache	Meeting with the CEO Aseniwuche Development Corporation
	Peace River	Office
23	Edmonton	Kee Tas Kee Now Tribal Council, Alberta Education, and Aboriginal and Northern Affairs Canada Framework Agreement Discussions
26	Edmonton	Meeting with the Superintendent of Schools
		Meeting with the Alberta Teachers Association
27	Edmonton	Public Accounts Committee Presentation
28	Gift Lake	Office of the Auditor General of Alberta Community Visit/Meeting
29	Marten Lake	Camp Visit/Discussion with the Auditor General
	Wabasca	Office of the Auditor General of Alberta Community Visit/Meeting
30 (AM)	Edmonton	Meeting with Aboriginal Affairs and Northern Development Canada (AANDC)

## November, 2015

2	Peavine	Local School Board Committee Meeting
3	Wabasca	Meeting with Bigstone Cree First Nation Municipal District of Opportunity Education Committee
	Grande Prairie	Travel/Overnight
4	Grande Prairie	Alberta School Boards Association (ASBA) Zone 1 Meeting
	Leduc	Travel



# Chairman's Report November 21, 2015

5	Edmonton	Policy 1 Redraft Meeting
		Meeting with Indigenous Affairs and Northern Development Canada (INAC)
6	Grouard	Community Function
9 (PM)	Peace River	Travel
10	Peace River	Personnel Committee Education Committee Finance/Transportation/Maintenance Committee Agenda Review
12 (PM)	Edmonton	Policy 1 Meeting
		Meeting with CEO Kee Tas Kee Now tribal Council
13	Edmonton	Meeting with Kee Tas Kee Now Tribal Council, Alberta Education, and Indigenous and Northern Affairs Canada (INAC) Regarding Elements of the Framework Agreement
15 (PM)	Edmonton	Alberta School Boards Association (ASBA) Fall General Meeting (FGM)
16	Edmonton	Alberta School Boards Association Fall General Meeting
17	Edmonton	Alberta School Boards Association Fall General Meeting
		Meeting with GCS Consulting

**NORTHLAND SCHOOL DIVISION NO. 61  
LOCAL SCHOOL BOARD COMMITTEE REPORT  
2015/2016 SCHOOL YEAR  
PERIOD ENDING - NOVEMBER 12, 2015**

	<b>Future Pay Out</b>	<b>Paid During Yr.</b>	<b>Total Pd. &amp; Committed</b>	<b>Budget</b>	<b>Difference</b>	<b>Percent Expended</b>
<b><u>Anzac</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	
Travel & Subsistence		-	-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-	7,879.54	7,879.54	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
<b>Total</b>	<b>4,920.00</b>	<b>-</b>	<b>4,920.00</b>	<b>18,081.54</b>	<b>13,161.54</b>	<b>27.2%</b>
<b><u>Athabasca Delta</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	
Travel & Subsistence		-	-	5,340.00	5,340.00	
In - Service			-		-	
Prior Year Carryover			-	9,265.05	9,265.05	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
<b>Total</b>	<b>4,920.00</b>	<b>-</b>	<b>4,920.00</b>	<b>19,775.05</b>	<b>14,855.05</b>	<b>24.9%</b>
<b><u>Bishop Routhier</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	
Travel & Subsistence		1,500.00	1,500.00	1,992.00	492.00	
In - Service			-		-	
Prior Year Carryover			-	3,477.38	3,477.38	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
<b>Total</b>	<b>4,920.00</b>	<b>1,500.00</b>	<b>6,420.00</b>	<b>10,639.38</b>	<b>4,219.38</b>	<b>60.3%</b>
<b><u>Calling Lake</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	
Travel & Subsistence		361.86	361.86	3,060.00	2,698.14	
In - Service			-		-	
Prior Year Carryover			-	10,040.73	10,040.73	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
<b>Total</b>	<b>4,920.00</b>	<b>361.86</b>	<b>5,281.86</b>	<b>18,270.73</b>	<b>12,988.87</b>	<b>28.9%</b>
<b><u>Chipewyan Lakes</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-	10,124.10	10,124.10	
Casual Labour, Supplies & Awards			-	250.00	250.00	
<b>Total</b>	<b>4,920.00</b>	<b>-</b>	<b>4,920.00</b>	<b>18,034.10</b>	<b>13,114.10</b>	<b>27.3%</b>
<b><u>Conklin</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	9,367.99	9,367.99	
Casual Labour, Supplies & Awards			-	250.00	250.00	
<b>Total</b>	<b>4,920.00</b>	<b>-</b>	<b>4,920.00</b>	<b>18,681.99</b>	<b>13,761.99</b>	<b>26.3%</b>

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended		
				Budget	Difference	
<b><u>Dr. Mary Jackson</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	49.2%
Travel & Subsistence			-	2,184.00	2,184.00	
In - Service			-	-	-	
Prior Year Carryover			-	2,644.23	2,644.23	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
<b>Total</b>	<b>4,920.00</b>	<b>-</b>	<b>4,920.00</b>	<b>9,998.23</b>	<b>5,078.23</b>	
<b><u>East Prairie</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	65.3%
Travel & Subsistence		1,500.00	1,500.00	2,128.00	628.00	
In - Service			-	-	-	
Prior Year Carryover			-	2,528.72	2,528.72	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
<b>Total</b>	<b>4,920.00</b>	<b>1,500.00</b>	<b>6,420.00</b>	<b>9,826.72</b>	<b>3,406.72</b>	
<b><u>Elizabeth</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	37.3%
Travel & Subsistence		600.00	600.00	2,128.00	1,528.00	
In - Service			-	-	-	
Prior Year Carryover			-	7,487.63	7,487.63	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
<b>Total</b>	<b>4,920.00</b>	<b>600.00</b>	<b>5,520.00</b>	<b>14,785.63</b>	<b>9,265.63</b>	
<b><u>Father R Perin</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	36.2%
Travel & Subsistence		-	-	4,144.00	4,144.00	
In - Service		-	-	-	-	
Prior Year Carryover		-	-	4,269.89	4,269.89	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
<b>Total</b>	<b>4,920.00</b>	<b>-</b>	<b>4,920.00</b>	<b>13,583.89</b>	<b>8,663.89</b>	
<b><u>Fort McKay</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	23.1%
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-	-	-	
Prior Year Carryover			-	11,961.70	11,961.70	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
<b>Total</b>	<b>4,920.00</b>	<b>-</b>	<b>4,920.00</b>	<b>21,275.70</b>	<b>16,355.70</b>	
<b><u>Gift Lake</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	39.9%
Travel & Subsistence		-	-	2,292.00	2,292.00	
In - Service			-	-	-	
Prior Year Carryover			-	4,874.67	4,874.67	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
<b>Total</b>	<b>4,920.00</b>	<b>-</b>	<b>4,920.00</b>	<b>12,336.67</b>	<b>7,416.67</b>	
<b><u>Grouard</u></b>						
Quarterly Honorarium	4,111.92	808.08	4,920.00	4,920.00	-	55.8%
Travel & Subsistence		2,428.34	2,428.34	2,292.00	(136.34)	
In - Service			-	-	-	
Prior Year Carryover			-	5,713.01	5,713.01	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
<b>Total</b>	<b>4,111.92</b>	<b>3,236.42</b>	<b>7,348.34</b>	<b>13,175.01</b>	<b>5,826.67</b>	



	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended	
				Budget	Difference
<b><u>J.F. Dion</u></b>					
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-
Travel & Subsistence		900.00	900.00	4,052.00	3,152.00
In - Service			-		-
Prior Year Carryover			-	6,658.55	6,658.55
Casual Labour, Supplies & Awards			-	250.00	250.00
<b>Total</b>	<b>4,920.00</b>	<b>900.00</b>	<b>5,820.00</b>	<b>15,880.55</b>	<b>10,060.55</b>
					36.6%
<b><u>Kateri</u></b>					
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-
Travel & Subsistence			-	2,416.00	2,416.00
In - Service			-		-
Prior Year Carryover			-	7,710.36	7,710.36
Casual Labour, Supplies & Awards			-	250.00	250.00
<b>Total</b>	<b>4,920.00</b>	<b>-</b>	<b>4,920.00</b>	<b>15,296.36</b>	<b>10,376.36</b>
					32.2%
<b><u>Little Buffalo</u></b>					
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-
Travel & Subsistence			-	1,880.00	1,880.00
In - Service			-		-
Prior Year Carryover			-	288.42	288.42
Casual Labour, Supplies & Awards			-	250.00	250.00
<b>Total</b>	<b>4,920.00</b>	<b>-</b>	<b>4,920.00</b>	<b>7,338.42</b>	<b>2,418.42</b>
					67.0%
<b><u>Mistassiniy</u></b>					
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-
Travel & Subsistence			-	2,836.00	2,836.00
In - Service			-		-
Prior Year Carryover			-	1,040.16	1,040.16
Casual Labour, Supplies & Awards			-	250.00	250.00
<b>Total</b>	<b>4,920.00</b>	<b>-</b>	<b>4,920.00</b>	<b>9,046.16</b>	<b>4,126.16</b>
					54.4%
<b><u>Paddle Prairie</u></b>					
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-
Travel & Subsistence		1,200.00	1,200.00	2,288.00	1,088.00
In - Service			-		-
Prior Year Carryover			-	6,907.79	6,907.79
Casual Labour, Supplies & Awards			-	250.00	250.00
<b>Total</b>	<b>4,920.00</b>	<b>1,200.00</b>	<b>6,120.00</b>	<b>14,365.79</b>	<b>8,245.79</b>
					42.6%
<b><u>Peerless Lake</u></b>					
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-
Travel & Subsistence			-	2,340.00	2,340.00
In - Service			-		-
Prior Year Carryover			-	1,474.52	1,474.52
Casual Labour, Supplies & Awards		104.77	104.77	250.00	145.23
<b>Total</b>	<b>4,920.00</b>	<b>104.77</b>	<b>5,024.77</b>	<b>8,984.52</b>	<b>3,959.75</b>
					55.9%
<b><u>Pelican Mountain</u></b>					
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-
Travel & Subsistence			-	3,096.00	3,096.00
In - Service			-		-
Prior Year Carryover			-	6,343.97	6,343.97
Casual Labour, Supplies & Awards			-	250.00	250.00
<b>Total</b>	<b>4,920.00</b>	<b>-</b>	<b>4,920.00</b>	<b>14,609.97</b>	<b>9,689.97</b>
					33.7%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed			Percent Expended
				Budget	Difference	
<b><u>St. Theresa</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service			-		-	
Prior Year Carryover			-	1,237.40	1,237.40	
Casual Labour, Supplies & Awards		138.99	138.99	250.00	111.01	
Total	4,920.00	138.99	5,058.99	9,267.40	4,208.41	54.6%
<b><u>Susa Creek</u></b>						
Quarterly Honorarium	4,920.00	-	4,920.00	4,920.00	-	
Travel & Subsistence		93.61	93.61	2,984.00	2,890.39	
In - Service			-		-	
Prior Year Carryover			-	8,084.17	8,084.17	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,920.00	93.61	5,013.61	16,238.17	11,224.56	30.9%
<b>GRAND TOTAL</b>	<b>107,431.92</b>	<b>9,635.65</b>	<b>117,067.57</b>	<b>309,491.98</b>	<b>192,424.41</b>	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	192,424.41
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	<u>22</u>	<u>192,424.41</u>

**NORTHLAND SCHOOL DIVISION NO. 61  
BOARD REPORT  
2014/2015 SCHOOL YEAR  
PERIOD ENDING - NOVEMBER 12, 2015**

**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	1,093.99	-	(1,093.99)
OFFICE SUPPLIES--ELECTIONS	-	-	-
<b>SUB-TOTAL</b>	<b>2,679.10</b>	<b>80,000.00</b>	<b>77,320.90</b>

**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	2,609.76	-	(2,609.76)
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	-	-	-
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	850.33	-	(850.33)
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
<b>SUB-TOTAL</b>	<b>3,460.09</b>	<b>-</b>	<b>(3,460.09)</b>

**OTHER EXPENSES**

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	621.86	4,000.00	3,378.14
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	-	200,000.00	200,000.00
IN-SERVICE - BOARD	-	60,000.00	60,000.00
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	1,484.51	25,000.00	23,515.49
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	209.57	-	(209.57)
TELEPHONE - TRUSTEE	85.99	3,000.00	2,914.01
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	9,604.97	40,000.00	30,395.03
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	11,032.64	38,000.00	26,967.36
PRINTING & BINDING	-	3,500.00	3,500.00
INSURANCE - BOARD OF TRUSTEES	-	250.00	250.00
ADVERTISING - BOARD	319.71	3,000.00	2,680.29
OFFICE SUPPLIES	129.66	5,000.00	4,870.34
AWARDS	84.33	25,000.00	24,915.67
POSTAGE - BOARD	-	4,000.00	4,000.00
FURNITURE & EQUIPMENT	-	1,000.00	1,000.00
<b>SUB-TOTAL</b>	<b>23,573.24</b>	<b>411,750.00</b>	<b>388,176.76</b>

<b>TOTAL</b>	<b>29,712.43</b>	<b>491,750.00</b>	<b>462,037.57</b>
--------------	------------------	-------------------	-------------------



## Student attendance on the rise across troubled Northland school division

By Gareth Hampshire, CBC News Posted: Oct 27, 2015 5:38 PM MT Last Updated: Oct 27, 2015 5:38 PM MT

There are signs more students are going to class in the troubled Northland school division, which has been plagued for years by poor marks and low attendance.

Two schools now have attendance at 90 per cent or better, 11 schools at 85 per cent or better, said Colin Kelly, the official trustee of the division, which stretches across most of northern Alberta and serves 2,893 students.

In all, 15 of the 24 schools saw improvements, and overall attendance in the division increased by two per cent in the last school year.

Kelly updated provincial politicians at the public accounts committee on Tuesday.

He was there to report on the Northland division's progress following a March report by Alberta's auditor general, Merwan Saher. That report called for a series of actions to deal with what Saher described as an "unacceptably low" attendance record, with more than one-third of students in the district considered "chronically absent" from school.

The school district now has an attendance improvement initiative in place. All schools have attendance committees and are trying out incentive programs to reward kids who show up for school.

"In one of our schools, the students receive school money for attendance, and they can use that money to get prizes in the school store," said Donna Barrett, superintendent of the Northland school division. "So those kinds of things reach children."

There has also been a move to include more cultural programming for a region where there are large First Nations, Métis and Inuit populations.

"We have a number of schools, six or seven, involved in land-based education. Our students are out of the classroom on the land, partaking in cultural events that also teach the learning outcomes from our curriculum. We're finding our students are very engaged."

While the department of education acknowledged the division is working hard to reverse a decades-old problem, there is also an acceptance there socio-economic issues are creating barriers to education for some children.

"You might find, say for example, that they've been asked to stay at home to take care of younger siblings by their parents, because that's the only way that their parents can get out to work," said Lorna Rosen, the deputy minister.

There's also some mistrust of the system among many people in the region, in part because of an ugly history in education, including the fact that in the past children were taken away from their families and forced into residential schools.

While school board committees exist at the local level, many parents still don't feel a part of the process,

because the main board of trustees was never replaced after it was dismissed in 2010.

All those issues demand a different approach after what Rosen describes as 60 years of failed attempts to improve things in the area's 24 schools.

"We have perhaps not been as pro-active as we might have been in the past about working collaboratively with the Northland school division to actually think outside the box and to say this is not a school division like every other school division in Alberta," Rosen said.

She told the committee a cross-ministry team, which will include the departments of human services and aboriginal affairs as well as Alberta education, will look at new ideas.

"This is a different effort for us. This is an effort I would suggest to you is as much about community building as it is about education."

The community building is already happening, as the division works with local media to try to spread the message that school is important.

The Northland district has set itself an attendance target of 95 per cent. There were questions from the committee about whether that's a realistic goal.

And while the division accepts it will take years to get there, it still thinks a five-per-cent increase is achievable in the schools that have struggled with the lowest attendance.

The auditor general will follow up on his initial report from March within the next three years.

---

## Explore CBC

[CBC Home](#)

[TV](#)

[Radio](#)

[News](#)

[Sports](#)

[Music](#)

[Arts](#)

[Kids](#)

[Local](#)

[Documentaries](#)

[Comedy](#)

[Books](#)

[Parents](#)

[Aboriginal](#)

[Weather](#)

[CBC Connects](#)

[Digital Archives](#)

[Games](#)

[Contests](#)

# Five years after Alberta school board fired by government, education minister wants it restored



ALEXANDRA ZABJEK, EDMONTON JOURNAL

[More from Alexandra Zabej, Edmonton Journal](#)

([HTTP://EDMONTONJOURNAL.COM/AUTHOR/ALEXANDRA-ZABJEK-EDMONTON-JOURNAL](http://edmontonjournal.com/author/ALEXANDRA-ZABJEK-EDMONTON-JOURNAL))

Published on: October 27, 2015 | Last Updated: October 27, 2015 6:21 PM MDT



Grouard Northland School is just one of the many schools under the jurisdiction of a government-appointed trustee. *GREG SOUTHAM / EDMONTON JOURNAL*

Education Minister David Eggen wants to restore an elected school board within the next two years despite attendance rates that remain “unacceptably low” in the Northland School Division.

The school division, based in Peace River and covering a wide area of northern Alberta, primarily serves a First Nation and Métis population. It has been without a locally elected board since 2010, when former education minister Dave Hancock fired 23 local trustees and put an appointed trustee in charge.

“I think it’s an insult to so many people who use these schools that the former government left them in suspension for more than five years,” Eggen said on Tuesday, after the legislature’s public accounts committee met to discuss a March auditor general’s report on the school division.

Restoring the board “is huge,” he said. “It lets people have restoration of faith that we have a partnership on an equal footing between the provincial government and elected trustees to turn things around.”

|

The school board was disbanded due to poor student performance, abysmal high school completion rates, and chronic student absenteeism. In the year Hancock fired the school trustees, the division-wide student attendance rate was 79 per cent.

It has inched up since then, reaching 82 per cent in 2014-2015, a two per cent increase over the previous school year. About half of the district’s students had a 90 per cent attendance rate last year. But some schools still struggle. Two district schools had average attendance rates in the range of 65 per cent.



Issues such as distance, programming, the legacy of residential schools, and socio-economic issues have all contributed to low attendance.

Auditor General Merwan Saher told the public accounts committee the rates are "unacceptably low."

"Despite (years of) studies, at least one third of the division's students are chronically absent. That's 900 students of 2,700," he said. Chronic absence is defined as attendance of less than 80 per cent.

The school division established an attendance committee last year and all schools must have plans on how to improve it. The division has invested in training and technology to accurately track attendance and methods for following up with students who miss class.

The followup might include automated or teacher phone calls, or home visits. Some schools have implemented in-school incentive programs and attendance celebrations for parents and students, with the motto that "every day counts."

"The incentives that have worked in our schools are working at making school a positive experience and celebrating the accomplishments of our students. Our attendance initiative is focused on being positive and recognizing students for coming to school," district superintendent Donna Barrett said.

Colin Kelly, the official trustee for Northland School Division, called it a "remarkable jurisdiction," despite shortcomings. He hopes for changes and thinks re-establishing a local board would be an important step to re-engage communities in the school system.

"In the absence of a board of trustees, many of our communities and local school committees feel disengaged," he said, after the public accounts meeting. "When we're talking about attendance, literacy, or results, a key component is to have engaged communities ... all of our communities say 'we want our elective representatives back.'"





Education  
 October 27, 2015 4:45 pm  
 Updated: October 27, 2015 8:22 pm

## Attendance in northern Alberta school division remains 'unacceptably low': Auditor General

By Emily Mertz and Fletcher Kent  
 Global News

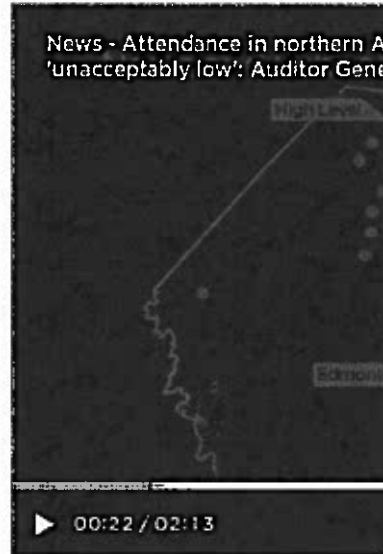
**WATCH ABOVE:** Alberta's education minister says it's time residents of the Northland School Division once again elect its school board. Fletcher Kent has more.



EDMONTON – Alberta's Auditor General said Tuesday attendance figures in the Northland School Division remain "unacceptably low." The news comes five years after the province fired the school board.

Mervin Saher told the provincial Public Accounts Committee if the province and the division do not act, we risk "failing another generation of the division's children."

In 2010, Alberta's education minister fired the school board over student performance and attendance problems.



Northland School Division eventually wants students to miss a maximum of one day of class per month.

Last year, only 31 per cent of students met the school division's target.

Using the Auditor General's criteria, one third of the division's 2,500 students are "chronically absent."

The division created a plan in January called "Every Day Counts" to improve student attendance. Since it was implemented, officials say attendance has slightly improved but much more needs to be done.

"In the jurisdiction, we have seen an increase, a very small increase... in the neighbourhood of two per cent," said Colin Kelly, the official trustee for Northland, appointed by the province.

"I wish there was some kind of a magic bullet where we were able to do one thing and address it," added Kelly. "But it is going to require a significant input from a number of organizations and resources within this province."

"Most definitely – I believe we need help from others."

In the fall, Northland hired someone who will monitor and manage attendance data from all 24 schools in the division.

According to school officials, one thing that would help is getting the community more involved and bringing back an elected board.

"I think there's a lot of work that needs to be done," said David Eggen, Alberta's current education minister. "The school board itself has been in suspension for more than five years now."

Eggen said he wants elections restored in the Northland School Division.

"I would like to see an elected trustee board reinstated by the next election," he said. "I think it's an insult to so many that use these schools that the former government left them in suspension for more than five years now. So I intend to do something about that."

He would also like to see more First Nations teachers and staff working in the schools.

© Shaw Media, 2015

▲ Report an error

### MORE FROM GLOBAL NEWS

- Taxi crashes into Edmonton airport building; driver dies
- Aftermath of vehicle rollover in Vaughan, two teens killed

### PROMOTED STORIES

- There Will Be A Continued Need For Skilled Labour Into The Next Decade (Unionized Labour)



*The Health Matters newsletter, published by the ASBA Task Force on Student Health and Wellness, is designed to support school boards in their work promoting student health. This edition provides information on resources that will assist schools, parents and school districts.*

**Alberta School  
 Boards Association**  
 780.482.7311  
[www.asba.ab.ca](http://www.asba.ab.ca)

## How to assess health and wellness in school communities

The Joint Consortium for School Health, a partnership of 25 Ministries of Health and Education across Canada working to promote a Comprehensive School Health approach to health and wellbeing in schools, has developed a tool for evaluating the status of health in schools. This free online tool, currently used by over 400 schools across Canada, is called the *Healthy School Planner*. It is available to schools, practical and fast, and requires only 20 minutes to complete.

Schools can use the *Healthy School Planner* to assess their current health environment and develop a plan to make improvements. Schools receive tailored feedback and a list of resources to help them take action in areas selected for improvement, enabling them to develop improvement initiatives based on current capacity. After schools have completed this planner, districts can request aggregate information to evaluate the state of school health in their jurisdiction.

Take this opportunity to monitor and evaluate health and wellbeing in your school district. Provide an important resource to your schools to better understand and support the health of your students. Access the *Healthy School Planner* at <http://www.healthyschoolplanner.uwaterloo.ca/>.

### Health at the district level

Alberta Health Services Health Promotion Coordinators (HPC) support school districts throughout the province, building healthy school communities using a Comprehensive School Health (CSH) approach. Every school jurisdiction has a HPC assigned to support school health. Activities include forming wellness teams that engage diverse stakeholder groups, engaging students as leaders and developing and implementing action plans that improve health outcomes for students.

In 2014-2015, HPCs worked with 368 partners representing health, education, and other sectors to support health initiatives targeting children and youth. Tap into the expertise of your HPC and better support healthy school communities. To identify who the HPCs are for your jurisdiction, email [healthychildrenandyouth@ahs.ca](mailto:healthychildrenandyouth@ahs.ca).

### Health information for parents: Newsletters

Alberta Health Services makes available a series of newsletters for parents. Check out the *Healthy Children* and *Healthy Teens* newsletters at <http://www.albertahealthservices.ca/9539.asp>. These newsletters are written for parents of elementary students and junior/senior high students to provide reliable and relevant information about specific health topics. Newsletters are available in French or English. Empower your parents. Create parent partnerships to support the health of our students.

## Did you know?

### Joint advocacy

The ASBA Task Force on Student Health and Wellness continues to value and build partnerships in support of student health. On July 17 the Alberta School Boards Association and the Alberta Medical Association, under the signatures of their respective presidents, forwarded a letter to the Ministers of Education and Health advocating for renewed or expanded funding in support of the Wellness Fund and Ever Active Schools.

The Alberta Healthy School Community Wellness Fund has provided funding support to 56 of the 61 public, separate and francophone school jurisdictions across the province. Data shows positive outcomes when wellness grants are provided.

Ever Active Schools is an important provincial organization that supports school health and is one of ASBA's key partners in the world of health and wellbeing. Together, we're creating success through collaboration in the 21st century.

### Mental health session

Ever Active Schools and the Alberta School Boards Association will partner, once again, to provide a day-long session focused on student mental health on Thursday, January 28, 2016 at Ever Active Schools' *Shaping the Future* conference in Kananaskis, AB. The session will provide meaningful learnings and solutions to school trustees, senior school administration and health professionals about the importance of ensuring positive student mental health in our learning environments. Both the conference and the mental health session are expected to be fully subscribed; please register early to avoid disappointment. Registration information is available at [www.everactive.org](http://www.everactive.org).



[Subscribe](#)[Share ▼](#)[Past Issues](#)[Translate](#)

The Advocate: Volume 3 - Issue 8

[View this email in your browser](#)

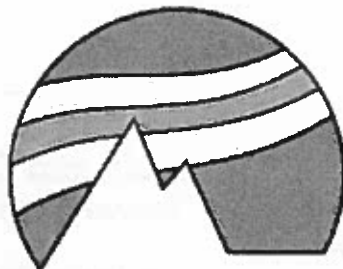
Share



Tweet



Forward



**Public School Boards'  
Association of Alberta**

*Only Public Schools Provide Public Education.™*

---

# THE ADVOCATE

OCTOBER 2015

---

## Exciting & Interactive 2015 Fall Events

Our 2015 Fall Events will be hosted at the Sutton Place Hotel, Edmonton, AB on 21 - 23 October 2015 (Inclusive)

Our Fall Events schedule includes:

**Wednesday 21 October 2015 (8:30 a.m. - 3:00 p.m.)**

- New Government. New Advocacy with Maurice Fritze; and
- Lunch and Conversation with Graham Thomson, Columnist, Edmonton Journal

**Wednesday 21 October 2015 (6:00 p.m.)**

## News

### Government & MLA Contacts

If you need the contact information for Premier Notley, Cabinet or any MLAs, just click on the link below, all information is just a click away.

[View Contacts](#)

---

- Annual MLA Reception.

**Thursday 22 October 2015 (8:00 a.m. - 3:30 p.m.)**

- Trustee University III: Maintaining the Dream with Dr. Paul Newton;
- Ian Hill will be working with our Student Leaders!; and
- Long Service Award Presentations.

**Ian Hill Presentation Brochure**

**Thursday 22 October 2015 (6:00 p.m.)**

- 14<sup>th</sup> Lt. Gov. Lois E. Hole Dinner & Lecture with David Hancock Q.C.

**Friday 23 October 2015 (9:00 a.m. - 3:00 p.m.)**

- 2015 Annual General Meeting;
- Association Award Presentations; and
- Please note that we will also have the following elections at our AGM:
  - Executive Committee:
    - Elections for a TWO year term:
      - President;
      - First Vice President; and
      - One Director.
    - By-elections for a ONE year term:
      - Second Vice President; and
      - One Director.
  - Standing Committees:
    - Financial Review Committee - Election for a TWO year term - One Position; and
    - Intra Governmental Political Relations - Election for a TWO year term - Three positions.

---

## November 2015 Public School Board Council

## Association Four Year Calendar

Our Four Year Calendar provides you with an outline of our Upcoming Events for 2016 - 2019.

[View Calendar](#)

---

## Safe and Caring Newsletter

See below the Fall 2015 Safe and Caring Newsletter.

[View Newsletter](#)

---

## Sponsors



**SCHOOL EMERGENCY PROGRAM**

*The leading provider of school emergency solutions.  
From classroom to Board Room, we have you covered.*

[www.hour-zero.com](http://www.hour-zero.com)





## Meeting

The Council Meeting will officially kick off with Dinner and our Environmental Scan / Board Sharing on Friday 13 November 2015 at 5:30 p.m. The morning of Saturday 14 November 2015 our Council Meeting will begin with breakfast at 8:30 a.m. and the Business Meeting at 9:00 a.m.

During our Council Meeting we will have two Presentations:

1. *Presentation from Kathy Worobec, Education Director, Alberta Council for Environmental Education (11:30 a.m.); and*
2. *Susan Hopkins, Executive Director, The Society for Safe and Caring Schools & Communities (1:15 p.m.).*

**Register for the Council Meeting now by clicking on the following link:**

[Register Here](#)

---

## Alberta Mental Health Review

You will recall from President Hrynyk's August 2015 Report, that the Province's Mental Health Review is being co-chaired by Dr. David Swann, Liberal Leader and MLA for Calgary-Mountain View, and Danielle Larivee, MLA for Lesser Slave Lake. Tyler White, CEO of Siksika Health Services for Treaty 7 Management Corporation, has joined the Mental Health Review as a third committee member.

We are pleased to report that the Committee's online questionnaire is now available on Alberta Health's website.

The online questionnaire is open until Friday, October



23, with the report and recommendations to be presented to government by the end of the year. We encourage all Members to take a few moments to complete the survey.

[Take the Survey](#)

---

## Hour Zero

### School Emergency Training

Our communities rely on school leaders to ensure schools are safe, and students and staff are prepared for any emergency situation. That takes commitment and training.

Join us at preparED® - the premier school emergency training event of the year.

preparED® is an action packed K-12 school emergency preparedness event like no other. From the moment you arrive, you'll be immersed in hands-on activities that will help prepare you to deal with school emergencies. Lots of learning, mixed with fun, at a location that will take your breath away. It's an event you won't want to miss it.

### SCHEDULE

NOV 3 Pre-Conference Workshops / Wine and Cheese

NOV 4 Workshops and Live Exercise /West Coast Clambake

NOV 5 Workshops and Live Exercise

Tigh-Na-Mara Conference Centre  
1155 Resort Drive  
Parksville, BC V9P 2E3  
[www.tigh-na-mara.com](http://www.tigh-na-mara.com)

[Register Here](#)



A · S · B · A  
Alberta School Boards  
Association

For members of the Alberta School Boards Association

# Communications Now

## November 2015

Making parent engagement effective in a 24/7 world .....	5
Using social media to communicate effectively .....	8
Tapping into the power of students as public relations ambassadors .....	10
<b>In Weblinks</b>	
Annual "Great Kids Awards" nominations open.....	12
<b>In Resources for Families</b>	
Supporting your child by getting involved with school	

into successful and contributing adults.

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

Over the years, the Search Institute has surveyed more than four million children and youth. The data clearly shows that young people who have enough of these assets do well in school and in life. Those who don't are more likely to take part in risky behavior, such as alcohol use, violence, illicit drug use and sexual activity.

These assets, according to the data, are better predictors of high-risk involvement and ability to thrive than poverty, family structure or other demographic differences.

Forest Grove School District in Forest Grove, Oregon, is using the 40 Developmental Assets to engage staff and community members in making stronger connections with kids. In 2008, the school board invited Derek Peterson, an international child/youth advocate, for a community forum to introduce people to the assets. He returned again in 2010 and 2014 to help the district continue the message with a new group of staff and parents.

Mr. Peterson illustrated the concept with a simple exercise: He invited a half dozen people to stand in a circle and toss a ball of colorful yarn from one to another. As they caught the yarn, they would hold on to a strand before tossing to the next person, slowly building a web. Derek then bounced a balloon into the circle, showing how the web protected it from falling to the ground in places where there were lots of connections. He brought more people into the

---

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

## Community engagement case study: 40 Assets

*Forest Grove School District uses 40 Developmental Assets program to engage staff and community members to help students succeed*

Schools work hard to create welcoming environments where all students feel like they belong, but it isn't easy to reach every student. What would happen at your school if you tried this: Write the name of every student on a whiteboard. At a staff meeting, ask staff members to put a check by the name of each student that they know well and have a connection to. If your school is like most, you may be shocked and saddened at the number of students who don't receive any checkmarks.

Teaching students to read, write and compute is the core of the curriculum, but research is clear that students need other assets as well. In 1990, the Search Institute released a framework of 40 developmental assets, which identify skills, experiences, relationships and behaviors that enable young people to develop



## Communications Now

circle to bolster the web of support.

That exercise was the spark for the jurisdiction's "Power of Five" campaign. The Search Institute's research shows every young person needs at least five caring adults in his or her life. So schools incorporated various activities to help students identify their "Five" and to motivate adults to seek opportunities to be in a student's "Five."

"We know how important relationships are in helping students learn to their highest potential," said Superintendent Yvonne Curtis. "The idea of helping kids identify their 'five' is that students then intentionally look for people who would be role models for them."

These caring adults can be anyone – from a parent to a bus driver to a coach. The support can be as simple as getting to know the names of all the children who live on your street and addressing them by name, Curtis said. Or, when a teenager walks by with purple hair and a nose ring, look at them and say hello instead of turning away.

To reinforce the "Power of Five" idea, some schools give notecards to students and ask them to write a short note to each of their "Five." Staff are often in tears after receiving notes from students that they never even knew they impacted.

In schools that have done the checkmark exercise, different staff members have "adopted" students with only a few checks and made a deliberate effort during the year to get to know them and become one of the caring adults in their lives.

Washington County in Oregon surveyed students at several schools to identify the impact of developmental assets on their behavior and success. It found that a lack of assets make youth vulnerable, and youth thrive when they have an abundance of assets. For example:

- Thirty per cent of students who had only 1 – 10 assets said they had used alcohol three or

more times in the last 30 days; only one per cent of youth with 31 – 40 assets did.

- Fourteen per cent of youths with 1 – 10 assets said they smoked one or more cigarettes every day or used chewing tobacco frequently; only one per cent of youth with 31 – 40 assets did.
- Nineteen per cent of youths with 1 – 10 assets said they had had sexual intercourse three or more times; only one per cent of youth with 31 – 40 assets did.
- Fifty – one per cent of youth with 1 – 10 assets said they had been engaged in three or more acts of fighting, hitting, etc. in the last 12 months; only four per cent of youth with 31 – 40 assets did.
- Ten per cent of youth with 1 – 10 assets said they get mostly As on report cards; 56 per cent of youth with 31 – 40 assets did.
- Thirty – eight per cent of youth with 1 – 10 assets said they place high importance on getting to know people of other racial/ethnic groups; 91 per cent of youth with 31 – 40 assets did.

Building assets is not just the responsibility of parents or schools, said Curtis, but of the entire community. The 40 Developmental Assets is a solid framework for helping communities bond together to produce young people who feel loved, valued and empowered.

Here are some suggestions to share with your community to begin strengthening assets among our youth.

### What adults can do:

- Smile at every child or adolescent you see.
- Send a "thinking of you" card or a birthday card, letter or e – mail message to a child or adolescent.
- Invite a young person you know to do something together, such as play a game or go to a park.



## Communications Now

### What young people can do:

- Take advantage of interesting and challenging opportunities through youth programs, co – curricular activities and congregational youth programs.
- Get to know an adult you admire.
- Find opportunities such as service projects, tutoring or babysitting to build relationships with younger children.

### What families can do:

- Model – and talk about – your own values and priorities.
- Regularly do things with your child, including projects around your house, recreational activities and service projects.
- Talk to your children about assets. Ask them for suggestions of ways to strengthen theirs and yours.

### What organizations can do:

- Highlight, develop, expand or support programs designed to build assets, such as mentoring, peer helping, service – learning or parent education.
- Provide meaningful opportunities for young people to contribute to others through your organization.
- Develop employee policies that encourage asset building, including flexible work schedules for parents as well as other employees, so that they can volunteer in youth development programs.

### 40 Developmental Assets

1. **Family support** – Family life provides high levels of love and support.
2. **Positive family communication** – Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships** – Young person receives support from three or more nonparent adults.
4. **Caring neighborhood** – Young person experiences caring neighbors.
5. **Caring school climate** – School provides a caring, encouraging environment.
6. **Parent involvement in schooling** – Parent(s) are actively involved in helping young person succeed in school.
7. **Community values youth** – Young person perceives that adults in the community value youth.
8. **Youth as resources** – Young people are given useful roles in the community.
9. **Service to others** – Young person serves in the community one hour or more per week.
10. **Safety** – Young person feels safe at home, school, and in the neighborhood.
11. **Family boundaries** – Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School boundaries** – School provides clear rules and consequences.
13. **Neighborhood boundaries** – Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models** – Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence** – Young person's best friends model responsible behavior.



## Communications Now

16. **High expectations** – Both parent(s) and teachers encourage the young person to do well.
17. **Creative activities** – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs** – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community** – Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home** – Young person is out with friends "with nothing special to do" two or fewer nights per week.
21. **Achievement motivation** – Young person is motivated to do well in school.
22. **School engagement** – Young person is actively engaged in learning.
23. **Homework** – Young person reports doing at least one hour of homework every school day.
24. **Bonding to school** – Young person cares about her or his school.
25. **Reading for pleasure** – Young person reads for pleasure three or more hours per week.
26. **Caring** – Young person places high value on helping other people.
27. **Equality and social justice** – Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity** – Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty** – Young person "tells the truth even when it is not easy."
30. **Responsibility** – Young person accepts and takes personal responsibility.
31. **Restraint** – Young person believes it is important not to be sexually active or to use alcohol or other drugs.
32. **Planning and decision making** – Young person knows how to plan ahead and make choices.
33. **Interpersonal competence** – Young person has empathy, sensitivity, and friendship skills.
34. **Cultural competence** – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills** – Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution** – Young person seeks to resolve conflict nonviolently.
37. **Personal power** – Young person feels he or she has control over "things that happen to me."
38. **Self-esteem** – Young person reports having a high self-esteem.
39. **Sense of purpose** – Young person reports that "my life has a purpose."
40. **Positive view of personal future** – Young person is optimistic about her or his personal future.

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



## Communications Now

### Making parent engagement effective in a 24/7 world

Educators agree that parent involvement – both at home and at school - has a significant positive impact on student academic achievement. Multiple studies point to the importance of regular, regular, two-way, meaningful communication involving both academics and school activities.

Today's parents are being stretched as never before, and finding time – or making time – for that involvement can be difficult. While some parents are active both at home and school, others don't have the time, ability, confidence or know-how to engage in their child's school or classroom activities.

One classroom may have more parent involvement than they can use while another classroom may struggle to have any parent involvement at all. On the flipside, some educators who are working to get more parents involved may also be dealing with parents who've are becoming so involved they are becoming detrimental to the education process.

The key is to find balance in the amount and type of parent involvement and to inform parents of the importance of their participation at school.

The following tips are designed to help schools develop a planned approach to parent engagement or provide new ideas to those who already have a plan.

#### Develop a plan for parent engagement at school

First, define the activities that need parent help or would encourage parent participation. Have a brainstorming session at a staff meeting. Be sure to think outside the classroom environment. Are there other areas where parents could be involved, such as playgrounds, the school office, library, computer center, health room, or lunch room?

Think about the classroom activities. Could a parent listen to students read, help lead small group discussions, or work specifically with his or her child? Would it be helpful to invite parents to classroom presentations? Do you need to set a limit on numbers

of parents in a classroom? How many parents could realistically assist in a classroom on a school day without being disruptive to the learning process?

After you have a list of ideas, talk about them. Encourage staff to voice both support and concerns about each idea. It is vital to the success of this plan to have buy-in from staff. Nothing will stop parent engagement faster than inviting a busy parent into the school and then making the parent feel unwelcome and in the way.

Select a handful of ideas to incorporate into the school schedule the first year of the plan. The ideas should offer a variety of activities for parents to participate in both at home and at school. Include the amount of time required to participate in each one.

Develop a brief description for each opportunity. Specify the purpose or why it is important, dates, times, and the physical abilities required for school activities that might preclude some from participating, such as bending, lifting, and sitting on the floor or in small chairs. Describe any special skills that are needed such as a second language, and whether a criminal record check is required.

#### Parent engagement at home

Many parents have limited time and accessibility to school. For them, it may be preferable to engage from home. Often, parents don't know the best way to find those opportunities. That's where the school can provide training and information on best practices for parent involvement at home.

Parent engagement at home includes homework help, limiting TV or completing classroom tasks to support the teacher, such as prepping art materials for projects. Parental engagement at home doesn't have to be complicated. It can be as simple as providing parents the right question to ask their child about what they've done at school that day. A great conversation starter that allows the parent to connect with their child is simple and can be very effective.

#### Publicize your parent engagement plan

Put your plan on paper and then put it to work. The





## Communications Now

first step is to publicize it. Mention it in correspondence you send to parents. Ask teachers to include it in their communications with parents. Make sure 'parent engagement' is a topic on your school's web page as well as Facebook and other social media you may use. Be sure to include the opportunities and why they are important. Discuss it at school council meetings and other parent/support group meetings.

### Communicating with parents

Communication is key to parent involvement. Tell them about how they can help their child, and why it will make a difference. In addition, be sure to keep parents informed about their child's progress and what is happening in the classroom. Whether you are praising or offering constructive suggestions, encourage the parent to call or stop by the classroom – with advance notice. Two-way communication is essential to student success.

Develop a schedule of classroom communications that doesn't over-burden the teacher or overwhelm the parent.

### Ideas for stronger parent engagement

- **Send a positive note home.** A teacher might send a positive note home with one child each day to reach five students a week. In an elementary setting, that means almost all students in the classroom are positively impacted at least once a month.
- **Circulate end of week newsletters.** Consider an end-of-the-week letter or newsletter that recaps what happened in the classroom that week and includes an upcoming schedule of lessons, speakers, presentations, and tests.
- **Send texts to parents.** Text a summary of homework or upcoming tests to study for - at the end of each day to parents.
- **Provide an engaging question.** Provide a question in the students' agenda, or through email or text that allows parents to engage in conversation with their child about something happening at school. For example: "Ask me what an owl pellet is and what it can teach me about a habitat." Or: "Ask me: what is a democracy is and what happened in our school's mock federal election this week?"
- **Invite parents to school.** Ask parents to become involved at school. Some people lack the confidence to volunteer but would jump at an opportunity to become involved. A gentle nudge may be all they need.
- **Visit students' homes.** If time and employment contracts allow, teachers might visit each student's home to introduce themselves to the family, meet the parents and get a feel for the student's living environment. This visit would be a perfect time to talk about parent involvement activities at home or school.
- **Be sensitive when addressing special circumstances.** Think about parents who may not speak English as their first language, those with hearing or visual impairments, or families who may be dealing with extreme situations such as major illness, unemployment and/or homelessness. Are there ways to help them be involved in the child's education?
- **Keep parents in mind when planning meetings.** When scheduling meetings throughout the year, either one-to-one with the teacher or large group events, consider scheduling it during times that are convenient for parents. Plan for after the work day and not during the dinner hour. Provide translators as required, offer free child care, and have snacks available.
- **Host a welcome dinner.** If you are having difficulty getting parents into the school for the first time consider hosting a welcome dinner that would take place on the back-to-





## Communications Now

school night. Consider asking the school council to co-sponsor the dinner. Make sure each new family at the school gets a personal invite by phone call or email. Suggest that a school council member welcomes and becomes a 'buddy' to the first-timers during the event. The principal and child's teacher should personally welcome the parent.

- **Publicize what you need help with.** Have a list of parent involvement activities and the time commitment required available at the first of the year. Be sure the list is available in all classrooms during back-to-school nights, curriculum nights and parent/teacher conferences. Teachers should be able to answer questions and encourage parents to sign up. Be sure to have enough signup sheets available.
- **Offer free workshops.** Speakers could address topics (appropriate for age of their students) such as nutrition, exercise, homework helping tips, how to read to their child, internet safety, drug and substance abuse awareness and vacation activities. Provide handouts and tip sheets. Consider whether you need the services of a translator and whether you should make child care available.
- **Give new parents a tour.** If parents, who have never visited their child's classroom, come to a presentation offer to show them around. This could be the first step in getting parents to come back to the school again. Consider videotaping it and linking the recording to your school's website so parents who couldn't make it can look at it.
- **Enlist the help of parents with specific skills.** Parents are often happy to provide sessions for students (and other parents) on topics of interest such as technology or cooking an ethnic dish.
- **Remember parents who can help from home.** Many parents are unable to come to the school during the day, but still want to help, and are willing to do so from home. As an example, a parent might be willing to put a classroom e-newsletter together or format academic tips sheets for parents if they could do it from a home computer.
- **Offer one-time opportunities.** If parents can't commit to a regular volunteer schedule, ask them to participate in some one-time options like chaperoning a field trip or providing treats for a special classroom activity.
- **Involve parents in decision-making activities.** Let them know the variety of committees and advisory committees both at the school and jurisdiction level on which they could serve. If you have parents who you feel would be good on a particular committee, tell them so and encourage them to apply for membership. Again, just a gentle nudge from someone like the principal or the teacher may be all it takes to get them involved.
- **Invite parents to the classroom for special presentations.** After they've attended, follow up with thank you notes for those who do attend. Also, consider using Skype or other technology to allow a parent who might be out of town on business or unable to get away from the office to attend a child's classroom presentation virtually
- **Review your parent engagement activities at the end of the year.** Celebrate your successes and revamp ideas that didn't work. Revise and update the plan regularly – and keep it at the forefront of importance to academic success.

*Contributed by Jackie Smith, communications consultant*



## Communications Now

### Using social media to communicate effectively

Time has shown that social media is no passing fad. For some people, social media and texting dominate their communication preferences (as compared to phone), and in some offices Skype and other social media platforms have replaced onsite meetings.

While some educators have opted for leaving social media “at the door,” even banning cell phones in the classroom, others are taking a more exploratory approach.

It’s important to know what the best practices are when it comes to using social media as part of your school jurisdiction’s communications plan, even if you have educators who are already immersed in it.

### Parent communication and general outreach

One of the biggest ways that schools use social media is in communicating with parents and the public at large. Twitter can be used to send out messages about food drive deadlines, volunteer and school supply needs and sporting events. School and jurisdiction Facebook pages can be a communications channel for sharing important information, posting photos of past events and general community-building.

It’s important to note that the school’s website should always be the main communication hub, with social media as the spokes. Mentioning events, deadlines and school closures on social media is not a substitute for making them available on the school’s website, newsletters or hotlines and sending direct communications when necessary. Not only do many users not check their accounts regularly, sites like Facebook do not automatically show all the school’s updates to all the people who have “liked” their page. This means that a jurisdiction’s post may actually be seen by as few as 10 per cent of its followers, depending on how they have structured their preferences.

### Professional development

A variety of resources are available through social media to help educators. Instructional platforms include Edmodo.com and Schoology.com (see more information below). Networking tools on sites like Edutopia and LinkedIn groups devoted to educators allow teachers and administrators to network directly with other education professionals. A resource list of social media sites for educators can be found here: <http://www.nea.org/home/20746.htm>

### School spirit and awards

Schools can use Facebook and Twitter to promote team and school spirit by showcasing different clubs and teams. These same tools can be used to let people know when and where events will take place. Adding social media to the publicity plan gives people an opportunity to support a team or a club that they may not have considered otherwise.

- Many schools, especially at the college level, have created separate Facebook pages for their mascots to encourage school pride.
- Schools that have the interest and ability to create and moderate a social media page may want to create separate pages for a popular club or group under the schools’ banner.
- Even the cafeteria could have its own page, with daily listings of specials.

Once you start thinking from a social media perspective, the sky is the limit. Be sure to consider who will maintain these pages. Neglected social sites can reflect poorly on the host school or jurisdiction.

### Social media in the classroom

Teachers are constantly looking for new ways to teach, and social media is providing a wide array of new ways to creatively challenge students.

“I use Twitter to do an end-of-the-unit review. I tweet various topics, people, and dates for AP U.S. History,” said Ann Wright, assistant principal, Archbishop O’Hara High School, Kansas City.



## Communications Now

Parents and teachers are understandably reluctant to use Facebook as a platform for teacher-student interaction; however, several social media sites have sprung up to support classroom communications.

**Edmodo** is one of these. Teachers set up their own free account and each student has an account and can log into their classroom site. Only the teacher can add accounts, so the private network acts like a classroom where teachers can post assignments and resources and send comments to students individually. Students can comment on group posts.

Edmodo looks like Facebook, which the kids appreciate. It allows the teacher to monitor their comments on the site, providing valuable training in how to participate in online discourse. The site allows teachers to prepare, distribute, accept, and grade homework and tests, all within the site. While individual teachers can create virtual classrooms, a jurisdiction can get a free subdomain with additional features.

Another comparable program is **Schoology**. In addition to its free accounts, it has paid jurisdiction-wide options for schools that are considering full technology and social media integration, including features like analytics and single sign-on.

Find more information about effective social media use in schools at:

<http://www.eschoolnews.com/2011/10/21/ten-ways-schools-are-using-social-media-effectively/>

### Enriching learning through cross cultural opportunities

Perhaps the biggest change that social media has brought about is the ability to instantly connect with people in different countries. In Kader Adjout's global history classes at Beaver Country Day School in Chestnut Hill, Mass., students don't just discuss multiple perspectives in the abstract. Thanks to Skype, they learn about it firsthand with peers from other countries.

Students in Adjout's classroom have discussed the killing of Osama bin Laden with Afghan students and

talked with German students about military intervention in Syria. Adjout estimates that 80 per cent of his class curriculum is based on the use of social media. (*Social Media Goes to School*, Esther Shein [www.scholastic.com/browse/article.jsp?id=3758300](http://www.scholastic.com/browse/article.jsp?id=3758300) "You can't find this in a textbook, and those are the kind of authentic conversations we have," he said.

Using social media to connect with students and teachers who are currently experiencing the events your students are seeing in the news is a great way to make current event topics come alive.

### Privacy counts

Closed social media sites like Edmodo and Schoology have protections for students built into the software, but sites like Twitter and Facebook have no such protections. Students, teachers and administrators all live in the same community and are likely to encounter each other on social media sites. It's important to develop a jurisdiction policy on social media interaction. Jurisdictions should think about setting guidelines for appropriate online interactions between staff and students, as well as what can and cannot be posted on the school's social media accounts.

For schools trying to enable 24-7 technology, there is also legal liability to consider when allowing students to go online while at school. "With stalking and bullying and sexual predators, you just don't want to have K-12 students doing collaborative projects on public social-media sites," says Leslie Bowman, a professor and the author of two books on online learning, including *Social Media Goes to School*.

While privacy concerns are often the forefront of parents' and administrators' minds, teachers and students are excited about the learning possibilities of social media. Forward-thinking administrators are taking steps to address security concerns, while creating a safe space for students to explore the world that social media can bring to their doorstep.

*Read more information about security concerns for student and teacher social media accounts in next month's issue.*

*Megan J. Wilson is a Los Angeles-based freelance writer and communications consultant.*



## Communications Now

### Tapping into the power of students as public relations ambassadors

Jurisdictions that have limited staff resources for communications may find it difficult to produce and distribute information about the jurisdiction. One way to expand your public relations program is by adding students to your plan.

Students have a unique perspective of the jurisdiction that makes their voices especially interesting to parents and community members. They are also building their skills academically. Allowing them to communicate showcases the skills students are learning and provides authentic opportunities for practicing their writing and speaking abilities.

### Using students to expand your PR reach

Reynolds School District in Oregon has made student leaders an integral part of its communications program for several years.

The 12,000-student district has one full-time communications staff member. The district has stretched its communications reach by adding student ambassadors to the plan.

Reynolds taps student leaders to tell the school district's story, which also helps demonstrate the schools' high-level academic expectations. The benefit to students is the opportunity to speak in public, write and demonstrate good character and leadership skills through service to their community.

### PR for special events

The student PR ambassadors are an important resource for spreading information about events in the district hosted by Reynolds High School. Special events such as Living History Day, Heroes Day and Senior Citizens Prom showcase students at their best, as they serve the community through themed appreciation events.

All of these events bring community members into the school and helps strengthen the connection between the district and its patrons. Students gain hands-on, practical experience in event planning,

budgeting and logistics as they host large-scale, high-quality events.

### Living History Day

The Reynolds High School Living History Day hosts more than 300 veterans who visit the school to be honored for their service. Many of the veterans also participate as guest speakers in social studies classrooms or larger forums.

Students from the Junior Reserve Officers' Training Corps (JROTC) and student leadership team greet the veterans at the door with a salute. Culinary Arts students prepare and serve lunch to the guests. The guest veterans feel honored, and students learn about history from people who served their country.

### Heroes Day

Heroes Day honored the first responders who heroically responded to the June 10, 2014, school shooting at Reynolds High School.

Reynolds High School's culinary arts students prepared and served an appreciation lunch to members of police, fire, paramedics, emergency management and social services staff from dozens of responding agencies. The event included an honor assembly featuring music, a student-written poem about the emotions students felt, and the distribution of a student-designed commemorative coin for all who attended.

The event acknowledged and strengthened the bond among students, staff and first responders through offering sincere appreciation. While the day was about honoring heroes, it also became a day of healing for students, staff and community.

### Senior Citizens Prom

Senior Citizens Prom is a dance for the senior residents of the Reynolds community, hosted by Reynolds High School associated student body leaders. Many older citizens have limited contact with youth. The same can be said of students' contact with senior citizens.



## Communications Now

Senior Citizens Prom serves residents with an evening of dancing, bingo and inter-generational bonding. A photo booth captures memories, while the DJ plays music from many decades. A dance instructor teaches traditional dances, enabling high school students to dance the waltz with their guests. A few popular songs are also played, so the older guests can enjoy some current music. Photos from the evening are mailed to guests as a memento of their most recent “senior prom.”

Any school can make a shift to involve students in communications and public relations by assessing school programs and courses and the products the students make in the courses. Schools can get started by using the resources they already have in place.

*Contributed by Andrea Watson, communications director, Reynolds School District, Fairview, Ore.*

The May 2015 Senior Citizens Prom had a positive impact on both guests and students. One student tweeted, “Senior prom was one of my most favorite events this year!” A senior citizen left a message of thanks that said, “I want to thank the people responsible for the prom. The Reynolds High students were so gracious and well-behaved. The students were just delightful.”

### **Showcasing student career skills**

Career education programs also provide an opportunity to showcase skills students are learning.

For example, wood manufacturing students make logo boxes for retirees; metals students use computerized numerical control (CNC) to fabricate holiday ornaments for local tree lighting events; early childhood education students provide childcare at district events and meetings; and commercial arts students design t-shirts and logos for community events and nonprofit organizations.

### **Events provide a positive glimpse of students and programs**

Opportunities such as these ones showcase the character of Reynolds students. Residents from all around the community benefit directly by seeing students giving back.

Reynolds High School programs recognize that service to others is an important component of leadership. These events support school and community climate while teaching students how good it feels to honor, recognize and respect others.



## Communications Now

### Weblinks

#### Family Violence prevention month

November 2015

November is family violence prevention month in Alberta. To access resources about family violence, and learn what can be done to help:

[www.humanservices.alberta.ca/abuse-bullying/15676.html](http://www.humanservices.alberta.ca/abuse-bullying/15676.html)

#### National Bullying Awareness Week

November 15-21, 2015

Information: [www.humanservices.alberta.ca/abuse-bullying/14842.html](http://www.humanservices.alberta.ca/abuse-bullying/14842.html)

#### Veterans' Week and Remembrance Day

November 5-11, 2015

An opportunity for students to learn about Canada's national history and express their gratitude for the sacrifices of Canadian soldiers.

Information: <http://www.veterans.gc.ca/eng/remembrance/get-involved/remembrance-day/events>

#### International Education Week 2015

November 16 – 20, 2015

Organized under the Council of Minister of Education in Canada to recognize the importance of international education, and communicate it to administrators, teachers, students and parents. Check out the International Education Week toolkit and other information here:

<https://education.alberta.ca/students/internationaleducation/intedweek-1/>

#### National Child Day

November 20, 2015

National Child Day is celebrated in Canada on November 20 in recognition of the UN Declaration, and the UN Convention, on the Rights of the Child. The event also encourages engagement with youth through a "Bring your MP to School Day".

For more information including an event kit:

<http://www.unicef.ca/en/our-work/article/celebrate-national-child-day-2015>

#### Nominations open for 15<sup>th</sup> annual "Great Kids Award"

The Government of Alberta is now accepting nominations for its 2015 "Great Kids" award. The purpose of the award is to recognize Alberta's children and youth between the ages of 5 and 18, for their outstanding determination, generosity, and compassion.

Winners and nominees will be honoured at a ceremony in Edmonton.

Nomination deadline: November 27, 2015 at 4 p.m.

For more information: [www.greatkids.alberta.ca](http://www.greatkids.alberta.ca)

#### International Volunteer Day

December 5, 2015

A day to celebrate and promote the contributions of volunteers. The day was established by the United Nations in 1985. For more information, as well as resources:

<http://www.unv.org/what-we-do/intl-volunteer-day.html>





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

# Resources for Families

## Supporting your child by getting involved with school

Parents can make a huge difference to students and to schools. Schools have added up volunteer hours and the financial value of those hours in equivalent staff costs. Hundreds of volunteer hours from dozens of parents can equal thousands of dollars of time.

Parent contributions of time can stretch school budgets. However, the financial value of these support services is not actually the best reason to bring parents through the school doors.

## Parent involvement improves student performance

The best reason for parents to come to their child's school is the value to students and the impact on student success. Educational experts say that parent involvement in their child's education can have a significant impact on school performance.

Research by the Center for Public Education found that academically focused partnerships between parents and schools have a significant impact on student achievement regardless of parent income or background.

Students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes and earn credits
- Attend school regularly
- Have better social skills, show improved behavior and adapt well to school
- Graduate and go on to post-secondary education

<http://bit.ly/UXe6TU>

[https://education.alberta.ca/media/6591254/spotlight\\_on\\_parent\\_engagement\\_sept\\_2011.pdf](https://education.alberta.ca/media/6591254/spotlight_on_parent_engagement_sept_2011.pdf)

## The benefits don't stop after elementary school

Parent volunteerism tends to drop off after elementary school, but the need doesn't go away just because middle and high school students may want distance from their parents.

“By interacting with teachers, administrators, and other parents on a regular basis, you'll gain a firsthand understanding of your child's daily activities. You'll also tap into trends and fads of school life that can help you communicate with your kids as they grow and change (all without intruding on their privacy or personal space).”

<http://kidshealth.org/parent/positive/learning/school.html>

## Supporting your child at school starts at home

The best parent involvement starts at home by setting up students for success. Here are some tips for parents:

- **Make homework a priority.** Help your child make homework a daily habit. Designate a quiet place for school work.
- **Take charge of TV.** Too much television competes with time for more productive activities, such as reading, socializing with friends and spending time with family. Set a limit on TV time and check to see what your child is watching. <http://1.usa.gov/1LJjO4S>
- **Visit the School.** Walk or ride the route to school. Speak to your child about strangers. Make arrangements with other parents to watch children outside school if the school does not allow early arrivals.
- **Introduce yourself.** Check your school's visitor policy before visiting your child's



## Resources for Families

teacher. Ask the teacher how he or she would like to be contacted during the school year.

- **Volunteer.** Ask the teacher and the school what they need from volunteers. Some work can be done at home in the evening or on weekends.
- **Show an interest through the questions you ask.** Instead of asking your child 'how was school today?' and getting the typical 'fine' answer, try to get a more meaningful discussion going by asking different questions. For instance:
  - When were you the happiest today?
  - What was the nicest thing you did for someone else?
  - Tell me something that made you laugh.
  - What games did you play at recess?
  - What would you rate your day on a scale of 1 to 10? Why?

<http://www.buffingtonpost.com/liz-evans/25-ways-to-ask-your-kids-so-how-was-school-today-without-asking-them-so-how-was-school-today-b-5738338.html>

<http://parent.co/30-questions-to-ask-your-kid-instead-of-how-was-your-day/>

Here are some volunteer activities you might consider:

- Act as a classroom, lunch room or playground helper
- Mentor or tutor students
- Help children with special needs
- Help organize, cater, or work at fundraising activities
- Help plan and chaperone field trips, track meets, and events away from the school
- Help plan and chaperone in-school events (dances, field day or graduation ceremonies)
- Organize or assist with a specific club or interest group or help start one
- Assist coaches and gym teachers with sports and fitness programs or work in the school concession stand at sporting events
- Work as a library assistant or offer to help with story time or reading assistance in the school library
- Sew costumes or build sets for theatrical and musical productions
- Work with the school band or orchestra or coach music students individually
- Help out with visual arts, crafts, and design courses and projects
- Volunteer to speak in the classroom or at a career day if you have a field of expertise that you'd like to share
- Supervise or judge experiments at a science fair

### What does the school need you to do?

There are so many tasks that parents can do to help schools. Before jumping in, ask about the required time commitment, and any expected financial contributions for travel or admission associated with chaperoning trips. Also, if you're working with students, you will need a criminal record check.

KidsHealth.org suggests starting small, being careful to avoid special treatment for your child and seeking feedback from the teachers and students you are working with.

<http://kidshealth.org/parent/positive/learning/school.html#>



School Jurisdiction Code: 1280

STATEMENTS OF OPERATIONS

For the Period Ending October 31, 2015 (in dollars)

	Actual 2012-2013	Actual 2013-2014	Actual 2014-2015	Actual YTD Oct 31 2015-2016	Budget 2015-2016 June Approved	Balance to be received or spent
<b>REVENUES</b>						
Alberta Education	\$37,200,087	\$38,136,250	\$39,642,357	\$5,266,423	\$35,134,527	\$29,868,104
Other - Government of Alberta	\$966,929	\$774,716	\$477,229	\$0	\$930,824	\$930,824
Federal Government and First Nations	\$20,862,392	\$20,838,515	\$22,080,036	\$4,432,236	\$22,175,563	\$17,743,327
Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0	\$0	\$0	\$0
Fees	\$0	\$0	\$0	\$0	\$0	\$0
Other sales and services	\$656,887	\$1,162,953	\$1,160,007	\$641,050	\$3,822,439	\$3,181,389
Investment income	\$10,292	\$67,600	\$77,530	\$0	\$40,000	\$40,000
Gifts and donations	\$665,555	\$801,935	\$1,205,389	\$2,889	\$0	(\$2,889)
Rental of facilities	\$973,522	\$832,864	\$883,937	\$154,504	\$1,045,540	\$891,036
Fundraising	\$251,134	\$394,866	\$375,109	\$0	\$0	\$0
Gains (losses) on disposal of capital assets	\$156,458	\$200	\$94,037	\$89,401	\$0	(\$89,401)
Other revenue	\$0	\$0	\$0	\$2,157	\$1,014,417	\$1,012,260
<b>TOTAL REVENUES</b>	<b>\$61,743,256</b>	<b>\$63,009,899</b>	<b>\$65,995,631</b>	<b>\$10,588,661</b>	<b>\$64,163,310</b>	<b>\$53,574,649</b>
<b>EXPENSES</b>						
Certificated salaries	\$21,031,058	\$20,878,113	\$20,617,010	\$3,367,771	\$21,740,258	\$18,372,488
Certificated benefits	\$4,092,469	\$4,390,192	\$4,569,529	\$418,063	\$4,742,909	\$4,324,846
Non-certificated salaries and wages	\$13,282,741	\$12,583,963	\$13,408,813	\$1,902,296	\$12,976,830	\$11,074,533
Non-certificated benefits	\$2,916,643	\$2,805,020	\$2,968,222	\$310,557	\$3,214,094	\$2,903,477
<b>SUB - TOTAL SALARIES AND BENEFITS</b>	<b>\$41,322,920</b>	<b>\$40,657,288</b>	<b>\$41,563,574</b>	<b>\$5,998,686</b>	<b>\$42,674,030</b>	<b>\$36,675,344</b>
Services, contracts and supplies	\$15,450,160	\$16,819,764	\$17,667,159	\$1,294,470	\$16,946,083	\$15,651,613
Amortization of supported tangible capital assets	\$3,192,543	\$3,526,233	\$3,708,958	\$596,482	\$3,562,723	\$2,966,241
Amortization of unsupported tangible capital assets	\$1,609,872	\$2,232,457	\$1,200,256	\$201,983	\$1,208,944	\$1,006,961
Supported interest on capital debt	\$23,193	\$9,178	\$0	\$0	\$6,888	\$6,838
Unsupported interest on capital debt	\$433	\$216	\$0	\$0	\$324	\$324
Other interest and finance charges	\$29,008	\$2,430	\$954	\$173	\$38,000	\$37,827
Losses on disposal of tangible capital assets	\$67,735	\$52,002	\$22,935	\$0	(\$80,029)	(\$80,029)
Other expense	\$0	\$0	\$2,492,548	\$0	\$0	\$0
<b>TOTAL EXPENSES</b>	<b>\$61,695,864</b>	<b>\$63,299,567</b>	<b>\$66,156,384</b>	<b>\$8,091,794</b>	<b>\$64,356,913</b>	<b>\$56,265,119</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$47,392</b>	<b>(\$289,668)</b>	<b>(\$160,753)</b>	<b>\$2,496,867</b>	<b>(\$193,603)</b>	<b>(\$2,690,469)</b>
<b>EXPENSES</b>						
Instruction	\$9,872,808	\$9,307,282	\$42,362,054	\$5,258,152	\$40,823,304	(\$5,258,152)
Plant operations and maintenance	\$9,696,288	\$11,647,020	\$11,576,495	\$1,296,112	\$10,646,054	(\$1,296,112)
Transportation	\$3,721,237	\$3,741,924	\$3,581,793	\$502,640	\$3,582,035	(\$502,640)
Administration	\$9,233,159	\$9,510,503	\$3,370,913	\$480,360	\$3,793,603	(\$480,360)
External services	\$5,172,372	\$5,092,839	\$5,265,129	\$554,530	\$5,511,916	(\$554,530)
<b>TOTAL EXPENSES</b>	<b>\$61,695,864</b>	<b>\$63,299,568</b>	<b>\$66,156,384</b>	<b>\$8,091,794</b>	<b>\$64,356,913</b>	<b>(\$8,091,794)</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$47,392</b>	<b>(\$289,668)</b>	<b>(\$160,753)</b>	<b>\$2,496,867</b>	<b>(\$193,603)</b>	<b>\$61,666,444</b>



Northland School Division  
Federal Accounts Receivable

Aged Summary

Months Outstanding	ACFN	Indian Education Authority	Mikisew	Peerless Kateri First Nation	Bigstone	Chip Prairie	Lesser Slave Lake	Lubicon Cree	Indian Affairs	Woodland Cree	Aging by Month
Oct-15	-	-	285,284.44	-	-	-	-	0.45	-	-	285,284.89
Sep-15	-	-	-	-	-	-	-	0.45	-	-	0.45
Aug-15	-	-	-	-	-	-	-	-	-	-	-
Jul-15	-	-	-	-	-	-	-	-	-	-	-
Jun-15	-	-	-	-	36,450.26	-	-	1.35	-	-	36,451.61
May-15	-	-	-	-	-	-	0.50	-	-	-	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	-	-	222,000.60	-	-	-	-	-	-	-	222,000.60
Aug-14	-	-	-	-	-	-	-	-	-	-	-
Jul-14	-	-	248,573.14	-	-	-	-	0.30	-	-	248,573.44
Jun-14	-	-	248,573.14	-	-	-	-	-	-	-	248,573.14
May-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
Dec-13	-	-	-	-	-	-	-	-	-	-	-
Nov-13	-	-	-	-	-	-	-	-	-	-	-
Oct-13	-	-	-	-	-	-	-	-	-	-	-
Sep-13	5,208.60	-	-	-	-	-	-	-	-	-	-
Aug-13	-	-	-	-	-	-	-	-	-	-	-
Jul-13	-	-	-	-	-	-	-	-	-	-	-
Jun-13	-	-	-	-	-	-	-	-	-	-	-
May-13	-	-	-	-	-	-	-	-	-	-	-
Apr-13	-	-	-	-	-	-	-	-	-	-	-
Mar-13	-	-	-	-	-	-	-	-	-	-	-
Feb-13	-	-	-	-	-	-	-	-	4,819.88	-	4,819.88
Jan-13	-	-	-	-	-	-	-	-	-	-	-
Dec-12	-	-	-	-	-	-	-	-	-	-	-
Nov-12	-	-	-	-	-	-	-	-	-	-	-
Oct-12	-	-	-	-	-	-	-	-	-	-	-
Sep-12	-	-	-	-	-	-	-	-	-	-	-
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	61,333.22
<b>Current</b>	<b>5,208.60</b>	<b>61,333.22</b>	<b>2,777,832.28</b>	<b>-</b>	<b>36,450.26</b>	<b>-</b>	<b>1.00</b>	<b>2.55</b>	<b>4,819.88</b>	<b>(0.00)</b>	<b>2,885,647.79</b>
30 days	-	-	285,284.44	-	-	-	-	0.45	-	0.00	285,284.89
60 days	-	-	-	-	-	-	-	0.45	-	0.00	0.45
90 days	-	-	-	-	-	-	0.50	-	-	0.00	0.50
120 days	-	-	-	-	36,450.26	-	-	-	-	0.00	-
180 days	-	-	-	-	-	-	-	-	-	0.00	-
181 - 365	-	-	1,251,271.66	-	-	-	0.50	0.30	-	0.00	1,251,272.46
1 yr - 2 yr	5,208.60	-	1,241,276.18	-	-	-	-	-	4,819.88	0.00	1,251,304.66
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
<b>Current</b>	<b>5,208.60</b>	<b>61,333.22</b>	<b>2,777,832.28</b>	<b>-</b>	<b>36,450.26</b>	<b>-</b>	<b>1.00</b>	<b>2.55</b>	<b>4,819.88</b>	<b>-</b>	<b>2,885,647.79</b>
<b>Long Term</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Aging</b>	<b>5,208.60</b>	<b>61,333.22</b>	<b>2,777,832.28</b>	<b>-</b>	<b>36,450.26</b>	<b>-</b>	<b>1.00</b>	<b>2.55</b>	<b>4,819.88</b>	<b>-</b>	<b>2,885,647.79</b>

COPY

Accounts Receivable  
Federal Government and First Nations

14-15 Student Count Reg E.C.S.	Student Counts	Prior to & 2004/2005	Outstanding Aug-2012 2011/2012	Outstanding Aug-2013 2012/2013	Outstanding Aug-2014 2013/2014	Outstanding Aug-2015 2014/2015	Outstanding Oct-2015 2015/2016	Mths O/S	Total Outstanding	Monthly Billing	REG rate	ECS Rate
139	15	-	(0.00)	4,819.88	(0.00)	(0.00)	-	-	4,819.88	278,258.21	1,903.79	908.76
6	4	-	-	-	-	1.00	-	-	1.00	6,924.96	1,154.16	465.93
393	27	-	-	-	-	36,450.26	-	-	36,450.26	772,725.99	1,903.79	908.76
0	0	61,333.22	-	-	-	-	-	-	61,333.22	-	-	-
40	1	-	-	5,208.60	-	-	-	0.1	5,208.60	77,641.02	1,911.80	1,169.02
148	2	-	-	-	1,241,276.18	1,251,271.66	285,284.44	8.7	2,492,547.84	285,284.44	1,911.80	1,169.02
0	0	-	(0.00)	-	-	-	-	-	(0.00)	-	1,903.79	908.76
112	9	-	-	-	0.30	1.35	0.90	-	1.65	221,403.32	1,903.79	908.76
58	10	-	0.00	0.00	0.00	(0.00)	-	-	0.00	119,507.42	1,903.79	908.76
217	20	-	(0.00)	0.00	0.00	0.00	-	-	0.00	431,297.63	1,903.79	908.76
1113	88											
		61,333.22	(0.00)	10,028.48	1,241,276.48	1,287,724.27	285,285.34		2,600,362.45			

Total Outstanding

Bigstone Cree	772,725.99	Sept 2015
Athabasca Chip	77,641.02	Oct 2015
Peerless Trout	431,297.63	Oct 2015
INAC	278,258.21	Oct 2015
Lubicon	221,402.87	Oct 2015
Chipewyan Prairie	119,507.42	Oct 2015
Mikisew Cree	285,284.44	Sept 2015
Bigstone Cree	772,725.99	Oct 2015

2,958,843.57

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

## BOARD OF TRUSTEES

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** C2 UPDATE

**ORIGINATOR:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

<b><i>INFORMATION ITEM</i></b>
--------------------------------

\*\*\*\*\*

NSD is required by section C2 of the Ministerial Order (E033/2013) of the Provincial Framework Agreement to meet and discuss issues and strategies to improve teacher efficacy in Northland School Division. Northland's most recent C2 meeting was held October 28, 2015.

The Committee identified current emergent issues.

- Testing
- Literacy PD messaging
- Small School Principal Workloads
- Xerox Copiers and Service Agreement Transition
- Literacy Lead expectations
- Division Priorities and Impact on Workload
- C2 Communication

Alberta Education has scheduled provincial C2 meetings for November 23<sup>rd</sup>, 2015. Minutes have not been approved yet. The next meeting will be scheduled in the spring with Quality of Work Life.

### **2015-2016 Northland C2 Committee**

Co-Chairs	Shelly Hamelin (Grouard Northland School) Wesley Oginski (Director of Human Resources)
ATA Representatives	Mark Burke (Northland ATA Local President) Rachel Conrod (Anzac School Teacher) Robert Molcak (Peerless Lake School Teacher) Kim Reck (Conklin Community School Teacher) Michelle Wile (St Theresa School Teacher)



**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS  
**SUBJECT:** CONKLIN COMMUNITY SCHOOL PROJECT BEAVER PILOT  
**ORIGINATOR:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

***INFORMATION ITEM***

\*\*\*\*\*

Northland School Division schools continually look for ways to engage students with the wider world. This often takes the form of short time events (one-day presentations or one-week residencies).

Last year the Superintendent and a literacy leadership team toured a school jurisdiction in the NWT. They came across the Beaver Volunteer Program.

Operation Beaver is a volunteer program of Frontiers Foundation which finds and places quality volunteers from across the world into Northern Canadian aboriginal communities to assist in programs like education, recreation and housing.

Christopher Carson, Acting Principal at Conklin Community School, has experience as a teacher in the NWT with this program. The Conklin Community Enhancement Society will sponsor the costs of the program.







**CONKLIN COMMUNITY SCHOOL**  
 256 Northland Drive Conklin, AB T0P 1H1  
 P (780) 559-2228 F (780) 559-2391  
 conklin@nsd61.ca



October 11, 2015

Conklin Community Enhancement Society  
 229 Christina Lake Drive  
 Conklin, AB T0P 1H1

**RE: Beaver Volunteer Funding Request**

Dear Society Members,

On behalf of the staff and students, I am requesting funding of \$20,050 to bring one volunteer to Conklin Community School through the Frontiers Foundations' Operation Beaver program.

The Frontiers Foundations' Operation Beaver finds and places quality volunteers from across the world into Northern Canadian aboriginal communities to assist in programs like education, recreation and housing.

See [www.frontiersfoundation.ca](http://www.frontiersfoundation.ca)

During my thirteen years as a teacher in Fort Providence, NT, there was at least one beaver volunteer, sometimes two. Without question, their presence at Deh Gah School was truly appreciated and welcomed. They provided one on one support to students during school hours. After school, they would organize extracurricular activities like cooking clubs to after school gym.

If the CCES supports this funding request, my plan is to use the volunteer in the grade 4 to 6 class and junior high class to provide additional educational support to struggling learners. In addition, I'm hoping that the volunteer will assist in running extracurricular activities after school and on weekends. Based on my observations at Conklin Community School this additional support will make a big difference in our childrens' lives.

Unfortunately, many of our students are reading one or more grade levels below their grade level. Some of our students have learning difficulties. By providing this extra support, I predict that students reading levels and academic achievement will improve.

The budget below represents the cost of one volunteer. The biggest challenge will be affordable housing.

Item	Quantity	Estimated Cost per Unit	Sub-Total
Overhead/Admin	1	\$6500	\$6500
Housing incl. utilities	6 months	\$1000	\$6000
Grocery/Misc Allowance	26 weeks	\$125	\$3250
Weekly Stipend	26 weeks	\$50	\$1300
Winter Clothing	1	\$1000	\$1000
Travel: Edm. to Conklin	2	\$1000	\$2000
		<b>ESTIMATED TOTAL</b>	<b>\$20050</b>

If you have any questions, please call or email me.

Sincerely,

Christopher Carson, Principal

*"We believe that students have the right to achieve their full potential within a caring and respectful environment"*



**BOARD OF TRUSTEES**

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT: BY-ELECTION UPDATE**

**ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER**

**INFORMATION**

Nomination Day was held on October 7, 2015 in four communities. Two of the four communities received nomination papers which filled the number of vacancies and the candidates were acclaimed. The new LSBC Members are:

**Chipewyan Lake - 1 vacancy - 1 nominations received - Acclaimed**  
Irene Young

**Grouard - 1 vacancy - 1 nominations received - Acclaimed**  
Becky Cloutier

A by-election was held in the two communities that received more nomination papers than the number of vacancies and was held on November 4, 2015. The results will be official as of 12:00 p.m. on November 10, 2015. The candidates running in each of the communities are listed below:

**Conklin - 1 vacancy - 2 nominations received**  
Agnes Linda Novak – 07 votes  
**Wendy Tremblay – 26 votes - Elected**

**Gift Lake - 1 vacancy - 2 nominations received**  
Cheryl Brendalee Kosy – 19 votes  
**Gail L. Lamouche – 77 votes - Elected**



**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT: LIST OF ACRONYMS**

---

That the Board of Trustees receive as information a list of acronyms, as attached.

\*\*\*\*\*

# WATER

Water is a chemical compound consisting of two hydrogen atoms and one oxygen atom, with the chemical formula H<sub>2</sub>O. It is a colorless, odorless, and tasteless liquid at room temperature and standard pressure.

Water is essential for life as we know it. It is the most abundant molecule in the human body and is involved in numerous biological processes, including metabolism, temperature regulation, and the transport of nutrients and waste products.

The water cycle, also known as the hydrological cycle, describes the continuous movement of water on, above, and below the surface of the Earth. This cycle includes processes such as evaporation, condensation, precipitation, infiltration, and runoff.

Water is also a key component of the Earth's climate system. It has a high specific heat capacity, which means it can absorb and store a large amount of heat. This property helps to moderate the Earth's temperature and is a major factor in the formation of clouds and precipitation.

In addition to its role in the environment, water is a vital resource for human societies. It is used for drinking, agriculture, industry, and recreation. Access to clean, safe water is a fundamental human right and a key indicator of a country's development.

Water pollution is a significant global issue, caused by a variety of factors including industrial discharge, agricultural runoff, and urban wastewater. Pollution can harm ecosystems, contaminate drinking water, and contribute to climate change.

Efforts to protect and improve water quality are ongoing worldwide. These efforts include implementing water treatment technologies, enforcing regulations on water use and discharge, and promoting sustainable water management practices.

Water is a precious resource, and it is essential that we take steps to ensure its availability for future generations. This requires a combination of technological innovation, policy action, and individual responsibility.

Water is the source of life, and it is the foundation of our civilization. Let us cherish and protect this precious resource for the benefit of all.

Water is a gift from nature, and it is our duty to care for it. Let us be wise and responsible in our use of this precious resource.

Water is the heart of the world, and it is the pulse of life. Let us listen to its voice and follow its lead.

Water is the spirit of the earth, and it is the soul of the universe. Let us embrace its power and share its love.

Water is the essence of existence, and it is the key to our future. Let us work together to ensure a bright and sustainable future for all.

Water is the thread that weaves the fabric of life, and it is the thread that binds us together. Let us cherish our common bond and work for the good of all.

Water is the mirror that reflects our humanity, and it is the mirror that shows us our true nature. Let us look into its depths and see the best of ourselves.

Water is the fire that purifies our hearts, and it is the fire that ignites our dreams. Let us let it burn brightly and illuminate our path.

Water is the wind that carries our prayers, and it is the wind that brings us hope. Let us raise our voices and call for a better world.

Water is the rain that nourishes our souls, and it is the rain that washes away our sins. Let us be grateful for its gift and live our lives in its love.



**NORTHLAND SCHOOL DIVISION NO. 61  
ACRONYMS**

AANDC	Aboriginal Affairs and Northern Development Canada	
ACV	Aboriginal Content Validation	
AI	Alberta Infrastructure	
AISI	Alberta Initiative for School Improvement	
ARCQE	Alberta Research Consortium for Quality Education	
AERR	Annual Education Results Report	
AOTC	Assembly of Treaty Chiefs	
ASBA	Alberta School Boards Association	
ASEBP	Alberta School Employee Benefit Plan	
	EAS	Experience Adjustment System
	EDB	Extended Disability Benefits
	EDB-NS	EDB Non-Surcharge Pool
	EDB-S	EDB Surcharge Pool
	RITE	Retirement Incentive for Teachers and Employees
ASBOA	Association of School Business Officials of Alberta	
ASETS	Aboriginal Strategies Employment Training Services	
ATA	Alberta Teachers Association	
ATC	Athabasca Tribal Council	
CASS	College of Alberta School Superintendents	
CCES	Conklin Community Enhancing Society	
CEFPI	Council of Facility Planners International	
CEP	Community Enhancement Program	
CEU	Credit Enrollment Unit	
CTS	Career and Technology Strand	
DDC	Direct Digital Control (Computerized heating and air handling controls)	
DLT	Division Leadership Team	
ERP	Enterprises Resource Planning Software	
EYE	Early Years Evaluation	
FMT	Finance Maintenance Transportation	
FNMI	First Nation Métis & Inuit	
HVAC	Heating Ventilation & Air Conditioning (Air Handling Units)	

IMR	Infrastructure Maintenance Renewal Program
IT	Information Technology
KCEC	Kapaskwatinak Cultural Educational Centre
KKP	Kweskipta Kipimatsowin Program
KTC	Kee Tas Kee Now Tribal Council
LSBC	Local School Board Committee
MD	Municipal District
MFWHSR	Moving Forward With High School Redesign
NLC	Northern Lakes College
NSD	Northland School Division No. 61
OH & S	Occupational Health and Safety
OPK	Oski Pasikoniwew Kamik
OSLI	Oil Sands Leadership Initiative
PASI	Provincial Approach to Student Information
PAT	Provincial Achievement Tests
PMR	Principal Monthly Report
PO&M	Plant Operations & Maintenance (Costs or revenues related to facility maintenance)
PSBA	Public School Boards Association
PTR	Pupil Teacher Ratio
PUF	Program Unit Funding
RAP	Registered Apprenticeship Program
RFP	Request for Proposal
RFQ	Request for Qualifications
RTU	Roof Top Unit
SCCM	System Center Configuration Manager
SLA	Student Learning Assessments
SWALE	Shallow-sided, sloped channels intended for the conveyance of surface runoff towards the nearest street, lane, or ditch
TLE	Treaty Land Entitlement
WWAH	When We Are Healthy
YAP	Youth Apprenticeship Program



**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT: PAYMENT OF ACCOUNTS**

---

**ORIGINATOR TRUDY RASMUSON, SECRETARY-TREASURER**

**INFORMATION ITEM**

Attached is a list of accounts approved for payment in accordance with Board Motion 11329/82 and 11515/82 – 11517/82 inclusive.

\*\*\*\*\*

**Pay Period: September, 29 – November 13, 2015**



## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 1

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
-----						
COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 29-Sep-2015 AND 12-Nov-2015						
0182ET0001	0001	*****	9541	ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN	29-Sep-15	96,077.13
0183ET0001	0001	*****	9541	ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN	29-Sep-15	11,700.00
0183ET0002	0001	*****	10376	COUTURIER, LYNNE	29-Sep-15	800.00
0183ET0003	0001	*****	4482	GHOSTKEEPER, SHAWNA	29-Sep-15	830.83
0184000001	0001	0000296678	868	ABORIGINAL MULTI-MEDIA SOCIETY	01-Oct-15	813.75
0184000002	0001	0000296679	43	ALBERTA DISTANCE LEARNING CNTR	01-Oct-15	541.25
0184000003	0001	0000296680	10402	ALBERTA HEALTH SERVICES	01-Oct-15	90.00
0184000004	0001	0000296681	351	ALBERTA MAINTENANCE ENFORCEMENT PROGRAM	01-Oct-15	1,592.72
0184000005	0001	0000296682	353	ALBERTA TEACHERS ASSOCIATION	01-Oct-15	25,259.18
0184000006	0001	0000296683	447	ALL WEST GLASS - PR	01-Oct-15	1,046.86
0184000007	0001	0000296684	9423	AUGER, NELSON	01-Oct-15	300.00
0184000008	0001	0000296685	2911	BARTLE & GIBSON - FT M	01-Oct-15	34.73
0184000009	0001	0000296686	454	BARTLE & GIBSON - PR	01-Oct-15	366.13
0184000010	0001	0000296687	1115	BELCOURT, GORDON	01-Oct-15	300.00
0184000011	0001	0000296688	8740	BEYOND 2000	01-Oct-15	75.08
0184000012	0001	0000296689	402	CANADA BREAD WEST(MCGAVINS) #4065	01-Oct-15	68.72
0184000013	0001	0000296690	8429	CARDINAL, LOUIE AUGUST	01-Oct-15	630.52
0184000014	0001	0000296691	8806	CHRISTIAN, PRISCILLA	01-Oct-15	300.00
0184000015	0001	0000296692	6749	CLASSROOM READY	01-Oct-15	262.50
0184000016	0001	0000296693	7007	COLOURS BY TIFFANY	01-Oct-15	153.20
0184000017	0001	0000296694	6976	COURTOREILLE, KIM	01-Oct-15	807.60
0184000018	0001	0000296695	8493	CPI (NONVIOLENT CRISIS INTERVENTION)	01-Oct-15	2,310.15
0184000019	0001	0000296696	6517	CRYSTAL GLASS	01-Oct-15	7,961.73
0184000020	0001	0000296697	602	DANIELS, JOAN	01-Oct-15	300.00
0184000021	0001	0000296698	8301	DESJARLAIS-WALTER, RHONDA	01-Oct-15	300.00
0184000022	0001	0000296699	5287	DIRECT ENERGY REGULATED SERVICES	01-Oct-15	298.24
0184000023	0001	0000296700	1322	DON VALLEY ELECTRIC LTD.	01-Oct-15	12,049.06
0184000024	0001	0000296701	10244	DUROCHER, RAYMOND	01-Oct-15	300.00
0184000025	0001	0000296702	6641	ELLISSON EDUCATIONAL EQUIPMENT INC.	01-Oct-15	243.37
0184000027	0001	0000296704	4933	FRAMEWORKS CUSTOM FRAMING & GALLERY	01-Oct-15	4,725.00
0184000029	0001	0000296706	10105	GLOBALXPRTS	01-Oct-15	1,212.75
0184000030	0001	0000296707	10012	GOVERNMENT OF ALBERTA	01-Oct-15	7,551.27
0184000031	0001	0000296708	3100	GUILD, ROBIN	01-Oct-15	807.60
0184000033	0001	0000296710	3811	HAGGERTY, JOAN	01-Oct-15	300.00
0184000034	0001	0000296711	357	INDUSTRIAL-ALLIANCE	01-Oct-15	762.13
0184000035	0001	0000296712	4602	L'HIRONDELLE, KAREN	01-Oct-15	300.00
0184000036	0001	0000296713	10461	LADEROUTE, DALE	01-Oct-15	300.00
0184000037	0001	0000296714	5907	LEPINE, GWEN	01-Oct-15	300.00
0184000038	0001	0000296715	9398	LINDSAY, KRISTEN	01-Oct-15	300.00
0184000039	0001	0000296716	355	LOCAL AUTHORITIES PENSION PLAN	01-Oct-15	143,114.69
0184000040	0001	0000296717	356	LONDON LIFE	01-Oct-15	4,440.39
0184000041	0001	0000296718	10329	MARTEN, VICTORIA	01-Oct-15	84.00
0184000042	0001	0000296719	1948	MIKISEW TECHNICAL SERVICES	01-Oct-15	104.14
0184000043	0001	0000296720	8367	NAHACHICK, DOREEN	01-Oct-15	37.00
0184000044	0001	0000296721	2441	NATIVE REFLECTIONS	01-Oct-15	771.16
0184000045	0001	0000296722	9454	NEWCAP RADIO INC.	01-Oct-15	1,082.66
0184000046	0001	0000296723	10459	PLANETTA, JEFFERY	01-Oct-15	230.17
0184000047	0001	0000296724	7831	POITRAS, DOREEN	01-Oct-15	300.00
0184000048	0001	0000296725	7057	PRATT, JOANNE	01-Oct-15	59.22

## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 2

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0184000049	0001	0000296726	1403	PURULATOR COURIER LTD.	01-Oct-15	92.73
0184000050	0001	0000296727	349	RECEIVER GENERAL FOR CANADA	01-Oct-15	563,374.62
0184000051	0001	0000296728	1714	RECEIVER GENERAL FOR CANADA	01-Oct-15	574.11
0184000052	0001	0000296729	681	RIVERSIDE CONVENIENCE	01-Oct-15	1,856.82
0184000053	0001	0000296730	74	SCHOLASTIC CANADA LIMITED	01-Oct-15	1,194.38
0184000054	0001	0000296731	6054	SCHOOL SPECIALTY CANADA	01-Oct-15	385.81
0184000055	0001	0000296732	6981	SHAW, HOWARD	01-Oct-15	300.00
0184000056	0001	0000296733	1017	SHAW, KENNETH RUSSELL	01-Oct-15	883.60
0184000057	0001	0000296734	7412	STAPLES #338	01-Oct-15	498.63
0184000058	0001	0000296735	EM10373	STORMS, PATRICIA	01-Oct-15	63.87
0184000059	0001	0000296736	3143	SUPREME OFFICE PRODUCTS LTD	01-Oct-15	4,752.37
0184000060	0001	0000296737	7531	TALLMAN, RAYMOND	01-Oct-15	5.00
0184000061	0001	0000296738	8	TELUS COMMUNICATIONS INCORPORATED	01-Oct-15	12,671.12
0184000062	0001	0000296739	6094	THE NORTH WEST COMPANY	01-Oct-15	1,287.46
0184000063	0001	0000296740	4170	UNIVERSITY OF ALBERTA	01-Oct-15	875.00
0184000064	0001	0000296741	10295	WALMART STORE #3640	01-Oct-15	42.00
0184000065	0001	0000296742	812	WASTE MANAGEMENT	01-Oct-15	871.61
0184ET0001	0001	*****	10415	914246 ALTA. LTD.	01-Oct-15	468.24
0184ET0002	0001	*****	3677	ACKLANDS GRAINGER	01-Oct-15	195.16
0184ET0003	0001	*****	40	ALBERTA ASSC. OF MUNICIPAL DISTRICTS & C	01-Oct-15	1,601.09
0184ET0004	0001	*****	350	ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN	01-Oct-15	167,407.35
0184ET0005	0001	*****	9541	ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN	01-Oct-15	73,800.00
0184ET0006	0001	*****	3803	ANDERSON, JENNIFER	01-Oct-15	700.00
0184ET0007	0001	*****	3789	AUGER, SHELLY	01-Oct-15	300.00
0184ET0008	0001	*****	10189	BLUE ROSE CONTRACTING	01-Oct-15	252.00
0184ET0009	0001	*****	10458	BUDESHEIM, FRANK	01-Oct-15	700.00
0184ET0010	0001	*****	EM18515	CARDINAL, KATRINA	01-Oct-15	180.24
0184ET0011	0001	*****	4597	CARDINAL, RAYMOND	01-Oct-15	400.00
0184ET0012	0001	*****	10420	CARSON, CHRISTOPHER	01-Oct-15	208.10
0184ET0013	0001	*****	2431	CHALIFOUX, DAVID	01-Oct-15	300.00
0184ET0014	0001	*****	224	CHARLIE'S SECURITY	01-Oct-15	191.10
0184ET0015	0001	*****	3	CHERNIPESKI, RANDY	01-Oct-15	1,089.48
0184ET0016	0001	*****	4189	COLVILLE, CRYSTAL	01-Oct-15	1,156.93
0184ET0017	0001	*****	8964	CYBERA INC.	01-Oct-15	446.25
0184ET0018	0001	*****	7811	DEGIACOMO, SARAH	01-Oct-15	87.08
0184ET0019	0001	*****	3226	DOBKO BRIAN	01-Oct-15	187.95
0184ET0020	0001	*****	6284	DUROSE, ADAM	01-Oct-15	8.91
0184ET0021	0001	*****	7238	EVERGREEN STATIONERS	01-Oct-15	396.90
0184ET0022	0001	*****	8744	GFS PRAIRIES INC	01-Oct-15	344.29
0184ET0023	0001	*****	2139	GIFT LAKE DEVELOPMENT CORPORATIION	01-Oct-15	58,981.65
0184ET0024	0001	*****	10406	GLADUE, MELVIN	01-Oct-15	2,580.00
0184ET0025	0001	*****	EM11861	GULLION, VIVIAN	01-Oct-15	350.00
0184ET0026	0001	*****	27	HALFORDS	01-Oct-15	2,558.13
0184ET0027	0001	*****	8864	HELIX IT ALBERTA INC.	01-Oct-15	58,829.96
0184ET0028	0001	*****	EM10078	JELLETT, CHRISTINE	01-Oct-15	540.16
0184ET0029	0001	*****	EM10237	LANDRY, JAMIE MR	01-Oct-15	906.03
0184ET0030	0001	*****	410	LITTLE BUFFALO SCHOOL	01-Oct-15	4,556.60
0184ET0031	0001	*****	EM11809	MCARTHUR, MICHAEL	01-Oct-15	213.54
0184ET0032	0001	*****	5941	MCLENNAN ROSS LLP	01-Oct-15	776.48
0184ET0033	0001	*****	EM12941	MCLEOD, TERRI-LYNN	01-Oct-15	250.00
0184ET0034	0001	*****	3364	MILLENIUM CABINS INC.	01-Oct-15	1,195.68

## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 3

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0184ET0035	0001	*****	10429	MILLS, LESLEE	01-Oct-15	272.04
0184ET0036	0001	*****	2932	MOLCAK, ROBERT	01-Oct-15	299.10
0184ET0037	0001	*****	30	NELSON EDUCATION LTD.	01-Oct-15	4,219.49
0184ET0038	0001	*****	358	NORTHLAND PRINCIPAL'S ASSOCIATION	01-Oct-15	180.00
0184ET0039	0001	*****	6452	OLSON, RANDY	01-Oct-15	632.40
0184ET0040	0001	*****	3452	OXFORD UNIVERSITY PRESS	01-Oct-15	863.39
0184ET0041	0001	*****	2378	PEARSON CANADA INC T46254	01-Oct-15	963.63
0184ET0042	0001	*****	276	PRESSE COMMERCE	01-Oct-15	338.63
0184ET0043	0001	*****	3790	PRINZ, VICTOR	01-Oct-15	300.00
0184ET0044	0001	*****	7345	RENAUD, LORRIE	01-Oct-15	83.95
0184ET0045	0001	*****	6578	SCHOOL HOUSE PRODUCTS INC.	01-Oct-15	58,140.60
0184ET0046	0001	*****	6692	SILVERTIP ENTERPRISE LTD.	01-Oct-15	988.53
0184ET0047	0001	*****	7245	SINOTTE, RONNIE	01-Oct-15	105.00
0184ET0048	0001	*****	5081	SYSCO FOOD SERVICES OF EDMONTON	01-Oct-15	25,893.46
0184ET0049	0001	*****	354	TEACHER'S RETIREMENT FUND	01-Oct-15	217,139.92
0184ET0050	0001	*****	10094	TWEEDLE, ANDREW	01-Oct-15	196.18
0184ET0051	0001	*****	9003	TWEEDLE, JENNIFER	01-Oct-15	506.82
0184ET0052	0001	*****	EM12430	VOGEL, KATHY	01-Oct-15	69.77
0184ET0053	0001	*****	751	WESCLEAN - (EDM)	01-Oct-15	9,691.76
0184ET0054	0001	*****	10179	WILLIER, AMANDA	01-Oct-15	700.00
0184ET0055	0001	*****	9123	YELLOWKNEE, ROSIE	01-Oct-15	100.00
0185000001	0001	0000296743	8507	ALTAGAS UTILITIES INC	08-Oct-15	1,028.07
0185000002	0001	0000296744	8417	AUGER, KEVIN S.	08-Oct-15	280.68
0185000003	0001	0000296745	8059	BERGER, CARLA	08-Oct-15	144.00
0185000004	0001	0000296746	6781	BONNYVILLE CENTRALIZED HIGH	08-Oct-15	75.00
0185000005	0001	0000296747	402	CANADA BREAD WEST(MCGAVINS) #4065	08-Oct-15	446.99
0185000006	0001	0000296748	346	CANADA WIDE	08-Oct-15	2,350.96
0185000007	0001	0000296749	240	CARDINAL-COLLINS, MARY	08-Oct-15	1,500.00
0185000008	0001	0000296750	6749	CLASSROOM READY	08-Oct-15	509.25
0185000010	0001	0000296752	5287	DIRECT ENERGY REGULATED SERVICES	08-Oct-15	4,547.04
0185000011	0001	0000296753	1322	DON VALLEY ELECTRIC LTD.	08-Oct-15	3,538.42
0185000012	0001	0000296754	3252	EPCOR ENERGY SERVICES ( ALBERTA) INC.	08-Oct-15	298.41
0185000013	0001	0000296755	EM18413	LAROCQUE, TIM	08-Oct-15	37.00
0185000014	0001	0000296756	373	NORTH EAST GAS CO-OP	08-Oct-15	139.44
0185000015	0001	0000296757	10443	NX1	08-Oct-15	472.50
0185000016	0001	0000296758	1230	PEACE GARDEN RESTAURANT	08-Oct-15	233.97
0185000017	0001	0000296759	7668	REGISTRATIONS ARE US	08-Oct-15	59.85
0185000018	0001	0000296760	2277	REVENUE CANADA	08-Oct-15	17,534.36
0185000019	0001	0000296761	EM10469	RUGE, CHRISTOPH	08-Oct-15	2,047.69
0185000020	0001	0000296762	5759	SCHMIDT, GWEN	08-Oct-15	361.86
0185000021	0001	0000296763	887	SMILEMAKERS	08-Oct-15	164.82
0185000022	0001	0000296764	605	SOUTH PEACE NEWS	08-Oct-15	232.85
0185000023	0001	0000296765	8951	STANDARD LIFE	08-Oct-15	1,540.16
0185000024	0001	0000296766	2325	STAPLES #145	08-Oct-15	179.53
0185000025	0001	0000296767	9245	STEIL, ANGIE	08-Oct-15	41.94
0185000026	0001	0000296768	EM10373	STORMS, PATRICIA	08-Oct-15	622.62
0185000027	0001	0000296769	9494	STRYNADKA, BONNIE	08-Oct-15	7.19
0185000028	0001	0000296770	3143	SUPREME OFFICE PRODUCTS LTD	08-Oct-15	109.98
0185000029	0001	0000296771	EM18452	TALLMAN, JOHN	08-Oct-15	30.00
0185000030	0001	0000296772	2809	THE FEVER	08-Oct-15	102.82
0185000031	0001	0000296773	8039	THE NORTHERN STORES FINANCIAL SERVICES	08-Oct-15	235.86

## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 4

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0185000032	0001	0000296774	1891	U.S. BANCORP CANADA CO.	08-Oct-15	132,218.78
0185000033	0001	0000296775	634	UFA CO-OPERATIVE LIMITED	08-Oct-15	93.28
0185000034	0001	0000296776	1843	WABASCA HOME HARDWARE	08-Oct-15	136.49
0185000035	0001	0000296777	812	WASTE MANAGEMENT	08-Oct-15	1,604.53
0185000036	0001	0000296778	79	XEROX CANADA LTD.	08-Oct-15	143.47
0185ET0001	0001	*****	10143	1832648 ALBERTA LTD	08-Oct-15	591.44
0185ET0002	0001	*****	40	ALBERTA ASSC. OF MUNICIPAL DISTRICTS & C	08-Oct-15	374.91
0185ET0003	0001	*****	315	ALBERTA SCHOOL BOARDS ASSOCIATION	08-Oct-15	1,356.60
0185ET0004	0001	*****	350	ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN	08-Oct-15	10,269.35
0185ET0005	0001	*****	7693	ANDERSON BUSING	08-Oct-15	700.00
0185ET0007	0001	*****	5580	ANDERSON, TAMMY LYNN	08-Oct-15	700.00
0185ET0008	0001	*****	7331	ASHOUR, YOUSUF	08-Oct-15	16.42
0185ET0009	0001	*****	EM11947	BABEY, SUSAN	08-Oct-15	305.21
0185ET0010	0001	*****	10445	BELCOURT, JOSEPHINE	08-Oct-15	700.00
0185ET0011	0001	*****	10107	BILYEA, JACKIE	08-Oct-15	37.00
0185ET0012	0001	*****	9146	C. HALCROW PLUMBING & GASFITTING	08-Oct-15	1,575.00
0185ET0013	0001	*****	9278	CARDINAL, GLORIA	08-Oct-15	168.30
0185ET0014	0001	*****	EM11462	CARDINAL, SOPHIE	08-Oct-15	100.00
0185ET0015	0001	*****	776	CHRISTENSEN BUSING	08-Oct-15	1,800.00
0185ET0016	0001	*****	10463	CHYCHUL, NICOLE	08-Oct-15	700.00
0185ET0017	0001	*****	EM18313	COLE, LILY	08-Oct-15	47.80
0185ET0018	0001	*****	4189	COLVILLE, CRYSTAL	08-Oct-15	367.18
0185ET0019	0001	*****	6899	DEBOER, MARIA	08-Oct-15	1,738.17
0185ET0020	0001	*****	2994	DESJARLAIS BUSES	08-Oct-15	4,000.00
0185ET0021	0001	*****	8678	DT'S MAINTENANCE REPAIR & OVERHAUL	08-Oct-15	395.22
0185ET0022	0001	*****	10093	EVANS, BRIAN	08-Oct-15	233.61
0185ET0023	0001	*****	5244	EXECUTIVE ROYAL INN - WEST EDMONTON	08-Oct-15	434.46
0185ET0024	0001	*****	10144	FOURNIER, DONNA	08-Oct-15	1,400.00
0185ET0025	0001	*****	6425	FRESON BROS MANNING	08-Oct-15	55.80
0185ET0026	0001	*****	10040	GFL ENVIRONMENTAL SOLID WASTE INC	08-Oct-15	100.29
0185ET0027	0001	*****	8744	GFS PRAIRIES INC	08-Oct-15	25,825.42
0185ET0028	0001	*****	9214	GOULET, CORINNE	08-Oct-15	1,400.00
0185ET0029	0001	*****	8106	HUNT, DOROTHY JOYCE	08-Oct-15	275.00
0185ET0030	0001	*****	EM18519	HYSENI, ALMA	08-Oct-15	720.00
0185ET0031	0001	*****	4127	JAVA DOMAIN LTD.	08-Oct-15	301.35
0185ET0032	0001	*****	7181	JONES, SUSANNE	08-Oct-15	372.04
0185ET0033	0001	*****	EM13030	JUNEAU, JASON	08-Oct-15	290.00
0185ET0034	0001	*****	10454	L'HIRONDELLE, MATTHEW	08-Oct-15	700.00
0185ET0035	0001	*****	9377	LABOUCANE, CYNTHIA	08-Oct-15	700.00
0185ET0036	0001	*****	EM11159	LADERROUTE, JOYCE	08-Oct-15	63.46
0185ET0037	0001	*****	9095	LADERROUTE, RANDI	08-Oct-15	700.00
0185ET0038	0001	*****	10462	LAMOUCHE, SANFORD	08-Oct-15	1,400.00
0185ET0039	0001	*****	8590	LANDRY, KAYLA	08-Oct-15	7,627.99
0185ET0040	0001	*****	EM10490	MANTAI, MELANIE	08-Oct-15	31.00
0185ET0041	0001	*****	3364	MILLENIU CABINS INC.	08-Oct-15	808.87
0185ET0042	0001	*****	4577	MOBERLY, ALICE	08-Oct-15	270.00
0185ET0043	0001	*****	4884	NOSKEY BUS LINES	08-Oct-15	1,400.00
0185ET0044	0001	*****	2461	ORR, CHARLES	08-Oct-15	700.00
0185ET0045	0001	*****	EM11200	PARKER, RAY	08-Oct-15	465.00
0185ET0046	0001	*****	7536	PEACE RIVER BROADCASTING CORP. LTD	08-Oct-15	995.82
0185ET0047	0001	*****	5651	PELICAN AUTO & SAFETY SUPPLY	08-Oct-15	34.16

## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 5

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0185ET0048	0001	*****	10076	PRAIRIE DISPOSAL LTD.	08-Oct-15	191.97
0185ET0049	0001	*****	982	REGIONAL MUNICIPALITY OF WOOD BUFFALO	08-Oct-15	126.22
0185ET0050	0001	*****	319	RUSSELL FOOD EQUIPMENT	08-Oct-15	411.11
0185ET0051	0001	*****	1199	SANDER, JACQUELINE	08-Oct-15	146.32
0185ET0052	0001	*****	6739	SAWRIDGE INN - PEACE RIVER	08-Oct-15	984.27
0185ET0053	0001	*****	9016	SILLIKER, WESLEY	08-Oct-15	933.07
0185ET0054	0001	*****	8969	SIMONOT, MARGOT	08-Oct-15	1,076.00
0185ET0055	0001	*****	EM18479	SINGH, ANSHUMALI	08-Oct-15	135.00
0185ET0056	0001	*****	7245	SINOTTE, RONNIE	08-Oct-15	120.00
0185ET0057	0001	*****	EM12127	SMITH, TAMMY	08-Oct-15	235.74
0185ET0058	0001	*****	6081	STAN'S EAGLE'S NEST	08-Oct-15	200.00
0185ET0059	0001	*****	783	SUTHERLAND, KYLA	08-Oct-15	700.00
0185ET0060	0001	*****	EM10185	SUTHERLAND, STEPHANIE	08-Oct-15	822.45
0185ET0061	0001	*****	5081	SYSO FOOD SERVICES OF EDMONTON	08-Oct-15	9,111.06
0185ET0062	0001	*****	EM10878	TESSIER, DONALD	08-Oct-15	370.00
0185ET0063	0001	*****	EM18309	TURPIN, WAYNE	08-Oct-15	595.00
0185ET0064	0001	*****	9003	TWEEDLE, JENNIFER	08-Oct-15	15.75
0185ET0065	0001	*****	149	VALLEY PRINTERS & SIGNS LTD	08-Oct-15	64.13
0185ET0066	0001	*****	751	WESCLEAN - (EDM)	08-Oct-15	3,529.03
0185ET0067	0001	*****	EM10066	WOODFINE, BERNARD	08-Oct-15	327.34
0186000001	0001	0000296779	5004	1176976 ALBERTA LTD.	15-Oct-15	80.98
0186000002	0001	0000296780	10022	1789135 AB LTD	15-Oct-15	68.50
0186000003	0001	0000296781	43	ALBERTA DISTANCE LEARNING CNTR	15-Oct-15	192.95
0186000004	0001	0000296782	10469	AUGER, DARREN	15-Oct-15	1,400.00
0186000005	0001	0000296783	4259	AUGER, SHAWN	15-Oct-15	241.25
0186000006	0001	0000296784	2262	CALAHASEN, WENDY	15-Oct-15	452.70
0186000007	0001	0000296785	402	CANADA BREAD WEST(MCGAVINS) #4065	15-Oct-15	45.00
0186000008	0001	0000296786	346	CANADA WIDE	15-Oct-15	1,442.59
0186000009	0001	0000296787	6065	CARDINAL, ESTHER	15-Oct-15	12.00
0186000010	0001	0000296788	EM11034	CARDINAL, VIRGINIA	15-Oct-15	201.40
0186000011	0001	0000296789	3769	CHALIFOUX, PAULA M.	15-Oct-15	60.00
0186000012	0001	0000296790	8404	CUNNINGHAM, BRAD	15-Oct-15	300.00
0186000013	0001	0000296791	4217	CUNNINGHAM, DAVIS	15-Oct-15	300.00
0186000014	0001	0000296792	6419	CUNNINGHAM, DON	15-Oct-15	300.00
0186000015	0001	0000296793	5287	DIRECT ENERGY REGULATED SERVICES	15-Oct-15	353.89
0186000016	0001	0000296794	3567	DOODY, THERESA	15-Oct-15	65.47
0186000017	0001	0000296795	813	ESSO TASTY EXPRESS	15-Oct-15	18.90
0186000018	0001	0000296796	9395	GAUCHIER, GREG	15-Oct-15	300.00
0186000019	0001	0000296797	5546	GAUCHIER, LEEANN	15-Oct-15	300.00
0186000020	0001	0000296798	699	GREYHOUND COURIER EXPRESS	15-Oct-15	47.90
0186000021	0001	0000296799	9396	HALCROW, DARCY	15-Oct-15	241.25
0186000022	0001	0000296800	10100	HILLMAN, NICOLE	15-Oct-15	346.62
0186000023	0001	0000296801	2432	HP & DIST REG WASTE AUTHORITY	15-Oct-15	104.74
0186000024	0001	0000296802	3807	LAMOUCHE, JESSE	15-Oct-15	84.33
0186000025	0001	0000296803	425	MACDOUGALL, SUSAN	15-Oct-15	200.00
0186000026	0001	0000296804	4695	MAPLEWOOD COMPUTING LTD	15-Oct-15	3,829.26
0186000027	0001	0000296805	1948	MIKISEW TECHNICAL SERVICES	15-Oct-15	53.97
0186000028	0001	0000296806	1468	NATIONAL FILM BOARD OF CANADA	15-Oct-15	288.75
0186000029	0001	0000296807	3415	OKEMOW, LAURIE	15-Oct-15	37.00
0186000030	0001	0000296808	9411	PEDERSON, JEN	15-Oct-15	75.60
0186000031	0001	0000296809	349	RECEIVER GENERAL FOR CANADA	15-Oct-15	119,150.00

## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 6

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0186000032	0001	0000296810	2409	RIMAR HOLDINGS LTD	15-Oct-15	103.70
0186000033	0001	0000296811	605	SOUTH PEACE NEWS	15-Oct-15	232.85
0186000034	0001	0000296812	5413	STAN LADERROUTE CONSTRUCTION	15-Oct-15	9,900.00
0186000036	0001	0000296814	4828	SUTHERLAND, ROD	15-Oct-15	37.00
0186000037	0001	0000296815	2809	THE FEVER	15-Oct-15	182.95
0186000038	0001	0000296816	8039	THE NORTHERN STORES FINANCIAL SERVICES	15-Oct-15	484.43
0186000039	0001	0000296817	3344	TULLOCH, BRENDA	15-Oct-15	237.60
0186000040	0001	0000296818	1293	YELLOWHEAD HOME & GLASS LTD	15-Oct-15	1,890.00
0186ET0001	0001	*****	6907	ACCORD ANSWERING SERVICE	15-Oct-15	315.00
0186ET0002	0001	*****	EM12469	AKRANIS, HELEN	15-Oct-15	513.90
0186ET0003	0001	*****	315	ALBERTA SCHOOL BOARDS ASSOCIATION	15-Oct-15	3,510.15
0186ET0004	0001	*****	350	ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN	15-Oct-15	60.00
0186ET0005	0001	*****	10467	ANDERSON, AL RHEAL	15-Oct-15	700.00
0186ET0006	0001	*****	10466	ANDERSON, DELAUREN	15-Oct-15	700.00
0186ET0007	0001	*****	10465	ANDERSON, HENRIETTA A	15-Oct-15	700.00
0186ET0008	0001	*****	7957	ANDERSON, IRIS	15-Oct-15	700.00
0186ET0009	0001	*****	8015	ANDREWS, MADELINE	15-Oct-15	37.00
0186ET0010	0001	*****	9287	ARMSTRONG'S COMMUNICATION LTD	15-Oct-15	711.74
0186ET0011	0001	*****	5882	AXIA SUPERNET LTD.	15-Oct-15	34,479.91
0186ET0012	0001	*****	6874	BANKS, HILARY	15-Oct-15	484.49
0186ET0013	0001	*****	10087	BEST, ROSALIND	15-Oct-15	473.10
0186ET0014	0001	*****	10107	BILYEA, JACKIE	15-Oct-15	40.01
0186ET0015	0001	*****	6683	BIM'S CAR TRUCK WASH & GRAVEL SALES	15-Oct-15	701.66
0186ET0016	0001	*****	337	CARDINAL, CHARLENE	15-Oct-15	566.94
0186ET0017	0001	*****	6159	CARDINAL, DENNIS R.	15-Oct-15	37.00
0186ET0018	0001	*****	1366	CARDINAL, PRISCILLA	15-Oct-15	275.22
0186ET0019	0001	*****	10420	CARSON, CHRISTOPHER	15-Oct-15	1,655.36
0186ET0020	0001	*****	9506	CCI WIRELESS	15-Oct-15	69.29
0186ET0021	0001	*****	10422	COLLIER, GRAHAM	15-Oct-15	593.46
0186ET0022	0001	*****	4189	COLVILLE, CRYSTAL	15-Oct-15	1,199.91
0186ET0023	0001	*****	4831	COURTOREILLE, JACQUELINE S.V.	15-Oct-15	241.25
0186ET0024	0001	*****	7416	DEVICH, RAELENE	15-Oct-15	379.66
0186ET0025	0001	*****	8982	DLUGOSZ, GAYLE	15-Oct-15	1,953.34
0186ET0026	0001	*****	8678	DT'S MAINTENANCE REPAIR & OVERHAUL	15-Oct-15	147.42
0186ET0027	0001	*****	5244	EXECUTIVE ROYAL INN - WEST EDMONTON	15-Oct-15	401.29
0186ET0028	0001	*****	1608	FORT MCKAY SCHOOL STUDENT COUNCIL	15-Oct-15	12,600.00
0186ET0029	0001	*****	529	FRESON BROS.	15-Oct-15	23.60
0186ET0030	0001	*****	6457	GAUCHIER, TEASA	15-Oct-15	342.72
0186ET0031	0001	*****	10040	GFL ENVIRONMENTAL SOLID WASTE INC	15-Oct-15	394.61
0186ET0032	0001	*****	8744	GFS PRAIRIES INC	15-Oct-15	11,319.40
0186ET0033	0001	*****	8805	GHOSTKEEPER, KRISTEN	15-Oct-15	300.00
0186ET0034	0001	*****	2139	GIFT LAKE DEVELOPMENT CORPORATIION	15-Oct-15	27,352.50
0186ET0035	0001	*****	10406	GLADUE, MELVIN	15-Oct-15	600.00
0186ET0036	0001	*****	EM13003	GRAINGER, LORNA	15-Oct-15	50.00
0186ET0037	0001	*****	EM12249	GULLION, RITA	15-Oct-15	390.48
0186ET0038	0001	*****	7566	HAMELIN, YVONNE	15-Oct-15	484.32
0186ET0039	0001	*****	8864	HELIX IT ALBERTA INC.	15-Oct-15	2,900.63
0186ET0040	0001	*****	2940	HEMPSTOCK, HEATHER	15-Oct-15	430.66
0186ET0041	0001	*****	7836	HENDRIX RESTAURANT EQUIPMENT	15-Oct-15	84.00
0186ET0042	0001	*****	620	HOULE, JUNE	15-Oct-15	179.52
0186ET0043	0001	*****	EM10078	JELLETT, CHRISTINE	15-Oct-15	551.76



## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 7

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0186ET0044	0001	*****	8704	JO KAT STORE & PUMPS	15-Oct-15	665.12
0186ET0045	0001	*****	EM10068	JOUDREY, BRUCE	15-Oct-15	26.78
0186ET0046	0001	*****	10424	KANGAS, MARJO	15-Oct-15	792.36
0186ET0047	0001	*****	2886	KASTELIC, CAROL	15-Oct-15	558.78
0186ET0048	0001	*****	6929	KAZIUK, BARB	15-Oct-15	903.98
0186ET0049	0001	*****	8773	KEATING, KELSEY	15-Oct-15	488.40
0186ET0050	0001	*****	5826	L&P DISPOSALS	15-Oct-15	636.73
0186ET0051	0001	*****	1170	LAKELAND FIRE & SAFETY SUPPLY(1990)LTD.	15-Oct-15	1,433.56
0186ET0052	0001	*****	8255	LAMBTON, PATRICK	15-Oct-15	541.44
0186ET0053	0001	*****	10468	LAMOUCHE, MILLIE	15-Oct-15	2,000.00
0186ET0054	0001	*****	EM10237	LANDRY, JAMIE MR	15-Oct-15	523.70
0186ET0055	0001	*****	4531	LEMAY, KAREN	15-Oct-15	231.74
0186ET0056	0001	*****	410	LITTLE BUFFALO SCHOOL	15-Oct-15	661.50
0186ET0057	0001	*****	EM13002	MACIACH, MICHAEL	15-Oct-15	311.32
0186ET0058	0001	*****	7875	MARSHALL, PAULINE	15-Oct-15	700.00
0186ET0059	0001	*****	3288	MARTENS, DONNA-MAY	15-Oct-15	37.00
0186ET0060	0001	*****	10106	MATTHEWS, CHRISTIE	15-Oct-15	448.62
0186ET0061	0001	*****	9184	MAX MECHANICAL	15-Oct-15	14.46
0186ET0062	0001	*****	EM15084	MCBRIDE, DEBBRA	15-Oct-15	534.30
0186ET0063	0001	*****	2028	MCGIMPSEY, MARK	15-Oct-15	516.66
0186ET0064	0001	*****	347	MCMURRAY AVIATION	15-Oct-15	978.17
0186ET0065	0001	*****	10099	MCRAE, JENNIFER	15-Oct-15	341.92
0186ET0066	0001	*****	3364	MILLENIUM CABINS INC.	15-Oct-15	1,235.77
0186ET0067	0001	*****	8481	MILNE, DAWN	15-Oct-15	360.90
0186ET0068	0001	*****	9298	MORGAN, LAURIE	15-Oct-15	800.22
0186ET0069	0001	*****	656	MUNICIPAL DISTRICT OF OPPORTUNITY #17	15-Oct-15	4,437.76
0186ET0070	0001	*****	10086	NANOOCH, JENNIFER	15-Oct-15	1,799.00
0186ET0071	0001	*****	551	PARKER, BRYAN	15-Oct-15	377.14
0186ET0072	0001	*****	1263	PEACE COUNTRY CO-OP	15-Oct-15	7.33
0186ET0073	0001	*****	5651	PELICAN AUTO & SAFETY SUPPLY	15-Oct-15	26.20
0186ET0074	0001	*****	457	POPS HARDWARE & BUILDING CENTRE INC	15-Oct-15	221.84
0186ET0075	0001	*****	249	PRAIRIE RIVER GAS CO-OP	15-Oct-15	18.38
0186ET0076	0001	*****	690	RATHBONE, DENISE	15-Oct-15	432.00
0186ET0077	0001	*****	9297	RECK, KIMBERLEY	15-Oct-15	159.93
0186ET0078	0001	*****	10431	RICKETTS, PAUL	15-Oct-15	42.83
0186ET0079	0001	*****	8262	ROWLAND, ROBERT	15-Oct-15	392.52
0186ET0080	0001	*****	63	SHAW, BILL	15-Oct-15	37.00
0186ET0081	0001	*****	6692	SILVERTIP ENTERPRISE LTD.	15-Oct-15	5,805.20
0186ET0082	0001	*****	6081	STAN'S EAGLE'S NEST	15-Oct-15	100.00
0186ET0083	0001	*****	8378	SUN MEDIA	15-Oct-15	844.68
0186ET0084	0001	*****	10000	SUPERIOR PROPANE	15-Oct-15	3,229.25
0186ET0085	0001	*****	5081	SYSCO FOOD SERVICES OF EDMONTON	15-Oct-15	16,301.62
0186ET0086	0001	*****	9295	TURPIN, CHRIS	15-Oct-15	157.56
0186ET0087	0001	*****	600	WARD, ELAINE	15-Oct-15	62.05
0186ET0088	0001	*****	EM11144	WATSON, JOHN	15-Oct-15	66.30
0186ET0089	0001	*****	751	WESCLEAN - (EDM)	15-Oct-15	255.75
0186ET0090	0001	*****	EM12750	WHITE, JANINE	15-Oct-15	215.04
0186ET0091	0001	*****	EM18236	WHITEHEAD, SHIRLEY	15-Oct-15	847.48
0187000001	0001	0000296819	8429	CARDINAL, LOUIE AUGUST	19-Oct-15	533.58
0187000002	0001	0000296820	6976	COURTOREILLE, KIM	19-Oct-15	324.44
0187000003	0001	0000296821	3100	GUILD, ROBIN	19-Oct-15	344.44

## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 8

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0187000004	0001	0000296822	3846	GULLION, ELMER	19-Oct-15	561.12
0188000001	0001	0000296823	4	A & J TOWING	22-Oct-15	652.05
0188000002	0001	0000296824	1378	ALBERTA MOTOR PRODUCTS	22-Oct-15	5,591.70
0188000003	0001	0000296825	8679	ALL-PRO TRUCK & TRAILER REPAIR	22-Oct-15	677.79
0188000004	0001	0000296826	8507	ALTAGAS UTILITIES INC	22-Oct-15	6,458.77
0188000005	0001	0000296827	1807	ASSUMPTION JUNIOR/SENIOR HIGH SCHOOL	22-Oct-15	4,620.00
0188000006	0001	0000296828	244	ATCO ELECTRIC LTD.	22-Oct-15	56.56
0188000007	0001	0000296829	8781	AUGER, CINDY L.	22-Oct-15	374.56
0188000008	0001	0000296830	1192	BADGER, JOE	22-Oct-15	250.00
0188000009	0001	0000296831	2911	BARTLE & GIBSON - FT M	22-Oct-15	199.82
0188000010	0001	0000296832	454	BARTLE & GIBSON - PR	22-Oct-15	1,715.33
0188000011	0001	0000296833	9528	C. STEWART CONTRACTING LTD.	22-Oct-15	5,250.00
0188000012	0001	0000296834	2640	CALLING LAKE MOOSEHORN MARKET	22-Oct-15	390.13
0188000013	0001	0000296835	402	CANADA BREAD WEST(MCGAVINS) #4065	22-Oct-15	185.38
0188000014	0001	0000296836	8973	CATTERSON, DIANNE	22-Oct-15	261.38
0188000015	0001	0000296837	3438	CRYSTAL CLEAR WATER SALES	22-Oct-15	108.00
0188000016	0001	0000296838	6517	CRYSTAL GLASS	22-Oct-15	81.76
0188000017	0001	0000296839	5287	DIRECT ENERGY REGULATED SERVICES	22-Oct-15	773.27
0188000018	0001	0000296840	1322	DON VALLEY ELECTRIC LTD.	22-Oct-15	7,294.22
0188000019	0001	0000296841	3252	EPCOR ENERGY SERVICES ( ALBERTA) INC.	22-Oct-15	256.02
0188000020	0001	0000296842	4892	FARRELL ENGINEERING SALES INC	22-Oct-15	48.97
0188000021	0001	0000296843	3618	FEHR BUILDING MATERIALS LTD	22-Oct-15	125.11
0188000022	0001	0000296844	7235	FLETT, DOUG	22-Oct-15	37.00
0188000023	0001	0000296845	693	FRESON BROS. (HP)	22-Oct-15	53.54
0188000024	0001	0000296846	3323	GREGOIRE RV TRUCK WASH LTD	22-Oct-15	61.43
0188000025	0001	0000296847	9227	HANDWRITING WITHOUT TEARS	22-Oct-15	38,983.62
0188000026	0001	0000296848	1794	HARVIE'S GLASS & MIRROR	22-Oct-15	210.00
0188000027	0001	0000296849	2432	HP & DIST REG WASTE AUTHORITY	22-Oct-15	2,856.16
0188000028	0001	0000296850	9233	IMAGE CREATIONS	22-Oct-15	112.30
0188000029	0001	0000296851	3864	JACKKNIFE TIMBER LTD.	22-Oct-15	2,415.00
0188000030	0001	0000296852	9220	KATHY JESSUP	22-Oct-15	367.50
0188000031	0001	0000296853	8384	KOCH FORD SALES	22-Oct-15	116.33
0188000032	0001	0000296854	6252	LABOUCANE, CARMEN	22-Oct-15	470.00
0188000033	0001	0000296855	10470	LASERNETWORKS INC	22-Oct-15	283.50
0188000034	0001	0000296856	7365	LEARNING A-Z	22-Oct-15	648.59
0188000035	0001	0000296857	10439	LONGBOW SALES INC	22-Oct-15	11,665.50
0188000036	0001	0000296858	1948	MIKISEW TECHNICAL SERVICES	22-Oct-15	1,186.07
0188000037	0001	0000296859	9283	MPH-MICHAUD PLUMBING & HEATING	22-Oct-15	1,052.10
0188000038	0001	0000296860	248	NORTH PEACE GAS CO-OP	22-Oct-15	569.92
0188000039	0001	0000296861	10038	OFFICE FURNITURE WAREHOUSE DIRECT	22-Oct-15	533.86
0188000040	0001	0000296862	3373	PARKLAND INDUSTRIES LTD	22-Oct-15	14,557.37
0188000041	0001	0000296863	10180	PEACE FIRE EXTINGUISHER & SAFETY LTD	22-Oct-15	887.26
0188000042	0001	0000296864	1471	PEACE RIVER FORD SALES INC	22-Oct-15	537.09
0188000043	0001	0000296865	455	PEACE RIVER HOME CENTRE INC.	22-Oct-15	91.12
0188000044	0001	0000296866	8788	PHONECO INC	22-Oct-15	853.60
0188000045	0001	0000296867	7966	RECEIVER GENERAL FOR CANADA	22-Oct-15	542.69
0188000046	0001	0000296868	681	RIVERSIDE CONVENIENCE	22-Oct-15	804.39
0188000047	0001	0000296869	450	ROGER'S LOCK LIMITED	22-Oct-15	9.45
0188000048	0001	0000296870	5951	RONA HOME CENTRE #245	22-Oct-15	556.23
0188000049	0001	0000296871	10186	SCHOOL DATEBOOKS, INC	22-Oct-15	223.13
0188000050	0001	0000296872	6054	SCHOOL SPECIALTY CANADA	22-Oct-15	472.95

## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

## SUMMARY - ISSUED CHEQUE REPORT

PAGE 9

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0188000051	0001	0000296873	8597	SELECT EQUIPMENT RENTALS (ST. ALBERT)	22-Oct-15	3,570.00
0188000052	0001	0000296874	8825	SHANAHAN'S	22-Oct-15	441.00
0188000053	0001	0000296875	1439	SMART APPLE MEDIA	22-Oct-15	733.80
0188000054	0001	0000296876	1824	STEVENSON, SHELLEY	22-Oct-15	334.56
0188000055	0001	0000296877	8496	SUNCOR ENERGY PRODUCTS PARTNERSHIP	22-Oct-15	787.71
0188000056	0001	0000296878	10471	TAKING FLIGHT INTERNATIONAL CORPORATION	22-Oct-15	1,140.00
0188000057	0001	0000296879	3911	TANNE APPLIANCE SERVICE LTD.	22-Oct-15	78.15
0188000058	0001	0000296880	8	TELUS COMMUNICATIONS INCORPORATED	22-Oct-15	256.03
0188000059	0001	0000296881	8050	TEMP-RITE REFRIGERATION	22-Oct-15	1,172.22
0188000060	0001	0000296882	9337	THE LEARNING HOUSE INC.	22-Oct-15	582.67
0188000061	0001	0000296883	7734	THE LUBE SHOP	22-Oct-15	151.14
0188000062	0001	0000296884	6094	THE NORTH WEST COMPANY	22-Oct-15	187.26
0188000063	0001	0000296885	203	TIMBERLAND BUILDING SUPPLIES	22-Oct-15	324.11
0188000064	0001	0000296886	683	UNIVERSITY OF TORONTO PRESS	22-Oct-15	841.21
0188000065	0001	0000296887	1843	WABASCA HOME HARDWARE	22-Oct-15	1,877.82
0188000066	0001	0000296888	9369	WATSON, CHUCK	22-Oct-15	65.28
0188000067	0001	0000296889	570	WAWANESA LIFE	22-Oct-15	531.42
0188000068	0001	0000296890	10247	WOLSELEY	22-Oct-15	84.11
0188000069	0001	0000296891	10390	WOOD BUFFALO BUILDING SUPPLIES INC	22-Oct-15	48.98
0188000070	0001	0000296892	8849	WOOD WYANT	22-Oct-15	73.46
0188000071	0001	0000296893	1800	ZEE MEDICAL, INC.	22-Oct-15	1,226.77
0188ET0001	0001	*****	3677	ACKLANDS GRAINGER	22-Oct-15	132.96
0188ET0002	0001	*****	40	ALBERTA ASSC. OF MUNICIPAL DISTRICTS & C	22-Oct-15	9,851.15
0188ET0003	0001	*****	315	ALBERTA SCHOOL BOARDS ASSOCIATION	22-Oct-15	5,369.73
0188ET0004	0001	*****	7777	ALEXANDER, BRIAN	22-Oct-15	159.45
0188ET0005	0001	*****	9180	ALLEN DESJARLAIS INDEPENDENT INSPECTIONS	22-Oct-15	630.00
0188ET0006	0001	*****	10163	ARCTIC BUILDERS	22-Oct-15	3,382.47
0188ET0007	0001	*****	7718	BE RESCUED TOWING AND HAULING	22-Oct-15	1,262.62
0188ET0008	0001	*****	7343	BOWMAN, LEEANNE	22-Oct-15	108.09
0188ET0009	0001	*****	9370	BRUSTER P.H.C.LTD.	22-Oct-15	1,996.27
0188ET0010	0001	*****	9278	CARDINAL, GLORIA	22-Oct-15	273.36
0188ET0011	0001	*****	6969	CDW CANADA INC.	22-Oct-15	9,524.03
0188ET0012	0001	*****	9329	CERETZKE, KERRI	22-Oct-15	2,520.22
0188ET0013	0001	*****	8567	CUNNINGHAM, KERRY	22-Oct-15	95.13
0188ET0014	0001	*****	10246	DIAMOND INTERNATIONAL TRUCKS	22-Oct-15	271.03
0188ET0015	0001	*****	8678	DT'S MAINTENANCE REPAIR & OVERHAUL	22-Oct-15	4,423.16
0188ET0016	0001	*****	7539	DUNLEAVY, ELIZABETH	22-Oct-15	750.00
0188ET0017	0001	*****	10033	ECCO SUPPLY	22-Oct-15	131.03
0188ET0018	0001	*****	6273	ENMAX CORPORATION (NEW)	22-Oct-15	56,253.79
0188ET0019	0001	*****	3193	FORT MCMURRAY HOME HARDWARE	22-Oct-15	86.45
0188ET0020	0001	*****	1577	FRED'S HEATING	22-Oct-15	281.40
0188ET0021	0001	*****	529	FRESON BROS.	22-Oct-15	139.47
0188ET0022	0001	*****	10423	GAMBLER, DAWN	22-Oct-15	40.00
0188ET0023	0001	*****	8744	GFS PRAIRIES INC	22-Oct-15	8,458.85
0188ET0024	0001	*****	2139	GIFT LAKE DEVELOPMENT CORPORATIION	22-Oct-15	26,986.89
0188ET0025	0001	*****	1272	GIFT LAKE METIS SETTLEMENT	22-Oct-15	904.00
0188ET0026	0001	*****	3951	GLADUE, DEBORAH S.	22-Oct-15	374.56
0188ET0027	0001	*****	EM11687	GLADUE, SYLVIA DONNA	22-Oct-15	95.40
0188ET0028	0001	*****	10405	GRIFFITHS, WARREN	22-Oct-15	235.00
0188ET0029	0001	*****	27	HALFORDS	22-Oct-15	465.93
0188ET0030	0001	*****	8523	HALTER'S AUTOMOTIVE	22-Oct-15	120.75

## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 10

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0188ET0031	0001	*****	EM13072	HAMELIN, SHELLY	22-Oct-15	445.56
0188ET0032	0001	*****	EM10541	HAMMOND-OMUSI, LAURA E	22-Oct-15	520.10
0188ET0033	0001	*****	2583	HEAVY EQUIPMENT REPAIR	22-Oct-15	2,733.63
0188ET0034	0001	*****	EM10068	JOUDREY, BRUCE	22-Oct-15	633.90
0188ET0035	0001	*****	9120	KOOTENAY PUMPING SYSTEMS (1985) LTD	22-Oct-15	454.65
0188ET0036	0001	*****	8122	LAC LA BICHE COUNTY	22-Oct-15	65.88
0188ET0037	0001	*****	5926	LAC LA BICHE TRANSPORT LTD	22-Oct-15	109.46
0188ET0038	0001	*****	4779	MACLENNAN, MANDI	22-Oct-15	40.00
0188ET0039	0001	*****	10008	MANITOULIN	22-Oct-15	189.80
0188ET0040	0001	*****	347	MCMURRAY AVIATION	22-Oct-15	270.00
0188ET0041	0001	*****	3364	MILLENIUM CABINS INC.	22-Oct-15	1,019.79
0188ET0042	0001	*****	EM11106	NAHACHICK, VINA	22-Oct-15	187.62
0188ET0043	0001	*****	4652	NORTHERN DIGITAL SERVICES	22-Oct-15	542.69
0188ET0044	0001	*****	3088	O'CONNOR, DANIELLE	22-Oct-15	12.86
0188ET0045	0001	*****	10417	OKEMASIS SAFETY TRAINING	22-Oct-15	1,400.00
0188ET0046	0001	*****	1263	PEACE COUNTRY CO-OP	22-Oct-15	311.76
0188ET0047	0001	*****	EM11317	PETERS, ELIZABETH	22-Oct-15	47.98
0188ET0048	0001	*****	9462	PHASAR ELECTRIC LTD.	22-Oct-15	21,632.08
0188ET0049	0001	*****	457	POPS HARDWARE & BUILDING CENTRE INC	22-Oct-15	394.26
0188ET0050	0001	*****	249	PRAIRIE RIVER GAS CO-OP	22-Oct-15	3,628.63
0188ET0051	0001	*****	4587	RECOVERY AUTOMOTIVE	22-Oct-15	398.68
0188ET0052	0001	*****	292	REIN, KENT	22-Oct-15	300.61
0188ET0053	0001	*****	7345	RENAUD, LORRIE	22-Oct-15	49.95
0188ET0054	0001	*****	319	RUSSELL FOOD EQUIPMENT	22-Oct-15	36.54
0188ET0055	0001	*****	3417	RYAN, RUTH ANNE	22-Oct-15	601.94
0188ET0056	0001	*****	1199	SANDER, JACQUELINE	22-Oct-15	5,256.93
0188ET0057	0001	*****	EM18322	SCARBOROUGH, RICK	22-Oct-15	1,385.00
0188ET0058	0001	*****	6692	SILVERTIP ENTERPRISE LTD.	22-Oct-15	1,717.74
0188ET0059	0001	*****	7245	SINOTTE, RONNIE	22-Oct-15	135.00
0188ET0060	0001	*****	460	SOPER'S SUPPLY LTD.	22-Oct-15	90.10
0188ET0061	0001	*****	5181	SPARKSMAN TRANSPORTATION LTD.	22-Oct-15	27,443.35
0188ET0062	0001	*****	34	SPORTFACTOR INC.	22-Oct-15	266.54
0188ET0063	0001	*****	162	ST. THERESA SCHOOL	22-Oct-15	873.61
0188ET0064	0001	*****	EM18443	SULLIVAN, THOMAS J.	22-Oct-15	125.88
0188ET0065	0001	*****	8378	SUN MEDIA	22-Oct-15	660.82
0188ET0066	0001	*****	5081	SYSKO FOOD SERVICES OF EDMONTON	22-Oct-15	10,777.93
0188ET0067	0001	*****	149	VALLEY PRINTERS & SIGNS LTD	22-Oct-15	61.95
0188ET0068	0001	*****	EM11144	WATSON, JOHN	22-Oct-15	112.20
0188ET0069	0001	*****	751	WESCLEAN - (EDM)	22-Oct-15	4,176.10
0188ET0070	0001	*****	EM10066	WOODFINE, BERNARD	22-Oct-15	232.58
0189000001	0001	0000296894	75	HOLTBY HOLDINGS LTD	28-Oct-15	4,287.50
0189ET0001	0001	*****	8062	668040 ALBERTA LTD.	28-Oct-15	2,173.50
0189ET0002	0001	*****	10415	914246 ALTA. LTD.	28-Oct-15	3,971.10
0189ET0003	0001	*****	7693	ANDERSON BUSING	28-Oct-15	8,871.94
0189ET0004	0001	*****	10467	ANDERSON, AL RHEAL	28-Oct-15	7,400.90
0189ET0005	0001	*****	776	CHRISTENSEN BUSING	28-Oct-15	7,579.62
0189ET0006	0001	*****	2994	DESJARLAIS BUSES	28-Oct-15	17,266.08
0189ET0007	0001	*****	4884	NOSKEY BUS LINES	28-Oct-15	8,391.13
0189ET0008	0001	*****	2461	ORR, CHARLES	28-Oct-15	1,884.99
0190000001	0001	0000296895	43	ALBERTA DISTANCE LEARNING CNTR	29-Oct-15	823.00
0190000002	0001	0000296896	10402	ALBERTA HEALTH SERVICES	29-Oct-15	120.00

## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 11

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0190000003	0001	0000296897	351	ALBERTA MAINTENANCE ENFORCEMENT PROGRAM	29-Oct-15	1,432.00
0190000004	0001	0000296898	353	ALBERTA TEACHERS ASSOCIATION	29-Oct-15	26,031.15
0190000005	0001	0000296899	447	ALL WEST GLASS - PR	29-Oct-15	205.97
0190000006	0001	0000296900	8679	ALL-PRO TRUCK & TRAILER REPAIR	29-Oct-15	2,482.83
0190000007	0001	0000296901	8507	ALTAGAS UTILITIES INC	29-Oct-15	5,216.52
0190000008	0001	0000296902	8417	AUGER, KEVIN S.	29-Oct-15	415.88
0190000009	0001	0000296903	2911	BARTLE & GIBSON - FT M	29-Oct-15	1,799.82
0190000010	0001	0000296904	454	BARTLE & GIBSON - PR	29-Oct-15	53.69
0190000011	0001	0000296905	8876	BELL CANADA	29-Oct-15	148.52
0190000012	0001	0000296906	8059	BERGER, CARLA	29-Oct-15	64.66
0190000013	0001	0000296907	10475	CALAHASIN, NIKISHA	29-Oct-15	50.00
0190000014	0001	0000296908	7647	CALLIOU, LISA	29-Oct-15	74.00
0190000015	0001	0000296909	402	CANADA BREAD WEST(MCGAVINS) #4065	29-Oct-15	209.43
0190000016	0001	0000296910	6517	CRYSTAL GLASS	29-Oct-15	84.00
0190000017	0001	0000296911	5287	DIRECT ENERGY REGULATED SERVICES	29-Oct-15	475.81
0190000018	0001	0000296912	9526	DUCHARME, WALTER	29-Oct-15	25.00
0190000019	0001	0000296913	1977	EMPIRE LUMBER (MANNING) LTD	29-Oct-15	813.50
0190000020	0001	0000296914	3618	FEHR BUILDING MATERIALS LTD	29-Oct-15	222.57
0190000021	0001	0000296915	10158	FLEETCOR CANADA MASTERCARD	29-Oct-15	177.01
0190000022	0001	0000296916	1610	FORT VERMILION SCHOOL DIVISION NO.52	29-Oct-15	33,126.80
0190000023	0001	0000296917	699	GREYHOUND COURIER EXPRESS	29-Oct-15	47.79
0190000024	0001	0000296918	217	HIGH PRAIRIE ACE HARDWARE	29-Oct-15	71.94
0190000025	0001	0000296919	357	INDUSTRIAL-ALLIANCE	29-Oct-15	782.13
0190000026	0001	0000296920	10473	KEREKANICH, SHAWNA	29-Oct-15	50.00
0190000027	0001	0000296921	5859	KIVA GROUP CORP.	29-Oct-15	10,200.96
0190000028	0001	0000296922	355	LOCAL AUTHORITIES PENSION PLAN	29-Oct-15	143,683.80
0190000029	0001	0000296923	111	MCGRAW-HILL RYERSON LIMITED	29-Oct-15	852.87
0190000030	0001	0000296924	1948	MIKISEW TECHNICAL SERVICES	29-Oct-15	746.32
0190000031	0001	0000296925	10474	MUNROE, MASEY	29-Oct-15	50.00
0190000032	0001	0000296926	1844	NELSON LUMBER (SLAVE LAKE)	29-Oct-15	283.49
0190000033	0001	0000296927	2895	NORTHERN LAKES COLLEGE	29-Oct-15	408.75
0190000034	0001	0000296928	374	PADDLE PRAIRIE GAS CO-OP	29-Oct-15	968.45
0190000035	0001	0000296929	455	PEACE RIVER HOME CENTRE INC.	29-Oct-15	170.98
0190000036	0001	0000296930	8788	PHONECO INC	29-Oct-15	15.75
0190000037	0001	0000296931	950	PRAIRIE AUTO & INDUSTRIAL SUPPLY LTD.	29-Oct-15	173.77
0190000038	0001	0000296932	349	RECEIVER GENERAL FOR CANADA	29-Oct-15	509,726.59
0190000039	0001	0000296933	1714	RECEIVER GENERAL FOR CANADA	29-Oct-15	574.11
0190000040	0001	0000296934	6066	REIMER FOUNDATIONS LTD.	29-Oct-15	1,168.13
0190000041	0001	0000296935	10472	ROCK AND WATER FX	29-Oct-15	630.00
0190000042	0001	0000296936	450	ROGER'S LOCK LIMITED	29-Oct-15	753.90
0190000043	0001	0000296937	8075	RONA LAC LA BICHE	29-Oct-15	16.25
0190000044	0001	0000296938	5951	RONA HOME CENTRE #245	29-Oct-15	159.93
0190000045	0001	0000296939	EM10469	RUGE, CHRISTOPH	29-Oct-15	300.00
0190000046	0001	0000296940	6054	SCHOOL SPECIALTY CANADA	29-Oct-15	7,751.03
0190000047	0001	0000296941	8597	SELECT EQUIPMENT RENTALS (ST. ALBERT)	29-Oct-15	322.88
0190000048	0001	0000296942	9079	SLAVE LAKE INN AND CONFERENCE CENTRE	29-Oct-15	512.56
0190000049	0001	0000296943	EM10427	TAIT, STEVEN	29-Oct-15	212.15
0190000050	0001	0000296944	8	TELUS COMMUNICATIONS INCORPORATED	29-Oct-15	13,083.38
0190000051	0001	0000296945	102	TELUS MOBILITY INCORPORATED	29-Oct-15	1,929.68
0190000052	0001	0000296946	7734	THE LUBE SHOP	29-Oct-15	54.57
0190000053	0001	0000296947	6094	THE NORTH WEST COMPANY	29-Oct-15	1,173.69

## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 12

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0190000054	0001	0000296948	203	TIMBERLAND BUILDING SUPPLIES	29-Oct-15	94.49
0190000055	0001	0000296949	634	UFA CO-OPERATIVE LIMITED	29-Oct-15	8,838.02
0190000056	0001	0000296950	10104	UNIVERSITY OF ALBERTA	29-Oct-15	175.00
0190000057	0001	0000296951	1843	WABASCA HOME HARDWARE	29-Oct-15	1,882.58
0190000058	0001	0000296952	812	WASTE MANAGEMENT	29-Oct-15	871.61
0190000059	0001	0000296953	10390	WOOD BUFFALO BUILDING SUPPLIES INC	29-Oct-15	212.42
0190000060	0001	0000296954	3236	YELLOWKNEE, DONNA	29-Oct-15	37.00
0190ET0001	0001	*****	40	ALBERTA ASSC. OF MUNICIPAL DISTRICTS & C	29-Oct-15	14,977.69
0190ET0002	0001	*****	315	ALBERTA SCHOOL BOARDS ASSOCIATION	29-Oct-15	157.50
0190ET0003	0001	*****	350	ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN	29-Oct-15	173,502.61
0190ET0004	0001	*****	7957	ANDERSON, IRIS	29-Oct-15	700.00
0190ET0005	0001	*****	1996	ANZAC COMMUNITY SCHOOL	29-Oct-15	1,197.05
0190ET0006	0001	*****	10189	BLUE ROSE CONTRACTING	29-Oct-15	210.00
0190ET0007	0001	*****	9370	BRUSTER P.H.C.LTD.	29-Oct-15	9,195.49
0190ET0008	0001	*****	10458	BUDESHEIM, FRANK	29-Oct-15	700.00
0190ET0009	0001	*****	4597	CARDINAL, RAYMOND	29-Oct-15	400.00
0190ET0010	0001	*****	10420	CARSON, CHRISTOPHER	29-Oct-15	382.50
0190ET0011	0001	*****	9329	CERETZKE, KERRI	29-Oct-15	1,594.78
0190ET0012	0001	*****	224	CHARLIE'S SECURITY	29-Oct-15	1,015.35
0190ET0013	0001	*****	4189	COLVILLE, CRYSTAL	29-Oct-15	2,256.60
0190ET0014	0001	*****	EM13802	COURTOREILLE, APRIL	29-Oct-15	538.00
0190ET0015	0001	*****	4831	COURTOREILLE, JACQUELINE S.V.	29-Oct-15	473.68
0190ET0016	0001	*****	1262	COURTOREILLE, WILLIAM COLIN	29-Oct-15	37.00
0190ET0017	0001	*****	10376	COUTURIER, LYNNE	29-Oct-15	970.92
0190ET0018	0001	*****	8567	CUNNINGHAM, KERRY	29-Oct-15	100.00
0190ET0019	0001	*****	925	CUNNINGHAM, LINDA	29-Oct-15	800.00
0190ET0020	0001	*****	3226	DOBKO BRIAN	29-Oct-15	17.18
0190ET0021	0001	*****	8252	DRYDEN, DEBORAH	29-Oct-15	750.00
0190ET0022	0001	*****	EM10894	FOSTER, LINDA	29-Oct-15	463.30
0190ET0023	0001	*****	6425	FRESON BROS MANNING	29-Oct-15	44.23
0190ET0024	0001	*****	529	FRESON BROS.	29-Oct-15	37.56
0190ET0025	0001	*****	EM10910	GAUDET, JILL	29-Oct-15	1,019.96
0190ET0026	0001	*****	8744	GFS PRAIRIES INC	29-Oct-15	1,592.11
0190ET0027	0001	*****	2139	GIFT LAKE DEVELOPMENT CORPORATIION	29-Oct-15	93,105.60
0190ET0028	0001	*****	279	GIFT LAKE SCHOOL FUND	29-Oct-15	103.25
0190ET0029	0001	*****	27	HALFORDS	29-Oct-15	1,658.39
0190ET0030	0001	*****	EM13072	HAMELIN, SHELLY	29-Oct-15	567.00
0190ET0031	0001	*****	EM12806	JOHNSON, PATTY	29-Oct-15	62.42
0190ET0032	0001	*****	3807	LAMOUCHE, JESSE	29-Oct-15	473.68
0190ET0033	0001	*****	8590	LANDRY, KAYLA	29-Oct-15	276.75
0190ET0034	0001	*****	4531	LEMAY, KAREN	29-Oct-15	569.99
0190ET0035	0001	*****	410	LITTLE BUFFALO SCHOOL	29-Oct-15	1,637.50
0190ET0036	0001	*****	356	LONDON LIFE	29-Oct-15	4,440.39
0190ET0037	0001	*****	EM13362	MARTEN, MISSIE	29-Oct-15	150.00
0190ET0038	0001	*****	2028	MCGIMPSEY, MARK	29-Oct-15	478.00
0190ET0039	0001	*****	5941	MCLENNAN ROSS LLP	29-Oct-15	1,340.06
0190ET0040	0001	*****	347	MCMURRAY AVIATION	29-Oct-15	1,776.21
0190ET0041	0001	*****	5202	MICHEL'S SUPER A FOODS	29-Oct-15	106.85
0190ET0042	0001	*****	3364	MILLENIUUM CABINS INC.	29-Oct-15	2,106.80
0190ET0043	0001	*****	EM10735	MOLCAK, CONNIE	29-Oct-15	558.78
0190ET0044	0001	*****	2932	MOLCAK, ROBERT	29-Oct-15	420.80

## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 13

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0190ET0045	0001	*****	358	NORTHLAND PRINCIPAL'S ASSOCIATION	29-Oct-15	130.00
0190ET0046	0001	*****	2378	PEARSON CANADA INC T46254	29-Oct-15	2,152.72
0190ET0047	0001	*****	5651	PELICAN AUTO & SAFETY SUPPLY	29-Oct-15	163.23
0190ET0048	0001	*****	1562	PELICAN MOUNTAIN SCHOOL	29-Oct-15	243.08
0190ET0049	0001	*****	9462	PHASAR ELECTRIC LTD.	29-Oct-15	10,247.27
0190ET0050	0001	*****	457	POPS HARDWARE & BUILDING CENTRE INC	29-Oct-15	3,362.01
0190ET0051	0001	*****	715	RENTCO EQUIPMENT LTD.	29-Oct-15	1,397.55
0190ET0052	0001	*****	319	RUSSELL FOOD EQUIPMENT	29-Oct-15	1,205.33
0190ET0053	0001	*****	6739	SAWRIDGE INN - PEACE RIVER	29-Oct-15	432.73
0190ET0054	0001	*****	6525	SCHOOLHOUSE PUBLICATIONS INC.	29-Oct-15	359.14
0190ET0055	0001	*****	7808	SCRATCH, CYNTHIA	29-Oct-15	471.95
0190ET0056	0001	*****	31	SPECTRUM EDUCATIONAL SUPPLIES LTD.	29-Oct-15	493.24
0190ET0057	0001	*****	34	SPORTFACTOR INC.	29-Oct-15	2,028.98
0190ET0058	0001	*****	10000	SUPERIOR PROPANE	29-Oct-15	10,870.80
0190ET0059	0001	*****	5081	SYSCO FOOD SERVICES OF EDMONTON	29-Oct-15	7,436.10
0190ET0060	0001	*****	354	TEACHER'S RETIREMENT FUND	29-Oct-15	223,183.95
0190ET0061	0001	*****	3545	THE BUS CENTRE	29-Oct-15	581.12
0190ET0062	0001	*****	7113	VADNAIS, JON	29-Oct-15	592.51
0190ET0063	0001	*****	149	VALLEY PRINTERS & SIGNS LTD	29-Oct-15	541.76
0190ET0064	0001	*****	4067	VENTURE BUILDING SUPPLIES INC.	29-Oct-15	27.80
0190ET0065	0001	*****	751	WESCLEAN - (EDM)	29-Oct-15	2,333.82
0190ET0066	0001	*****	EM10066	WOODFINE, BERNARD	29-Oct-15	492.08
0191000001	0001	0000296955	10476	5 STAR MANUFACTURED HOME MOVERS	06-Nov-15	8,662.50
0191000002	0001	0000296957	43	ALBERTA DISTANCE LEARNING CNTR	06-Nov-15	3,894.61
0191000003	0001	0000296958	351	ALBERTA MAINTENANCE ENFORCEMENT PROGRAM	06-Nov-15	228.72
0191000004	0001	0000296959	8679	ALL-PRO TRUCK & TRAILER REPAIR	06-Nov-15	4,668.95
0191000005	0001	0000296960	8507	ALTAGAS UTILITIES INC	06-Nov-15	1,283.34
0191000006	0001	0000296961	10480	ANDERSON, CHARLENE	06-Nov-15	92.88
0191000007	0001	0000296962	8739	AUGER, ROBERT	06-Nov-15	147.35
0191000008	0001	0000296963	981	BIG LAKES COUNTY	06-Nov-15	1,417.70
0191000009	0001	0000296964	8952	BLACKBOARD INC.	06-Nov-15	4,647.29
0191000010	0001	0000296965	346	CANADA WIDE	06-Nov-15	3,170.75
0191000011	0001	0000296966	8429	CARDINAL, LOUIE AUGUST	06-Nov-15	679.98
0191000012	0001	0000296967	6976	COURTOREILLE, KIM	06-Nov-15	220.00
0191000013	0001	0000296968	38	CUSTOM DESIGN INTERIOR	06-Nov-15	2,743.24
0191000014	0001	0000296969	5287	DIRECT ENERGY REGULATED SERVICES	06-Nov-15	1,238.28
0191000015	0001	0000296970	6022	ELK POINT CO-OP	06-Nov-15	137.83
0191000016	0001	0000296971	10345	FRANK, KARYN	06-Nov-15	185.00
0191000017	0001	0000296972	8829	GAMBLER, WALLIE J.	06-Nov-15	25.30
0191000018	0001	0000296973	1988	GASPARD AND SONS LTD	06-Nov-15	1,524.02
0191000019	0001	0000296974	10105	GLOBALXPPTS	06-Nov-15	519.75
0191000020	0001	0000296975	3100	GUILD, ROBIN	06-Nov-15	220.00
0191000021	0001	0000296976	3846	GULLION, ELMER	06-Nov-15	705.48
0191000022	0001	0000296977	7184	JOLLYWORKS LTD	06-Nov-15	233.10
0191000023	0001	0000296978	3879	KNELSEN SAND & GRAVEL LTD	06-Nov-15	12,915.00
0191000024	0001	0000296979	1426	KNOWBUDDY MARKETING	06-Nov-15	1,039.68
0191000025	0001	0000296980	10285	MARTIN, ROB	06-Nov-15	2,827.04
0191000026	0001	0000296981	3503	MATRIX VIDEO COMMUNICATIONS CORP	06-Nov-15	12,682.95
0191000027	0001	0000296982	373	NORTH EAST GAS CO-OP	06-Nov-15	75.50
0191000028	0001	0000296983	8201	PEARSON CANADA ASSESSMENT INC.	06-Nov-15	5,092.84
0191000029	0001	0000296984	4370	PEREDERY, CHERYL	06-Nov-15	19.95



## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 14

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0191000030	0001	0000296985	8788	PHONECO INC	06-Nov-15	551.21
0191000031	0001	0000296986	10263	PLEASANT HOMES LTD.	06-Nov-15	370,336.12
0191000032	0001	0000296987	8529	PRINTER WORLD INTERNATIONAL INC	06-Nov-15	1,556.10
0191000033	0001	0000296988	7966	RECEIVER GENERAL FOR CANADA	06-Nov-15	415.71
0191000034	0001	0000296989	2277	REVENUE CANADA	06-Nov-15	12,753.04
0191000035	0001	0000296990	8597	SELECT EQUIPMENT RENTALS (ST. ALBERT)	06-Nov-15	144.38
0191000036	0001	0000296991	1017	SHAW, KENNETH RUSSELL	06-Nov-15	601.44
0191000037	0001	0000296992	9079	SLAVE LAKE INN AND CONFERENCE CENTRE	06-Nov-15	475.01
0191000038	0001	0000296993	6427	SOLUTION TREE EDUCATION INC.	06-Nov-15	275.00
0191000039	0001	0000296994	605	SOUTH PEACE NEWS	06-Nov-15	283.50
0191000040	0001	0000296995	10483	ST. FRANCIS OF ASSISI ACADEMY	06-Nov-15	1,800.00
0191000041	0001	0000296996	8951	STANDARD LIFE	06-Nov-15	1,626.14
0191000043	0001	0000296998	10434	STAR NEWS INC	06-Nov-15	198.45
0191000044	0001	0000296999	6094	THE NORTH WEST COMPANY	06-Nov-15	894.36
0191000045	0001	0000297000	10477	TRIBES DISTRIBUTION INC.	06-Nov-15	1,780.10
0191000046	0001	0000297001	3344	TULLOCH, BRENDA	06-Nov-15	237.60
0191000047	0001	0000297002	1843	WABASCA HOME HARDWARE	06-Nov-15	204.10
0191000048	0001	0000297003	10295	WALMART STORE #3640	06-Nov-15	235.77
0191000049	0001	0000297005	79	XEROX CANADA LTD.	06-Nov-15	40,161.93
0191000050	0001	0000297006	5480	XPLORNET COMMUNICATIONS INC	06-Nov-15	314.98
0191000051	0001	0000297007	9355	YELLOWKNEE, NORA	06-Nov-15	220.00
0191ET0001	0001	*****	10143	1832648 ALBERTA LTD	06-Nov-15	840.62
0191ET0002	0001	*****	3677	ACKLANDS GRAINGER	06-Nov-15	119.49
0191ET0003	0001	*****	40	ALBERTA ASSC. OF MUNICIPAL DISTRICTS & C	06-Nov-15	3,093.61
0191ET0004	0001	*****	350	ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN	06-Nov-15	10,268.87
0191ET0005	0001	*****	9541	ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN	06-Nov-15	13,010.00
0191ET0006	0001	*****	10466	ANDERSON, DELAUREN	06-Nov-15	700.00
0191ET0007	0001	*****	10465	ANDERSON, HENRIETTA A	06-Nov-15	700.00
0191ET0008	0001	*****	3803	ANDERSON, JENNIFER	06-Nov-15	700.00
0191ET0009	0001	*****	10163	ARCTIC BUILDERS	06-Nov-15	43,365.00
0191ET0010	0001	*****	10479	AUGER, BEVERLY	06-Nov-15	2,100.00
0191ET0011	0001	*****	2889	BARTLE & GIBSON -EDM	06-Nov-15	710.40
0191ET0012	0001	*****	6159	CARDINAL, DENNIS R.	06-Nov-15	37.00
0191ET0013	0001	*****	EM13154	CARDINAL, GWEN	06-Nov-15	37.00
0191ET0014	0001	*****	10420	CARSON, CHRISTOPHER	06-Nov-15	158.10
0191ET0015	0001	*****	9506	CCI WIRELESS	06-Nov-15	69.29
0191ET0016	0001	*****	6969	CDW CANADA INC.	06-Nov-15	24,201.87
0191ET0017	0001	*****	9329	CERETZKE, KERRI	06-Nov-15	50.17
0191ET0018	0001	*****	3	CHERNIPESKI, RANDY	06-Nov-15	1,808.28
0191ET0019	0001	*****	10463	CHYCHUL, NICOLE	06-Nov-15	700.00
0191ET0020	0001	*****	10102	CONROD, RACHEL	06-Nov-15	16.47
0191ET0021	0001	*****	925	CUNNINGHAM, LINDA	06-Nov-15	1,100.00
0191ET0022	0001	*****	6899	DEBOER, MARIA	06-Nov-15	755.17
0191ET0023	0001	*****	10246	DIAMOND INTERNATIONAL TRUCKS	06-Nov-15	5,692.43
0191ET0024	0001	*****	9110	DIAMOND INTERNATIONAL TRUCKS LTD	06-Nov-15	1,088.92
0191ET0025	0001	*****	2710	DR. MARY JACKSON SCHOOL FUND RAISERS	06-Nov-15	89.25
0191ET0026	0001	*****	8678	DT'S MAINTENANCE REPAIR & OVERHAUL	06-Nov-15	3,162.16
0191ET0027	0001	*****	10033	ECCO SUPPLY	06-Nov-15	84.74
0191ET0028	0001	*****	18	EDMONTON PUBLIC SCHOOLS	06-Nov-15	13,135.12
0191ET0029	0001	*****	7238	EVERGREEN STATIONERS	06-Nov-15	502.95
0191ET0030	0001	*****	7384	EVOLUTION PRESENTATION TECHNOLOGIES	06-Nov-15	7,980.00



## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 15

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
0191ET0031	0001	*****	10144	FOURNIER, DONNA	06-Nov-15	1,400.00
0191ET0032	0001	*****	529	FRESON BROS.	06-Nov-15	26.97
0191ET0033	0001	*****	EM10910	GAUDET, JILL	06-Nov-15	120.00
0191ET0034	0001	*****	8744	GFS PRAIRIES INC	06-Nov-15	12,010.61
0191ET0035	0001	*****	EM11687	GLADUE, SYLVIA DONNA	06-Nov-15	185.36
0191ET0036	0001	*****	9214	GOULET, CORINNE	06-Nov-15	1,400.00
0191ET0037	0001	*****	EM13003	GRAINGER, LORNA	06-Nov-15	70.00
0191ET0038	0001	*****	8864	HELIX IT ALBERTA INC.	06-Nov-15	11,040.37
0191ET0039	0001	*****	7836	HENDRIX RESTAURANT EQUIPMENT	06-Nov-15	3,553.20
0191ET0040	0001	*****	9378	HERMAN, MICHELLE	06-Nov-15	1,400.00
0191ET0041	0001	*****	EM18519	HYSENI, ALMA	06-Nov-15	600.00
0191ET0042	0001	*****	6929	KAZIUK, BARB	06-Nov-15	827.34
0191ET0043	0001	*****	10454	L'HIRONDELLE, MATTHEW	06-Nov-15	700.00
0191ET0044	0001	*****	9377	LABOUCANE, CYNTHIA	06-Nov-15	700.00
0191ET0045	0001	*****	1015	LADEROUTE, GLENN JOSEPH	06-Nov-15	300.00
0191ET0046	0001	*****	EM11159	LADEROUTE, JOYCE	06-Nov-15	63.46
0191ET0047	0001	*****	EM18460	LADEROUTE, SHELLY	06-Nov-15	203.72
0191ET0048	0001	*****	10462	LAMOUCHE, SANFORD	06-Nov-15	1,400.00
0191ET0049	0001	*****	10172	LEDINGHAM, KATHLEEN	06-Nov-15	1,400.00
0191ET0050	0001	*****	EM18301	MACLELLAN, VANESSA LYNN	06-Nov-15	25.62
0191ET0051	0001	*****	10008	MANITOULIN	06-Nov-15	175.16
0191ET0052	0001	*****	EM12941	MCLEOD, TERRI-LYNN	06-Nov-15	105.75
0191ET0053	0001	*****	347	MCMURRAY AVIATION	06-Nov-15	390.00
0191ET0054	0001	*****	EM18461	MCREE, DONALD	06-Nov-15	1,025.00
0191ET0055	0001	*****	10429	MILLS, LESLEE	06-Nov-15	101.05
0191ET0056	0001	*****	10417	OKEMASIS SAFETY TRAINING	06-Nov-15	1,490.18
0191ET0057	0001	*****	2378	PEARSON CANADA INC T46254	06-Nov-15	1,620.89
0191ET0058	0001	*****	10076	PRAIRIE DISPOSAL LTD.	06-Nov-15	347.06
0191ET0059	0001	*****	276	PRESSE COMMERCE	06-Nov-15	230.22
0191ET0060	0001	*****	1033	PUBLIC SCHOOL BOARD'S ASSC. OF ALBERTA	06-Nov-15	15,334.00
0191ET0061	0001	*****	982	REGIONAL MUNICIPALITY OF WOOD BUFFALO	06-Nov-15	3,885.92
0191ET0062	0001	*****	319	RUSSELL FOOD EQUIPMENT	06-Nov-15	22.31
0191ET0063	0001	*****	6739	SAWRIDGE INN - PEACE RIVER	06-Nov-15	151.51
0191ET0064	0001	*****	8994	SEA-CAN CONTAINERS (1989)LTD.	06-Nov-15	157.50
0191ET0065	0001	*****	1560	SEXAUER LIMITED	06-Nov-15	734.90
0191ET0066	0001	*****	EM18498	SINCLAIR, JANE	06-Nov-15	343.43
0191ET0067	0001	*****	EM12127	SMITH, TAMMY	06-Nov-15	138.96
0191ET0068	0001	*****	460	SOPER'S SUPPLY LTD.	06-Nov-15	189.07
0191ET0069	0001	*****	34	SPORTFACTOR INC.	06-Nov-15	365.24
0191ET0070	0001	*****	8378	SUN MEDIA	06-Nov-15	330.41
0191ET0071	0001	*****	EM10185	SUTHERLAND, STEPHANIE	06-Nov-15	810.94
0191ET0072	0001	*****	5081	SYSCO FOOD SERVICES OF EDMONTON	06-Nov-15	20,939.56
0191ET0073	0001	*****	3229	TAIT, ROSEMARY	06-Nov-15	2,800.00
0191ET0074	0001	*****	9295	TURPIN, CHRIS	06-Nov-15	317.37
0191ET0075	0001	*****	EM12430	VOGEL, KATHY	06-Nov-15	80.78
0191ET0076	0001	*****	10071	WEIR, DARREN	06-Nov-15	784.00
0191ET0077	0001	*****	751	WESCLEAN - (EDM)	06-Nov-15	5,756.64
0191ET0078	0001	*****	EM18236	WHITEHEAD, SHIRLEY	06-Nov-15	409.26
0191ET0079	0001	*****	10179	WILLIER, AMANDA	06-Nov-15	700.00
0191ET0080	0001	*****	EM10066	WOODFINE, BERNARD	06-Nov-15	190.05

TOTALS FOR BANK - 0001

4,731,515.16

## N O R T H L A N D   S C H O O L   D I V I S I O N

DATE 12-Nov-2015 10:29 AM

SUMMARY - ISSUED CHEQUE REPORT

PAGE 16

START DATE: 29-Sep-2015 TO END DATE: 12-Nov-2015

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
-----						
TOTAL NUMBER OF CHEQUES						762
TOTAL NUMBER OF CHEQUES WITH MICR						322
GRAND TOTAL						4,731,515.16
CANCELLED TOTAL						0.00
NET GRAND TOTAL						4,731,515.16
GRAND TOTAL NUMBER OF CHEQUES						762
GRAND TOTAL NUMBER OF CHEQUES WITH MICR						322

WARNING: NUMBER OF CHEQUES DOES NOT MATCH NUMBER OF CHEQUES WITH MICR