

# November 20/21, 2015

## Board Meeting

### Attachments

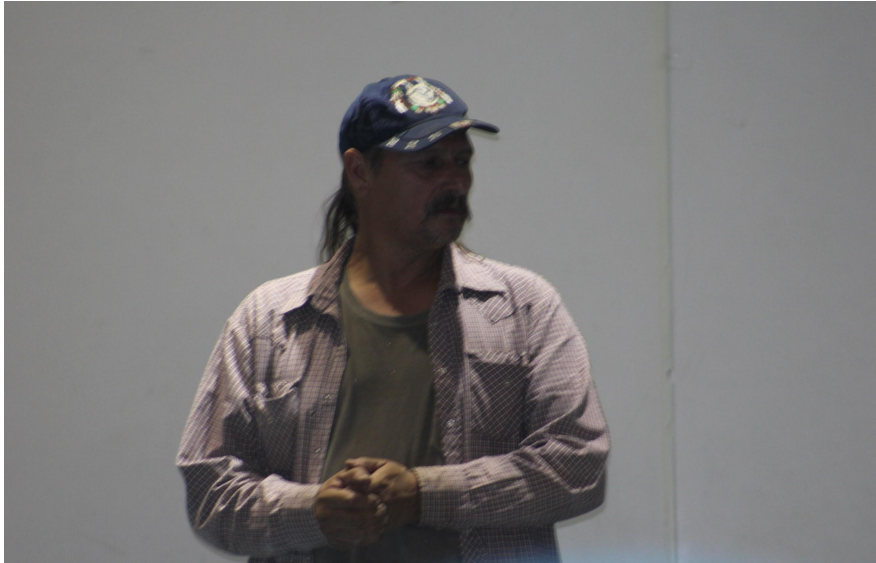
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# Cultural Week



Little Buffalo  
School

Herman Sutherland and Joyce Hunt demonstrated how to tan the hide properly. The process to do the hide took about a week and half.



## Step 1 : Skinning And Caring For A Hide.

skinning is very important if you want a good tanned hide. Be very careful not to cut any holes or gouges and leave as much flesh on the hide as possible.

## Step 2 : Soaking

When ready to start working on the hide, cut one inch away from edge of hide. Starting at the tail working around, place them every three and a half to four inches apart. Soak the hide in shallow creek or slough if one is near you, placing it in flesh side down. If the center tends to rise, place a long pole or board over it but do not completely immerse the hide. If soaking in a tub, center the hide, hair side down, then fill tub with water and fold remaining hide in. It is best not to wet the hair side more than necessary.



Soaking of the Hide.

## Step 3 : Stretching

Construct a frame a little bigger than the hide out of poles; securing it with wire. You may leave the bottom pole off until the top of the hide has been laced as this will save you re-adjusting it. Secure another pole between two trees and lean your frame against this. Using a  $\frac{1}{4}$  inch rope, preferably one not made nylon as nylon stretches, start lacing at the tail. After lacing the hide onto the frame, re-tighten all the way around. If the hide has dried out too much while lacing, pour a little warm water on it and then cover it with an old blanket or canvas.

Secure another pole across the frame, a little below center, to rest heels on while kneeling on the hide. A moose hide can easily hold two adults; if working with deer or elk hide, do not put as much weight on it.







## Step 4 : Fleshing

using a knife begin fleshing the hide by cutting away flesh and other tissues along top edge. After it is started, use a bone flesher (Mequiquon Cree) , hitting directly at the hide and pulling down. Do not wet the area that has been fleshed; in case of rain, cover this part with a blanket or a canvas. getting the ide wet at this point will affect the softness of the hide when it is finished. when all flesh and tissues have been removed, leave in the sun to dry 1 ½ to 3 hours, depending on the weather.



## Step 5 : De-haring :

Turn frame around and starting from neck, work downwards, using hide scraper (Mataigen Cree). First clear a section by scraping sideways and then use a long downward strokes. Not only the hair the hair has to be removed but also the first layer of skin (Epidermis). After completely de-haring the hide, check again for any areas that may have been missed. Keep your scraper sharp at all time by filling and then using a scone. Cut hide off of rope, leaving the tail uncut as this willll shrink in the tanning process. Fold -do not roll hid- and store until ready next step. At this stage you have what is called rawhide (Apin-Cree) and it may be used as indefinite period of time.



## Step 6 :Greasing And Braining

Melt bear fat (Preferable) or bacon grease, but do not use while too hot. Using wing feathers of duck or goose, or a paint brush, splash grease on hair side until hide is completely covered. Leave in the hot sun until grease soaks through (1 to 2 days). In the evening, cook brains over fatty broth from boiled meat. If no broth is available, use water and add little grease. Rub brains into same side as grease, using hands, rolled up grease or a soft stone to work it into hide. Fold hide, brain side in, into halves, folding into as small a package as possible. It is recommended to do this step in the evening as the hide is easier to fold after the evening dew sets in. Place rocks on top of the hide to help the brains soak through. Place in the sun the next day until the brains are dry.



## Step 7 : First Smoking

You can use one of two methods in the first smoking, dhair side down, depending on how much time you have.

1. Build a rack out of poles and make a long fire underneath with rotten, wet wood so you have not too much heat and lots of smoke. Place hit on top, and leave it on rack for about two days, keeping fire going.
2. Build a small fire and let it burn down. Cover coals with spruce boughs and lay hide over top, hair side down. Check with hand and if hide starts to get hot, move it around. Do this until brains and grease soak through to the other side.





## Step 8 : Soaking

Soak hide in tub of warm soapy water overnight. Place a rock on top of folded hide so that is completely immersed. Move the hide around once or twice and warm up the water next morning before working the hide.

## Step 9 : Rubbing

the next day, rub flesh side of hide over a metal hoop from a wooden barrel. bend the top in half and attach the top and bottom to a tree at a level that is comfortable to sit on a stool or a block. Grasp the hide firmly in both hands and pull the hide back and forth until all parts have been rubbed and the water has penetrated the entire hide and is soft.



## step 10 : Scraping and Drying

Hang hide horizontally over pole attached to two trees, flesh side up. Using a knife or scraper, remove any tissues that may have been left and as much water as possible. Turn the hide the other way and repeat this process. Then fold hide towards center from each side and fold in half. Twist the hide around a pole, folding ends of the hide under the part that goes around the pole to form a loop. Stick another short pole through this and twist the hide, squeezing as much water as possible. If this procedure produces any holes, sew them up with a heavy thread and pull the hide from each side to stretch into shape. Then shake the hide with hair side down over a fire; stretch it again, changing sides to other edge is near the fire, and shake again. Twist the hide around the pole two or three times depending on the side of the hide. Continue to shake the hide over the fire and stretch it, until dry.





A good way to check if it is dry enough is to blow on the hide, holding it close the mouth. If the air goes through, it is dry. Hang the hid over the pole again with flesh side out and scrape away any loose bits. If there are plenty and they do not come off easily, sprinkle with a heavy thread and pull the hide from each side to stretch in shap. Then shake the hide with hair side down over a fire ; stetch it again, changing side so the other edge is near the fire, and shake again. Twist the hide around the tree two or three times, depending on the side of the hide. Continue to shake the hide over the fire and stretch it, until dry. Flour over the hide and roll up over night. Scrape until hide is smooth. This step can almost be omitted if the fleshing has been done properly. If the hide is a thick one and it isn't as soft as desired, repeat steps from greasing and braining to the end. Your hide is now tanned; the next step is to smoke it if you want color and water resistance.





## Step 11 : Final Smoking

before smoking, Cut away all all stiff edges. The old style is to cut it about one half inch and save the scrapers for using place of ropes (Peshagappi-Cree) sew the top and sides, flesh side in, which is the right side, to form a bag, and then sew a canvas around the bottom. Build a fire in a tub or small pit and add rotten wood so it will smoke and not burn. Have a pail of water handy in case the fire flames up and keep on adding more rotten wood. Hang the hide from poles and place the canvas around the tub or pit. Tend to hide constantly so it does not burn, until it reaches the desired color. turn the inde inside out and smoke again. Do this step on a calm day as the wind causes the coloring to be uneven. Cut away the canvas and stitching and hang the hide to air out.



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# Bowl Games ,With Lillian :



# Stick Games, with Janet



# Bannock With, Virginia :



# Crafts With, Maggie



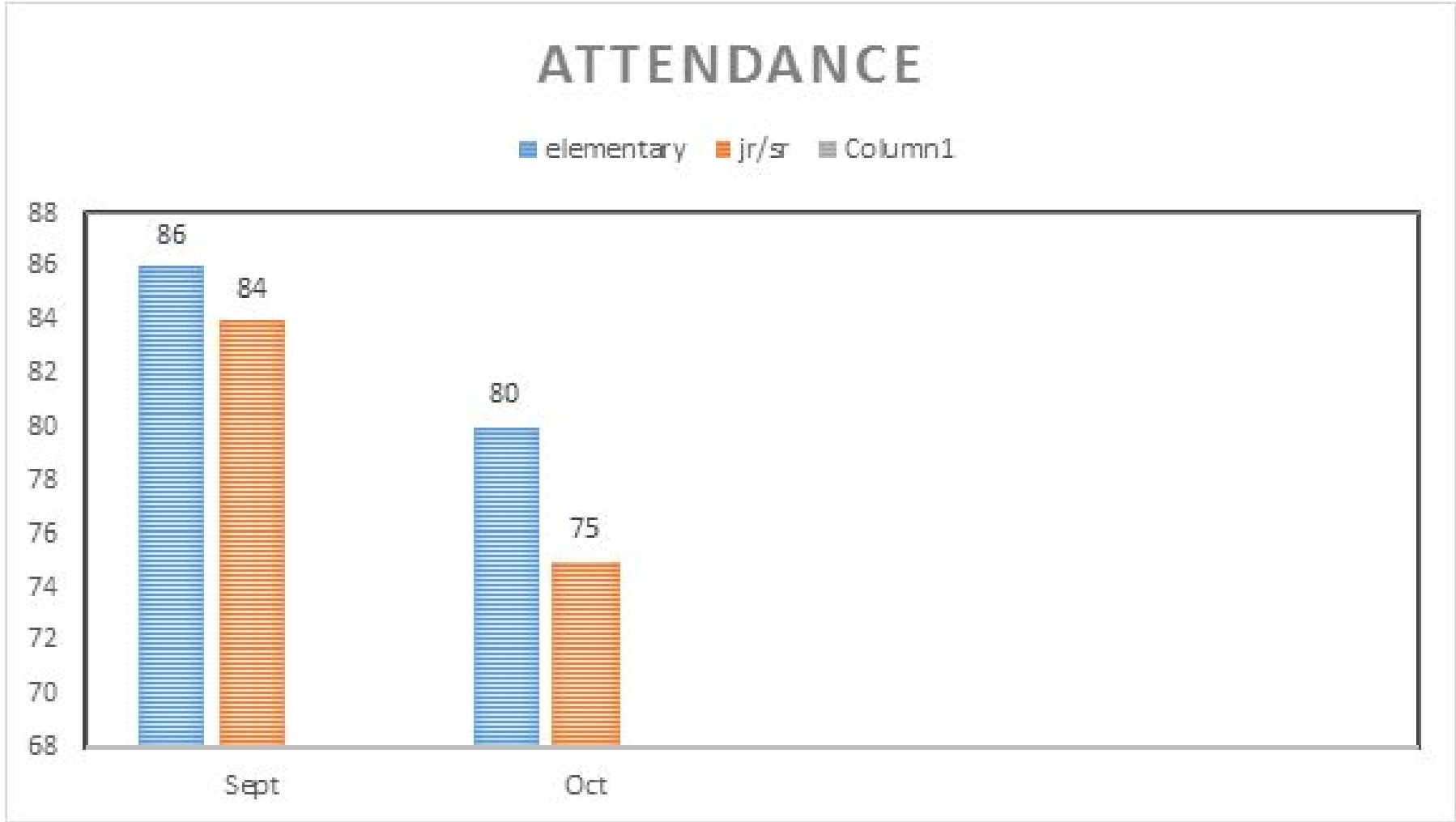
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# Calling Lake School





# Attendance

**Strategy: Attendance Committee**

**Timeline:** ongoing

**Responsibility:** committee and staff

Action Components	Responsibility	Timelines
Meetings- September 17, 2015	committee	monthly
Monthly attendance assembly Recognized students and parents with 90% - 80% attendance.	teachers	monthly
Seek funds for year-end attendance awards	committee	yearly

# Attendance

**Strategy: Home School Liaison Worker**

**Timeline: ongoing**

**Responsibility: Principal and staff**

<b>Action Components</b>	<b>Responsibility</b>	<b>Timelines</b>
<b>Track students with chronic attendance issues.</b>	Teachers and home school liaison worker	ongoing
<b>Do home visits.</b>	Home school liaison worker	ongoing
<b>Contact parents</b>	Teachers and home school liaison worker	ongoing

# Attendance

**Strategy: Monthly attendance Awards**

**Timeline: Ongoing**

**Responsibility: All Staff**

<b>Action Components</b>	<b>Responsibility</b>	<b>Timelines</b>
<b>Monthly attendance assembly</b>	committee	ongoing
<b>Recognized students and parents with 90% - 80% attendance.</b>	teachers	ongoing

## **List Barriers to Implementation**

- **Lack of funding to run support programs**
- **Lack of parental support.**
- **Social issues: Gaming, internet, addictions etc.**
- **Student fatigue and hunger.**
- **Lack of community services ie. Parent support programs, life skills, community literacy nights.**
- **Transportation issues for families.**

# Literacy plan

## Assessment

- complete and submit PM benchmarks and JJ reading inventories
- Complete Whole School write

## Strategies

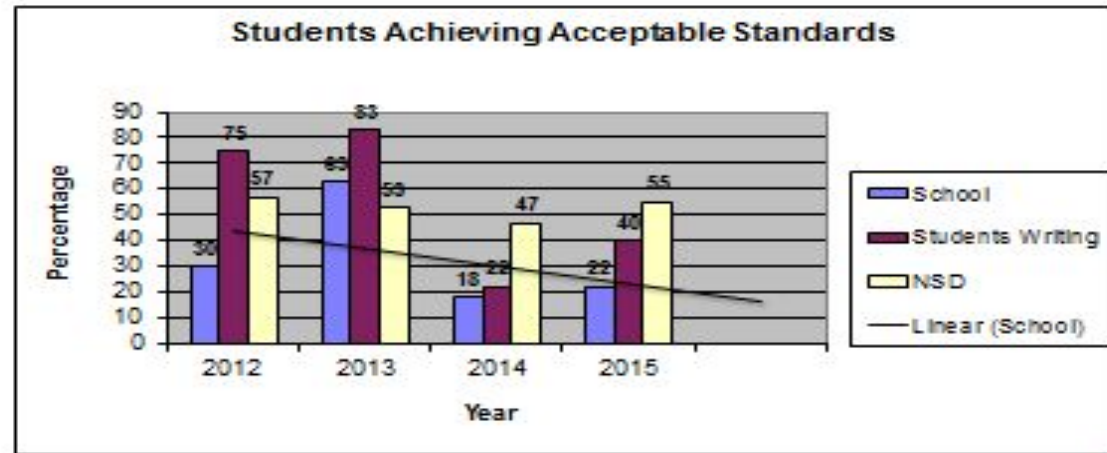
- Daily 5 & Cafe
- 2 hour block for literacy
- Literacy days
- Literacy Lead

## Professional Development

- Animated literacy
- Assessments, guided reading, Chromebook,

# P.A.T.S

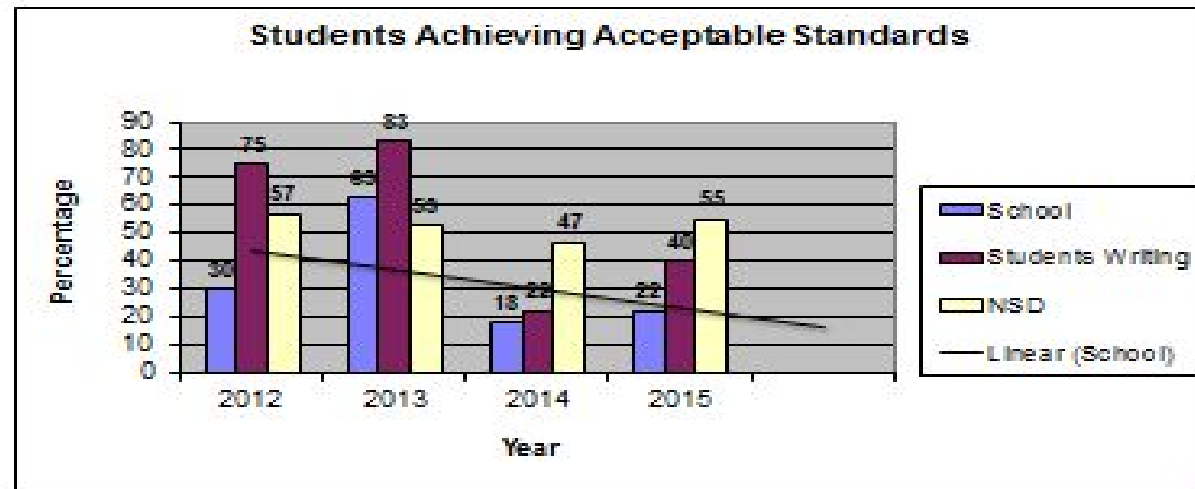
## GRADE 6 ENGLISH LANGUAGE ARTS



One student achieving Standard of Excellence in 2011 & 2012

# P.A.T.S

## GRADE 6 ENGLISH LANGUAGE ARTS

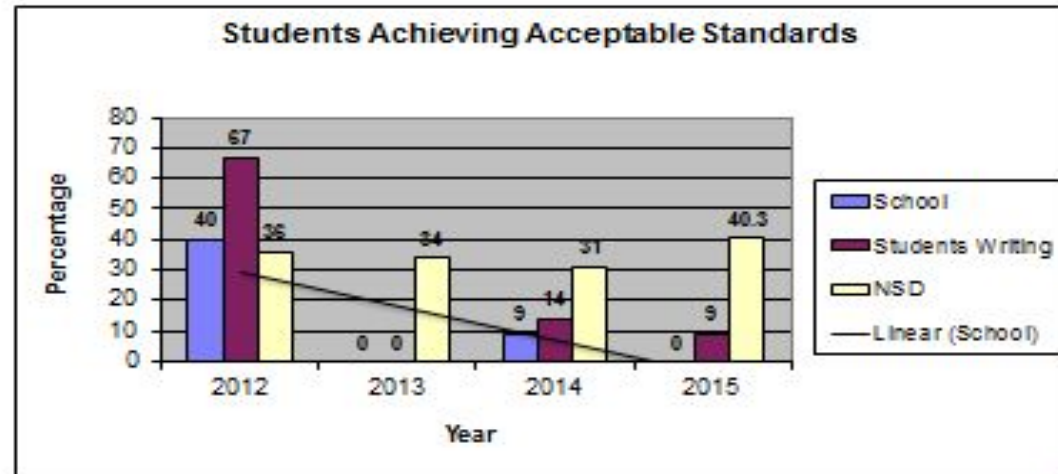


One student achieving Standard of Excellence in 2011 & 2012



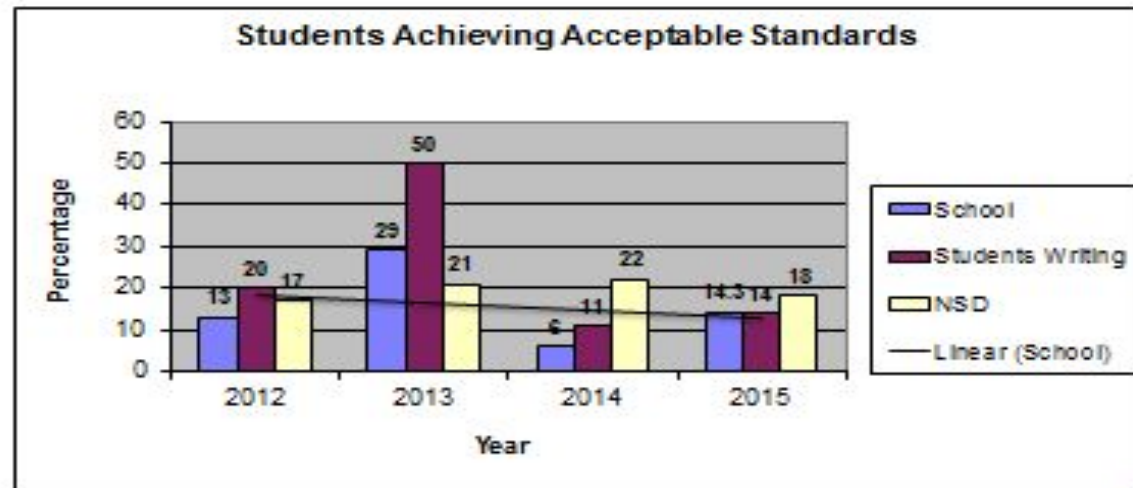
# P.A.T.S

## GRADE 6 MATHEMATICS



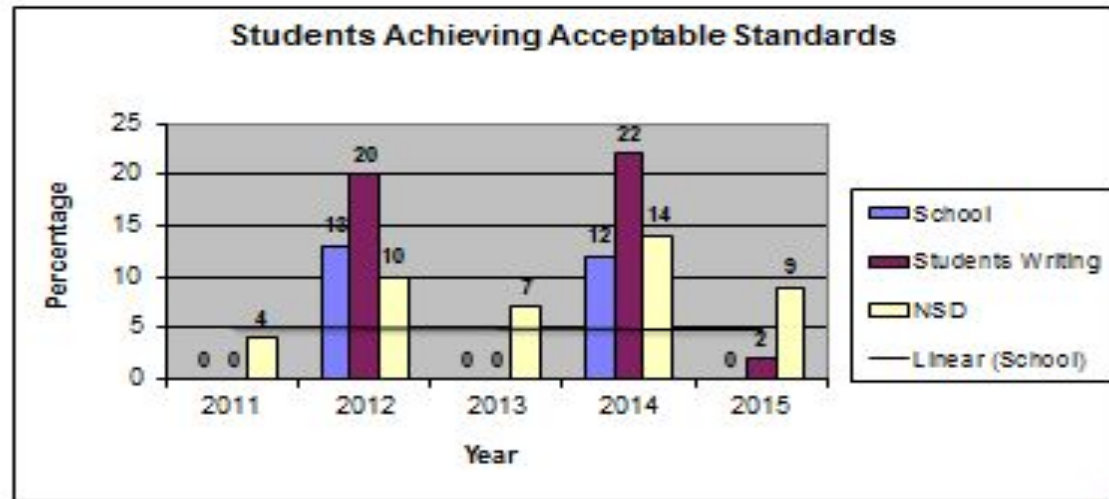
# P.A.T.S

## GRADE 9 ENGLISH LANGUAGE ARTS



# P.A.T.S

## GRADE 9 SOCIAL STUDIES



# FNMI

## School

**Positive behavior support based on Cree traditions.**

**Miskowasimowina- 7 teachings**

**K – 12 Language Arts, social studies, wellness**

**Learner Outcomes (I statements)**

I will observe the 7 teachings daily.

I will identify specific behaviors for each of the 7 teachings.

I will model behaviors in each of 7 teachings.

I will practice the 7 teachings behavior daily.

I will learn behavior in each of the 7 teachings.

I will develop deeper levels of understandings on each of the 7 teachings.

I will gain personal knowledge and experience each of the 7 teachings.

# Miskowasimowina - 7 teachings

Sakeyhtowin:

Love

Kisteyhtowin

Respect

Sohkeyhtamowin

Strength/courage

Kwayaskyesihcikewinihk

Honesty

Iyinisowin  Wisdom

Tapahteyimowin

Humility

Tapwewin  Truth



## **School and Community Celebration**

**Tea and bannock day**

**Student Success night**

**Hunting and trapping -  
Fishing**

**Music - drumming**

**Arts and Crafts- drum making, ribbon  
shirts,**

## Example of Fishing unit across the curriculum

ECS – grade 12 Social studies, Language arts, Math, Art

### Learner Outcomes (I statements)

- I will observe protocol to the land teaching.
- I will gain meaningful insight into Cree worldview.
- I will make connections into the interconnectedness of all things.
- I will observe ice fishing.
- I will learn from experiential learning.
- I will create fish scale art.
- I will use Cree language in context.
- I will learn and work with Elders.

### Assessments

Math problems from data collected on site.

Participation rubrics

Journal entries.

Fish scale art piece

Math problems







ikosi maka  
Thank You

## **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.

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### **BACKGROUND**



**DRAFT  
Sexual  
Orientation and  
Gender Identity**

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

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

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

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



**DRAFT  
Sexual  
Orientation and  
Gender Identity**

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- 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**

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**Policy**

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



**DRAFT  
Sexual  
Orientation and  
Gender Identity**

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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: EDUCATION QUARTERLY REPORT**

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**ORIGINATOR DONNA BARRETT, SUPERINTENDENT OF SCHOOLS**

**RECOMMENDATION**

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



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**Education Quarterly Report to the Board for November 2015**


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**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
	Total	288	261	269	232	238	251	211	190	173	158	145	150	2566	268	2834



## 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
<b>Totals</b>	<b>198.6</b>	<b>1</b>	<b>11.55</b>	<b>33.87</b>	<b>39.3</b>	<b>3.5</b>	<b>3</b>	<b>2.5</b>	<b>12.98</b>	<b>20.65</b>	<b>326.95</b>

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  
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## '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



## Bulletin 9

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### 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>



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## 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)**



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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!**



Bulletin 11

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## 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!**



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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.

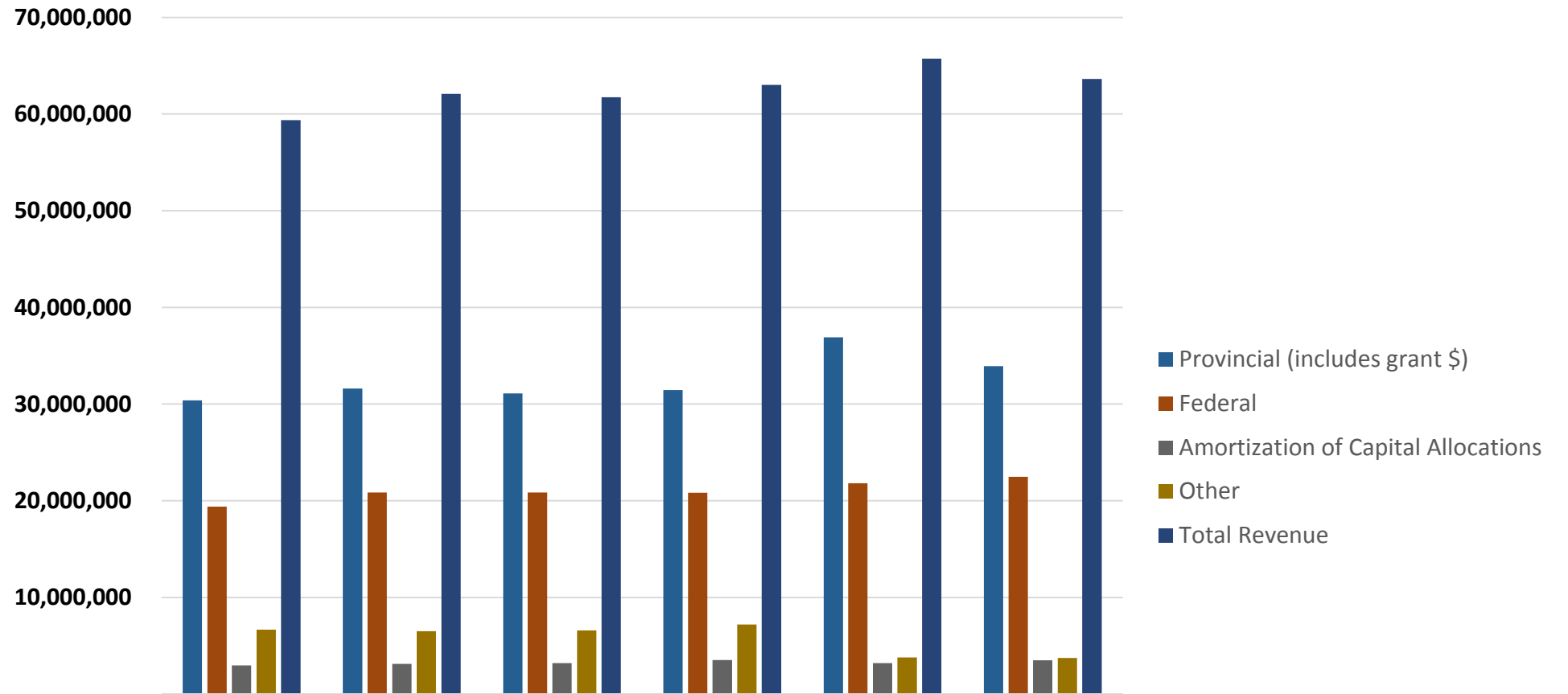


# 2015-2016 BUDGET PRESENTATION November, 2015

# Budgeting Process

June budget	November budget
Staffing is based on unit costs (averages).	Staffing is based on actual certificated salary costs.
Enrolment is estimated, based on the current year.	Enrolment is actual, based on September 30 count.
Non-staffing costs are estimated.	Non-staffing costs are compared to previous fiscal year, and are increased or decreased.
Federal tuition revenue is based on what was invoiced during the fiscal year.	Federal tuition revenue is based on the updated tuition rates, based on year-end results.
Staffing levels are based on general assumptions, estimated enrolment and special needs.	Staffing levels are adjusted to actual school enrolment, with a consideration of additional special needs in a school.
Capital projects are planned, using general assumptions.	Capital projects can be increased or scaled back, based on the surplus/deficit recorded at year-end.
Carryforward balances are not adjusted.	Carryforward balances are adjusted, based on year-end results.
Used for external reporting purposes (Alberta Education, audited financial statements)	Used for internal purposes (reporting to the board and monitoring school and departmental budget/actual results)

# REVENUES

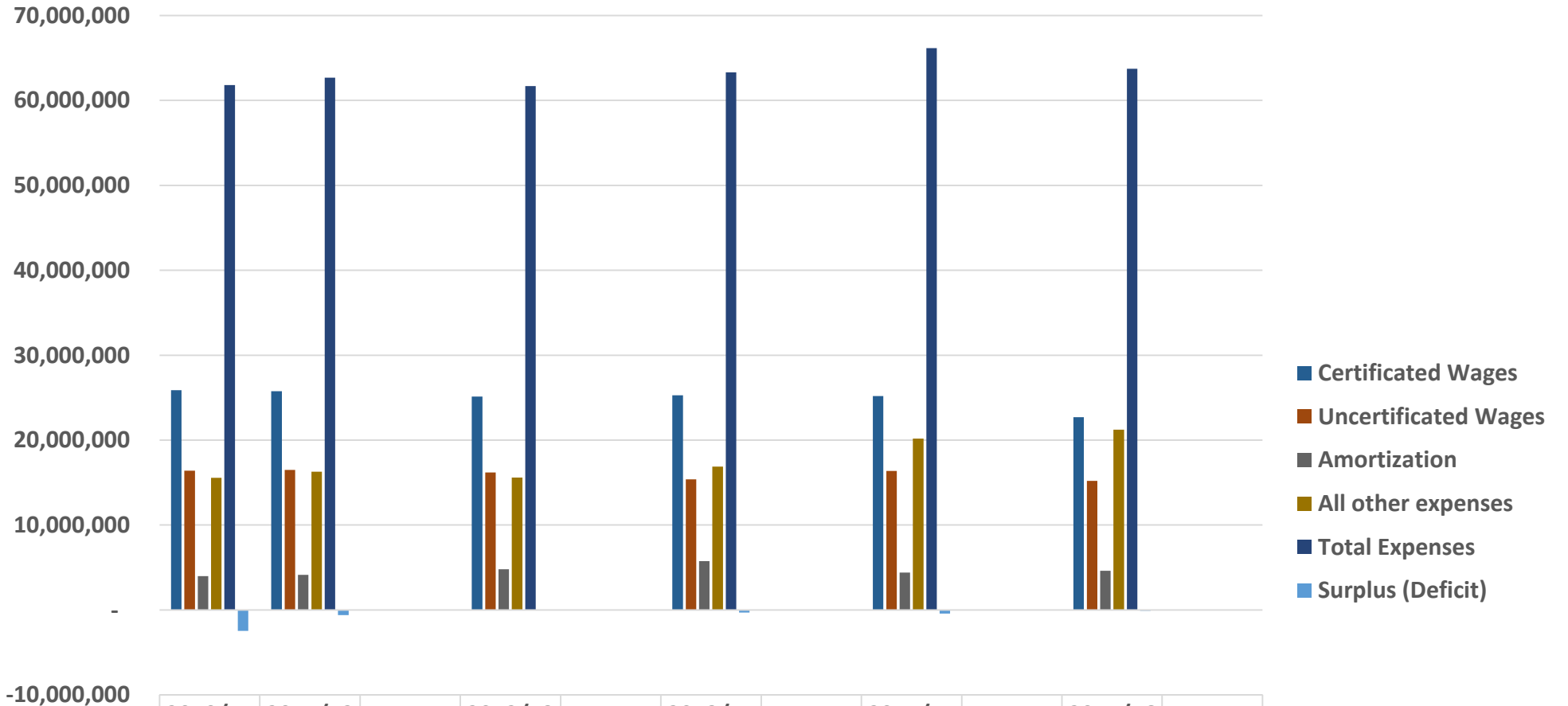


	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
■ Provincial (includes grant \$)	30,371,895	31,594,132	31,093,716	31,441,703	36,910,628	33,918,430
■ Federal	19,376,173	20,845,936	20,862,391	20,838,515	21,822,073	22,486,874
■ Amortization of Capital Allocations	2,950,691	3,135,934	3,192,543	3,526,233	3,208,958	3,500,015
■ Other	6,676,898	6,506,988	6,594,606	7,203,449	3,796,009	3,736,340
■ Total Revenue	59,375,657	62,082,990	61,743,256	63,009,900	65,737,668	63,641,659

# Revenue

Change in revenue	(\$521,652)
- change in provincial/federal student ratio	
- reduction in IMR funding	
- increase in deferred revenue	
- increase in industry-funded positions	
- increase in some federal rates	

# EXPENSES



	2010/11	2011/12		2012/13		2013/14		2014/15		2015/16	
■ Certificated Wages	25,876,	25,763,	-0.44%	25,123,	-2.48%	25,268,	0.58%	25,186,	0.25%	22,691,	-10.20%
■ Uncertificated Wages	16,401,	16,495,	0.57%	16,199,	-1.79%	15,388,	-5.00%	16,377,	1.10%	15,212,	-1.15%
■ Amortization	3,994,9	4,134,5	3.50%	4,802,4	16.15%	5,769,5	20.14%	4,409,4	-8.18%	4,600,0	-20.27%
■ All other expenses	15,553,	16,283,	4.69%	15,581,	-4.31%	16,872,	8.29%	20,183,	29.54%	21,221,	25.77%
■ Total Expenses	61,825,	62,676,	1.38%	61,706,	-1.55%	63,299,	2.58%	66,156,	7.21%	63,724,	0.67%
■ Surplus (Deficit)	(2,449,8	(593,448		36,777		(289,668		(418,716		(83,040)	

# Expenses

Schools	
June projected school staffing	\$28,066,602
Additions to schools: 4 certificated staff (1.5 at Mistassiniy and St. Theresa and .5 at Career Pathways and Father Perin) 4.5 educational assistants (transferred \$175,000 from Central's fall special assistant budget)	\$630,000
Cost reduction due to actual versus unit cost for certificated staff	-\$1,520,030
November projected school staffing	\$27,426,572

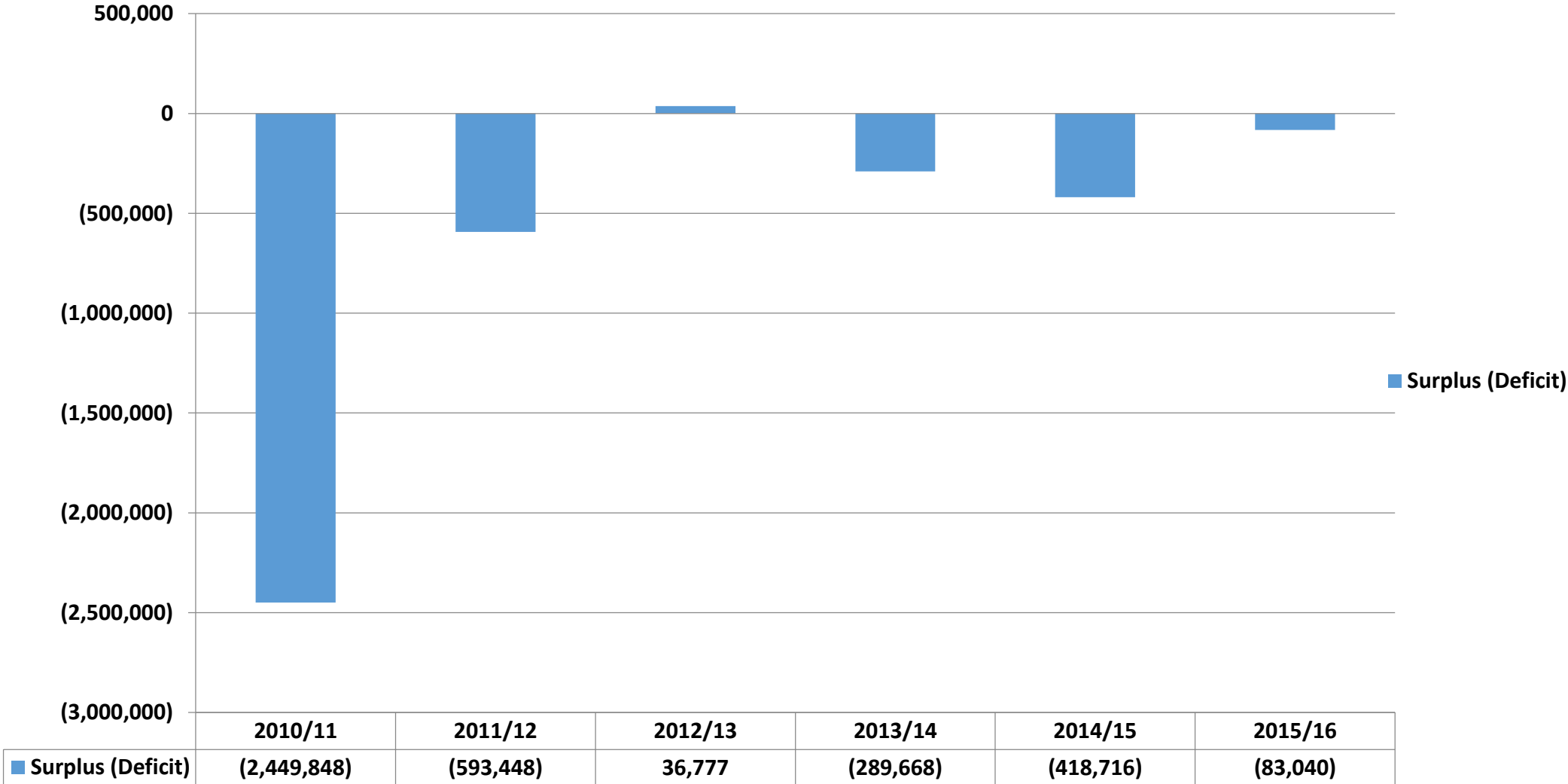


# Other expenses

CTS – added grant expense (to match income)	-\$70,000
Instructional supply - reduced fall SA budget (\$ in schools) - rent for Wabasca office - Teacher inservice budget from Superintendent's budget	-\$154,000
Literacy – added grant expense (to match income)	-\$75,000
System Computers – reduced Software Technology plan	\$14,000
Testing and Achieving - reduced PUF salaries - added grant expense (to match income)	-\$140,000
Housing – rent Wabasca Office	-\$12,000
Business Services - added .8 A/P clerk (audit completion) - reduced custodian - reduced travel and other operating - increased depreciation expense to match actual	-\$128,000

Added Local School Board carryforward	-\$5,339
Added expenses for Student Mental Health committee	-\$30,000
Superintendent's Office	-\$4,000
- Added STEP student	
- reduced inservice (above)	
- Wabasca office rent	
Maintenance	\$265,000
- added custodians missed in the last budget	
- adjusted custodian time to match industry standards	
- adjusted utility expenses and insurance to 2014-2015 actuals	
- propane tank inspections	
Transportation	-\$16,000
- removed coordinator position	
- added full-time secretary	
- added contractor	
November budget deficit	(\$83,040)

# SURPLUS (DEFICIT)



# 2014-2015 surplus

<b>2014-2015 draft financial statements</b>	<b>(\$418,716)</b>
Allowance for delinquent account	\$2,400,000
Adjusted surplus	\$2,000,000
Made up of:	
Increased revenue	
portable move income	\$750,000
donations	\$600,000
Reduced expenses	
Schools	
unhired positions (2)	\$100,000
actual salary costs versus unit costs	\$700,000
additional school donations	\$200,000

**Reduced expenses continued**

## Centralized services

## Training

\$450,000

- Paraprofessional training - \$65,000
- Inservice for certificated staff re: curriculum - \$75,000
- Inservice orientation - \$62,000
- ATA inservice - \$30,000
- Special assistant inservice - \$25,000
- Principals' inservice - \$38,000
- Human resources inservice - \$50,000
- Transportation inservice - \$11,000
- Corporate board inservice - \$90,000

## Travel

\$90,000

## Staff positions unfilled

\$395,000

- System computers manager
- Literacy lead
- Transportation co-ordinator (part-time contract)
- reduction of a bus driver

## System computers

\$113,000

- unused evergreen
- internet usage unbilled (corrected in 15-16)

<b>Reduced expenses continued</b>	
Educational leaves unused	\$90,000
FNMI expenses allocated to grants	\$135,000
Boards <ul style="list-style-type: none"><li>- elections not held</li><li>- LSBC carryforward</li></ul>	\$210,000
Miscellaneous other savings (some examples) <ul style="list-style-type: none"><li>- HR – no moving expenses</li><li>- HR – professional services evaluation</li><li>- Website not expenses (capitalized)</li></ul>	\$420,000

Increased expenses	
Centralized services	
Housing	-184,000
Maintenance <ul style="list-style-type: none"> <li>- increased electricity -\$40,000 for Gift Lake</li> <li>- increased insurance - \$40,000</li> <li>- portable move - \$700,000</li> <li>- additional rent for Gift Lake portables - \$300,000</li> <li>- Gift Lake old school demolition – 350,000</li> <li>- Little Buffalo water haul - \$80,000</li> </ul>	-\$1,510,000
School Food Services	-133,000

## 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**

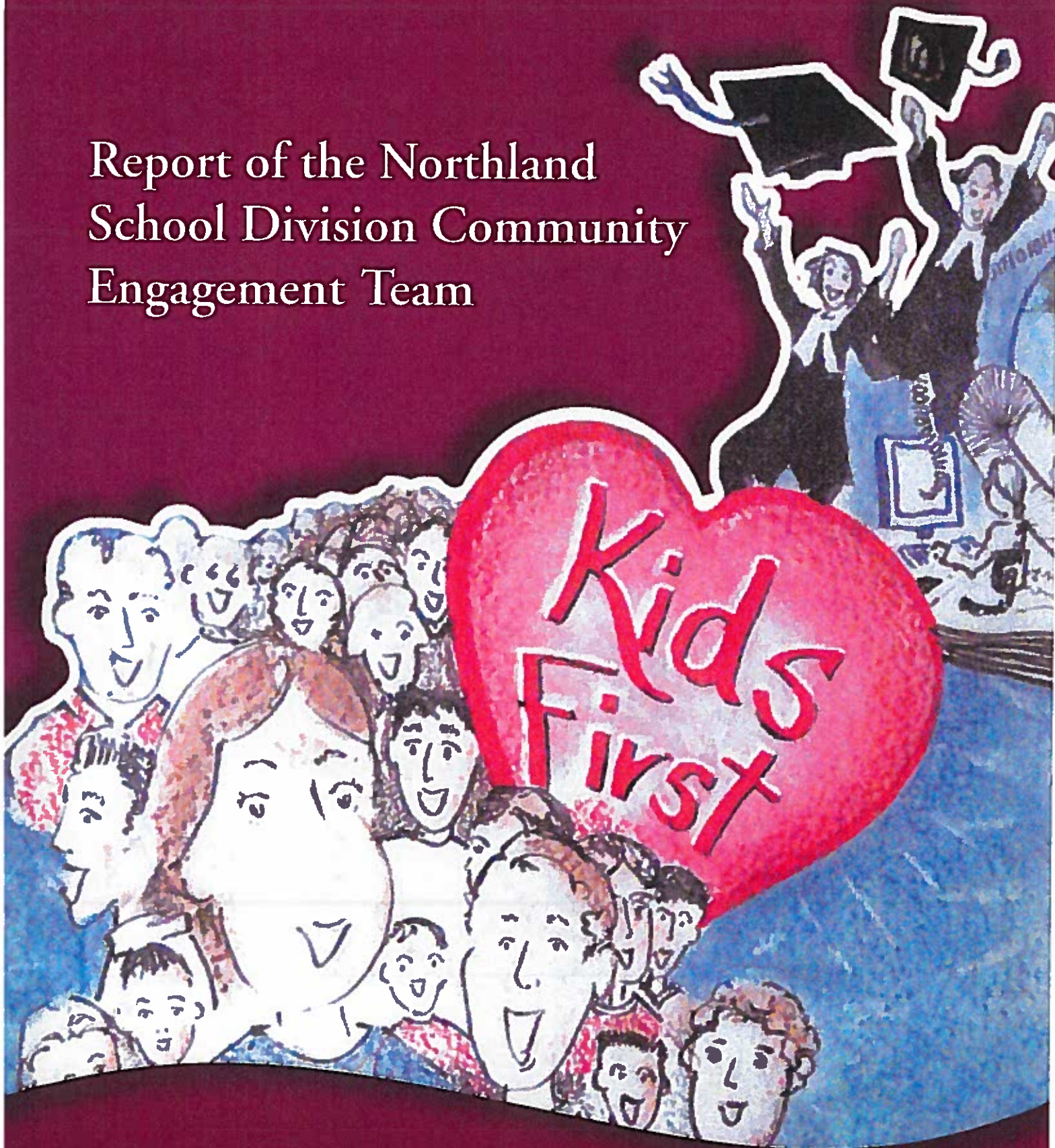
That the Board of Trustees approve the Community Engagement Team Report as a foundational document to guide the planning in Northland School Division No. 61, as attached.

\*\*\*\*\*

### **BACKGROUND**



Report of the Northland  
School Division Community  
Engagement Team



January 2012

**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

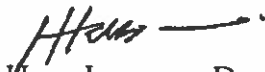


Pearl Calahasen, MLA for Lesser Slave Lake

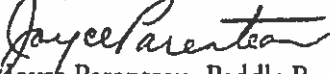


Colin Kelly, Official Trustee, Northland School Division No.61

### 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

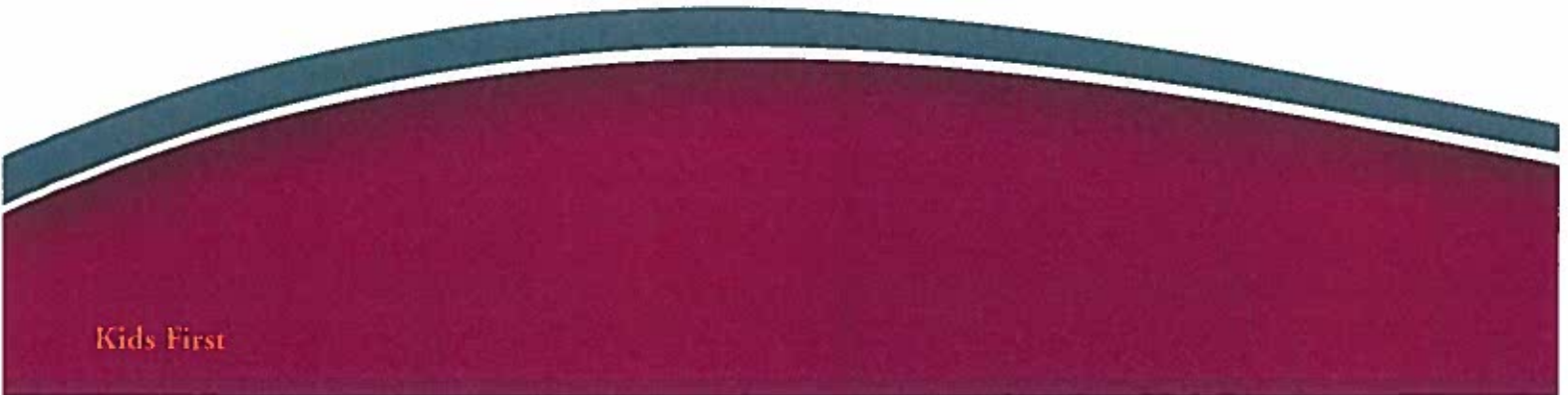


Inier Cardinal, First Nations, Métis and Inuit Education Partnership Council

### Alberta Education



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



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## 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

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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

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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.

## Priority Area Recommendation 12 — Aboriginal Content Infusion (Curriculum Development)

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Figure 3: Illustration of Northland Community Engagement Team discussion on Inquiry Recommendation 12



**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.*

Strengthening Aboriginal cultural content within the curriculum, including instruction in Aboriginal languages, cultural values and community practices, is key to improving student performance.

Currently all the schools in northern Alberta use the Alberta Education K-12 curriculum. Without validation of their own local histories, cultures and languages, Aboriginal students have to make connections to concepts that are not part of their life experience. Unfortunately, this gap is compounded by teachers and administrators who often do not understand and value the culture or the language, and some Aboriginal communities that do not see the importance of learning their language.

## 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)*



# 24

*The families of Northland School Division No. 61 have made sacrifices to provide their children with an education. Many would be receptive to a combined regional and virtual high school:*

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 struggles and difficulties of all involved, as parents, students and teachers relocate to accommodate education for our children.

*Joyce Parenteau*

## Priority Area Recommendation 20 — Orientation Program

Figure 5 — Illustration of the Northland Community Engagement Team discussion on Inquiry Recommendation 20



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*



# 34

Figure 8: Community Engagement Framework



## Community Engagement Framework — An Implementation Plan

35

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.

# 37

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.

39

**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.”

## 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.

## APPENDIX TWO

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### 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.

#### 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.

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

*Northland Community Engagement Team*

## 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:

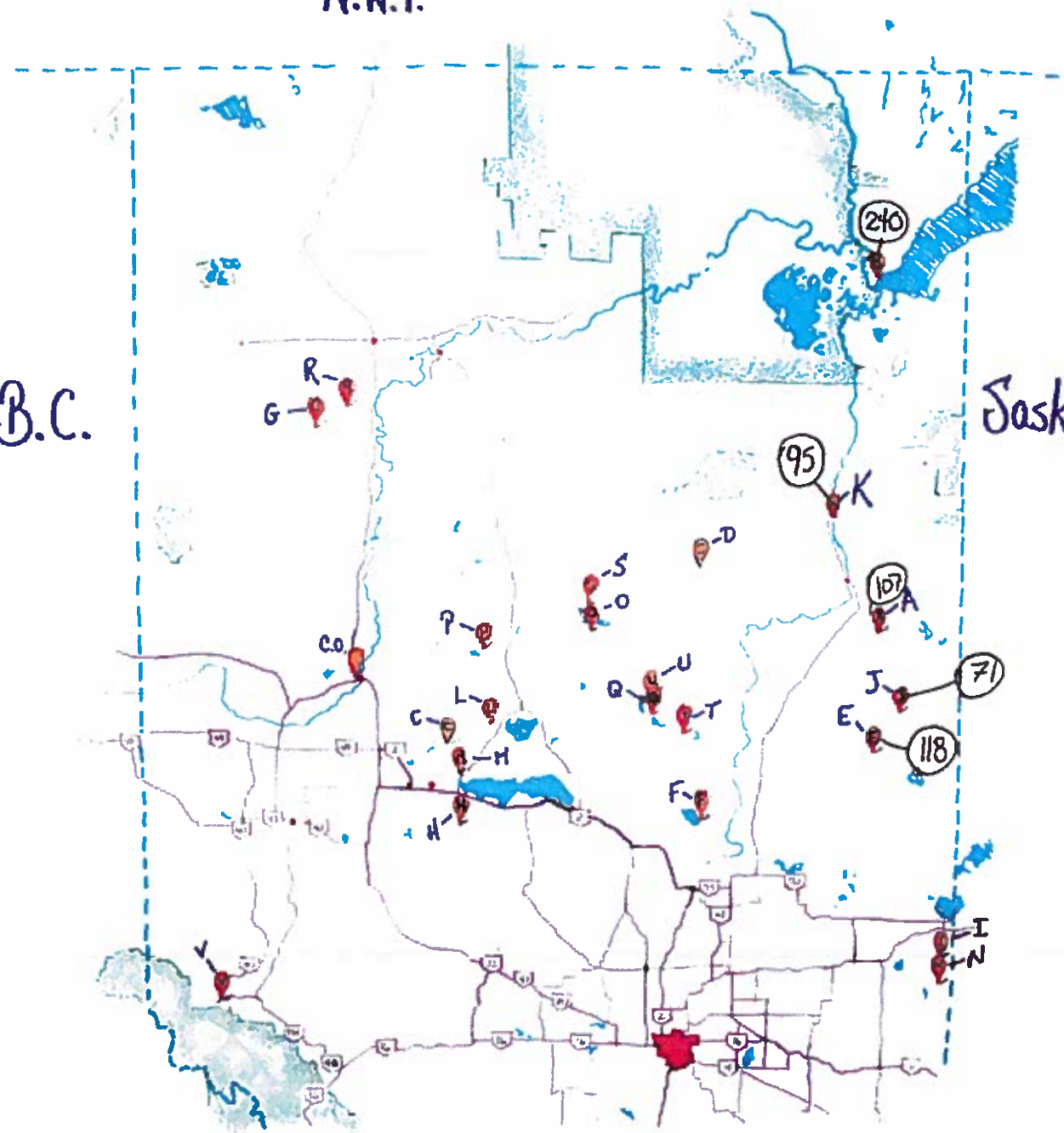
- English and Aboriginal language, culture and numeracy development
- Improving student attendance
- Strengthening parental engagement with schools by improving communication and trust

N.W.T.

47

B.C.

Sask.



## 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.

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**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.



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**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.

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**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

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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.

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**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

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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.

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**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**

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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**

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## 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>



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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).*



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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 Teachings; 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>*



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### 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.





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### 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.*



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*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!*





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***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.



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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



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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
		Program of Studies	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
Student Learning Opportunities	n/a	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	
Student Learning Achievement (Grades K-9)	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	
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	35.9	33.0	29.9	76.3	78.4	76.6	Very Low	Maintained	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	
		Transition Rate (6 yr)	7.4	16.8	17.6	30.3	32.1	31.5	Very Low	Declined Significantly	Concern	
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	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	n/a



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### 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 2015	Evaluation			Targets		
	2011	2012	2013	2014	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 2015	Evaluation			Targets		
	2010	2011	2012	2013	2014		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



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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)



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- 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



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**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.



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**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	Evaluation			Targets		
	2011	2012	2013	2014	2015	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	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	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





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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.



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### 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



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**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.



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**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>

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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> <ol style="list-style-type: none"> <li>(1) English Language and numeracy development</li> <li>(2) Improved student attendance.</li> </ol> <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>

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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>	<ul style="list-style-type: none"> <li>• 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).</li> <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 style="text-align: center;"><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>



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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 style="text-align: center;"><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>



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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>



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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>

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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>	<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>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>

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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> <ul style="list-style-type: none"> <li>• Strengthen cultural content in curriculum by using culturally appropriate and historically accurate resources.</li> </ul> <p><b>Use of FNMI dollars</b></p> <ul style="list-style-type: none"> <li>• Strengthened practice related to the expenditure of FNMI dollars.</li> <li>• 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.</li> <li>• Second level service alignment with Kee Tas Kee Now to support students and teachers; shared responsibilities and resources.</li> <li>• Funding allocation to support resource acquisition in schools.</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> <li>• Monitored use of FNMI resources</li> <li>• Development of Local Community Resource People</li> <li>• 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.</li> </ul> <p>• All Northland Schools offered full day Kindergarten programs. All have certificated teachers.</p> <ul style="list-style-type: none"> <li>• Funding to support full day Kindergarten has been allocated.</li> <li>• New school construction linked early learning and school programming (Gift Lake and Bishop Routhier).</li> </ul>	<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>	



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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>



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Recommendation	AERR Progress	Plans 2015-2018
<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>• 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>
	<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>



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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>

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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>	



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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> Kee Now 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  
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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><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  
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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>	<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>
<p><b>Recommendation #46:</b>                      That NSD initiate school closure proceedings at Keg River.</p>		<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

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### 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

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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

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- (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.

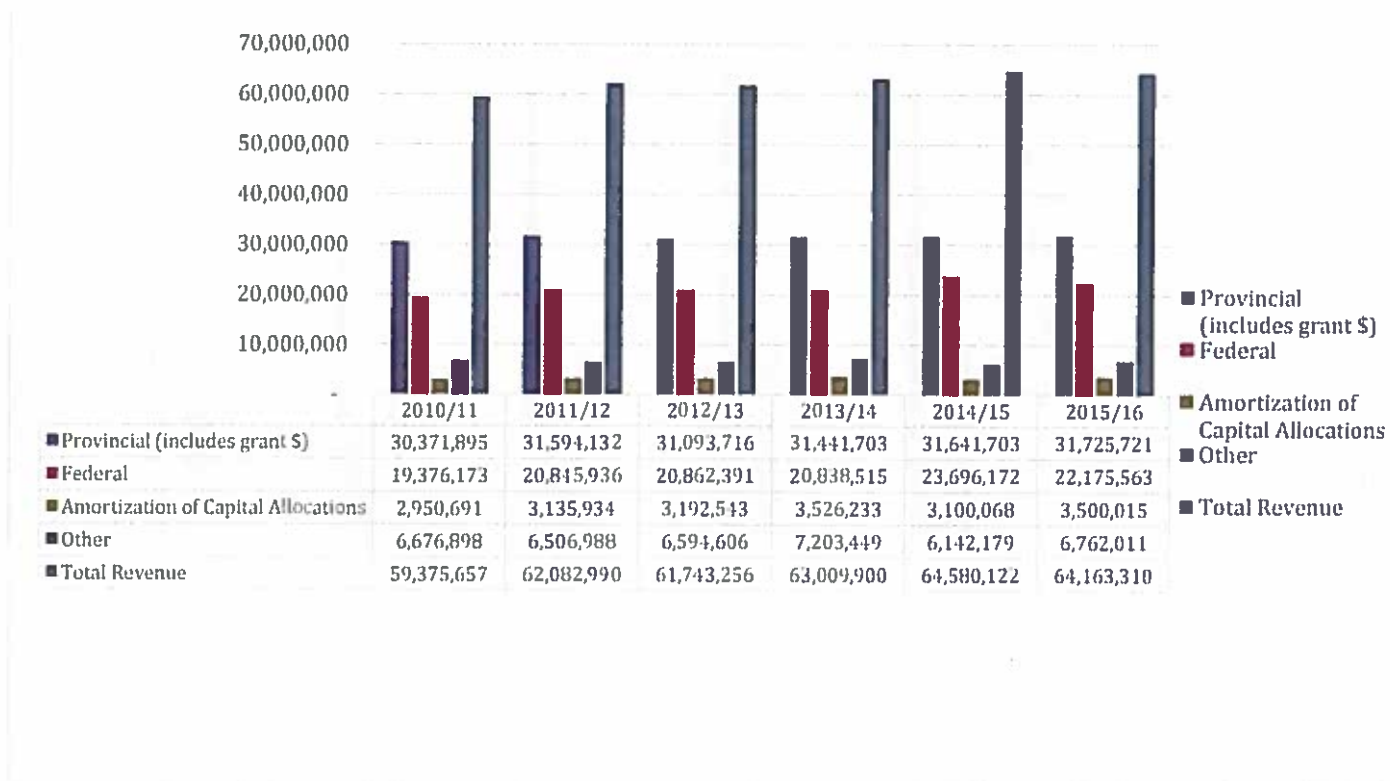
The current model of funding using CEUs presents a challenge to run high school programming.

There is no additional funding for the Division Attendance Initiative.



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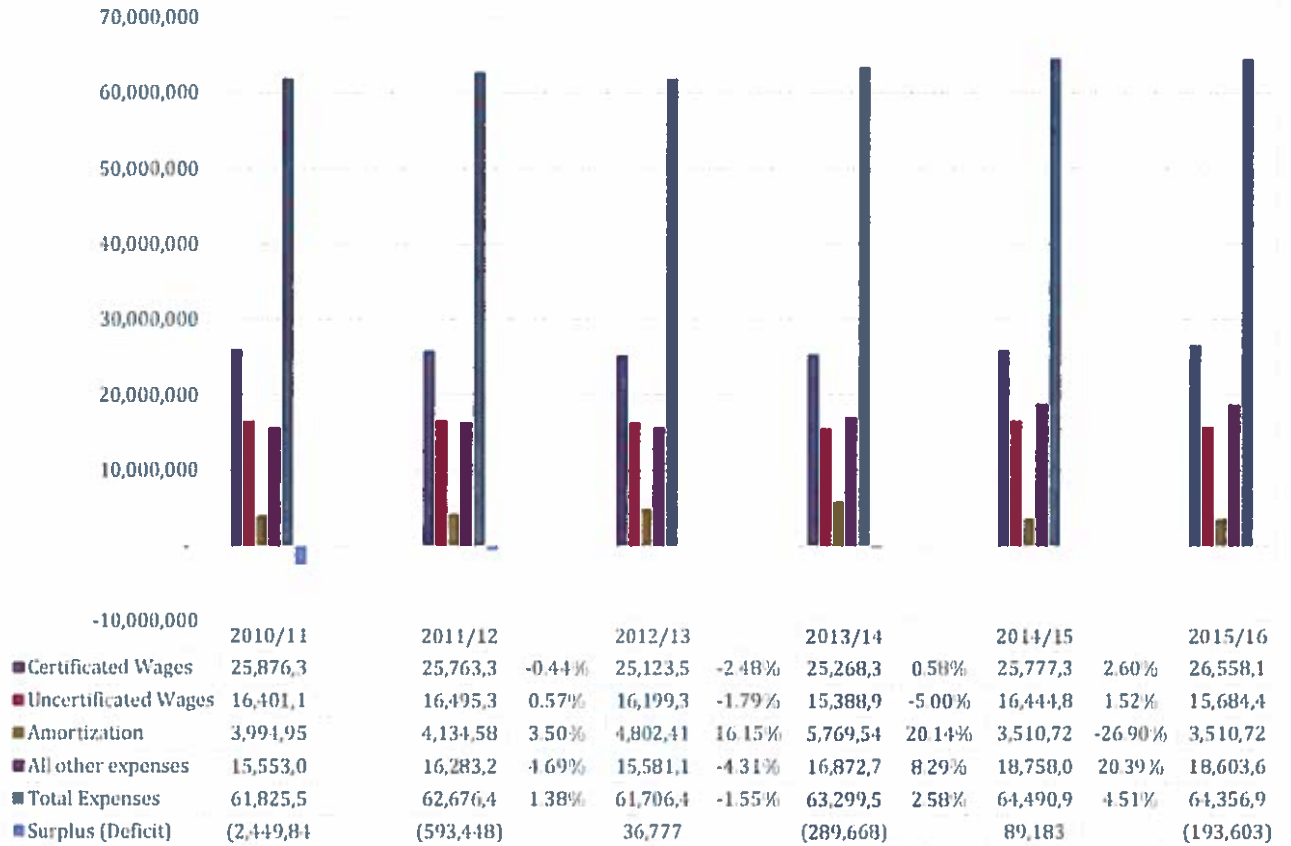
#### 2015-2016 June Budget Operating Revenue By Type





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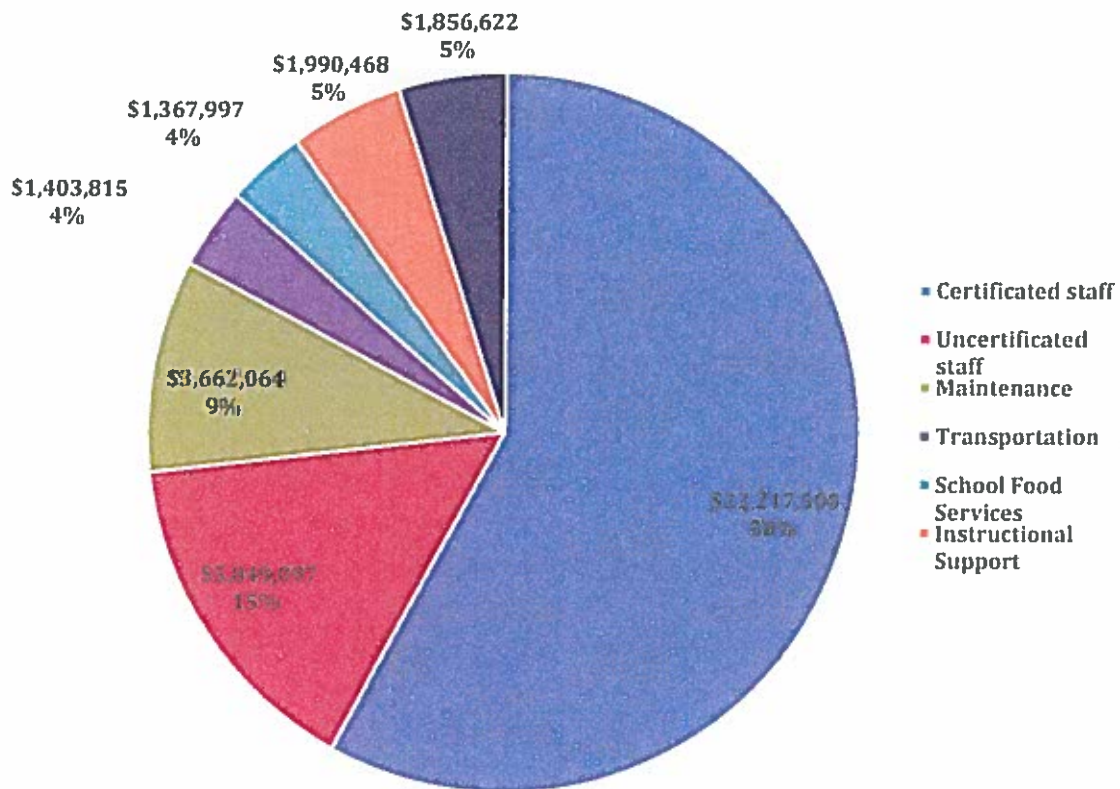
**June Budget 2015-2016 Operating Expenses – historical to budget**





### 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





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**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**

<b>Schools</b>	<b>Grades</b>	<b>Local School Board Committee Chair</b>
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:** 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.

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## 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:   X                      
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

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- 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**

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- ~~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.

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**Student Data and  
Education  
Technology  
Coach**

**IDENTIFYING INFORMATION**

POSITION TITLE: Student Data and Education Technology Coach

CLASSIFICATION TITLE: **Teacher**

DEPARTMENT: Administration

IMMEDIATE SUPERVISOR'S TITLE: **Associate Superintendent**

REASON FOR SUBMISSION:   X                  
Creation Change Update

Date: July 29, 2015

**POSITION SUMMARY**

The Student Data and Education Technology Coach will play a key role in improving the quality of education in Northland School Division by providing services to students and staff through supporting the use of the Division's electronic Student Information System and technology.

The incumbent:

1. Oversees the implementation of the Division's electronic student information system throughout the jurisdiction
2. Strives to foster amicable and effective working relationships with colleagues and
3. Maintains confidentiality

The Student Data and Education Technology Coach works collaboratively with the Accounts Manager, Records Management Clerk and the IT Network Administrator.





**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**

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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**

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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.

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**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**

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- 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**

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### **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

**RECOMMENDATION**

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

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**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

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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

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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

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### 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

**RECOMMENDATION**

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

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**CURRENT SITUATION:**

**BACKGROUND:**

**OPTIONS:**







## Field Service Technician

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

### **OTHER CONSIDERATIONS**

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

## **BOARD OF TRUSTEES**

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

**DATE: 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.

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

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

**OPTIONS:**



## Teacher Growth, Supervision and Evaluation

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### 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,

**Teacher Growth,  
Supervision and  
Evaluation**

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

**Supervision**

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



## Teacher Growth, Supervision and Evaluation

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

### Evaluation

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

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

**Teacher Growth,  
Supervision and  
Evaluation****KSA's as set out in the Teaching Quality Standard.**

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

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

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

**Teacher Growth,  
Supervision and  
Evaluation**

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

**Teacher Growth,  
Supervision and  
Evaluation**

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

**7.9.1 An additional period of remediation to the teacher;**

**7.9.2 A change of assignment;**

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

**7.9.4 Termination of the teacher's contract of employment.**

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

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

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

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

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



**Teacher Growth,  
Supervision and  
Evaluation**

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

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

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

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

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

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

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

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

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

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

**Teacher Growth,  
Supervision and  
Evaluation**

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**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~~



**Teacher Growth,  
Supervision and  
Evaluation**

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~~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.~~

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

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#### 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

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- 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.

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**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.

**Budget**

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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.

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**Uncollectable  
Delinquent  
Accounts**

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**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.



**Uncollectable  
Delinquent  
Accounts**

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- 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.

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**CURRENT SITUATION:**





## Donations

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### 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:

**Donations**

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- 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**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 20, 2015**

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

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

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

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

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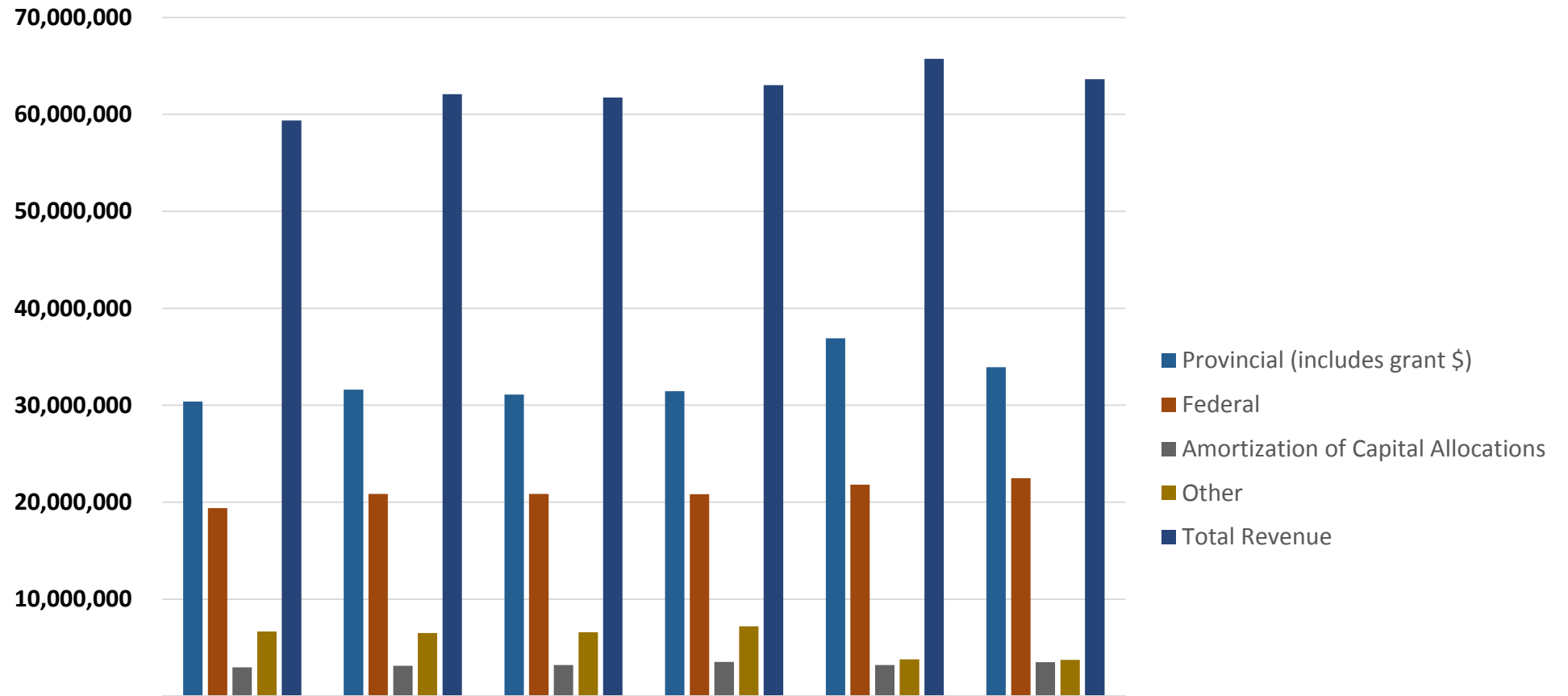


2015-2016 BUDGET  
PRESENTATION  
November, 2015

# Budgeting Process

June budget	November budget
Staffing is based on unit costs (averages).	Staffing is based on actual certificated salary costs.
Enrolment is estimated, based on the current year.	Enrolment is actual, based on September 30 count.
Non-staffing costs are estimated.	Non-staffing costs are compared to previous fiscal year, and are increased or decreased.
Federal tuition revenue is based on what was invoiced during the fiscal year.	Federal tuition revenue is based on the updated tuition rates, based on year-end results.
Staffing levels are based on general assumptions, estimated enrolment and special needs.	Staffing levels are adjusted to actual school enrolment, with a consideration of additional special needs in a school.
Capital projects are planned, using general assumptions.	Capital projects can be increased or scaled back, based on the surplus/deficit recorded at year-end.
Carryforward balances are not adjusted.	Carryforward balances are adjusted, based on year-end results.
Used for external reporting purposes (Alberta Education, audited financial statements)	Used for internal purposes (reporting to the board and monitoring school and departmental budget/actual results)

# REVENUES

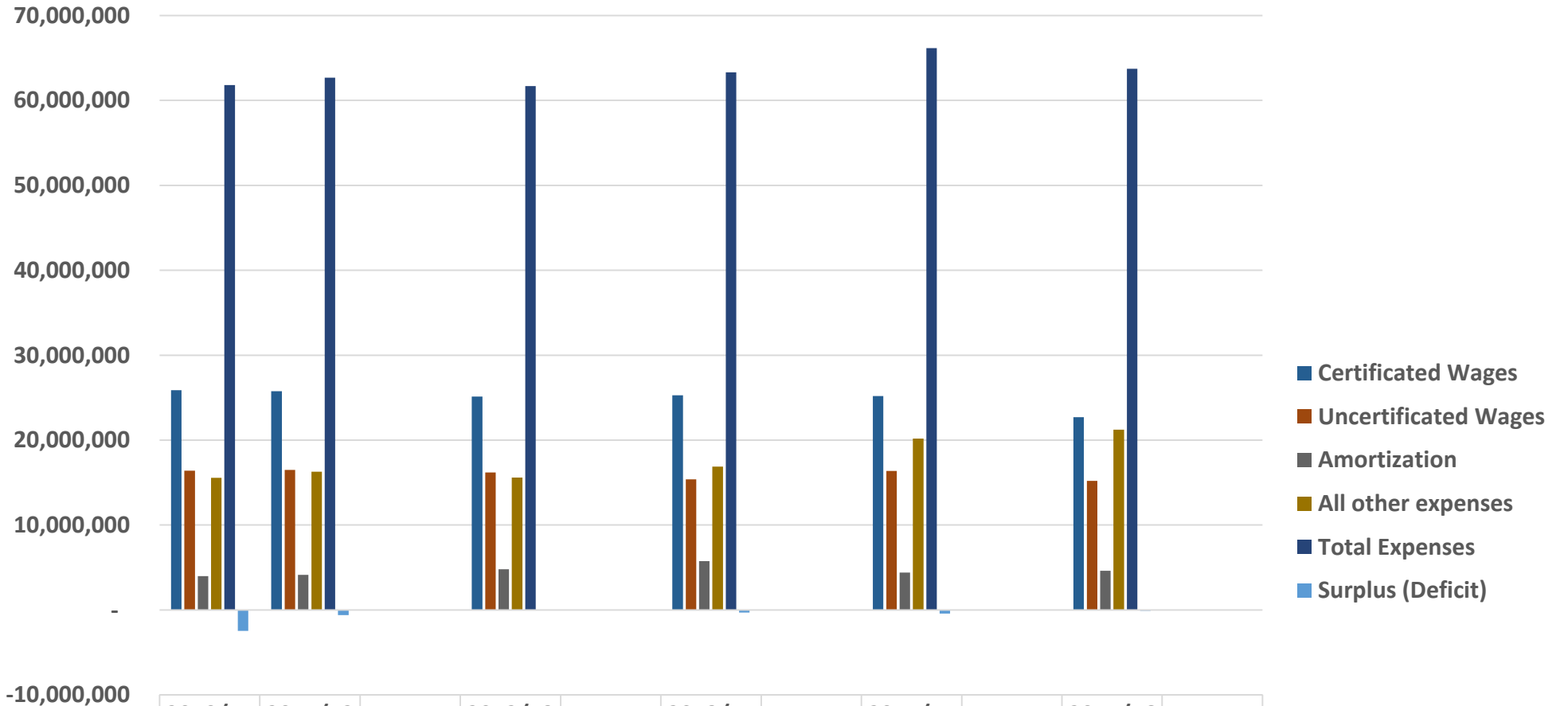


	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
■ Provincial (includes grant \$)	30,371,895	31,594,132	31,093,716	31,441,703	36,910,628	33,918,430
■ Federal	19,376,173	20,845,936	20,862,391	20,838,515	21,822,073	22,486,874
■ Amortization of Capital Allocations	2,950,691	3,135,934	3,192,543	3,526,233	3,208,958	3,500,015
■ Other	6,676,898	6,506,988	6,594,606	7,203,449	3,796,009	3,736,340
■ Total Revenue	59,375,657	62,082,990	61,743,256	63,009,900	65,737,668	63,641,659

# Revenue

Change in revenue	(\$521,652)
- change in provincial/federal student ratio	
- reduction in IMR funding	
- increase in deferred revenue	
- increase in industry-funded positions	
- increase in some federal rates	

# EXPENSES



	2010/11	2011/12		2012/13		2013/14		2014/15		2015/16	
■ Certificated Wages	25,876,	25,763,	-0.44%	25,123,	-2.48%	25,268,	0.58%	25,186,	0.25%	22,691,	-10.20%
■ Uncertificated Wages	16,401,	16,495,	0.57%	16,199,	-1.79%	15,388,	-5.00%	16,377,	1.10%	15,212,	-1.15%
■ Amortization	3,994,9	4,134,5	3.50%	4,802,4	16.15%	5,769,5	20.14%	4,409,4	-8.18%	4,600,0	-20.27%
■ All other expenses	15,553,	16,283,	4.69%	15,581,	-4.31%	16,872,	8.29%	20,183,	29.54%	21,221,	25.77%
■ Total Expenses	61,825,	62,676,	1.38%	61,706,	-1.55%	63,299,	2.58%	66,156,	7.21%	63,724,	0.67%
■ Surplus (Deficit)	(2,449,8	(593,448		36,777		(289,668		(418,716		(83,040)	



# Expenses

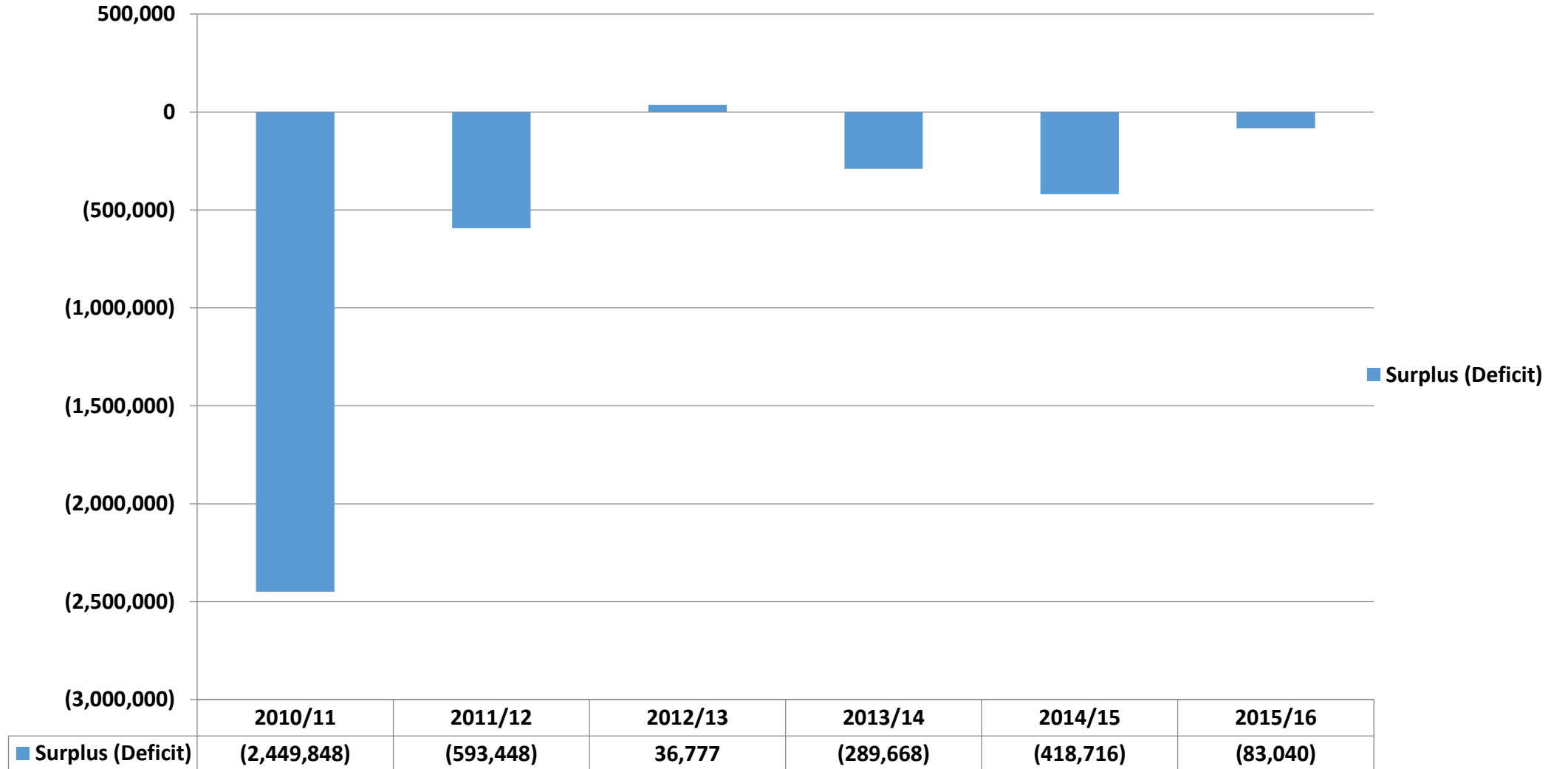
Schools	
June projected school staffing	\$28,066,602
Additions to schools: 4 certificated staff (1.5 at Mistassiniy and St. Theresa and .5 at Career Pathways and Father Perin) 4.5 educational assistants (transferred \$175,000 from Central's fall special assistant budget)	\$630,000
Cost reduction due to actual versus unit cost for certificated staff	-\$1,520,030
November projected school staffing	\$27,426,572

# Other expenses

CTS – added grant expense (to match income)	-\$70,000
Instructional supply <ul style="list-style-type: none"> <li>- reduced fall SA budget (\$ in schools)</li> <li>- rent for Wabasca office</li> <li>- Teacher inservice budget from Superintendent's budget</li> </ul>	-\$154,000
Literacy – added grant expense (to match income)	-\$75,000
System Computers – reduced Software Technology plan	\$14,000
Testing and Achieving <ul style="list-style-type: none"> <li>- reduced PUF salaries</li> <li>- added grant expense (to match income)</li> </ul>	-\$140,000
Housing – rent Wabasca Office	-\$12,000
Business Services <ul style="list-style-type: none"> <li>- added .8 A/P clerk (audit completion)</li> <li>- reduced custodian</li> <li>- reduced travel and other operating</li> <li>- increased depreciation expense to match actual</li> </ul>	-\$128,000

Added Local School Board carryforward	-\$5,339
Added expenses for Student Mental Health committee	-\$30,000
Superintendent's Office	-\$4,000
- Added STEP student	
- reduced inservice (above)	
- Wabasca office rent	
Maintenance	\$265,000
- added custodians missed in the last budget	
- adjusted custodian time to match industry standards	
- adjusted utility expenses and insurance to 2014-2015 actuals	
- propane tank inspections	
Transportation	-\$16,000
- removed coordinator position	
- added full-time secretary	
- added contractor	
November budget deficit	(\$83,040)

# SURPLUS (DEFICIT)



# 2014-2015 surplus

<b>2014-2015 draft financial statements</b>	<b>(\$418,716)</b>
Allowance for delinquent account	\$2,400,000
Adjusted surplus	\$2,000,000
Made up of:	
Increased revenue	
portable move income	\$750,000
donations	\$600,000
Reduced expenses	
Schools	
unhired positions (2)	\$100,000
actual salary costs versus unit costs	\$700,000
additional school donations	\$200,000

**Reduced expenses continued**

270

## Centralized services

## Training

\$450,000

- Paraprofessional training - \$65,000
- Inservice for certificated staff re: curriculum - \$75,000
- Inservice orientation - \$62,000
- ATA inservice - \$30,000
- Special assistant inservice - \$25,000
- Principals' inservice - \$38,000
- Human resources inservice - \$50,000
- Transportation inservice - \$11,000
- Corporate board inservice - \$90,000

## Travel

\$90,000

## Staff positions unfilled

\$395,000

- System computers manager
- Literacy lead
- Transportation co-ordinator (part-time contract)
- reduction of a bus driver

## System computers

\$113,000

- unused evergreen
- internet usage unbilled (corrected in 15-16)

<b>Reduced expenses continued</b>	
Educational leaves unused	\$90,000
FNMI expenses allocated to grants	\$135,000
Boards - elections not held - LSBC carryforward	\$210,000
Miscellaneous other savings (some examples) - HR – no moving expenses - HR – professional services evaluation - Website not expenses (capitalized)	\$420,000

Increased expenses	
Centralized services	
Housing	-184,000
Maintenance <ul style="list-style-type: none"> <li>- increased electricity -\$40,000 for Gift Lake</li> <li>- increased insurance - \$40,000</li> <li>- portable move - \$700,000</li> <li>- additional rent for Gift Lake portables - \$300,000</li> <li>- Gift Lake old school demolition – 350,000</li> <li>- Little Buffalo water haul - \$80,000</li> </ul>	-\$1,510,000
School Food Services	-133,000



**BOARD OF TRUSTEES**

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

**DATE: NOVEMBER 20, 2015**

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

**SUBJECT:** RESERVES PLAN

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**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



# 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	Mistassiniy 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	Mistassiniy 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>

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## Welcoming Syrian refugees and their children

1 message

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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.

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We are here to support you in preparing to have the right supports and services in place to welcome Syrian

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

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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

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## 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.



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“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 &lt;EducationDeputyMinister@gov.ab.ca&gt;

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 |

– 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

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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	Budget	Difference	Percent Expended
<b>St. Theresa</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	
<b>Total</b>	<b>4,920.00</b>	<b>138.99</b>	<b>5,058.99</b>	<b>9,267.40</b>	<b>4,208.41</b>	<b>54.6%</b>
<b>Susa Creek</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	
<b>Total</b>	<b>4,920.00</b>	<b>93.61</b>	<b>5,013.61</b>	<b>16,238.17</b>	<b>11,224.56</b>	<b>30.9%</b>
<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	22	192,424.41

**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>
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## 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.

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# Five years after Alberta school board fired by government, education minister wants it restored

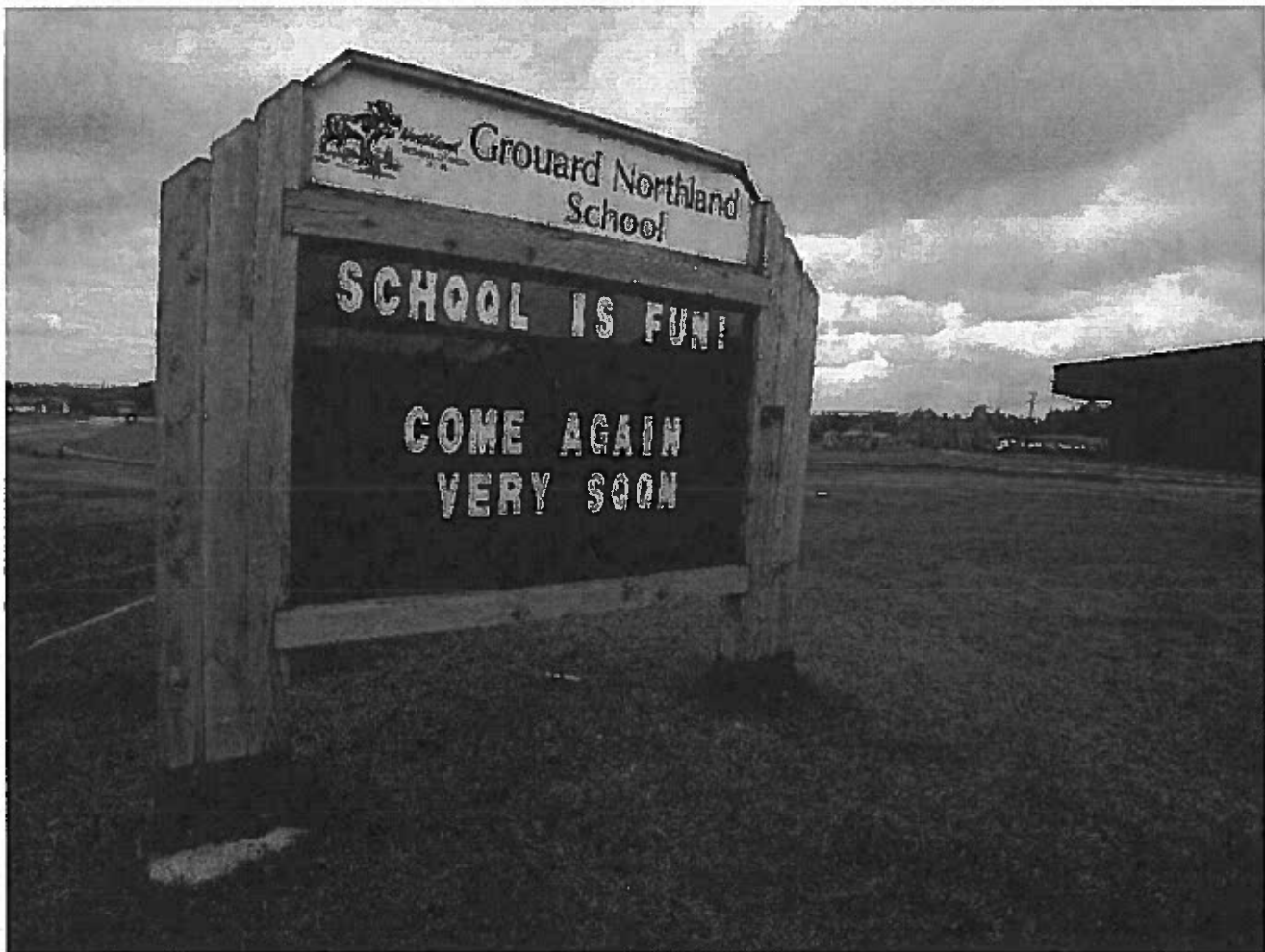


ALEXANDRA ZABJEK, EDMONTON JOURNAL

[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.

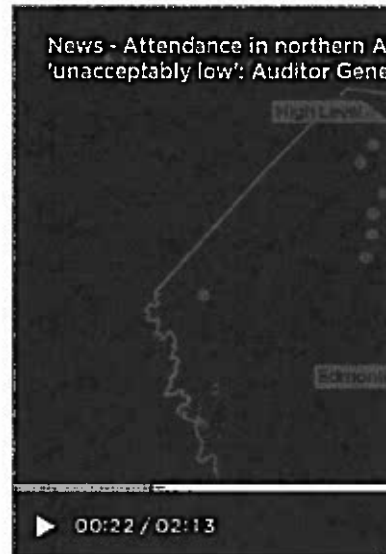


Listen

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.

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### 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).



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The Advocate: Volume 3 - Issue 8

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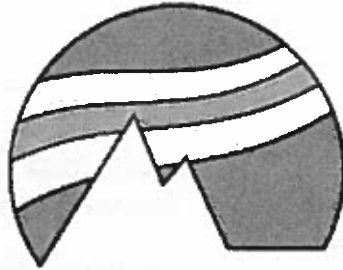
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# THE ADVOCATE

OCTOBER 2015

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## 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.

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## 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](#)

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## Safe and Caring Newsletter

See below the Fall 2015 Safe and Caring Newsletter.

[View Newsletter](#)

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## 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](#)

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## 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](#)

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## 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](#)



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For members of the Alberta School Boards Association

# Communications Now

## November 2015

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ambassadors ..... 10

### In *Weblinks*

Annual "Great Kids Awards" nominations open ..... 12

### In *Resources for Families*

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

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**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





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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.



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### 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.



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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.*



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### **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



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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-



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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*



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### 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.



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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.*





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### 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.



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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.”

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.

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.*



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### 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



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/>

## 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#>

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

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	-	-	-	-	36,450.26	-	-	1.35	-	-	36,451.61
Jun-15	-	-	-	-	-	-	0.50	-	-	-	0.50
May-15	-	-	-	-	-	-	-	-	-	-	-
Apr-15	-	-	505,552.24	-	-	-	-	-	-	-	505,552.24
Mar-15	-	-	248,573.14	-	-	-	-	-	-	-	248,573.14
Feb-15	-	-	248,573.14	-	-	-	0.50	-	-	-	248,573.64
Jan-15	-	-	248,573.14	-	-	-	-	-	-	-	248,573.14
Dec-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	-	-	249,482.56	-	-	-	-	-	-	-	249,482.56
Mar-14	-	-	249,482.56	-	-	-	-	-	-	-	249,482.56
Feb-14	-	-	23,164.18	-	-	-	-	-	-	-	23,164.18
Jan-14	-	-	-	-	-	-	-	-	-	-	-
Dec-13	-	-	-	-	-	-	-	-	-	-	-
Nov-13	-	-	-	-	-	-	-	-	-	-	-
Oct-13	-	-	-	-	-	-	-	-	-	-	-
Sep-13	5,208.60	-	-	-	-	-	-	-	-	-	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	-	-	61,333.22	-	-	-	-	-	-	-	61,333.22
Dec 2005 & older	-	-	-	-	-	-	-	-	-	-	-
<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	-	-	-	-	-	-	0.50	0.45	-	0.00	0.45
90 days	-	-	-	-	-	-	-	-	-	0.00	-
120 days	-	-	-	-	36,450.26	-	-	1.35	-	0.00	36,451.61
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>
Long Term	-	-	-	-	-	-	-	-	-	-	-
<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 2,600,362.45

772,725.99	Sept 2015	Bigstone Cree
77,641.02	Oct 2015	Athabasca Chip
431,297.63	Oct 2015	Peerless Trout
278,258.21	Oct 2015	INAC
221,402.87	Oct 2015	Lubicon
119,507.42	Oct 2015	Chipewyan Prairie
285,284.44	Sept 2015	Mikisew Cree
772,725.99	Oct 2015	Bigstone Cree

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

2,958,843.57