

October 2, 2015 Board Meeting Attachments

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BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: OCTOBER 2, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: STUDENT MENTAL HEALTH AD HOC COMMITTEE

ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

The Board of Trustees recommend forming a Student Mental Health Ad Hoc Committee with funds coming from the revised November budget, as attached.

BACKGROUND

Student Mental Health

Ad Hoc Committee

At the August 29, 2015 board meeting, the board directed the administration to form an ad hoc committee to address child and adolescent mental health issues.

Proposed Terms of Reference:

- Identify culturally responsive approaches to support schools in working with their communities to promote positive child and adolescent mental health.
- Develop awareness of the important role that educators and communities can play in the promotion of positive mental health for children and adolescents.
- Identify current school/community practices to promote positive child and adolescent mental health and respond to concerns.

Proposed Membership:

Chair: Director of FNMI Learner Success

- Elder(s)
- Member of the Advisory Committee
- School principal/teacher
- Supervisor of Students Services
- Associate Superintendent
- Parent
- Student
- Education Director

Plan

1. Meet monthly beginning in November
2. Present updates and gather feedback at February administrators' meeting
3. Provide a progress report including recommendations for action to Board in February

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: OCTOBER 2, 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.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:



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

- 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.
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.
 - 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.



Divisional Facilities Manager

- 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: OCTOBER 2, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS
SUBJECT: JOB DESCRIPTION – CONSTRUCTION PROJECT FOREMAN
ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION
That the Board of Trustees approve the newly created job description for the position of Construction Project Foreman, as attached.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:



Construction Project Foreman

IDENTIFYING INFORMATION

POSITION TITLE: Construction Project Foreman

CLASSIFICATION TITLE: Administration 1

DEPARTMENT: Maintenance

IMMEDIATE SUPERVISOR'S TITLE: Division Maintenance Supervisor

POSITION SUPERVISES: Maintenance Workers and Sub-Contractors

REASON FOR SUBMISSION: x
 Creation Change Update

Date: April 7, 2015

POSITION SUMMARY

MAJOR DUTIES AND RESPONSIBILITIES:

1. Plans and supervises all construction projects in the division, including mechanical, architectural and other related systems, in accordance with current code and regulatory requirements.
2. Participates in capital building projects, modernizations and demolitions, in consultation with the Division Maintenance Supervisor.
3. Consults with appropriate school-based staff, Local School Board Committees, Central Office staff, community groups and government departments in regards to the assigned projects, and keeps them informed.
4. Acts as an on-site technical expert regarding OHS issues, building codes, environmental regulations, disposal of hazardous waste, and any other relevant legislation or regulation.



Construction Project Foreman

5. Performs the project management role during large construction/demolition/modernization projects by:
 - 5.1 Ensuring that a high standard of work is being performed by all personnel, and that the completed work meets quality standards.
 - 5.2 Maintaining a safe, secure and healthy work environment by following and enforcing standards and procedures' complying with legal regulations.
 - 5.3 Manages sub-contractors by locating, evaluation and selecting sub-contractors; monitoring and controlling performance.
 - 5.4 Providing reports as required.
 - 5.5 Meeting construction budget by monitoring project expenditures; identifying variances; and implementing corrective actions.
 - 5.6 Accomplishing construction project results by defining project purpose and scope; calculating resources required; establishing standards and protocols; allocating resources; scheduling and coordinating staff and sub-contractors; evaluating milestone assumptions and conclusions; resolving design problems; evaluating and implementing change orders.

- 6 Other duties as assigned.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: OCTOBER 2, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS
SUBJECT: JOB DESCRIPTION – EXECUTIVE SECRETARY FINANCE
ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION

That the Board of Trustees approve the changes in the job description for the position of Executive Secretary Finance, as attached.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:



Executive Secretary Finance

IDENTIFYING INFORMATION

POSITION TITLE: Executive Secretary, **Finance**

CLASSIFICATION TITLE: Grade 25

DEPARTMENT: Finance/Learning Services

IMMEDIATE SUPERVISOR'S TITLE: Senior Management (Secretary
Treasurer/Associate Superintendent)

REASON FOR SUBMISSION: X
Creation Change Update

Date: ~~October 2012~~ **April 2015**

POSITION SUMMARY

The Executive Secretary is responsible for providing administrative and office support to Senior Management in Northland School Division. The incumbent performs routine secretarial duties with speed, accuracy and a high degree of professionalism which relieves the management team of routine paper work and projects. As well, the incumbent performs a variety of tasks requiring the use of planning and organizational skills which complement the division's structure. The incumbent is committed to excellence and is flexible and dependable in dealing with staff, administration and the Board. The incumbent is self-motivated, works independently and makes decisions within the scope of the incumbent's authority.

MAJOR DUTIES AND RESPONSIBILITIES

The Executive Secretary is responsible for:

1. Handling and maintaining all information with a high degree of confidentiality.



**Executive
Secretary
Finance**

2. Providing direct administrative and office management support with speed, accuracy and high degree of quality and proficiency in spelling, grammar usage and terminology as directed verbally or by written instruction.
3. Maintaining working schedules and engagement calendars and making necessary arrangements for same, which includes travel, accommodation, meeting facilities and ensuring appropriate information/supplies are available **and, if necessary, preparing honoraria.**
4. Preparing documents, reports, and correspondence for signature. Ensuring documents have been reviewed for format, content, grammar, spelling and makes edits as necessary.
5. Screening telephone calls by providing information and assistance to callers regarding concerns, complaints, or general enquiries about the division, and relaying messages to the appropriate persons.
6. Maintaining and promoting appropriate communication processes with the public, school personnel, Trustees, and Local School Board Committee members.
7. Assisting in the preparation of meetings, reports, **including background documentation and writing drafts** and presentations as required by the Senior Management Team.
8. **Arranging, participating in and implementing conferences and committee meetings.**
 - 8.1 **Working with senior staff in preparing and distributing of meeting agendas for the Board, committee meetings as well as other meetings that may be called.**
 - 8.2 **Drafting recommendations for inclusion in committee meetings and Board meetings.**
 - 8.3 **Taking and transcribing minutes of meetings, including the Board meeting, committee meetings as well as other meetings that may be called.**



**Executive
Secretary
Finance**

8.4 Preparing and distributing follow-up task lists, including assigning timelines for completion and collecting and distributing data.

8.5 Posting Board Agendas, Board attachments and Board minutes on the web, and circulating to proper distribution list as required, as well as updating contact lists on the web in a timely manner.

9. **Assisting** the Executive Assistant (or in her absence) in arranging, participating in and implementing conferences and committee meetings as required.

Skills

1. Able to work independently and take initiative. Must possess leadership, multitasking, team building, and motivational skills.
2. Excellent time management skills; attention to detail; the capacity to prioritize by assessing situations to determine urgency; ability to develop a work schedule, set goals, create/implement action plans and monitor progress towards goals; and ability to make clear, timely decisions.
3. Ability to write and format correspondence including memos, letters, reports, etc.
4. High level of sound and independent judgment, reasoning and discretion.
5. Strong communication skills: written, oral and listening.
6. Ability to work well with all levels of management and staff.
7. **Maintaining** positive working relationships with others, both internally and externally.
 - 7.1. Ability to deal with difficult situations: concerned Community Members, Board Members, and staff members.
 - 7.2. Ability to get along with a variety of personalities in an ethical, diplomatic and flexible manner.



Executive Secretary Finance

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- 7.3. Ability to work cooperatively and effectively with others to set goals, resolve problems and make decisions to enhance organizational effectiveness; ability to undertake self-directed tasks when necessary.
 8. Organizing and maintaining effective office procedures and efficient workflow scheduling to meet department deadlines.
 9. Work closely with the Executive Assistant in coordinating and distributing project work to junior staff ensuring tasks are completed in a timely manner and updated as required.
 10. Organizing work to meet long and short-term deadlines with minimal supervision.
 11. Performing duties with a high degree of responsibility and initiative.
 12. Maintaining effective and efficient working relationships with other staff members.
 13. Possessing good communication and organizational skills, openness to new ideas and flexibility.

Finance Responsibilities

1. Demonstrate competency in the following:
 - 1.1 Proficiency and creativity ~~the preparation~~ **preparing of** preparing reports and presentations.
 - 1.2 Composing and word processing of letters.
 - 1.2 ~~Maintenance~~ **Maintaining** and ~~coordination~~ **coordinating of** up to date itineraries.
2. On an annual basis:
 - 2.1 Prepare **Preparing** T2200 Income Tax Forms for all teachers who attended the Teachers' Convention.
 - 2.2 Prepare **Preparing** Capital Asset Inventory Worksheets to be sent to Schools, and Departments for the annual inventory count.



Executive Secretary Finance

3. Organizes **Organizing** general elections, which includes the ~~distribution~~ **distributing** of the election material, advertising, and preparation of ballots, **training of election staff** and provision of election supplies to the schools prior to election date. ~~Coordinates~~ **Coordinating** by-elections as they occur.
4. Maintaining a database of Local School Board Committee members, preparing quarterly honoraria according to attendance records, coordinating payment of interviews for Local School Board Committee members and providing new members with basic information on meetings and their duties/ responsibilities.
5. Keeping informed of FOIP legislation as it relates to the division.
6. Performing other duties as may be assigned by the Secretary-Treasurer.

Learning Services

1. ~~Perform clerical duties and provide administrative support to the Associate Superintendent and the Learning Services Team. The incumbent will be highly proficient in vocabulary, spelling, grammar, editing and accuracy.~~
2. ~~Demonstrate competency in the following:~~
 - 2.1 ~~Proficiency and creativity in the preparation of reports and presentations.~~
 - 2.2 ~~Composing and word processing of letters.~~
 - 2.3 ~~Maintenance and coordination of up to date itineraries.~~
3. ~~Provide assistance to person meeting with the Associate Superintendent and the Learning Services Team.~~
4. ~~Scheduling appointments for the Associate Superintendent and the Learning Services Team.~~
 - 4.1 ~~Book all travel arrangements for the Associate Superintendent and the Learning Services Team.~~
5. ~~Prepare the agenda for Supervisors meetings in consultation with the Associate Superintendent as well as attending the meetings, taking minutes and transcribing them and distributing them as required.~~



Executive Secretary Finance

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- ~~6. Providing assistance for the organization of the new employee orientation including accommodation arrangements, meals, etc.~~
 - ~~7. Coordinating and planning of regional professional development, conferences and workshops in consultation with Associate Superintendent and the Learning Services Team.~~
 - ~~8. Working on special projects as requested, ie: AISI Projects, Administrators Handbook.~~
 - ~~9. Performing any other duties as assigned by the Associate Superintendent and the Learning Services Team.~~

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: OCTOBER 2, 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 approve in principle, the newly created job description for the position of Student Data and Education Technology Coach, as attached.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:



**Student Data and
Education
Technology
Coach**

IDENTIFYING INFORMATION

POSITION TITLE: Student Data and Education Technology Coach

CLASSIFICATION TITLE:

DEPARTMENT: Administration

IMMEDIATE SUPERVISOR'S TITLE:

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

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

Technology Coach

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



**Student Data and
Education
Technology
Coach**

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

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: OCTOBER 2, 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 as information, the revisions to the job description for the position of Housing Coordinator, as attached.

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

BACKGROUND:

OPTIONS:



**Facilities
Manager—
Housing
Housing
Coordinator**

IDENTIFYING INFORMATION

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

CLASSIFICATION TITLE: Administration

DEPARTMENT: Facilities & Maintenance

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

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

REASON FOR SUBMISSION: X
Creation Change Update

Date: July 6, 2015

POSITION SUMMARY

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

MAJOR DUTIES AND RESPONSIBILITIES:

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



**Facilities
Manager—
Housing
Housing
Coordinator**

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

Develops long-range plans and processes to

6.1 Review housing equity across communities

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

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

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

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



**Facilities
Manager—
Housing
Housing
Coordinator**

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



**Facilities
Manager—
Housing
Housing
Coordinator**

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



**Facilities
Manager—
Housing
Housing
Coordinator**

OTHER CONSIDERATIONS

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

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: OCTOBER 2, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS
SUBJECT: SCHOOL CUSTODIAN JOB DESCRIPTION
ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION
That the Board accept as information, the revisions to the job description for the position of School Custodian, as attached.

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

BACKGROUND:

OPTIONS:



School Custodian

IDENTIFYING INFORMATION

POSITION TITLE: School Custodian

CLASSIFICATION TITLE: School Custodian

DEPARTMENT: Maintenance

IMMEDIATE SUPERVISOR'S TITLE: School Principal

REASON FOR SUBMISSION: X
 Creation Change Update

Date: August 2004

POSITION SUMMARY

~~This position is responsible to maintain his/her local school in a clean and tidy manner by fulfilling the minimum requirements as set out in the School Cleaning Standards.~~

This person(s) is responsible for maintaining a healthy, high standard of cleaning based on the minimum standards checklist.

MAJOR DUTIES AND RESPONSIBILITIES:

1. Sweeps, cleans, and maintains the school building in a neat and tidy condition **including washing and waxing of floors to maintain high standards.**
2. **Ensures** ~~Maintains~~ washrooms **are** ~~in~~ a clean and sanitary condition **at all times, wastepaper is removed and they are supplied with essential materials including:**
 - 2.1 Paper towels
 - 2.2 Toilet paper
 - 2.3 Soap



School Custodian

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



School Custodian

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



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.**
- **Occupational Health & Safety Training**
- **First Aid/CPR**

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: OCTOBER 2, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: NORTHLAND TEACHER CAREER FAIR DATES & RECRUITMENT

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION

That the Board of Trustees adopt the attached recruitment strategy for the 2015/2016 school year.

CURRENT SITUATION: NSD, on average the past few years, hires 25-35 teachers and 4-6 principals/vice-principals. Currently we have 24 new teacher hires, 4 new principals, 3 moving principals, and 4 unfilled teaching positions. Most hiring occurs late in the school year as hiring notices are not posted until the division and school budgets are confirmed. Lately, the selection of qualified and quality Alberta candidates has been dropping.

BACKGROUND: Northland needs to be proactive in its search for both certificated leadership and instructional staff, recognizing the search for instructional staff will be different from that for divisional leaders.

Part of recruitment is having recognition and understanding of who the Northland student is and what the benefits of working for Northland School Division are. NSD's HR Department will build recognition by actively participating in career fairs and pre-interview forums in Alberta, Northern British Columbia & Saskatchewan.

However, principals are also noting the quality of candidates they are able to look at with our hiring cycle places NSD in a disadvantage as we have limited ourselves to the candidates left at the end of the hiring cycle. Identifying appropriate candidates as soon as possible is critical to successful staffing processes. Some principals have asked if NSD would consider offering early contracts when it is recruiting. They are also asking if NSD would consider looking at the Maritimes and Newfoundland as areas to recruit.

Statistically, about half of our new hires are from Alberta universities. It should be noted the bulk of this cohort are often people at the latter half of their career. Our newest to teaching hires tend to be from the east coast and represent about ¼ of our hires on average.

Another suggestion has been to go to certain universities in March-April before students finish and host interviews.

OPTIONS:

- Approve offering up to 10 contracts while recruiting or at University spring interviews.
- Expand career fair recruitment to East Coast and BC.

New Teacher Hire Education Degree Geography

Province	Year									
	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%
AB	11	22.9%	32	62.7%	11	44.0%	28	73.7%	13	31.7%
BC	5	10.4%	3	5.9%	2	8.0%	0	0.0%	1	2.4%
SK	3	6.3%	1	2.0%	1	4.0%	0	0.0%	5	12.2%
MB	1	2.1%	1	2.0%	0	0.0%	0	0.0%	0	0.0%
ON	12	25.0%	6	11.8%	2	8.0%	3	7.9%	4	9.8%
QB	1	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NB/NF/NS	9	18.8%	6	11.8%	7	28.0%	6	15.8%	15	36.6%
USA	6	12.5%	0	0.0%	1	4.0%	1	2.6%	3	7.3%
Other	0	0.0%	2	3.9%	1	4.0%	0	0.0%	0	0.0%
Total New Hires	48	100%	51	100%	25	100%	38	100%	41	100%

2015-2016 Career Fair Schedule:

DATE	LOCATION	NORTHLAND REPRESENTATIVES
January 20, 2016	Werklund School of Education (University of Calgary)	HR, Principal, Community Representative
January 22, 2016	Faculty of Education (University of Saskatchewan)	HR, Principal, Community Representative
January 23 & 24, 2016	Bachelor of Education Programs (Cape Breton University, Mount Saint Vincent University, Saint Francis Xavier University, and Université Sainte Anne)	HR, Principal, Community Representative
January 25, 2016	Faculty of Education (University of Alberta)	HR, Principal, Community Representative
January 28?, 2016	Teacher Education North (Grande Prairie Regional College)	HR, Principal, Community Representative
March 11, 2016	Faculty of Education (University of Northern British Columbia)	HR, Principal, Community Representative



Northland
School Division No. 61

RECRUITMENT STRATEGY 2015-2016

Northland School Division No. 61 is an Alberta public education system whose population is primarily First Nations, Metis and Inuit (FNMI). The division requires certificated leaders and instructional staff who enable Indigenous Learning and support FNM Language and Culture to help lead education in its communities. Appropriate recruitment and assignment of division leaders and instructional staff is essential to providing high quality educational programs and services to the students of the division. As certificated staff will be working in diverse aboriginal communities it is also vital that potential employees have opportunities for engaging with local community perspectives and expectations within the process.

Teacher Recruitment

Northland School Division needs to be proactive in its search for both certificated leadership and instructional staff. However, the search for instructional staff will be different from the search for divisional leaders. Teachers or instructional staff will be recruited from university faculties of education, with an emphasis on Western Canada and those that provide or are affiliated with Aboriginal Teacher Education Programs (ATEP). Northland will also advertise nationally for potential applicants from other universities and school boards.

Part of recruitment is having recognition and understanding of who the Northland student is and what the benefits of working for Northland School Division are. Building recognition and understanding requires Northland's Human Resource Department actively participate in career fairs and pre-interview forums when available. Even though the budget cycle is often out of synch with the prime recruitment time, identifying appropriate candidates as soon as possible is critical to successful staffing processes.

Northland School Division Human Resource Department will establish a Recruitment Team that includes the Directors of Human Resources and FNMI Education, with an FNMI principal. A representative of a Northland community will be invited to career fairs to provide a sample of the local context. The team's activities will include the following:

- Attend faculty of education career fairs at Western Canada Universities, with a priority being placed on programs with affiliations with ATEP (January-February);
- Attend student forums at colleges and universities offering ATEP (January-March); and
- Participate in pre-interview forums to identify potential instructional candidates from education students in Western Canada to short-list for interviews in communities at a later date (January-March);
 - Recommend for a contract with the assignment to be determined later exceptional candidates who display a significant match and value to the needs and priorities of Northland School Division to the superintendent. These

- employees would be the first brought forward to local school interview committees for consideration when hiring begins in the spring; and
 - Every year the board will establish a cap on the number of such contracts that can be offered.
- Work with ATEPs in Western Canada to develop awareness of Northland School Division (year round).

The Northland Recruitment Team will look to identify certificated teaching staff who demonstrate relevant:

- Academic preparation, including overall achievement and program content.
- Coursework in second language learning, indigenous education, experiential learning, inclusive instruction and individual differences.
- Competency in the Alberta Teacher Quality Standard, including classroom routines and management, teacher/student/parent relations, and lesson development and delivery.
- Experience with indigenous language and cultural settings. Qualified indigenous and/or local applicants shall be considered for employment equity.
- Overall suitability based on areas of expertise and personal background including philosophy of education, extracurricular and community interests.

Principal Recruitment:

Principal recruitment is much different than teacher recruitment. There is no ready source of new principals like there is of new teachers. School boards look to identify established successful leaders looking for a change or potential new principals with successful teaching experience looking for a move to a leadership position.

Northland is also looking for instructional leaders who have successful experience in Aboriginal and rural communities, school-based leadership, can build on the current strengths of the school, and can work towards improvement of literacy and language improvement through common Division goals and initiatives. Qualifications will include:

- Experience with and a passion for promoting educational success for Aboriginal learners, especially in their indigenous language and culture. Fluency in the language would be an asset.
- Focus on improving student success in achievement, literacy, numeracy and Aboriginal languages and culture.
- Ability to work closely with the community to build relationships in order to create a positive, inviting school environment that is integrated into the life of the community.
- Able to actively seek local partnerships to create innovative program opportunities to engage and challenge students and promote a sense of pride and accomplishment.
- Strong instructional leader who will work with staff to ensure that students have high quality learning experiences.
- Leads by example and is active in the life of the community.

- Has a minimum of 5 successful years of teaching experience. Completion of or progress towards a post-graduate program in Education Administration or equivalent will be an asset.

Northland leaders will hold as priority, improved student achievement, literacy, attendance, and professional development and training opportunities for all staff.

Recruitment will involve advertising regionally and nationally. The Northland Recruitment Team will pre-interview candidates who display a significant number of the identified qualifications desirable in a principal in the division. These pre-interviews is intended to create a pool of candidates every year that local school board interview committees can draw upon to interview for local leadership positions.

HR has \$51,000 in budget for Recruitment and In-service. Roughly this proposal would be budgeted at \$40,000. We would cut trips to keep on budget.

Recruitment Travel	Hotel-Room-Rental	Date	Recruitment Team
Calgary (Fair)	3800	Jan 19-21	up to 4
Saskatoon (Fair)	3800	Jan 21-23	up to 4
Halifax (Fair & Interviews)	14500	Jan 22-25	up to 6
Edmonton (Fair)	3800	Jan 24-26	up to 4
Grande Prairie (Fair)	2000	Jan 28-29	up to 4
Prince George (Fair & Interviews)	3550	March 10-12	up to 4
Edmonton Interviews	5700	April	up to 6
Grande Prairie (Interviews)	2000	April	up to 4
Total	39150		



PRESENTATION TO THE BOARD

KTC-NSD REGIONAL/
VIRTUAL HIGH SCHOOL
& TRAINING CENTRE
(CAREER CENTRE)

PRESENTED BY: MARGOT SIMONOT, TEACHER

OCTOBER 2, 2015



KTC – NSD REGIONAL / VIRTUAL HIGH SCHOOL

&

**TRAINING CENTRE
(CAREER CENTRE)**

KEE TAS KEE NOW TRIBAL COUNCIL
AND
NORTHLAND SCHOOL DIVISION NO.61

IN PARTNERSHIP

JUNE 30, 2015

Preface to the Study

The document following was prepared by myself, Margot Simonot, with the help of a great many people from both Kee Tas Kee Now Tribal Council and Northland School Division No. 61. I would like to thank Alan Rollins, CEO of KTC, Vic Dykaitis, Education Director (former) for KTC, Colin Kelly, Official Trustee for NSD61, Donna Barrett, Superintendent of Schools for NSD61, all of the Chiefs of the KTC membership: Chief Arthur Noskey LRPFN (Grand Chief 2014), Chief Isaac Laboucan-Avirom, WLCFN, Chief Robert (Jesse) Grey WFLFN, Chief James Alook, PTFN and Chief Billy-Joe Laboucan. LLB.

A particular thank you to all of the students in each of the Partnership schools for their thoughtful engagement with me about the Regional / Virtual High School and Training Centre. A huge thank you to the principals of the schools who facilitated opportunities for me to talk with students, staff, parents and elders. Thank you to the staffs of each school. My gratitude to the parents of each school who were able to give me time to hear their comments about the possible new school. I am especially grateful to the Elders of each First Nation/Band who shared their hopes and dreams for the youth of their communities.

Additionally, a host of educators, readers and editors including Bob Sharp, Jan Wallace, and Rosemary Burns. Of great importance and without whom none of the final report could be made printable: Veronica Thunder and Sherril Kelly.

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Appendix A Enrolment Projections

A-1 Enrolment Projection Charts schools with K to Grade 12 ,

A-2 Enrolment Projection Chart of Grade 12 A, Grade 12 B and Grade 12 ,

A-3 Early School Leavers or Credit Recovery potential students.

A-4 Enrolment projection additional students from Grouard and Gift Lake, K to 9 Schools, and Hillview, Bishop Routhier, K-6 Schools

Appendix B

B-1 Kee Tas Kee Now Tribal Council: Improving Education, November 2012 - Concept paper (Plan 4 Ward)

B-2 Kee Tas Kee Now Tribal Council: Education Survey Preliminary Results & Analysis (Plan 4 Ward) January 2014

B-3 Kee Tas Kee Now Tribal Council Education Initiative, Student Survey Analysis Report possibly January 2014,

Appendix C

Scripted dialogues and data collection from each of Elders and Parents, School Staff, Administration and Students

Appendix D

Data from World Café Focus Meeting with Grades 10-12 March 2015

Appendix E

Yukon Education: www.yesnet.yk.ca/schools/woodstreet brochures, 2015 for MAD, CHAOS, OPES

Appendix F

Kee Tas Kee Now Tribal Council Education Committee Strategic Planning Session Aug 6 2014

1. Executive Summary

KTC and NSD61 have been considering the establishment of a Regional Secondary facility for some time. The immediate goal of a Regional /Virtual High School and Career Training Centre is twofold. The first goal seeks to provide a wider experience for the students who would be in Grades Ten to Twelve. Small secondary schools cannot readily offer as many options as students might like, including the options of advanced academics such as Math 30-1 and Physics 30. Moreover, the Pre-Trades programs tend to be limited in smaller schools and smaller communities.

The second goal is to reclaim the early school leavers and provide a fitting schooling for them so that they can return to their academic programs or acquire the first year of a trades program or a diploma in a job skill-training program. An example of a skill-training program is that of a heavy equipment operator which requires a number of pre-training skills and then the actual 12 week course. The Heavy Equipment Operator Training course offered by Leavitt Machinery Operator Training in Fort McMurray is such a course:

Heavy Equipment Operator Training

The heavy equipment operator courses would help the operator in attaining the required skills and knowledge they will need to be able to enter the workforce as an entry level operator. In this 12 week course plus a practicum, one will focus on jobsite basics like for example: environmental, safety and health training and awareness, machinery maintenance and operation, and use of earth moving methods in hands-on conditions.

Additionally, the dream of Aboriginal Schooling for Aboriginal Students embraces the potential that programming based on their values and cultural roots might serve them well as they move into bridging the chasm of success between mainstream populations and their own. The elders want to establish their own standards of success through more traditional avenues and experiences, away from the formalized colonial view of schooling for the masses (see Alberta Learning Native Education Policy Review, June 2000, appendices). From the approach the Elders embrace to curriculum and pedagogical strategies based in First Nation ways of knowing, it is likely that students will flourish in a manner that they do not yet enjoy. Such a revolutionary

change could simply be short lived (Hawthorne Effect); however, productivity will go up for a time, and if the change and dialogue about what is needed is maintained, there is no limit to the growth of empowered and engaged youth. It is expected that the students will positively identify with their heritage and will stay in school to develop themselves academically so that they can assume their jobs as the leaders and service providers in and beyond their communities.

Dr. Tunison writes for the Canadian Council on Learning in November 2007, page 2:

In working toward addressing gaps in understanding what constitutes successful learning and what Aboriginal Peoples aspire to and need to succeed in their learning endeavours, (The Aboriginal Learning Knowledge Centre) AbLKC wishes to acknowledge that what is available as evidence of success in the existing literature is often unclear and undefined, and perhaps not representative of Aboriginal Peoples' perspectives. Responding to the aspirations and needs of Aboriginal learners means valuing their collective intellectual traditions and identities as Aboriginal peoples.

In particular, what do First Nations, Métis, and Inuit desire from learning and, if that desired future materialized, what would it look like? Further, what is the proper nature of the relationship between the learning objectives (standards, goals, measures, definitions of success, etc.) for Aboriginal and non-Aboriginal people? The answers to these and other questions must be clearly articulated by both groups in order to move the learning agenda forward. On one hand, First Nations, Métis, and Inuit define success by their ability to participate in the economic and political spheres of the dominant culture and on the other hand, they express a need for a totally unique and transformed educational system based on their cultural and epistemological orientations, which may or may not fit with the norms of the majority culture. Page 28

For Dr. Martin Brokenleg, it is a known and accepted phenomenon that those Aboriginal Peoples who see themselves as successful and who are considered successful in their communities as well as in the mainstream cultures where they live exhibit a dual culture. They can function well in both cultures. They are knowledgeable in their language and traditional identifying culture and in the mainstream business culture that they live alongside.

The following quotation from Samuel Sam, a Coast Salish Elder...

—If you talk to young people who are strong in their culture and ask them about their academics, you will find they have graduated and some are going to college and university (Richardson and Blanchet-Cohn, 2000, p. 169). In other words, the factors that enhance the learning spirit also lead to success in other areas of learners' lives. Page 12, Tunison, op cit.

The collection of input from each population ideally would be done over a much greater period of time. At least one year of dialogue should be envisaged for this kind of project as it requires many face to face conversations, in a venue outside of the school and with a person of trust. Many school leavers are too shy to meet with anyone, when they do meet they are uncertain of the possibilities they might encounter. They will need great encouragement and a familiar face with whom to share their hopes and dreams. Many questions that arose during the conversations were impossible to answer until such time as the definition of the school and identification for funding is made clear so that it can be shared with the populations. Nonetheless, the responses to the ethnographic survey conducted by this researcher indicate some clear directions possible and define some of the concerns which will need to be addressed in establishing the new school.

Conclusions of the Study

The Regional / Virtual High School and Training Centre is definitely an appropriate move for the populations of Kee Tas Kee Now and Northland School Division No.61. The various surveys and discussions held with Elders, parents, administrators, staff and most importantly students indicate support for the concept, as outlined during my home and community visits, where the new school offers an alternative approach to standard schooling and embraces an Aboriginal Way of Learning.

These conversations indicate an approach to take.

Without a complete understanding of Aboriginal people's perspective on learning and a comprehensive, culturally appropriate framework for measuring it, the diverse needs and

ambitions of First Nations, Inuit and Métis will continue to be misinterpreted and misunderstood. (The state of Aboriginal Learning in Canada, ccl-cca, ca)

- Experiential Learning, Aboriginal World View and Aboriginal Ways of Knowing must lead the development of the Curriculum for all students.
- Programming will be varied, intense, of short duration and rigorous, with high expectations for excellence.
- Choice will be the operative central core of the programming and delivery models made available for the students.
- Where necessary, tutoring will be available for students who exhibit this need especially for those who need the help but are too shy to ask.
- Counselling – both Career Counselling and Personal Counselling will be offered at this school and could be a shared resource throughout the Partnership, but operating out of this facility.
- The Virtual Programs will be set up such that the cohorts of students taking these kinds of classes meet with one another a number of times during the study and will at all times have a designated teacher who is an expert in teaching that discipline.
- All pre trades training programs will be designed to meet dual credits.
- All other training programs will be linked to a credentialing institution so that students gain their diplomas and certificates to join the work force.
- Sports of all sorts will be rigorously joined and students encouraged to enjoy competitions with other schools.

- Staffing for this school and for the Student Housing requires workers who will be able to overcome the difficulties many students claim to have with their teachers. Hire Aboriginal People, then, if there is a shortfall of competent and certified/classified Aboriginal teachers and staff, then hire other people who understand an Aboriginal World View of child raising. Aboriginal people have their own distinct culture and way of being that needs to be respected and understood. Knowing when and how to be firm, when and how to be relaxed and at all times knowing how to trust the children and students to do the right thing is very hard for non-aboriginal people. Generally the non-Aboriginal model of child raising rests on an Ideal Philosophy which is different.

Recommendations

1. That the Regional / Virtual High School and Trades Training Centre be built;
2. Build this school in a central location, readily accessible to all of KTC member Nation populations and also to the NSD 61 partnership schools. No one should have to travel more than two hours to get to the boarding facility and no one should travel more than one hour to commute daily;
3. Attendance at this school is voluntary, by choice is the only approach feasible;
4. Build the Boarding facility, Student Housing in such a way as to accommodate students in family groups of no more than eight to ten students with one supervisor house mother/dad who will look after the students as a loving parent would. The housing should allow for a kitchen lounge so that it more approximates a home-like atmosphere;
5. Boarding stay must be short, elders say kids need to go home for family life too. One week, go home for the weekend and be back on Sunday night for school again;
6. Build a trades – training facility with sufficient shops to allow for a clean shop servicing Construction and Electrical studies;
7. A second shop for machine work, engine repairs, plumbing and pipe-fitting , welding and such;

8. A third shop will have the Information Technologies equipment, the 3 D printer, the digital media centre and the auto-cad equipment for machining parts and design work;
9. A large component of the curriculum for this school must center on students developing Personal Life Skills, on their language roots and on their heritage;
10. Build adequate fine arts facilities to accommodate dry and wet arts, music and drama ; Music will need to be somewhat separate and in good acoustics;
11. Include appropriate sized and equipped science labs so that students experience the same access as the urban populations;
12. Programming to meet the curriculum will be experiential, hands –on, in varying large blocks of time, from one week per course to 10 weeks for two and 20 weeks for five. Alternative structures must synchronize with the home school;
13. Staff adequately and creatively to share staff among the schools;
14. Ensure a Career counsellor and a Social – Emotional personal counsellor;
15. Include a teaching lab in the Cafeteria;
16. Provide sufficient stand-alone classrooms for two cohorts of Grades 10, 11, and 12 as well as two cohorts of Credit Recovery. (Outreach)
17. Aim to include many partners including students from neighbouring school divisions.
18. The governance model already in place for the Partnership might be a good starting place; however, the school will need to have a Governance Board of its own with Education Service Agreements made with all partners;
19. The curriculum must start from an Aboriginal World View and fit in compliance with the provincial curriculum rather than the other way around. Use Aboriginal Perspectives in Science and Social Studies, write the history of the peoples and their stories for Language development;
20. Hire Aboriginal People to teach and look after the students or if not possible then find staff who understand and can work within an Aboriginal World View;
21. Ensure adequate staff for the Recreation after school program so that some of those activities can become credit gaining;
22. Ensure that the Student Housing Care-givers are chosen for their wisdom, patience and reputation as the embodiment of Mushum/Kukom that everyone respects and

youth call on for help and strive to have parent committees be involved in the selection process;

23. Ensure sufficient funding to include a contingent of Respected Elders who will be on staff all the time, always included in all of the planning and of sufficient number to represent all communities.
24. Establish a school protocol whereby all students are tracked until they graduate and that information is readily available to planning teams of the organization whether KTC or NSD and especially for the Band Office data files.
25. Establish a protocol to follow-up on Early Leavers, and habitual poor attenders, find out why they are not attending or have left school and put into place individualized programs to re-engage them before they become completely discouraged.

2. History of schooling in Kee Tas Kee Now (KTC) and Northland School Division, No. 61 (NSD61)

Kee Tas Kee Now Tribal Council, established in 1995 – 1996, regrouped the Whitefish FN, Woodland Cree FN and Loon River FN. Shortly thereafter, each of Woodland Cree, Loon River and Whitefish First Nations assumed authority for their schools. Loon River established Clarence Jaycox School in 1998 upon termination of their Provincial Tuition Agreement. Woodland Cree assumed authority for their School at Cadotte Lake on September 1, 1996. Whitefish First Nation similarly took control of Atikameg School in 1996, maintaining a staffing service agreement with Northland School Division Number 61 (NSD 61) which ended in 2007.

Since then three other communities have joined KTC. Peerless and Trout First Nations amalgamated and joined in 2012 while Lubicon Band joined in 2013. Each of these communities has a Kindergarten to Grade 12 program operated by NSD 61. In 2012, KTC and NSD 61 developed a Partnership Memorandum of Understanding to share expertise and support for staff and programs of benefit to both populations of students. That partnership includes Grouard School, Gift Lake School, Hillview School in East Prairie and Bishop Routhier School in Peavine.

Northland School Division No. 61 has been in operation since 1960 when an amalgamation was made of 20 schools from a combination of federally funded schools, Métis Settlement Schools, some separate and public school districts and some Mission schools located within the forested basin of the Peace and Athabasca rivers. The amalgamation intended to provide a regularly funded and staffed schooling inside an Alberta Department of Education Curriculum and Teacher Supervision framework so as to regularize the schooling, improve the offering and standardize the programming.

3. Introduction to the Study

KTC and NSD have mused about establishing a regional secondary school / trades centre for some years. Such direction is clearly given in the Inquiry Team Report 2012, page 4,

Recommendation #17:

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.

As well, one reads in the Northland Community Engagement Report of 2013, pages 22 and 23, the response to the above recommendation:

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

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

Moreover, the leadership in KTC Education Committee's Strategic Planning Report of August 2014, states:

'Education is a lifelong endeavour that we are all involved in. To provide our children with the tools to overcome societal issues like marginalization and racism. To have KTC education governance that provides a basis for indigenous educational philosophy and system that teaches our children to be proud and to achieve higher standards...using our Cree heritage and culture and traditions as a foundation for our education system. To ensure we have the very best teachers for our students. A system that promotes excellence in our teachers, our administrators and our students. A regional high school and a trades training centre. A Vision of excellence for higher standards than any other schools. High expectations create high achievement for our students. We need to stop talking about it and just do it.

4. Objectives of the Study

Elements of the directions of the Feasibility Study / Outreach Program provided at a meeting of the Kee Tas Kee Now Tribal Council Education Steering Committee, in Edmonton on March 2, 2015.

1. Student Demographics - both in and out of school - and 5 year projections - by school (build also on labour force information and social assistance)
2. Community location of students - as a guide to determining the location of training centre - consider also daily commute or modular programming
3. Programming options for training centre (explore outreach options) - have we learnt anything from past situations of kids falling through the cracks?
4. What type of Dorms might be needed? For a dorm to be successful what characteristics should be considered?
5. What type of problems do we contemplate and what are the solutions?
6. How will this affect the operations of the existing schools?

Additionally, the following questions are addressed.

- A - What do you want to build?
- B - Where will it be located?
- C - What will it cost?
- D - How will it be paid for?
- E - How will it be operated?

5. Data Collection and Analysis

5.1 PROCESS OF THE 2015 DATA COLLECTION AND ANALYSIS

This research included a review of the 2012-13 Survey conducted by Plan4Ward for KTC, a review of some pertinent literature on Aboriginal Schools, Curricula and Programming as well as a host of community visits and conversations with members of each community. The Steering Committee of KTC Education Committee responded to a set of questions designed to stimulate discussion with the Elders, parents, school staffs and administrators of the various communities in the Partnership KTC/NSD. The writer visited each school population of Grade 7 – 9 students as well as the school staff of each school, the administrator, some Elders and some parents who were available to talk about the concept of a regional high school, virtual school and training centre.

Since Hillview School and Peavine School do not include Grades 7 – 12, only the staff and administration of the schools were visited. Through a Community Engagement process Peavine parents have chosen to have their children sent to High Prairie to finish their schooling after Grade six.

The conversations with the parents and Elders were less of a survey than a dialogue about potentials. Responses were collected and rendered verbatim centering on the five (5) questions and one (1) open-ended invitation for other opinions. These responses have been grouped under the five categories and summarized for this study.

Staff and administration were consulted using the same five questions and open ended invitation for additional comments as that used for Elders and Parents. These responses are also summarized in the same way.

All Grades 7 – 12 KTC / NSD Students were consulted and joined in discussions in two ways. Sixty-six of the Senior High School Students in Grade 10 – 12 were involved during a Health Studies field trip to Edmonton where they visited a number of Health Science facilities and

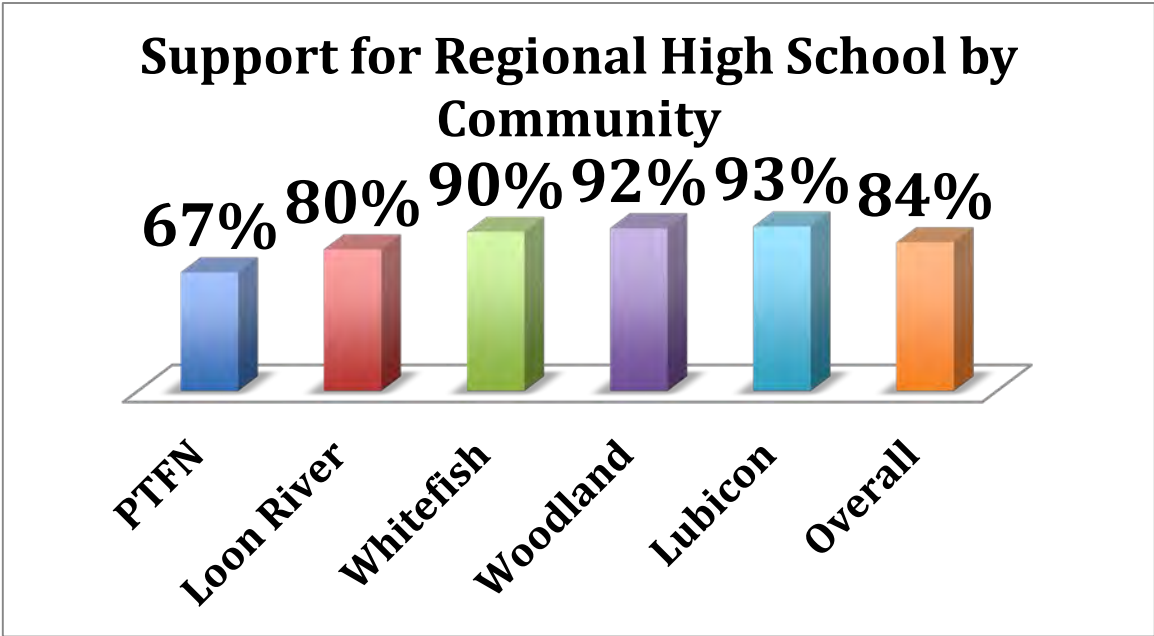
college campuses. They then participated in a Focus Group discussion around 10 questions in a format called a World Café. This approach invites the students in groups of 6 or 7 to spend 10 minutes giving their opinions on a topic and then going on to the next one. The results are summarized and indicate some clear directions from their perspective on five aspects of a new school. This direction from the students supports the data collected in 2013.

The Junior High students met with the researcher in their schools, participated in an activity such as pizza making, joined in a discussion about their hopes and dreams for high school, what to do after high school and then listened to a presentation about the Regional High School /Virtual School and Trades Training Centre with school boarding possibilities. They gave their opinions in either written or verbal feedback about why they might choose to attend this school or why they would not want to attend the Regional High School. Their responses are summarized and indicate some directions and concerns that the developers of the new school will need to consider as the programming is put into place. The summaries of this dialogue support the directions indicated from the data collected in 2013.

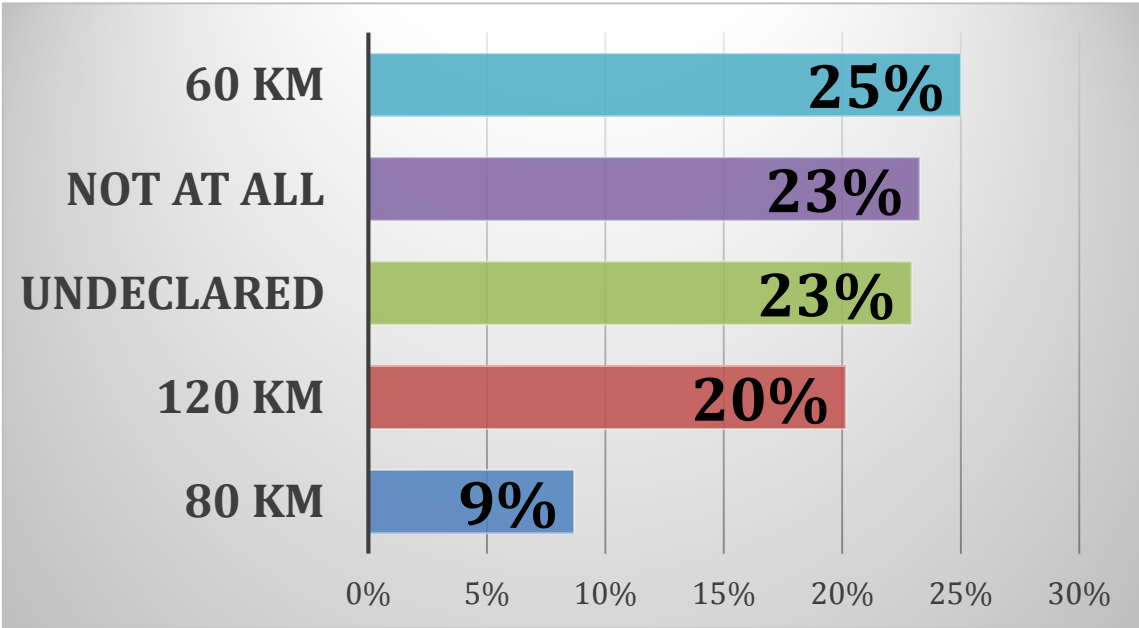
5.2 EARLY DATA COLLECTION

There is ample information available from a study conducted in the past three years: Kee Tas Kee Now Tribal Council Education Initiative. The first part of the survey conducted by Plan4Ward in 2012 - 2013 was available as a Power Point document. Its primary focus was the collection of quantitative information from the ten KTC/NSD Partnership school populations to ascertain support for the Regional High School /Virtual /Training Center (page 6, *Improving Education, November 2012*).

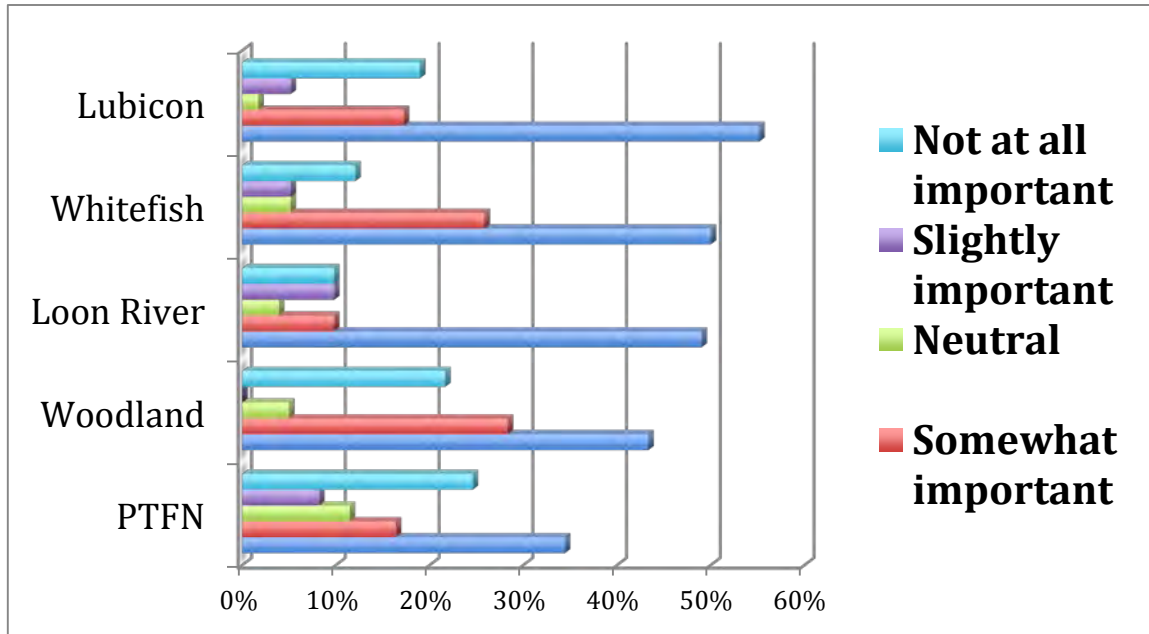
The second part of the survey, *Kee Tas Kee Now Student Survey Analysis, September 2013* analysed the data from 111 surveys which focused on twenty questions about the concept of a Regional High School/Virtual High School and Training Centre. The entire study conducted by Plan4Ward is included in the Appendices. A summary of some questions for parents surveyed is pertinent to this study.



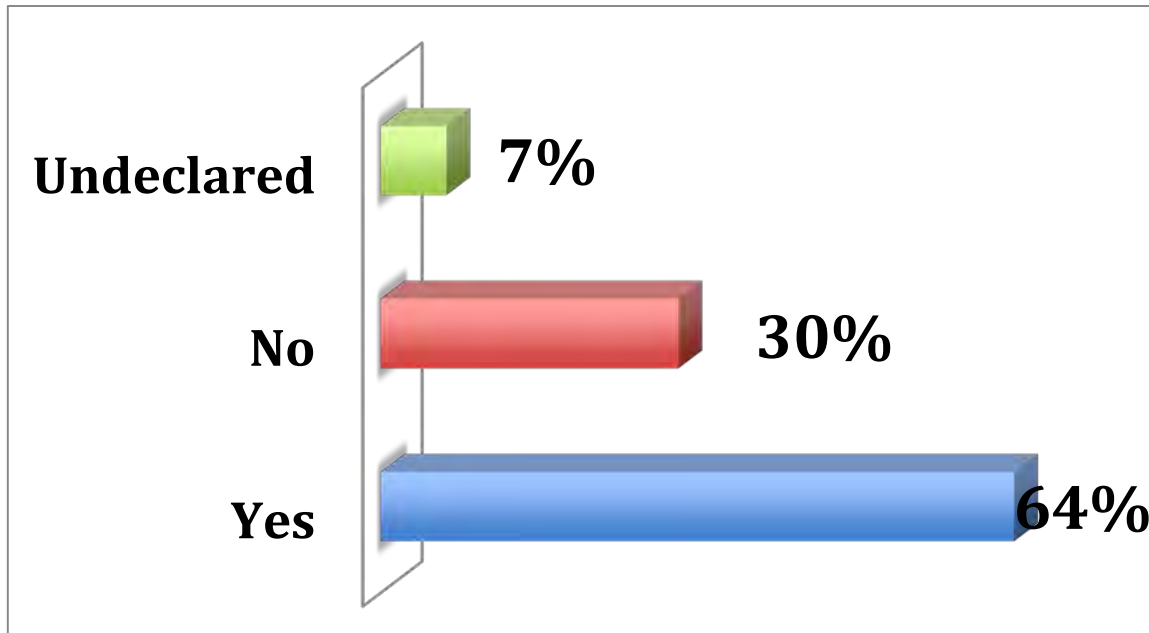
There is discussion about how far parents are willing to send their children. The graph shows support for some travel by over 50 % of the people.



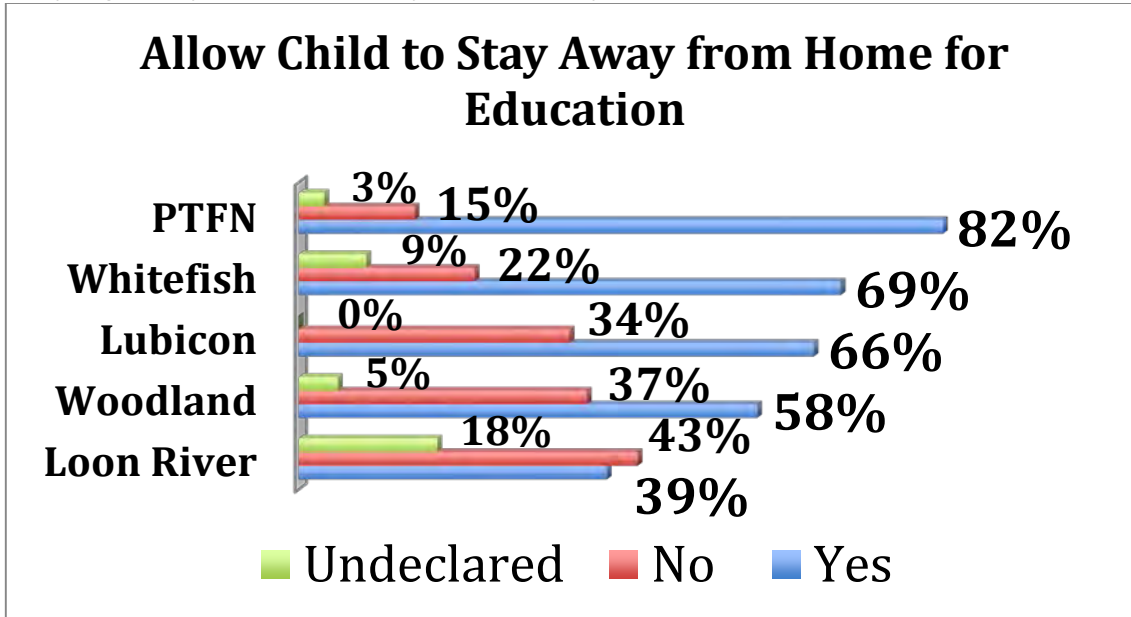
The location of the new school is of importance to about 50 % of the population surveyed.



Staying away from home for school is acceptable to 64 % of the parents surveyed.



Staying away from home by community is as follows:

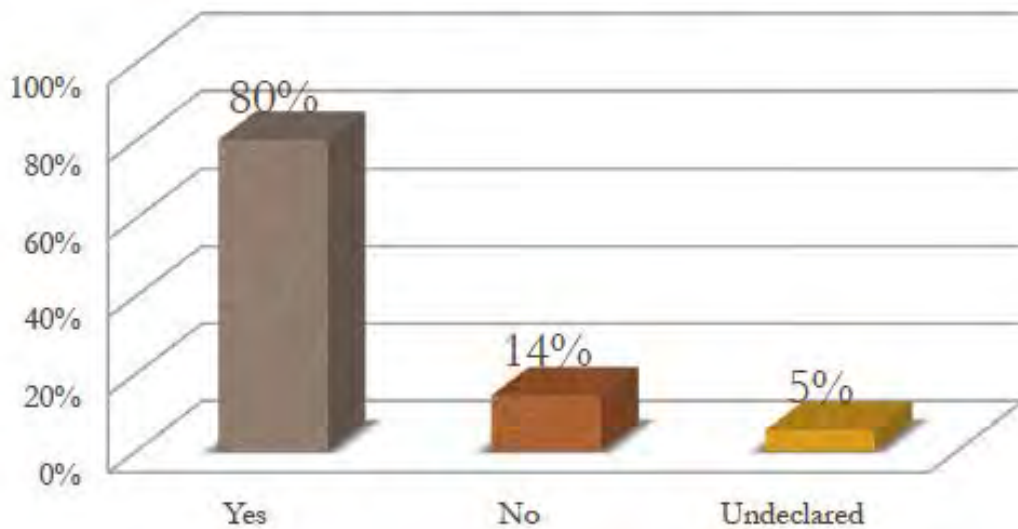


Student Surveys are summarized and charts provided to help read the results. The entire Student Survey Analysis is in the Appendices.

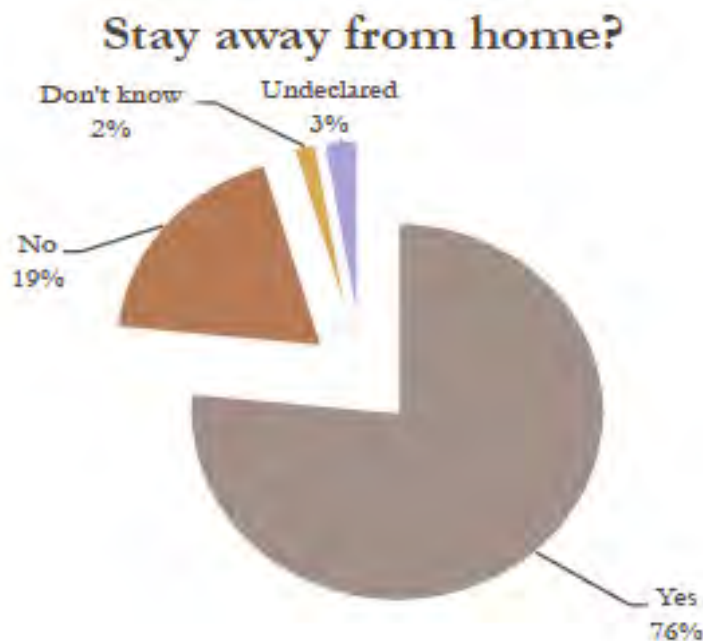
When asked if they supported the idea of a regional high school in the KTC area, 80% of students stated yes, they did.

The interest levels of students wanting to attend a regional high school were scaled. 79% rated themselves extremely or somewhat interested in attending a regional high school, 8% were neutral, and 13% were not very or not at all interested in attending a regional high school.

Support for Regional High School

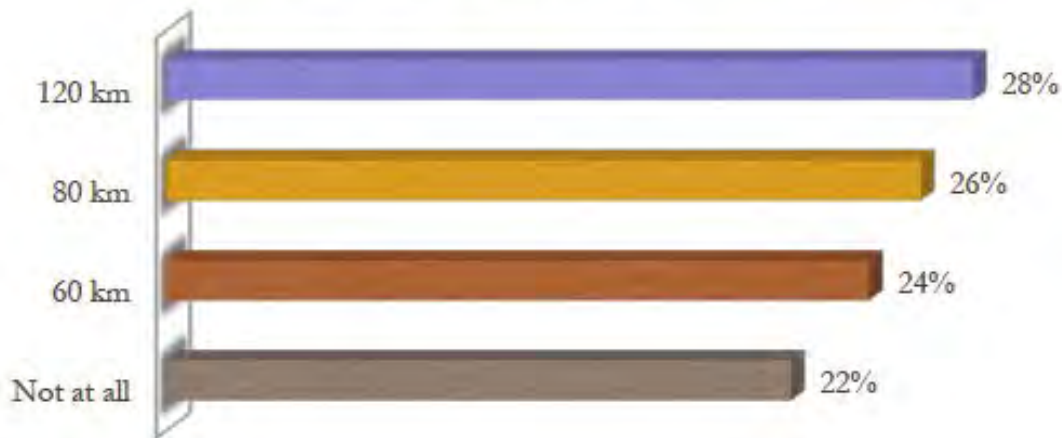


When presented with the question if students would be willing to stay away from home if the campus was not located on their reserve and housing was provided, 76% stated yes.

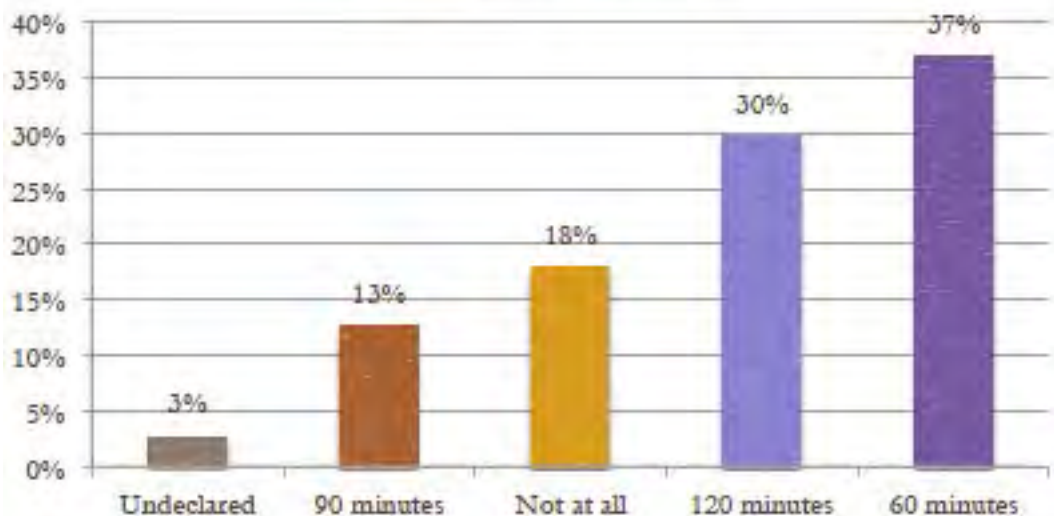


In order to validate the willingness to travel, the question was asked twice. The students were asked first to consider the number of kilometers traveled and then to consider the time spent traveling. The top answers for kilometers willing to travel were 120km (28%) and 80km (26%) showing a high willingness to travel for school/training purposes. The top answers for time spent traveling were 60 minutes (37%) and 120 minutes (30%). Not at all willingness to travel varied by 4% between questions, 18% and 22% were not willing to travel in either question.

How far would you be willing to travel to attend school?

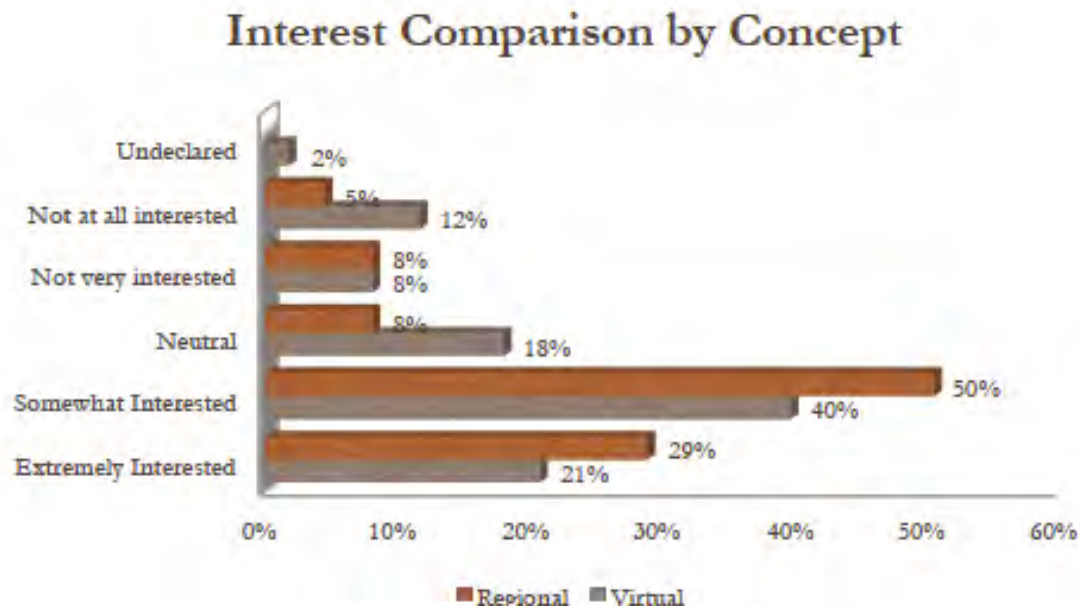


Willing to Travel

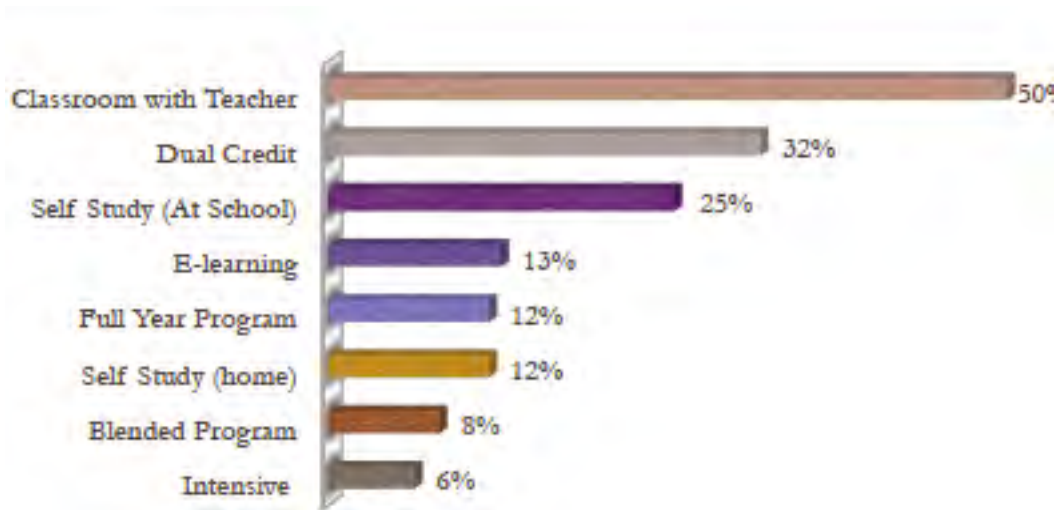


Concept Comparison

When asked which idea the student liked best, 42% said regional high school, 34% said they would like to see both a regional high school and a virtual training centre be put in place, 13% said they liked the idea of a virtual training center better and only 11% did not want to see any changes to the schooling system.

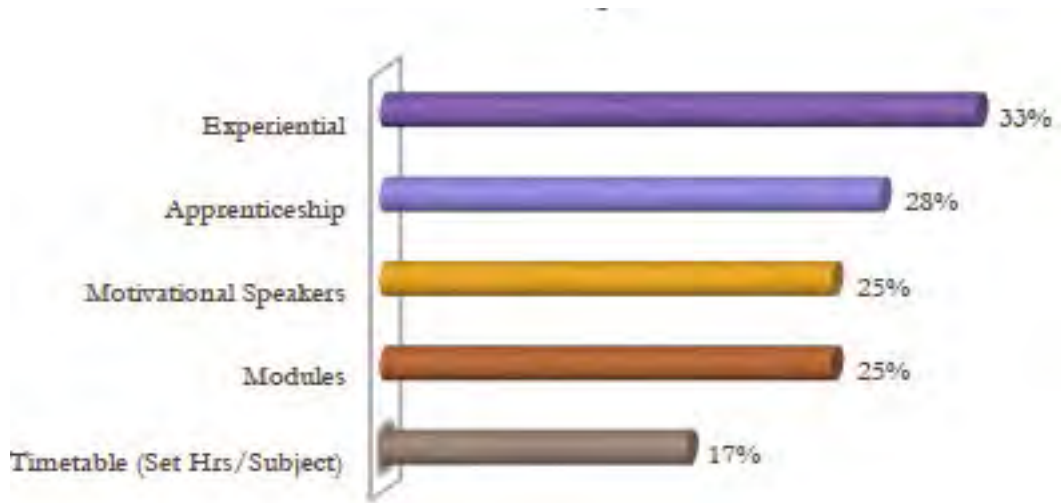


Preferred Learning Methods



Students were asked to share what types of learning methods and delivery methods work best for them. The top answers were classroom learning with a teacher and dual credit (earning credits toward high school diploma and apprenticeship hours for a trade at the same time).

Preferred Delivery Methods

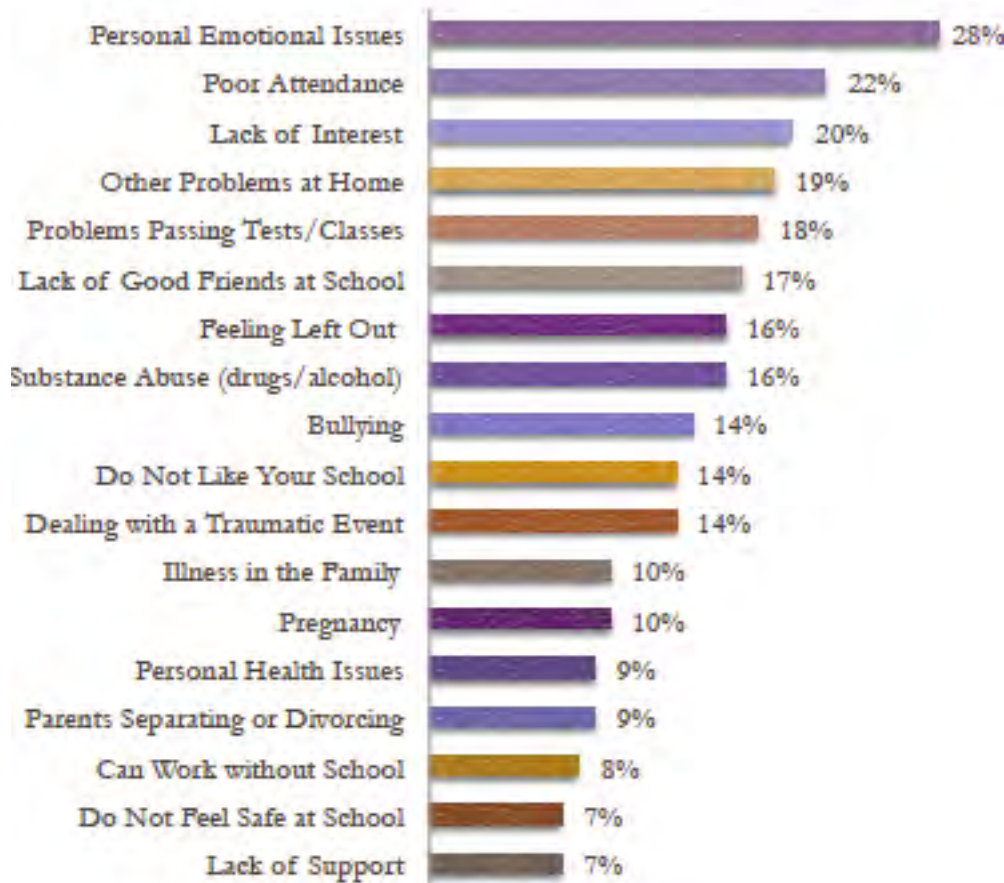


Delivery methods most preferred were experiential (learning by doing) and apprenticeship (training by a skilled expert in the area).

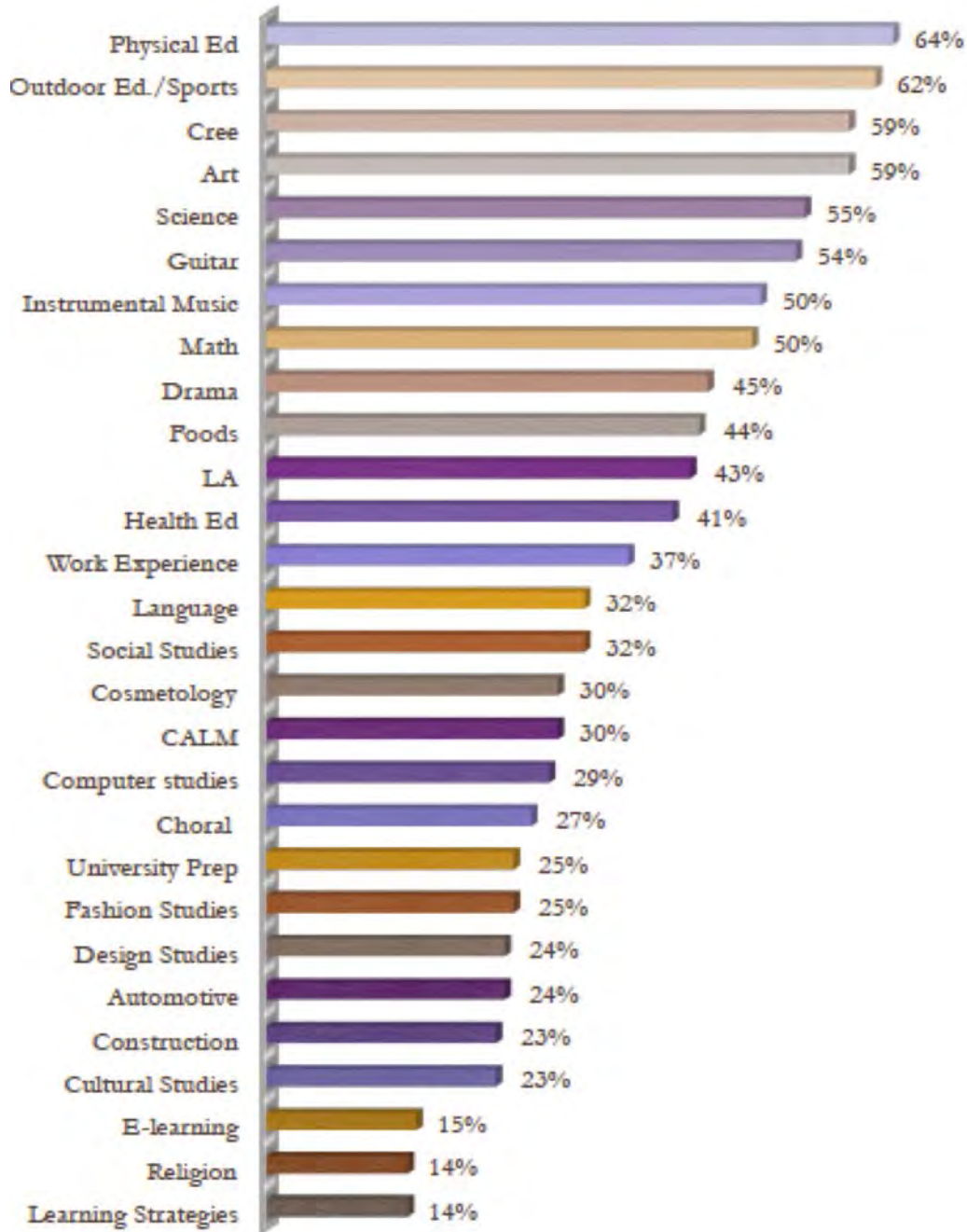
Challenges for school completion

There are many challenges facing high school students in completing their education. The list highlights the main factors contributing or challenging their ability to finish high school. Personal and emotional issues, poor attendance, lack of interest, other problems at home and problems passing tests and classes were the top challenges for students.

Challenges to Finishing High School



SCHOOL COURSES INTEREST LEVELS

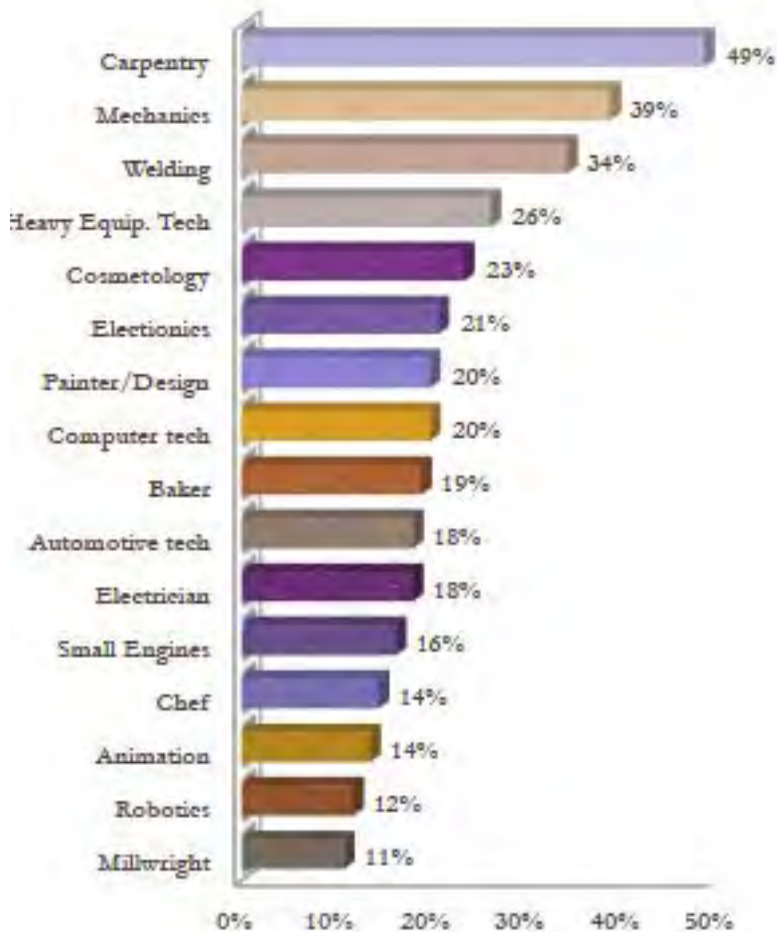


Course Interest

Other courses of interest included veterinary training, basketball, Biology, Film Studies, hockey and robotics.

Extra-curricular interests scoring above majority included volleyball, hockey, basketball and baseball programs.

Training Interests



Kinds of courses and credits to be considered

There was a significant interest in Dual Credit (earning credits toward a high school diploma at the same time as earning hours towards a trade's apprenticeship). Some training interests of students were recorded. Carpentry was the top interest (49%), followed by automotive mechanics (39%), and welding (34%).

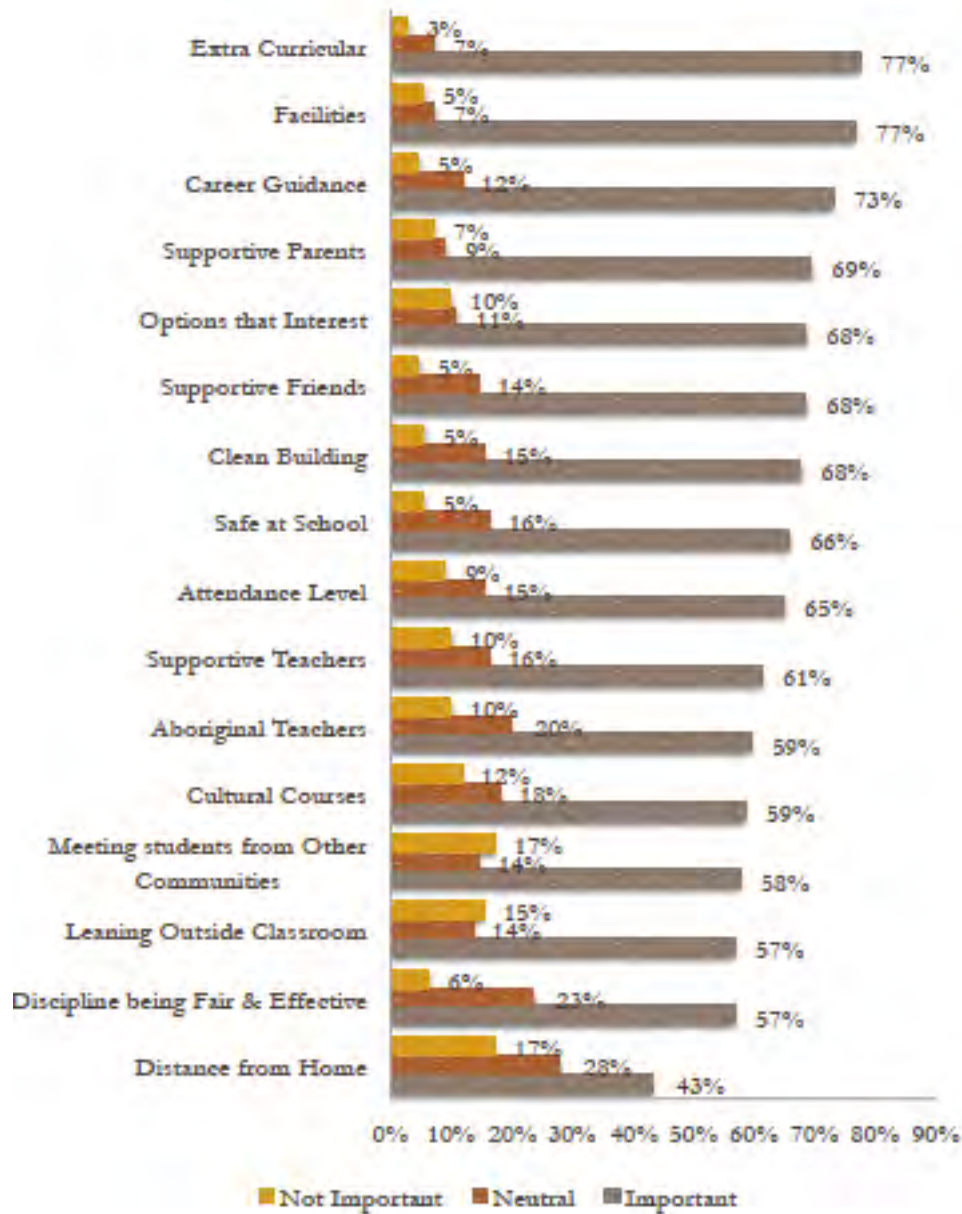
Interests that were not on the list provided included:

- Art Class
- Chemist
- Game designer
- Driving big trucks
- Health care aid
- Hockey Player
- Marine Biologist
- Music
- Nurse
- Physics
- Power Engineering
- Slashing with ATCO
- Veterinary

Factors that were most important to students when thinking about their educational experience are provided below. They were asked to rate the factor from not important, neutral or important. The facilities (lounge, cafeteria, study areas, gym etc.) and extra-curricular activities (sports teams, theatre, clubs, tournaments etc.) were listed as most important each scoring 77%.

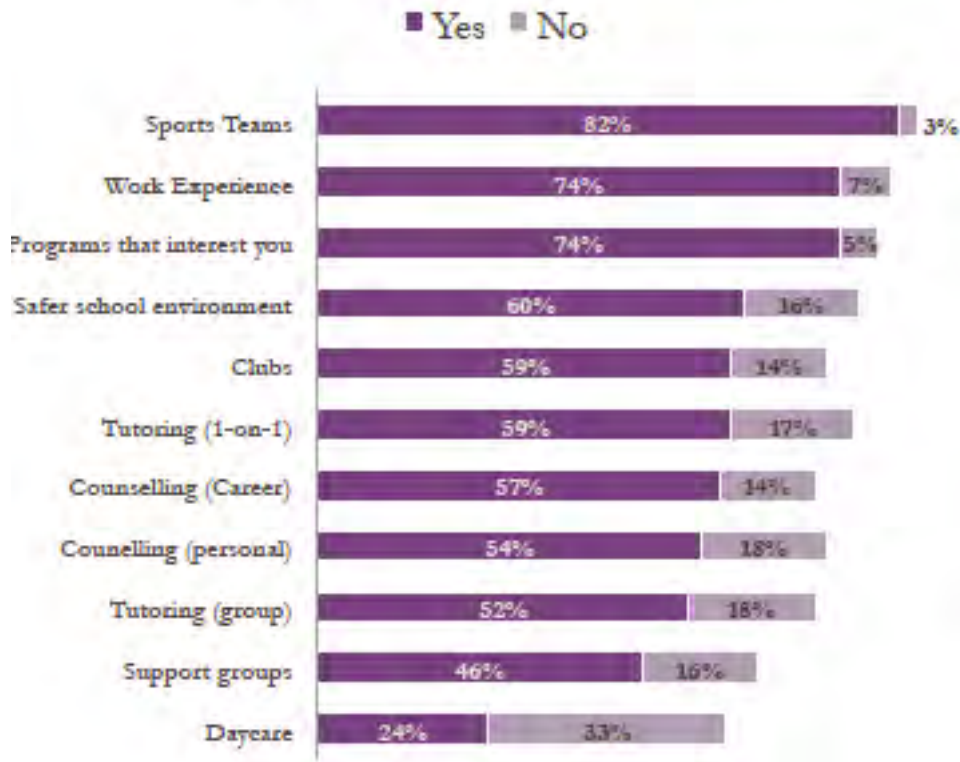
Career guidance was also a choice of 73% of students who felt this was important in their schooling. Having supportive parents was seen by 69% students to be an important factor. The factor that was least important was the distance from home, showing that students value other factors over distance to get to school.

Important Factors to Your Education



Assessing other types of supports that could help students in their schooling process was done, and is below. Sports teams, work experience, programs of interest, safer school environment, extra-curricular clubs, one-on-one tutoring, career counseling, personal counseling, and group tutoring were all indicated to be of help by over 50% of students.

Programs that will Help Students with School/Training



5.3 RESULTS OF SURVEYS WITH KTC – NSD SCHOOL COMMUNITY MEMBERS

5.3.1 Student World Café Session – Focus Groups

Sixty-seven of the 133 Grade 10 - 12 students attending sessions with the Career Counsellor during the 2014 – 2015 school year went on an extended Field Trip to Edmonton to tour some post – secondary institutions providing Health Services Education. At the end of their tour they participated in a focus group session called a World Café where they spent an hour responding to some questions about their schooling. Five of the questions referred to the potential new Regional High School. The summary of their brainstorming is included below.

Student opinions about the courses they would like to see at the new school;

- Students from many groups shared that they would like to see an increased course selection. Students would like the option of having access to 30-1 classes (4/10 groups). Groups (3/10) thought there should be an increase in overall course selection. Students would like to see an increase in the Science courses offerings (7/10) and who would like fully functioning science labs (4/10).
- Athletics were very important to students with many wanting more athletics, coaches, sports teams, track and field, bigger gym, swimming pool, and a hockey rink/arena.
- A larger selection in option courses was a top priority for students. Industrial arts, technology and trade apprenticeship/co-op courses were a large portion of interest for student groups. Other options such as music, drama, cooking and arts were of interest as well.
- Having a full time guidance counsellor on site was of importance to students.
- As well, more extra-curricular activities. Changes in facilities such as bigger classrooms/school, workout room, cafeteria and a student lounge.

Student opinions about the physical plant of the new school:

- The most popular physical aspects the student groups wanted in their ideal school were: cafeteria, student lounge, more levels, and library and dorms/student residence;
- Student groups wanted to see science labs: biology and chemistry and physics laboratories in their high school;
- Music class/room was of interest to most groups; many had great interest in theatre, computer lab, art class, cooking lab, and home economics lab;
- Other options in the industrial arts field were of interest: carpentry/construction mechanics, shop, and technology/robotics;
- Athletic features students would like to see at their high school included a swimming pool, bigger gym, track, fitness centre, baseball field, hockey rink, dance studio, skate board park, and basketball court;

Student opinions about what qualities they like in their teachers:

- They like their teachers to be funny and to see the light side, to have similar interest so they can relate to each other, video games and sports for example;
- They want their teachers to be supportive and to push them outside their limits so that they succeed;
- They want one on one instruction;
 - They like teachers who are not too strict, who can explain information clearly without useless details;
 - They like teachers who are knowledgeable;
 - They like teachers who are cool, happy, friendly, crazy, nerdy and smart, active and healthy;
 - Teachers who trust the kids, who remain calm and friendly and who make students feel at home, who go out of their way, who are understanding and good listeners, who are engaging and make the class interesting and who by their everyday actions are good role models.

Student opinions about how to infuse more of the Woodland Cree Culture into school:

- The majority of the students want to see Cree classes throughout the high school;
- They want more Elder storytelling and round dances as part of their school life;
- About half of the students would like to see drumming and ceremonies, trapping and other traditional activities and more traditional food classes;
- A good group would like to learn more about traditional technologies, making dry meat, hunting and fishing, beading and building tipis, traditional arts and crafts, making bannock and some would like to know about pow wow and other aboriginal people;
- Many would like to know about Aboriginal history and they would like to have visits from the Chief in their classes;
- Some want to know about traditional dress and hand games, archery including making bows and arrows, skinning and preparing hides, cabin building, making moccasins, how to make knives and arrowheads and how to live off the land and develop survival skills.

Student Challenges to finishing school:

There are the school issues: Student noted: “lack of classes, no one to teach the high academics, like Physics and Math 30-1, not enough options, teachers are not helpful or not easy to get along with, teachers are annoying, teachers do not have a good relationship with kids, teachers lose marks or assignments, or they were changed or not submitted, time and timetabling problems”;

Some students say: “have learning problems and so poor grades, they lack the foundation skills and get shifted from grade to grade, attendance is a huge problem for some, they cannot do module work, it is too hard without help, self-paced learning is too hard, they need more teacher leadership”;

Students say: “ peers can have a negative impact on how one does at school, bad influence, bullying, distractions in class, want to play all the time;”

Students say: “personal problems, they drop out and lose focus, they give up, school does not seem a priority, they feel discouraged and insecure, they like being alone, they lack motivation and ambition, they have no inspiration, they have no friends and no good role models, they can’t or don’t do homework, they feel pressure and stay up late, wake early in the morning, early school starts, they play video games all night;”

Students say: “home life support system for some is lacking, troubles at home, family problems, parental support, they have had losses in their families, their home lives;”

Some students say: “have issues with addictions, alcohol and drug use are, the community has drug /alcohol and youth get involved;”

A group of students say: “have other responsibilities such as childcare, pregnancy, parenthood, too many responsibilities, some have girlfriend/boyfriend issues, some athletics balancing act needs work;”

Some say: “mental emotional issues, anxieties, discrimination, being sick and having both mental and physical disabilities.”

Transportation is an issue for some students as are financial problems.

5.3.2 Summaries of Dialogues with Communities May – June

The writer of this study used the following questions to guide a dialogue with members of the communities visited:

1. What might be the advantages of a Regional/Virtual High School and Training Centre?
2. What would it take to make it successful?
3. What kind of programming should be offered? What kinds of classes?
4. What do you think of the Dorm/Student Housing idea?
5. What is the best location?
6. Any other comments you want to make about the school?

The comments were loosely summarized and are transcribed below.

1. Advantages of the Regional / Virtual High School & Training Centre

Elders seem to be of the opinion that the new school is a good idea that has been anticipated for over 12 years. Elders believe that the new school will help students get better schooling in subjects not available now and in the kinds of training programs that will give them a credential for work. The old forms of work are gone. Children need to move into the modern careers: « nowadays you need a Grade 12 or better. »

Parents supported the notion that students would enjoy benefits of meeting more people, having more and better learning opportunities in the academics and the trades, they would not have to be stuck in mixed grouping classes, they could start to get used to going out of the community.

Staff say there are not enough teachers here to give all the options and not enough students to get the benefits of competition. Master specialists would benefit the students and get greater commitment to learning, greater probability of high school diplomas on time, the potential for more and state of the art equipment, science labs, good shop and pre-trades classes possible with more students there are more options and a chance to celebrate their Nativeness. This will be well resourced and well-staffed. Good idea. Huge part of school is navigating the social life, more people, more interest. Make sure the Virtual school kids spend time together face to face as a cohort. The larger mix of kids should encourage upward drift of success and social emotional development and help make the transition to going away for postsecondary. It might help solve the sleep and attendance problem. If students are making the choice to attend, they will put in the time and do the work.

Administrators recommend this will provide more and better choices in programs, technology, choices, virtual programs and help communities get the educated citizens they need to build the infrastructure at home. Nice building to house all of the components. State of the art building because kids have access to anywhere. As long as the kids have support in the home and the school, offer them both boarding and busing.

Junior High Students

Pros: They would attend because they are keen to go somewhere else, meet new people and to take some of the courses that they cannot get here in their home schools. Courses such as Music and Art, the high math and science, good sports programs and extra – curricular sports.

Cons: They are not sure they want to attend because they are scared of bullying and maybe drugs and they might be lonely and they won't know anybody, there might not be good enough supervision and they would miss their families and their moms need their help and they have to

babysit, they are scared of trying new things, the rules might be too strict, they would have too far a drive, there would be too much drama and parents wouldn't let them. Too anxious to meet new people and not very good at stuff, don't feel smart enough.

Senior Secondary Students showed enthusiasm for the concept of a new school although their input was not directly in line with the same question. They were fulsome in their enthusiasm for increased options.

2. What would it take to make the school successful?

Elders say to make sure there are a lot of recreation activities, housing to keep the kids in school, lots of after school sports, teachers need to support the kids in their learning, watch how they talk to the kids, get teachers who know how to teach and have at least 90% aboriginal teachers. Make sure they know their culture if they are teaching, they need to know their own history from a Native perspective. Make sure the kids love you, love them, make sure the teachers get to know the family and get the parents to help. Parents got to send their kids to school. Understand the people. If one Mushum goes to hospital, then 20 people stop going to school and go to hospital. Communication, have lots of it. Go visit people at home, parent teacher meeting, got to have lots of them.

Parents say the school and dorm will work if the parents are interested in sending their kids, if there is proper supervision with highly respected people, it will be so much more to overcome the lack of staffing and facilities, maybe include the junior high sometimes. It will need to have a strong program that is interesting. Parents will have to get homework done, not a habit like it is in Mooniyaw families, and some kids are the bosses. Make everything hands-on, relevant to the kids' interests, give lots of extra support so they catch up and overcome learning problems. Love the kids and trust them, that relationship is necessary before they will open up to you. Make individual classes, only one level at a time. Have meetings with parents in the communities, get programs to help train kids to get what they need, not just for oil and gas, need other professions too. Make very interesting so overcome electronic time wasters. Deal with the bullying.

Staff say deal with the bullying and teasing, get the kids there, parents need to be behind the programs and commit to sending the kids, each community has a different culture, attend to those differences, inspire the kids, make sure really able teachers who stay at least 3 to 5 years, have teachers who respect the locals and who are tolerant. Teachers need to learn to navigate the language and etiquette of a different culture, with respect don't have BOSS mentality, make it personally relevant and fun, don't give up find other ways, need really motivated and strong teachers and strong support from the whole community, have counsellors guidance and personal, kids being away from family will be hard, get them used to it slowly. Avoid distance learning and modules, kids can't do the work on their own, too hard. Improve attendance, improve the work ethic, start at noon, have short terms 10 weeks. Have students live there and learn to be accountable for attendance. Make programming superior to what they do in their home schools and make up for what home school can't offer: more kids in a class so true Math 20-1 for example. Need top of the line facilities and top of the line teachers.

Administrators suggest that the school has to be a specialized school. High Expectations! High academic standards. Could have a trade stream but high standard. Manage to inspire to want to come to school and do the work; they have goals. Hire teachers who are in tune to First Nations kids. They need to be in tune with ways of teaching math. Have to be committed, see needs of the kids and are skilled at making a relevant learning environment and relationships. Parents need to commit to engage in continuous supporting education from K-12. Parents need to make Education important. Make serious competitive sports against other kids of the mainstream for fun and to toughen up our kids.

Junior High Students tell us they want everything, more and better classes, lots of sports, lots of different kinds of classes like music and good basketball, all sports, they crave, need more and new experiences, lots of carpentry and welding and that kind of stuff. Change is good.

Senior High Students also want everything and state of the art everything.

3. What kind of programming should be offered? What kinds of classes?

Elders say the Trades like at Grouard, lots more training on the job, depends on what the students want to do, carpentry, plumbing, welding, academics, small engine mechanics, culture classes you can inspire them at 14, hands on is very important, teach them to love one another and themselves, keep 10-12 in the community is a good idea, but bad too cause they need greater experiences so they can see the need to go to school, going to live here forever, who need school? There are not 500 jobs on the reserve, the kids need training to go work outside, pre-apprenticeship programs and Core main classes without switching, teacher be there for the kids, not mean. Parents need to partner with the teachers. Need trades and professions, need doctors and lawyers. Good to have workshops so they learn how to work. Here they just stand around, you got to show them everything. Teach them to want to work.

Parents say we need college prep and apprenticeship, all those programs you can't have here. When we have shop the kids show up. Strong core academics, but lots of trades, we are hands-on learners, jobs here are hands on. We need to touch and play, good Arts programs with Music and Sports and Cree. Career Counselling start early – kids go out and find they are behind, they didn't know. Need something that is on par with the rest of Canada. 30-1 level courses so they can go to university, also some life skills so they learn how to look after themselves right at the beginning. They need lots of love and support and confidence building. Good classes like Vince taught this year. Get them outdoors doing stuff.

Staff tell the school needs everything: Intense literacy to get them up to speed (say 10 at a time). Anything trades. Offer stuff they are actually interested in; anything that offers kids more. Make courses that engage the kids to push themselves. Digital whatever, outdoor education, advanced academics, Life Skills, Bridging program, upgrading, professional trades. Capacity building. Segment of catch up. They need to be remediated and take a sport. Need to agree (covenant) to be in a sport and to do a volunteer contract part of graduation. Courses that fit their goals, Hands on, experience based learning with a supplementary support semester to address remedial numeracy and literacy skills. Classes which include personal care / human growth and development would be beneficial. Could survive off grid. Not just be doctors, lawyers or chiefs but how to run a day care, build a day care. Pre-apprentice trades. Dual credits critical. High academics transferable to university. Sports, sciences, trades. Natural Resources courses, Forestry, wildlife, IT, computers, and robotics. Hands on welding, carpentry, electrical things to help with daily lives. How to raise a family, how to drive heavy equipment, how to wire a house, how to fix the plumbing. Build skills for living off the grid.

Administrators counsel that the expectations of parents need to be realistic and appropriate. Preparing for life. What are the community and staff expectations? Achieve at a provincial standard to be able to go on for each skill. Prepare them for life-academics, trades, life. Parents want 1:1 teaching only. Have all the digital stuff. Lots of knowledge about success. How to get success - keep them from being sucked in. All of the CORE and anything students need according to their personal learning plans. See LAW - mechanics. Do a prep for them to know what they have to do. University prep. More mature program will generate more support. Dual credits, Pre apprenticeship. Get them started before they are discouraged. Learn some things that everyone else needs to learn, how to be good citizens, how to run a business, etc. Need to provide opportunities to do different things. Don't put them in a rural setting where they do/learn nothing. Participate in sports/music, etc. Have to get the cream of the crop as teachers. See Morning Star. Best staff.

Students' responses do not vary from questions one to three.

4. What do you think of the Dorm / Student Housing idea?

Elders say, make separate dorms, maybe two people in each to look after them, all depends on how you house them, will there be a house mum (dad too) who will take care of them. Could do bussing too. Makes more sense to stay for the week, would need huge security, very costly for this, would need strict rules like going to University and College, but only one week at a time, where this is the biggest issue that's where the battle will be. Family is everything, so not too long at a time. See one Mushum goes to hospital, 20 people stop going to school and go to hospital instead.

Parents are both anxious and conversely agreeable to dorms. Good supervision is key. Would be good if they had a lot of support and guidance so they don't go off and do something "funny" like go off and drink. It would be a good way to bring our kids to not always be dependent on their parents. If there was absolute adult supervision. Commuting too hard. Will be there house mama? Cook from Whitefish wants to do that. Good for the ones that have to travel. Study to help them catch up. Have to have a Counsellor on hand all the time. Good for them to learn to keep their own space clean, they don't do that at home anymore. Get them used to being away from home. Get the right person going around the communities dealing with issues as they come up. Someone people can trust.

Parent anxieties about bad influences of others, bullying, some want to raise their kids themselves, they can teach their kids how to be responsible, some say it sounds like residential school.

Staff are concerned about cost, gangs, family feuds, problems with residue of residential school; however, could be ok if there is good supervision, someone's mum and dad come along to look after the kids. Some kids are afraid of the discipline of the dorms, too strict, depends on who is running the dorms, kids are used to running their own homes or Kukum and Mushum are running the home, kids need to have the greater experience but might be good for the single parent with child, some kids will like it, students will have to know expectations. Nutrition and sleep advantage. Not sure. Keep ties to home so overcome loneliness.

Administrators have concerns for several reasons: staffing problems, may have homesick non adaptive students, probably, problems of residential schools. Not sure the families would choose this. Need change but not sure a central school would do this. Don't like it. As a parent would not give up my kids. Maybe for the older ones. My kids have chores to do. Careful of the Residential School fear overshadowing the whole overnight program. Probably not because need for guidance is too great.

Junior High School students are split over the dorm, many imagine the experience would be exciting while they are realistic about missing their families and either escaping chores or feeling

bad for not being home to help their mums, the other half are concerned that they would find the situation too lonely.

Secondary Students are more positive about the dorm experience and say they could manage for short periods of time.

5. What is the best location for the school?

Elders say central for sure. Red Earth and Loon are central. Everyone will have to agree, a couple of hours is not too far once a week. Have to sit down and have a meeting with the people. Get a group from each place and have a meeting to decide where to have it.

Parents say central. Location has to have infrastructure in place, Loon and Red Earth are both central.

Staff say it will be a challenge to get a central location that overcomes all political issues, all good extra-curricular activities are in Slave Lake, people drive that far for hockey, central is good, but central is still far for some people. Central logically to have the least transportation for students.

Administrators respond that Red Earth makes sense. Grouard not attractive for the people, nor High Prairie but Slave Lake might be. Where is the best internet service and best roads, best connection to a college so as to make the transition and sharing of staff for dual credit easier? Central-Red Earth Loon, probably the closest.

Students do not want to travel for more than an hour's distance.

6. Other comments:

Elders: Who will fund this? Got to have a sit down just about this so no poaching on our local little secondary schools.

Parents: More parent involvement, we need to do more education with our parents so they realize what is happening to our schools. Kelly needs to go around talking about this, people trust him; they believe him.

Staff: Would be good but need high security, each centre has its own school, problem if loss of students, build it, we cannot have enough money for everything we need in small schools, better programs, we have to try new things, build a good athletics program. Hope to make education work.

Administrators: Funding—cost on our schools. Change has to happen!! Use caution-baby steps. Commitment of the community people. Shortchanging kids now so maybe better! Have to have committed teachers.

Be aware of the spiritual needs and the concerns that may arise for the different population.

6. Population Projections 2015

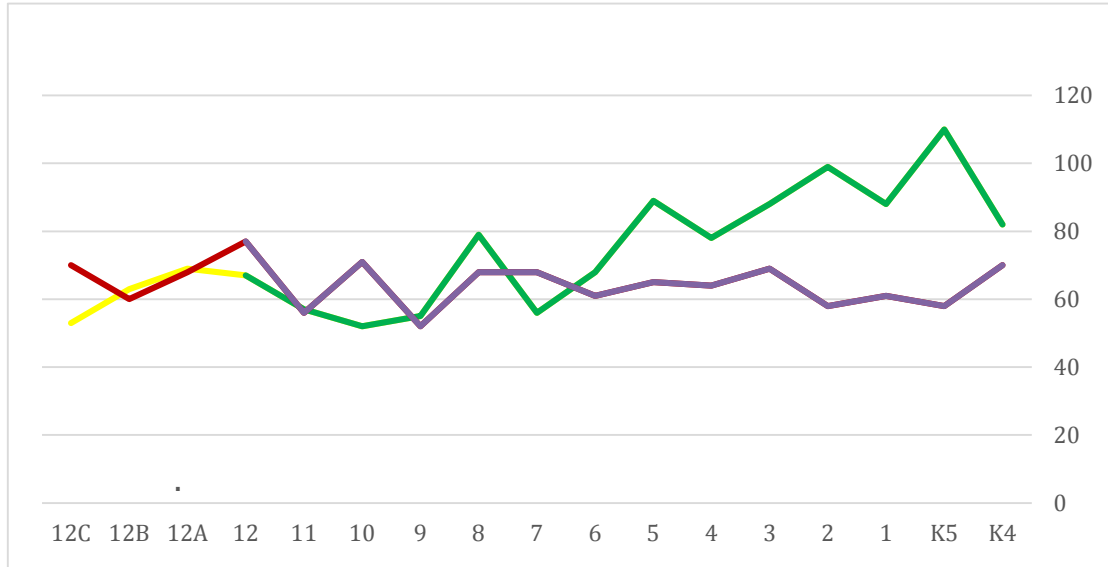
Appendix A provides the enrolment projections for the Secondary Programs of the Partnership. The five communities of KTC and the four partnership communities together for 2016 – 2017 make a potential population of roughly 230 secondary students from Grades 10 – 12 and roughly 190 students identified as Grade 12 +. Some of the Grade 12 + would be the target population for the Credit Recovery Program where they would complete the coursework required to achieve a 100 Credit Diploma or an 80 Credit School Leaving Certificate. A significant number of the Credit Recovery students may be better served by participating in Outreach type programs, then head into the Career and Training Centre. If only 50% of those potential students materialized, that would still make for a viable program serving one cohort each of Grade 10, Grade 11 and Grade 12 students along with a probable cohort of 30 GED (Credit Enhancement and Credit Recovery) candidates and 30 Trades candidates.

Appendix A-5 is a table from the Nominal Roll of 2015 showing a simple projection of all students in the ten Partnership schools who would be in Grades 10 – 12 and includes numbers for those students still finishing school. The population of students not graduating in the usual 13th year of school is not readily predictable; however, over time it is evident that the number varies from 25 to 50 percent of the potential graduates. The chart in Appendix A-5 uses those figures.

Early Leavers and Grade 12+ populations in each school are difficult to find and entice into school completion programs. These potential students have not had good success in our regular schools for a host of reasons. To bring them to complete their basic education and begin Career Education will require extraordinary methods, programs and staff. The number of non-attending students is staggering. Please see the following graph with current population variance from On Reserve IRS numbers and Nominal Roll numbers for January 2015.

This researcher has talked with many of the Early Leavers from this school year, 2014 – 15. As stated earlier, the potential students are shy and reluctant to talk with someone that they do not know. The Study recommends that schools make greater efforts again next year and involve the School Community Liaison Coordinator to collect that data and keep an annually updated file of all school leavers, whether they are transfers to another school somewhere or they have simply dropped out of schooling. The data collected should be maintained as part of the school demographics so that the list of Credit Recovery Students can be readily accessed and appropriate plans can be made to meet the students' needs, find the resources needed to overcome the impediments and ascertain full access to the benefits of schooling for everyone.

Comparison of Nominal Roll versus Indian Registry System 2015-01-01



NOTE 1: PURPLE LINE IS POPULATION BY AGE (FROM IRS)

NOTE 2: GREEN LINE IS NOMINAL ROLE BY GRADE

NOTE 3: RED LINE IS POPULATION BY AGE OF 18 TO 20 YEARS OLD (FROM IRS)

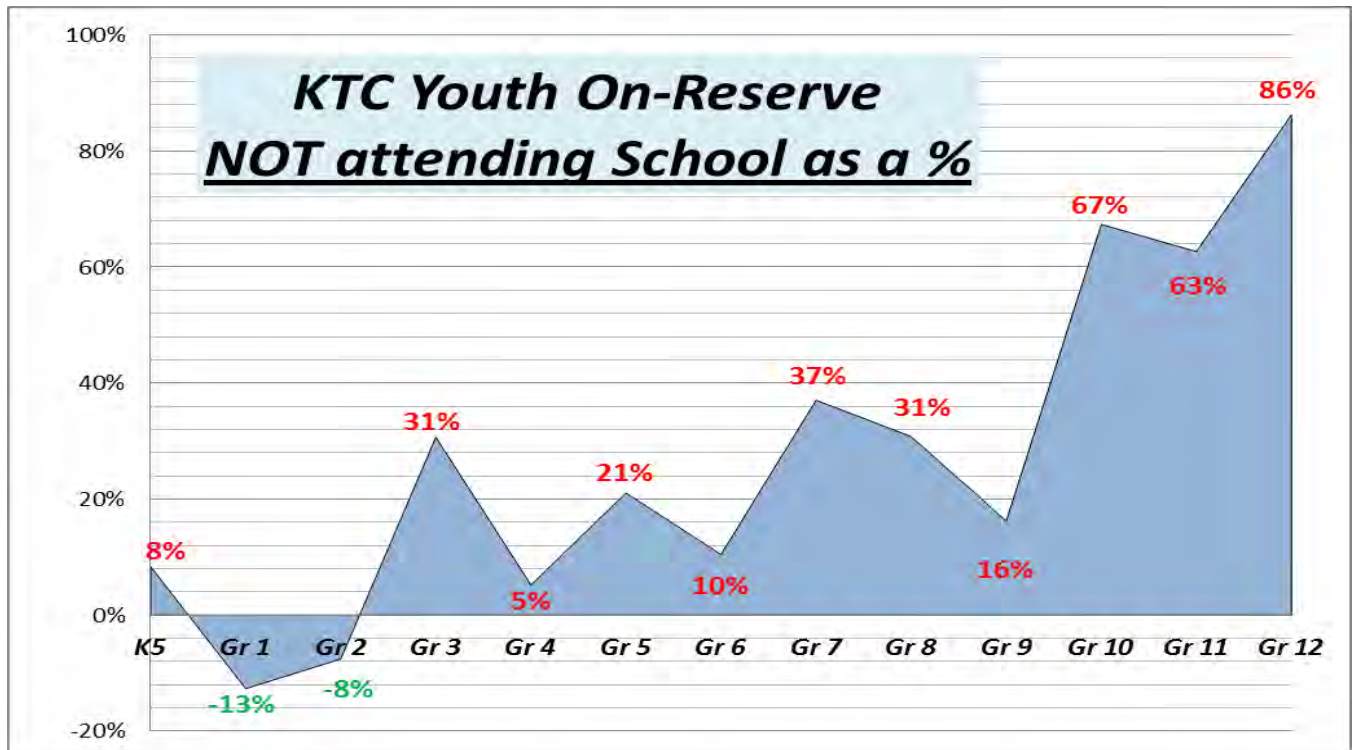
NOTE 4: YELLOW LINE IS NOMINAL ROLE OF 18 TO 20 YEARS OLD

You can quickly visualize the variance in populations where there are more students attending in the primary years than there are on the IRS.

These numbers are at variance with the 2012 – 13 survey results which include a chart showing variance in Nominal Roll versus IRS numbers for that time.

	K5	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	
	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	TOTAL
Total Band + Prov.														
Nominal Roll	66	71	71	43	73	60	60	51	54	62	31	28	11	681
Totals From IRS	72	63	66	62	77	76	67	81	78	74	95	75	80	966
Variance	6	-8	-5	19	4	16	7	30	24	12	64	47	69	285
As a %	8.33%	-12.70%	-7.58%	30.65%	5.19%	21.05%	10.45%	37.04%	30.77%	16.22%	67.37%	62.67%	86.25%	29.50%

The following graph provides a visual display of the above data in a more obvious format:



The variance between Youth On-Reserve and Youth attending school is staggeringly high at the high school level. This is particularly evident when one makes a visit to the secondary schools during May and June where the difference between enrolment numbers as seen on the Nominal Roll are compared to attendance numbers for May.

There is normally a significant drop off of students over the course of the year, increasingly downgrading in May sometimes as much as 60 % drop off of secondary students. Many of these students become the Early Leavers and will need to be recuperated in the Credit Recovery Program.

It is vital for the long term success of schooling in the Partnership KTC and NSD that the early years address attendance and numeracy literacy shortfalls for all children. We cannot afford to have children leave the third grade inadequately prepared for the rigours and challenges of the intermediate grades and ultimately the Secondary Grades where basic skills are the prerequisite to successful completion of programs leading to the acquisition of Credits for Grade 12 Diplomas.

6.1 POTENTIAL ENROLMENTS FOR THE PROPOSED FACILITY

In five years, the potential students for the school could include up to 100 students per grade level and include another 100 students in the Credit Recovery / Career Training Centre program for a total of 400 students. Additionally, there is a potential for a greater enrolment if the students who are currently Off - Reserve came home. As well, if the communities of Tallcree, Driftpile and Sucker Creek were to send some of their youth to the school, the numbers could swell substantially.

The students from Grouard and Gift Lake typically go to High Prairie, Grand Prairie, Slave Lake or Edmonton for their Senior High School years. They constitute a population of about 60 potential Grade 10 – 12 students in 2017 – 2018. They would need to be canvassed annually early enough to make informed choice about their options. Additionally, the communities of Peavine and East Prairie offer roughly 30 potential students but since they start their integration into schools in High Prairie for their Grade Seven year, it is not likely that many will choose to leave their new friends and start over in Grade 10. The program links to those High Prairie schools may be too challenging for any course that takes less than one semester.

Indeed, if the school were to develop a reputation of excellence and were it to open its doors to fee paying students from the general population, it would likely draw an even greater population from the surrounding communities who are also somewhat disenchanted with ordinary small secondary school offerings.

When the programs are ready to launch and/or the new school is ready to open its doors, it may be time to meet with the Administration of the schools in Driftpile, Sucker Creek and Tallcree to invite their participation in the programs offered. Additionally, the students in Peace 10 School Division may find some of the programming fits their needs and would swell the numbers attending this school of choice.

7. Program Models for Delivery of Curriculum

Both KTC and NSD have begun the process of including more experiential focus programs in their schools. For NSD, some schools in 2015 – 16 will be involved in an Alberta Education initiative entitled Moving Forward with Secondary School Redesign which may very well serve as a starting point for this new enterprise.

Moving Forward with High School Redesign is about more than simply shifting a timetable. It's about shifting mindsets. While the timetable shift opens the door for schools to create flexible learning environments, the mindset shift leads to changes in practice that ensure the flexible learning environments are used to support increased student engagement in learning, improved student achievement and enhanced teacher practice. The shift in mindset to a focus on student-centered learning happens as a number of key practices are put in place, including personalizing learning, intentionally developing meaningful relationships, creating rigorous and relevant learning opportunities, and supporting mastery learning.
(www.ideas.education.alberta.ca/hsc/redesigning/movingfw/resources)

The foundation principles of Moving Forward with High School Redesign include:

- Mastery Learning
- Rigorous and Relevant Curriculum
- Personalization
- Flexible Learning Environments
- Educator Roles and Professional Development
- Meaningful Relationships
- Home and Community Involvement
- Assessment
- Welcoming, Caring Respectful and Safe

The approach in this new view of High School design can be seen in the videos that are included in the website. This approach may come closer to fulfilling the aspirations outlined in the following quotations taken from a brochure cited in the *Aboriginal Learning: A Review of Current Metrics of Success*, page 10:

In many indigenous cultures and communities, the role of finding self is a self-regulated and directed journey, often assisted or guided by others, although without intrusion or interruption. The learning journey that each person travels (should help them) to arrive

comfortably at their own awareness of their strengths, gifts, capacities, which can broadly be seen as their learning spirit...the life journey is one that draws each person to certain strengths and motivations, and is constantly evolving, emerging, transforming and yet remains with us throughout our lives.

Likely the school will need to establish itself in as a Triple Track Facility where it offers high academic pursuits, a rich High School Completion for recuperated early leavers, with a Career Training Centre for the labour force which includes a rigorous pre-trades and Trades School for those community members who choose to follow the skilled trades track. The dual credit option must be included, so a portion of the school programming will need to liaise with a College to facilitate that course work credentialing. Additionally, high interest indicate the need for rich Arts, Physical Education and Sports to help the attending students reach inside their strengths and outside themselves to develop their spirits in healthy bodies so that they can focus on their academic roles with energy, confidence and success. At all times the Cree Language and the Culture of the Woodland Cree people must play a major role in the scaffolding of programs.

Without a complete understanding of Aboriginal people's perspective on learning and a comprehensive, culturally appropriate framework for measuring it, the diverse needs and ambitions of First Nations, Inuit and Métis will continue to be misinterpreted and misunderstood.

(Aboriginal Learning Knowledge Centre, n. d. Appendix 1, page 2)

Programs which rest on Choice Theory (Glasser, 1977) seem to fit the data collected from the surveys. The key concept for anything and everything to do with this school must be choice. Choice to go to the new school, choice of programs to take at the new school, choice of career path, choice of how to study, choice of whether the student will come or go must drive the planning for this school. It must be vigilant of the needs of its clients and endlessly flexible.

Staff in schools which embrace Choice Theory are also agents of their own destinies. They have sufficient experience and schooling to have become experts in their field of specialization and have become experts in motivating students to reach inside themselves to bring out the dedication to work for their own excellence. They are sufficiently skilled to be able to show each student one at a time, all at once, how to overcome difficulties and keep working past their limits, to eschew short gains of recreation for the long term payoff of self-discovery and self-actualization. These staff are professionals with vocations.

Programming must be innovative and student interest driven. There are many models to build

upon. Some, such as those in place at Wood Street Centre in Whitehorse are an example of a school within a school where the experiential approach is the basis for all academic studies. "Do it first, then find out how, write about it, start over with a new study" is the preferred style of learning.

An excerpt from their website can be viewed here: <http://www.yesnet.yk.ca/schools/woodstreet> and a short layout of some of their course offerings is available in the Appendices. Of particular interest would be the CHAOS program, the MAD program, the Super Athlete program and a host of other programs that can be developed along the lines of intense hands-on experiential studies for a short term with return to the home school for more traditional programming.

8. Virtual School

The Virtual School espoused by some could be accommodated at this Regional High School /Career Centre as well and should follow a blended approach where cohorts of students work together, meet occasionally face to face and work collaboratively to achieve their goals. At all times students need to have a teacher who can help them with the technical and instructional aspects of the courses to which they have subscribed.

The habitual failure of most Virtual Programming arises from the twin handicaps of the relationship void and the lack of able support to students in their home environments. A blended approach creates a cohort of learners and extends the support to a peer group so students need never feel alone. Working together virtually, with occasional face to face sessions of collaboration, led by an outstanding, capable specialist teacher overcomes the sterility and loneliness of Distance Education.

Ideally, the Virtual Programs will operate through Video Conferencing with a Master Teacher, set timetables that respect student needs and ample time. The challenge of securing adequate technical equipment is a significant factor in the new school planning. Alberta Distance Learning Centre (ADLC) typically allows a calendar year for completion of a course while a school may only allow a semester or 10 months for a course.

It is vital that sufficient preparation time be included for students to reach the starting level of skill required for certain course work and then that sufficient time be planned for the integration and assimilation of data and content so that the student can hope to be successful at the onset. Many students require more than the usual time allocation and must not be penalized for taking extra time to complete modules of work done through the Virtual Program.

The notion of a blended approach provides the added stimulus of a cohort with whom one can work and this cohort will carry the members along to completion as we see in successful Outreach Programs. Often times there is too much time lost between completion of an assignment and feedback when the student is left to his/her own devices. The rationale behind securing a teacher for each Virtual Program embraces the need for the development of relationships among the instructor and cohort so that they can begin to rely on one another for support and encouragement as well as celebrate success with likeminded peers.

9. Early School Leavers

The significant number of students in the KTC-NSD catchment areas who can be grouped together as Early School Leavers need particular programming and inducements to return to school for Credit Recovery and High School Completion. They are marginalized in their own communities and among their former peers. The Regional High School will need to have a program geared to serving the needs of this population, many of whom have children and all the responsibilities parenting entails. Frequently the early leavers are encumbered by unidentified learning difficulties, socio-economic limitations, self-doubt and poor expectations for themselves.

Many of the Early School Leavers have been habitually absent from school from the primary years on. They are challenged by illiteracy and innumeracy. For them, the potential of school completion has not been an attractive option as they have missed developing basic skills and cannot read nor calculate. Their parents have felt powerless to motivate these children to attend school, in fact, often the parents are complicit in keeping the children at home to help with chores or simply to prevent arguments.

This population needs more dialogue with a respected community member who will be trusted to have the people's best interests in mind. The dialogue will need to start immediately. Sufficient inducements must be found to bring people to value their children's schooling and support their learning if the populations in the communities are to take their rightful place in forming the knowledge workers of their Bands and First Nations.

Often times the more academically able of the Early School Leavers can find success and finish school through an Outreach Program. Such a program will serve the needs of the more personally motivated who have come to recognize a need for High School Completion and who can work in a fairly independent fashion. Notwithstanding their success, it is important once again to underline the importance of establishing cohorts of students working in the same curriculum who can develop relationships amongst themselves and with a tutor so that they can complete the programs that they choose in the smallest time frame possible in order to generate motivating high success rates.

Students who have had great challenges academically can be provided for in this school as Equivalency Program candidates. They will need particular coaching to overcome the academic and social learning difficulties that they have had so that they can achieve the credential required to begin the Training Program or Pre –Apprenticeship programs of their choice.

10. Training Centre and Trades Programs

The success of the Alberta Vocational Centre can be an encouraging model for this school. A more current model, Nuvimmi Pigarsivik is a school in Inujuak, Nunavut. The school has student housing because it provides programs to serve the needs of anyone having completed the equivalent of Grade Nine in the entire territory. It accommodates up to 60 students a cycle who are engaged in a variety of credentialing courses. Many students require upgrading in Language and Math before they can begin the more complex programs which require greater literacy and numeracy, but they also provide the training required for a skilled labourers programs.

This school, in a partnership agreement with a Trades Training Centre such as NAIT could serve as the first step in an apprenticeship stream that is entered into with industry partnerships such as those found in the RAP:

Registered Apprenticeship Program (RAP)

The [Registered Apprenticeship Program \(RAP\)](#) is a special program that allows high school students to:

- *Become apprentices*
- *Earn credit towards and apprenticeship program*
- *Work toward their Alberta high school diploma*
- *Earn a wage for their time on the job*

500 RAP Career and Technology Studies (CTS) [Scholarships](#) of \$1,000 each are also available annually to RAP participants! In addition, select [AIT Scholarships](#) of \$1000 each are available for pre-apprentices and for apprentices & occupational trainees. (www.youthcareer.ca/RAP.php)

Other schools such as the one mentioned earlier, Leavitt Machinery Training in Ft. McMurray, Grande Prairie and Edmonton could and would readily partner with the new school. Similar arrangements can be made with a variety of options as the students' needs and interests dictate. Starting a program closer to home may make an impressive difference for many students. This first step towards independence will help students acquire the confidence and sense of direction needed for the next step of going farther away from home.

11. Other Alternative Curriculum Delivery Models

More alternative possibilities can be explored through a Rural Experiential Model such as is available here:

Watson Lake REM 2015, April 27-May 1

Yukon Education brought the REM Rural Experiential Model (REM) to Watson Lake, the Kaska traditional territory of the Liard First Nation. WLSS hosted 125 visiting students and educators from Carmacks, Dawson City, Faro, Haines Junction, Mayo, Pelly Crossing, and Ross River. They joined our students and educators for a week of engaging hands-on activities, led by local and Yukon experts. The REM is a unique, experiential approach that enables Grades 10-12 students to pursue their personal learning interests and to connect with their peers in other Yukon communities. REM participants earn two Fine Art or Applied Skill credits for completing 28 hours of training in intensive daytime sessions and 15 hours of evening learning activities. Visiting students stayed at Johnson Elementary School, Watson Lake Secondary School, or the Recreation Centre. Please welcome our visitors and ask our youth about their learning during this exciting opportunity! Further details can be found at <http://yukonrem.weebly.com>

Over the next four years, this model could serve well to build commitment to the new school and to help students begin to see themselves as able to operate outside their home communities, to stay overnight away from home for a week at a time and to trust themselves to do well and to learn fulsomely.

Alternatives to the usual kind of Secondary School Program are necessary to build commitment to learning and to embrace authentic aboriginal ways of knowing. The youth of KTC have been demonstrating by their attendance, test scores and survey results that the traditional colonial style of schooling does not meet their needs and expectations.

The intellect grows well in an environment that fosters the development of positive supportive relationships. Relationships built during intensive hands on experiences with a cohort of like-minded students, inside a structure that embraces aboriginal ways of knowing, will likely build conscientious, dedicated, self-actualizing young people who conceive of themselves as agents of their own destiny. Relevant literature is identified in the Bibliography to support this assertion.

Courses will need to be set up to occur in very different time blocks to the standard school year as they will bring out different cohorts of students. Because of this, the home community schools

will need to collaborate on their timetables and staffing. Some courses such as the REM which can take 4 separate weeks a year will occur while others may be month-long courses and then some might run for 10 weeks while others may take an entire semester. The yearlong course is not envisioned for this school and is not supported in a trades preparation model.

12. Location of New Facility

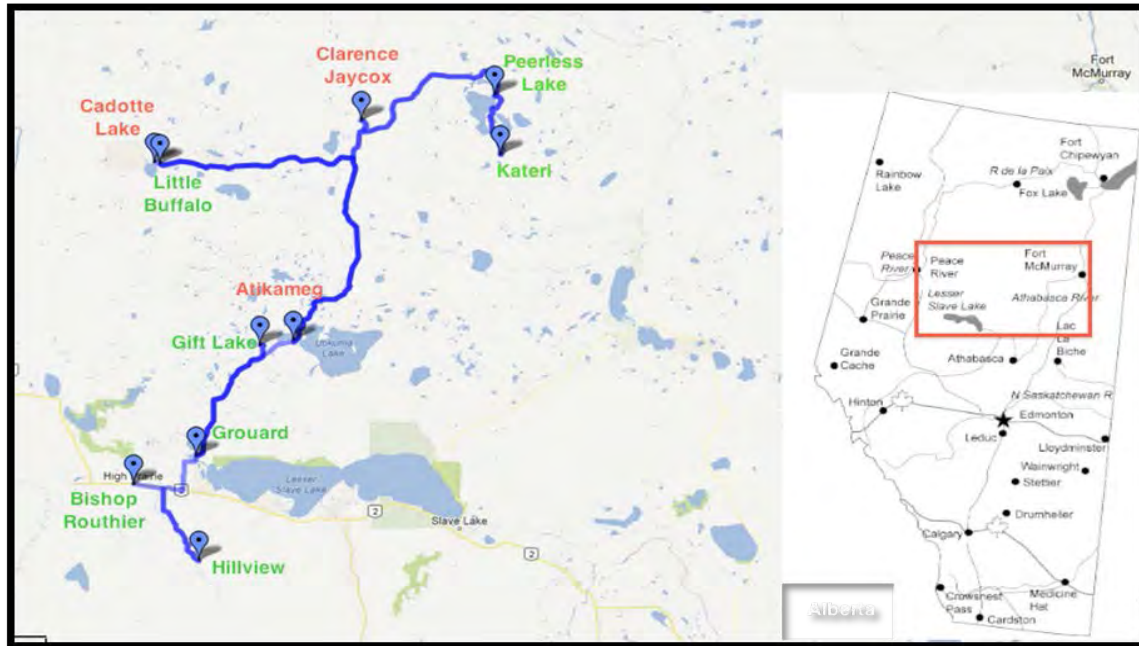
The Elders, parents, teachers and students are in agreement that the school will need to be in a central location, though each First Nation would rather have the school in their own community. Many recommendations were made to refurbish and return to Grouard which once housed a comprehensive Northland Boarding School and then later the much acclaimed successful Alberta Vocational Centre. Indeed, the buildings are still in use and could be refurbished to once again house a Trades and Apprenticeship Center with living accommodations. The cost of renovations will be substantive. The location appears to be in controversy which mitigates against that site as does the distance from PTFN, Loon River, Little Buffalo and Woodland Cree FN. Currently Red Earth appears to be the most likely central location achievable in just over one hour from the farthest away KTC community of Trout Lake. The communities of Peavine (Bishop Routhier School) and East Prairie (Hillview School) are also considerably over one hour away from Red Earth.

While the Steering Committee suggests that the location of the new school ought to coincide with the community having the greatest number of pupils, it is useful to remember that the 2012 survey indicates that a significant number of students would not like to travel for more than one hour. Moreover, there are interesting anomalies in the demographic information as one can ascertain between the IRS numbers and the Nominal Roll numbers which showed a huge variance between the attending students and the potential attendees. In 2015 that variance is inverted with more students in schools than the Indian Registrar System (IRS) indicates there ought to be. The IRS suggests that the greatest population of students should be in the Whitefish First Nation or Peerless Trout First Nation catchment areas; however, the number of students in the Loon River, Little Buffalo and Cadotte Lake corridor is greater than either other group.

The exact location of the new school will require a great deal more dialogue with a representative sample of parents invited to come to a central location to resolve the issue. Moreover, the location of the new school will also depend on who finances the school, who is involved in the governance of the school and from where the operating expenses will be secured.

Currently the Partnership of KTC and NSD suggests that the new school could be a Charter School thereby coming under the umbrella of both Provincial and Federal financing. This question requires more direction. Red Earth is the central location for all schools except those in Peavine and East Prairie as you can see from this map. The greater percentage of students centre around Atikameg, but the question is moot for the last year shows a greater number of graduating students in the Little Buffalo area.

The student housing option will mitigate against the concern of distance to travel since students would not need to go back and forth each day.



Distances to travel from each school to Red Earth

Cadotte Lake	70 Km	Clarence Jaycox	11 Km
Little Buffalo	64 Km	Atikameg	96 Km
Peerless Lake	62 Km	Kateri	92 Km
Gift Lake	112 Km	Grouard	155 Km
Hillview	209 Km	Bishop Routhier	187 Km

Distances to travel between schools from Appendix II in Improving Education

KTC and NSD School Distance Chart

G	School	CL	Atm	CJ	PL	Kt	LB	G	GL	H	BR
K-12	Cadotte Lake		147 km	85 km	143 km	168 km	.5 km	205 km	163 km	237 km	196 km
K-12	Atikameg	147 km		96 km	154 km	179 km	147 km	58.7 km	16.1 km	113 km	91 km
K-9	Clarence Jaycox	85 km	96.2 km		68 km	92 km	85.2 km	155 km	112 km	209 km	187 km
K-12	Peerless Lake	143 km	154 km	68 km		25 km	143 km	212 km	169 km	267 km	245 km
K-12	Kateri	168 km	179 km	92 km	25 km		167 km	237 km	194 km	291 km	269 km
K-12	Little Buffalo	.5 km	147 km	85 km	143 km	167 km		205 km	162 km	237 km	196 km
K-9	Grouard	205 km	58.7 km	155 km	212 km	237 km	205 km		56 km	55 km	33 km
K-8	Gift Lake	163 km	16.1 km	112 km	169 km	194 km	162 km	56 km		111 km	89 km
K-6	Hillview	237 km	113 km	209 km	267 km	291 km	237 km	55 km	111 km		42 km
1-9	Bishop Routhier	196 km	91 km	187 km	245 km	269 km	196 km	33 km	89 km	42 km	

It will be a challenge to generate commitment to the school wherever it is located as the populations in each community are very different from one another. They espouse different worldviews and values. Notwithstanding that concern, the survey data indicates that over 60 % of the population of students and parents support the notion of a Regional /Virtual High School and Training Centre and over half of the students would accept to attend a school away from home and stay in a dorm. Less than half would attend but would prefer to travel back and forth every day.

13. Student Housing

The parents who shy away from the notion of a boarding school facility are most concerned about the loss of ability to control the environment in which this places their children, the possible lack of care provided by non-family members, the loss of contact with their children and the ever present overshadowing specter of Residential Schools.

To overcome some of the concerns and anxieties boarding schools can create it has been suggested that the housing be in family style groupings of ten to twelve students with one house mother/don who will be responsible to care for the students in the social emotional vein as well as to guard them from harm and keep them inside their curfews. Students should also be involved in determining who the housemates are, what the meals might be and have a say in determining the house rules inside the parameters set by the parent advisory group.

To further guard against the negative impact of boarding schools, it is suggested that the boarding period be no longer than one week at a time. Family life is very important for the clients of this school. One elder is quoted: «Family is the most important factor to consider in our lives. For example, one Mushum goes into hospital, then 20 people stop going to school to go stay at the hospital» Students will need to go home every weekend, come back on Sunday night and leave again on Friday. This will have some effect on the time-tabling and course layout. Instructional models described earlier are limited to one week, ten weeks and twenty weeks. Anything longer will be too taxing on the Families and students will drop out.

The evenings in a boarding school need to be filled with a huge variety of extra-curricular activities planned, managed and supervised by the Recreation Director or the students will make their own plans. Consult the students and set up events and activities that will engage them so that they fall into bed exhausted. The students interviewed spoke of the need for vigorous sports programs and music and art. It is wise to make sure the students are so busy they have no time for inventing their own extra-curricular entertainments. The notion of study and homework time will need to become a fact of school life as it is in all boarding schools. Students who are very engaged in their learning do not shirk study hall.

Competition is necessary to stimulate effort and engagement, but couched inside the perspective of an Aboriginal World View. The family group, the team, the band, the nation, not the individual. The notion of house teams can have a beneficial effect along the Hogwarts model.

14. Impact on the current small secondary schools

The Chiefs of KTC and the Senior Administration of NSD are adamant in warning that the new school must avoid poaching on the populations of the current schools. This anxiety is reflected in staff dialogue, parent dialogue and school administration reluctance to explore the options of a Regional Secondary School. Some administrators only support the Virtual School concept so that they can keep their populations intact. Operational funding is jealously guarded and any impacting on that funding will have a deleterious effect on the concept of the Regional School and the home Community School as well. Indeed it is already doing so in anticipation of the loss of FTE funding that could be incurred by the new school.

This new school will need to establish itself as an alternate to the regular programming in place in the Community Schools. The models described earlier exemplify that kind of alternate programming envisioned for this institution. Short term, medium term and one semester long terms are the limits identified for narrow and specific kinds of programs which cannot be offered in the home school. These offerings will help mitigate against the sense of funding stripping.

Impacting on the current secondary programs is not limited to loss of students.

For the Regional / Virtual Secondary School and Training Centre to work all of the Partnership Schools will have to collaborate on Calendars and time tables, as well as on essential models of Instructional Delivery. The document Improving Education, November 2012, page 4, underlines the collaboration already in place:

This Partnership Agreement represents the first step towards KTC achieving their educational objectives of improving results for Aboriginal students. Currently these ten schools do not collaborate on activities or commonalities. KTC and NSD have just established a Principals Committee from these ten schools to identify ways to improve education, identify opportunities for success, and also to offer a completely new enhanced support system. ... These ten schools have just initiated a process to work collaboratively despite the geographical challenges. This new approach has the existing schools acting as a shared high school through the use of technology. ...KTC and NSD objective is to have the ten schools in the Partnership Agreement working together to deliver an improved level of education with more programming and support for the students.

The programs which would be organized under the Rural Experiential Model (REM) will require that students be able to leave their home schools for a week at a time to participate in an intensive

CTS course where they will earn a number of credits in an Experiential Approach. To prevent the participating students from being penalized when they return to their regular classes, those regular classes will have to have been shut down. Ideally, in one model, the collaborating schools agree to shut down their Secondary or Junior Secondary Programs for one week four times a year during which all of one grade choose a CTS course to do and go off doing that, some students stay in their home schools because the course they want to do is housed there. The KTC/NSD Secondary Programs are so small, it will be mandatory for the whole program to be involved in REM since the person who teaches English to the Grade 9s also teaches English to the Grade 11/12 class. There are many creative solutions to all of the issues that arise. Collaboration among schools in the Partnership will have to become the norm for structuring the programs. Leadership has a huge task to address this matter.

Programming schools to fit the rigors of a School Timetabling Software program or the likes and dislikes of a few traditionalists must take second place to programming in a more organic Aboriginal World View. It will not be easy, but schools can begin now and experiment with ways to bring about change gradually so that all can adjust to the new vision and delivery models.

15. Cost of Regional /Virtual High School and Training Centre

Typically the building cost of a new school able to accommodate 200 students is in the order of 35-40M\$ at generally 175 - 200K\$ per student, before one builds the shops, labs and cafeteria. The dorms for 60 students ought to cost about half of that. Additional costs may arise for the staff housing, daycare and facilities for parents with children.

Operational costs vary depending on the programs being offered. Since this school espouses a very different philosophy for delivery of curricula, the costs may well be greater than in a traditional school. Normally, the budgets are considered separately with the Instructional Programs taking the lion's share.

An example of a Trades Training Centre (Nunavimmi Pigursavik, Inukjuak, QC) with boarding facilities for the 50 to 60 students who engage in 9 month credentialing programs (which may include Language upgrading and diploma upgrading) the cost is about \$1,500.00 a month: \$940 subsistence allowance, \$307 lodging costs, \$300 tuition costs.

Not for profit private boarding schools average tuition around 12K and boarding around 20K for their own region, about 12K more if from out of province. For profit private boarding schools can demand fees from 20K for day students to 60+K for boarding students. A visit to a few of these schools will help the committee see how the facilities operate. There is a list of such schools in the Appendices, three such schools are of particular interest for two of them serve only Aboriginal students and the third runs a mix of programs with some Aboriginal students only sessions.

Transportation costs vary with the distance and frequency of use. Each community will have a different rate, then, the Education Authority would average the costs out among all students so that those travelling the farthest are not out of pocket to a greater degree. Generally, to be cost effective one may consider the cost per pupil per mile that is charged by an agency which specializes in School Transportation. Currently, as of June 1, 2015 the average operational cost per kilometer for school busing is \$1.50 with amortization of the cost of the bus over 12 years (cost of the bus is \$100,000.00).

16. Facility Requirements

From the population avowed needs, this school will need to become a triple track facility designed with ample shops for the trades. One shop for construction arts and electrical work, one for welding, machining and engine work, one for the information technologies and digital arts including 3D printing, auto – cad and movie making. These spaces ought to be accessible separately from the whole school so that they can become Maker Space for the community and for weekend coursework. Additionally, the facilities could be used during the Summer Quarter for profit.

These Trades Training programs will need to have a number of fully equipped classrooms in their section so that the transition from shop to classroom is not too onerous. A student lounge for older pupils will be required at this end of the building.

The food arts and textile arts must each have a space, also accessible separate from the rest of the school. The food arts could work alongside the cafeteria which is accessible to the outside, separate from the rest of the building.

All of the above mentioned spaces need to be large enough to accommodate a variety of projects on the go at one time with ample storage and state of the art equipment.

The science labs should be well equipped and could also function as standalone classrooms providing there is ample storage and that they are large enough to accommodate the various equipment needed. For example, the physics lab needs to allow for wave troughs and the biology lab needs to allow for a variety of animal habitats and cages. The chemistry lab must have adequate venting and room for more than one hood.

The Music lab should have an easily cleaned floor (wind instruments make a mess) good acoustics, several small practice rooms and ought to be placed away from other classrooms and the shops. Ideally it will be behind the stage area.

The gymnasium ought to be a standard size so students can be prepared for college and university sports. It will have showers and good storage. A fitness facility should also be part of this complex. The gym and fitness center need to be accessed independently of the whole school. The black box theatre could be built alongside the gymnasium such that the stage could be opened for both venues. Storage of staging equipment, lighting, sound systems and chairs will need to be attended to.

The gymnasium will accommodate gymnastics, wrestling, Martial Arts, dance and climbing apparatus. It will have a number of outdoor facilities including a track and skating rink, soccer pitch, baseball diamond and tennis courts. If the community does not have an arena, then that rink could be roofed over and become another facility in the summer months.

The standard classrooms should be able to accommodate 25-30 students in active hands-on learning. Good storage space, good lighting and IT equipment as well as the possibility of video conferencing equipment so that virtual classes can be projected from or to the classrooms. Not all classrooms require this availability but for a population of 400 at least 4 such rooms ought to be available.

The cafeteria will feed anywhere from 100 to 400 persons a day, 3 meals and snacks. It will need to be able to function as a teaching lab as well for the culinary arts of College level so that students can achieve dual credits for the cafeteria program.

17. Student Housing – Staff Housing

Student housing will be in two parts, one conceived for parents with children and the other for individual students. There are many models available. Typically students share a room with one other student and two such rooms share a washroom. The students have shown interest in dorms arranged in pods of 6 bedrooms to one space sharing a common kitchen/lounge/laundry and one dorm « Mom » to look after them and where they can live in a more family like environment. The parent/child housing might also serve to house visiting parents and elders who come to join the programs. The student housing will be attractive, comfortable and secure. Parents must be able to count on their children's safety at the school.

Much will be expected of the professional teaching staff. They will require housing that is adequate, attractive, comfortable and secure. The urge to include teaching staff in supervision of the dormitory areas is unrealistic and unsafe for all parties.

18. Conclusions of the Study

The Regional / Virtual High School and Training Centre is definitely an appropriate move for the populations of KTC and NSD61. The various surveys and discussions held with Elders, parents, administrators, staff and most importantly students indicate support for the concept, as outlined during the visits to the people, where the school offers an alternative approach to standard schooling and embraces an Aboriginal Way of learning.

Experiential Learning, Aboriginal World View and Aboriginal Ways of Knowing must lead the development of the Curriculum for all students.

Programming will be varied, intense, of short duration and rigorous, with high expectations for excellence.

Choice will be the operative central core of the programming and delivery models made available for the students.

Where necessary, tutoring will be available for students who exhibit this need especially for those who need the help but are too shy to ask.

Counselling – both Career Counselling and Personal Counselling will be offered at this school and could be a shared resource throughout the Partnership, but operating out of this facility.

The Virtual Programs will be set up such that the cohorts of students taking these kinds of classes meet with one another a number of times during the study and will at all times have a designated teacher who is an expert in teaching that discipline.

All pre-trades training programs will be designed to meet dual credits.

All other training programs will be linked to a credentialing institution so that students gain their diplomas and certificates to join the work force.

Sports of all sorts will be rigorously joined and students encouraged to enjoy competitions with other schools.

Staffing for this school and for the Student Housing requires workers who will be able to overcome the difficulties many students claim to have with their teachers. Hire Aboriginal

People, then, if there is a shortfall of competent and certified/classified Aboriginal teachers and staff, then hire other people who understand an Aboriginal World View of child rearing. Aboriginal people have a different etiquette and way of being that needs to be respected and understood. Knowing when and how to be firm, when and how to be relaxed and at all times knowing how to trust the children and students to do the right thing is very hard for non-aboriginal people. Generally the non-aboriginal model of child rearing rests on an Ideal Philosophy which draws from an understanding that the adult makes the decisions and sets the limits.

19. Recommendations

1. That the Regional / Virtual High School and Trades Training Centre be built;
2. Build this school in a central location, readily accessible to all of KTC member Nation populations and also to the NSD 61 partnership schools. No one should have to travel more than two hours to get to the boarding facility and no one should travel more than one hour to commute daily;
3. Attendance at this school is voluntary, by choice is the only approach feasible;
4. Build the Boarding facility, Student Housing in such a way as to accommodate students in family groups of no more than eight to ten students with one supervisor house mother/dad who will look after the students as a loving parent would, firm guidance and gentle correction. The housing should allow for a kitchen lounge so that it more approximates a home like atmosphere;
5. Boarding stay must be short, elders say kids need to go home for family life too. One week, go home for the weekend and be back on Sunday night for school again;
6. Build a trades – training facility with sufficient shops to allow for a clean shop servicing Construction and Electrical studies;
7. A second shop for machine work, engine repairs, plumbing and pipefitting , welding and such;
8. A third shop will have the Information Technologies equipment, the 3 D printer, the digital media centre and the auto-cad equipment for machining parts and design work;
9. A large component of the curriculum for this school must center on students developing Personal Life Skills, on their language roots and on their heritage;
10. Build adequate fine arts facilities to accommodate dry and wet arts, music and drama ; Music will need to be somewhat separate and in good acoustics;
11. Include appropriate sized and equipped science labs so that students experience the same access as the urban populations;
12. Programming to meet the curriculum will be experiential, hands –on, in varying large blocks of time, from one week per course to 10 weeks for two and 20 weeks for five. Alternative structures must synchronize with the home school;
13. Staff adequately and creatively to share staff among the schools;
14. Ensure a Career counsellor and a Social – Emotional personal counsellor;

15. Include a teaching lab in the Cafeteria;
16. Provide sufficient stand-alone classrooms for two cohorts of Grades 10, 11, and 12 as well as two cohorts of Credit Recovery (G.E.D and Outreach)
17. Aim to include many partners including students from neighbouring school divisions so as to get a good rich mix of different thinking;
18. The governance model already in place for the Partnership might be a good starting place; however, the school will need to have a Governance Board of its own with tuition agreements made with all partners;
19. The curriculum must start from an Aboriginal World View and fit in compliance with the provincial curriculum rather than the other way around. Use Aboriginal Perspectives in Science and Social Studies, write the history of the peoples and their stories for Language development;
20. Hire Aboriginal People to teach and look after the students or if not possible then find staff who understand and can work within an Aboriginal World View;
21. Ensure adequate staff for the Recreation after school program so that some of those activities can become credit gaining;
22. Ensure that the Student Housing Care-givers are chosen for their wisdom, patience and reputation as the embodiment of Mushum/Kukom that everyone respects and youth call on for help and strive to have parent committees be involved in the selection process;
23. Ensure sufficient funding to include a contingent of Aboriginal Whisperers, Elders who are “Credentialed” by their communities and who will be on staff all the time, always included in all of the planning and of sufficient number to represent all communities.
24. Establish a school protocol whereby all students are tracked until they graduate and that information is readily available to planning teams of the organization whether KTC or NSD and especially for the Band Office data files.
25. Establish a protocol to follow-up on Early Leavers, and habitual poor attenders, find out why they are not attending or have left school and put into place individualized programs to re-engage them before they become completely discouraged.

20. Bibliography

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The students, parents, staff, administration and Elders of the KTC / NSD schools in the Partnership who participated in dialogues and conversations during meetings and visits held from April to July 2015, and whose opinions are freely used to inform the conclusions and recommendations of this study.

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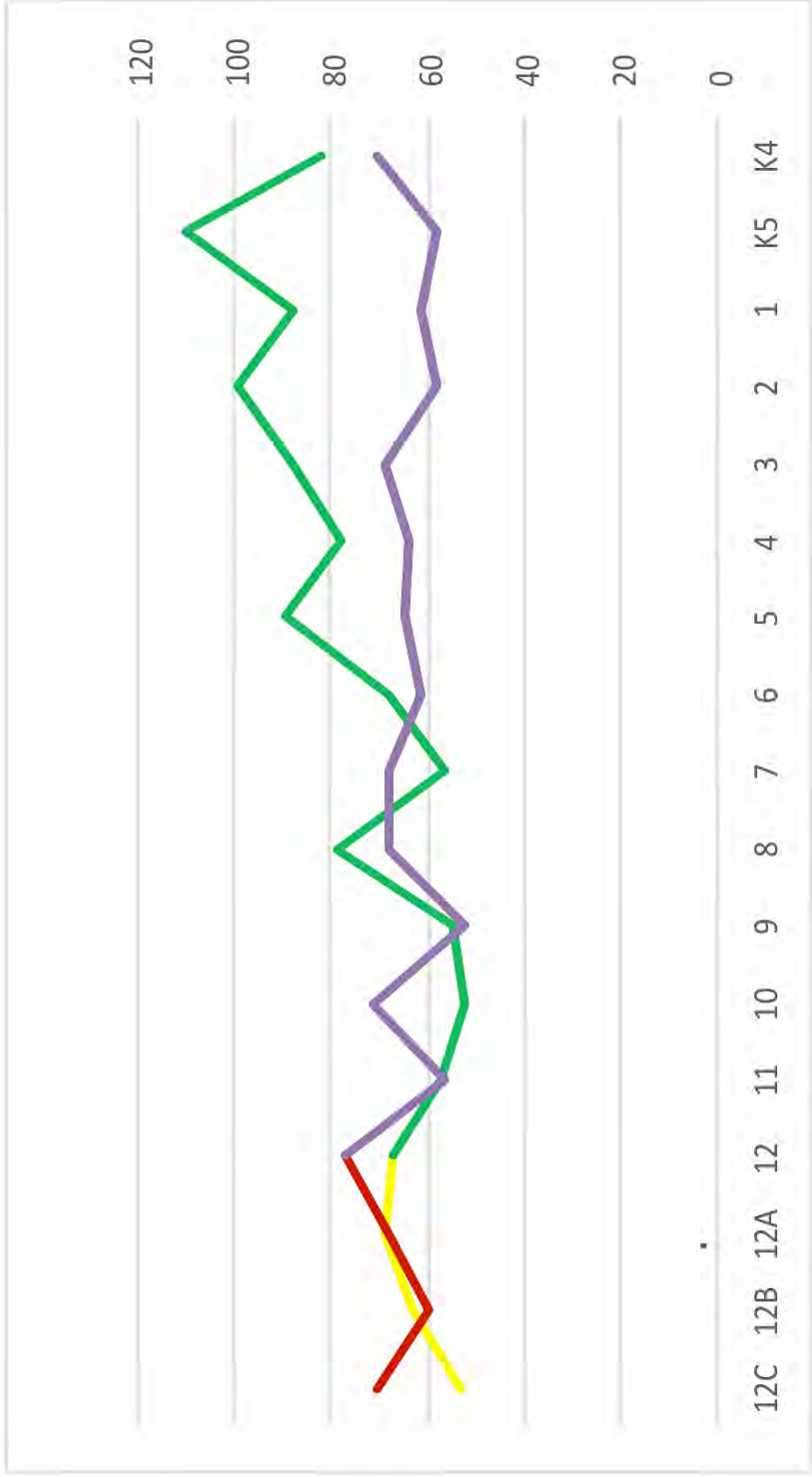
Appendix A Enrolment Projections

Nominal Roll

Grade	PTFN	Atikameg	CJS	Cadotte	Little Buffalo	Total By Grade
K4	22	21	12	8	19	82
K5	20	28	19	25	18	110
1	23	16	11	18	20	88
2	21	28	14	17	19	99
3	20	20	11	20	17	88
4	16	20	11	14	17	78
5	26	17	11	17	18	89
6	16	14	9	17	12	68
7	16	13	8	10	9	56
8	19	19	13	14	14	79
9	9	11	16	9	10	55
10	13	15	8	7	9	52
11	14	19	8	10	6	57
12	19	11	9	7	21	67
12A	13	10	10	27	9	69
12B	18	12	12	10	11	63
12C	10	12	12	8	11	53

Population On Reserve from IRS

Grade	PTFN	Atikameg	CJS	Cadotte	Little Buffalo	Total By Grade
K4	24	19	9	16	2	70
K5	24	13	16	3	2	58
1	21	18	10	9	3	61
2	22	12	12	8	4	58
3	20	23	9	12	5	69
4	20	18	14	8	4	64
5	17	19	8	9	12	65
6	17	11	13	10	10	61
7	18	26	5	15	4	68
8	19	21	8	13	7	68
9	18	22	1	6	5	52
10	18	19	10	15	9	71
11	17	19	8	10	2	56
12	18	24	8	17	10	77
12A	12	27	5	14	10	68
12B	12	21	6	11	10	60
12C	16	29	7	13	5	70



NOTE 1: PURPLE LINE IS POPULATION BY AGE (FROM IRS)

NOTE 2: GREEN LINE IS NOMINAL ROLE BY GRADE

NOTE 3: RED LINE IS POPULATION BY AGE OF 18 TO 20 YEARS OLD (FROM IRS)

NOTE 4: YELLOW LINE IS NOMINAL ROLE OF 18 TO 20 YEARS OLD

PTFN Population Projection 2014 to 2034 Report -

The 'Projected Population' figures outlined in the table below are from the IRS aggregate total on reserve, twelve year separation. The Growth Rate used is calculated by taking the total (on reserve) population count of 15 to 16 year olds and finding the difference with total population count (on reserve) of 3 to 4 year olds and then dividing that by the total population (on reserve) of 15 to 16 year olds and dividing that by 12 years, expressing it as a percentage, which is applied to the 2019/20 school year & each year thereafter.

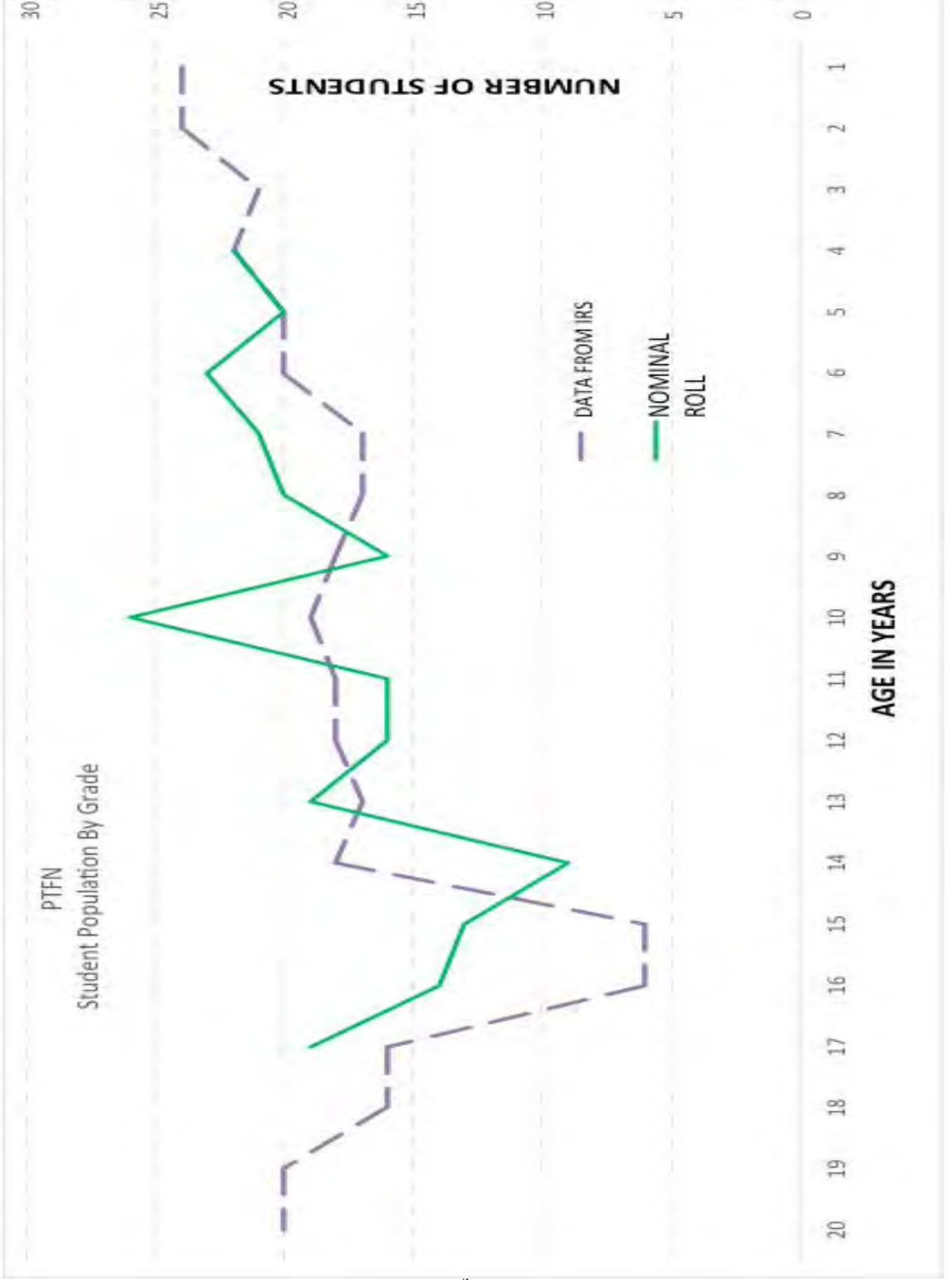
PTFN Student Actual Student Enrollment - Based on 2014/15 Nominal Roll

compared to PTFN on reserve IRS

SCHOOL BOARD		SCHOOL												
RESPONSIBLE NAME		1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Peerless School and Karet School		20	23	21	20	16	16	19	19	9	13	14	19	254
		22												

PTFN Current	Age	Growth	# of Years	School Year	K4	K5	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	TOTAL
24	1 yrs.	0%	1	2014/15	22	20	23	21	20	16	26	16	16	19	9	13	14	19	254
24	2 yrs.	-13%	2	2015/16	21	22	20	23	21	20	16	26	16	16	19	9	13	14	256
21	3 yrs.	5%	3	2016/17	24	21	22	20	23	21	20	16	26	16	16	19	9	13	266
22	4 yrs.	-9%	4	2017/18	24	24	21	22	20	23	21	20	16	26	16	16	19	9	277
20	5 yrs.	0%	5	2018/19	23	24	24	21	22	20	23	21	20	16	26	16	16	19	291
20	6 yrs.	-15%	6	2019/20	23	23	24	24	21	22	20	23	21	20	16	26	16	16	295
17	7 yrs.	0%	7	2020/21	23	23	23	24	24	21	22	20	23	21	20	16	26	16	301
17	8 yrs.	6%	8	2021/22	23	23	23	23	24	24	21	22	20	23	21	20	16	26	308
18	9 yrs.	6%	9	2022/23	23	23	23	23	23	24	24	21	22	20	23	21	20	16	305
19	10 yrs.	-5%	10	2023/24	23	23	23	23	23	23	24	24	21	22	20	23	21	20	312
18	11 yrs.	0%	11	2024/25	23	23	23	23	23	23	23	24	24	21	22	20	23	21	316
18	12 yrs.	-6%	12	2025/26	23	23	23	23	23	23	23	23	24	24	21	22	20	23	318
17	13 yrs.	6%	13	2026/27	23	23	23	23	23	23	23	23	23	24	24	21	22	20	318
18	14 yrs.	-67%	14	2027/28	23	23	23	23	23	23	23	23	23	23	24	24	21	22	321
6	15 yrs.	0%	15	2028/29	23	23	23	23	23	23	23	23	23	23	23	23	24	21	323
6	16 yrs.	167%	16	2029/30	23	23	23	23	23	23	23	23	23	23	23	23	24	21	325
16	17 yrs.	0%	17	2030/31	24	23	23	23	23	23	23	23	23	23	23	23	24	24	325
16	18 yrs.	25%	18	2031/32	24	24	23	23	23	23	23	23	23	23	23	23	23	23	324
20	19 yrs.	0%	19	2032/33	24	24	24	23	23	23	23	23	23	23	23	23	23	23	325
20	20 yrs.		20	2033/34	24	24	24	24	23	23	23	23	23	23	23	23	23	23	326

Growth rate trend over 19 years
0,28%



Population Projection 2014 to 2024 Report -

The 'Projected Population' figures outlined in the table below are from the RS aggregate total on reserve, twelve year separation. The Growth Rate used is calculated by taking the total (on reserve) population count of 15 to 16 year olds and finding the difference with total population count (on reserve) of 3 to 4 year olds and then dividing that by the total population (on reserve plus off reserve) of 15 to 16 year olds and dividing that by 12 years expressing it as a percentage. is applied to the 2019/20 school year & each year thereafter.

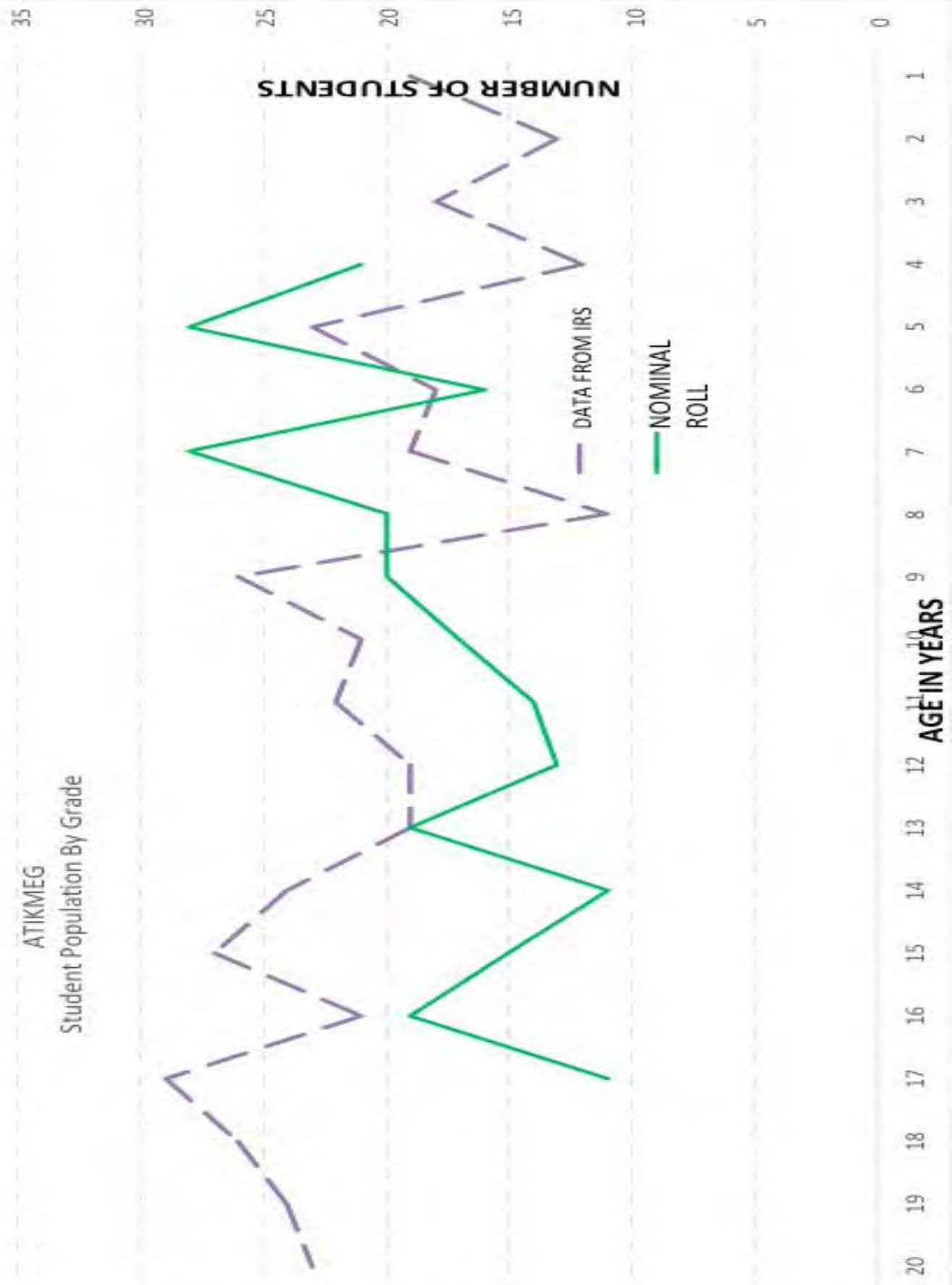
Atikameg Student Actual Student Enrollment - Based on 2014/15 Nominal Roll

SCHOOL BOARD	SCHOOL	K4	K5	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Atikameg	XXXX	21	28	16	28	20	20	17	14	13	19	11	15	19	11	251

Atikameg Current Pop (on reserve)	Age	Growth	# of Years	School Year	K4	K5	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	TOTAL	FTE
19	1 yrs.	-32%	1	2014/15	21	28	16	28	20	20	17	14	13	19	11	15	19	11	252	228
13	2 yrs.	38%	2	2015/16	18	21	28	16	28	20	20	17	14	13	19	11	15	19	259	240
18	3 yrs.	-33%	3	2016/17	13	18	21	28	16	28	20	20	17	14	13	19	11	15	253	238
12	4 yrs.	92%	4	2017/18	19	13	18	21	28	16	28	20	20	17	14	13	19	11	257	241
23	5 yrs.	-22%	5	2018/19	18	19	13	18	21	28	16	28	20	20	17	14	13	19	264	245
18	6 yrs.	6%	6	2019/20	18	18	19	13	18	21	28	16	28	20	20	17	14	13	263	245
19	7 yrs.	-42%	7	2020/21	18	18	18	18	13	18	21	28	16	28	20	20	17	14	267	250
11	8 yrs.	136%	8	2021/22	18	18	18	18	19	13	18	21	28	16	28	20	20	17	271	254
26	9 yrs.	-19%	9	2022/23	18	18	18	18	18	19	13	18	21	28	16	28	20	20	272	254
21	10 yrs.	5%	10	2023/24	18	18	18	18	18	19	13	18	21	28	16	28	20	20	271	253
22	11 yrs.	-14%	11	2024/25	18	18	18	18	18	18	19	13	18	21	28	16	28	20	269	251
19	12 yrs.	0%	12	2025/26	18	18	18	18	18	18	18	19	13	18	21	28	16	28	259	241
19	13 yrs.	26%	13	2026/27	18	18	18	18	18	18	18	18	18	19	13	18	21	28	261	243
24	14 yrs.	13%	14	2027/28	18	18	18	18	18	18	18	18	18	18	19	13	18	21	252	233
27	15 yrs.	-22%	15	2028/29	18	18	18	18	18	18	18	18	18	18	18	19	13	18	249	231
21	16 yrs.	38%	16	2029/30	19	18	18	18	18	18	18	18	18	18	18	18	19	13	250	231
29	17 yrs.	-10%	17	2030/31	19	19	18	18	18	18	18	18	18	18	18	18	18	18	255	237
26	18 yrs.	-8%	18	2031/32	19	19	19	18	18	18	18	18	18	18	18	18	18	18	255	237
24	19 yrs.	-4%	19	2032/33	19	19	19	19	18	18	18	18	18	18	18	18	18	18	256	238
23	20 yrs.		20	2033/34	19	19	19	19	19	18	18	18	18	18	18	18	18	18	257	238

Average Growth rate trend over 19 years
0.41%

ATIKMEG
Student Population By Grade



NOMINAL ROLL - *2014-2015*

** 14-15 Data** NOMINAL ROLL SUMMARY

Population Projection 2014 to 2034 Report -

The 'Projected Population' figures outlined in the table below are from the IRS aggregate total on reserve, twelve year separation. The Growth Rate used is calculated by taking the total (on reserve plus off reserve) population count of 15 to 16 year olds and finding the difference with total population count (on reserve plus off reserve) of 3 to 4 year olds and then dividing that by the total population (on reserve plus off reserve) of 15 to 16 year olds and dividing that by 12 years expressing it as a percentage. is applied to the 2019/20 school year & each year thereafter.

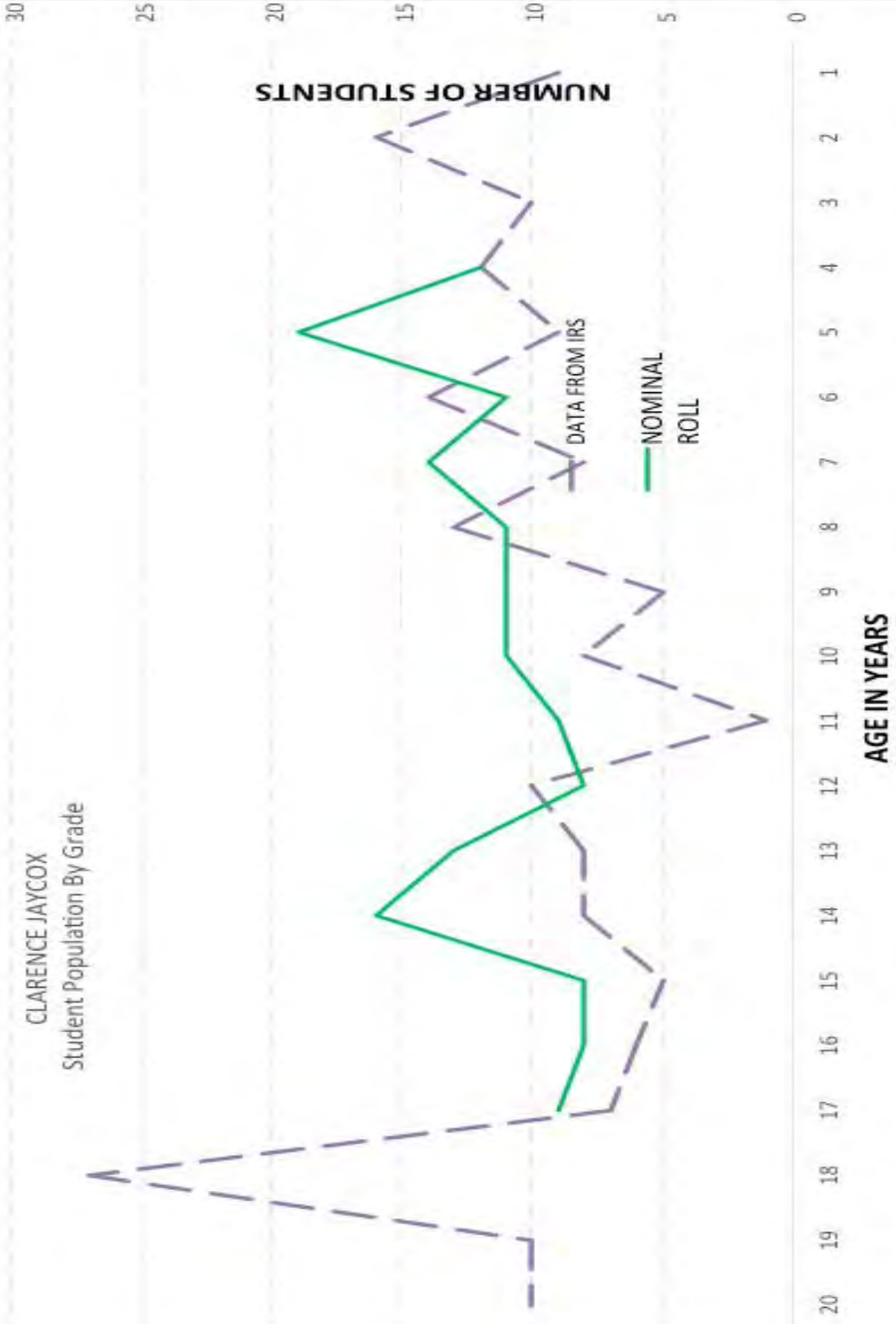
CIS Student Actual Student Enrollment - Based on 2014/15 Nominal Roll

SCHL BOARD		SCHOOL												
RESPONSIBLE	NAME	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
CIS	XXXX	18	11	14	11	11	9	8	13	16	8	8	9	147

CIS on reserve population	Age	Growth	# of Years	School Year	K4	K5	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11	Gr12	TOTAL	FTE
9	1 yrs.	78%	1	2014/15	12	19	11	14	11	11	11	9	8	13	16	8	8	9	160	145
16	2 yrs.	-38%	2	2015/16	10	12	19	11	14	11	11	11	9	8	13	16	8	8	161	150
10	3 yrs.	20%	3	2016/17	16	10	12	19	11	14	11	11	11	9	8	13	16	8	169	156
12	4 yrs.	-25%	4	2017/18	9	16	10	12	19	11	14	11	11	11	9	8	13	16	170	158
9	5 yrs.	56%	5	2018/19	12	9	16	10	12	19	11	14	11	11	11	9	8	13	166	155
14	6 yrs.	-43%	6	2019/20	12	17	9	16	10	12	19	11	14	11	11	11	9	8	165	153
8	7 yrs.	63%	7	2020/21	12	12	12	9	16	10	12	19	11	14	11	11	11	9	169	157
13	8 yrs.	-62%	8	2021/22	13	12	12	12	9	16	10	12	19	11	14	11	11	11	173	161
5	9 yrs.	60%	9	2022/23	13	13	12	12	12	9	16	10	12	19	11	14	11	11	176	162
8	10 yrs.	-88%	10	2023/24	14	13	13	12	12	12	9	16	10	12	19	11	14	11	178	165
1	11 yrs.	900%	11	2024/25	14	14	13	13	12	12	12	9	16	10	12	19	11	14	181	167
10	12 yrs.	-20%	12	2025/26	15	14	14	13	13	12	12	12	9	16	10	12	19	11	182	168
8	13 yrs.	0%	13	2026/27	15	15	14	14	13	13	12	12	12	9	16	10	12	19	186	171
8	14 yrs.	-38%	14	2027/28	15	15	15	14	14	13	13	12	12	12	9	16	10	12	182	167
5	15 yrs.	20%	15	2028/29	16	15	15	15	14	14	13	13	12	12	12	9	16	10	186	171
6	16 yrs.	17%	16	2029/30	16	16	15	15	15	14	14	13	13	12	12	12	9	16	193	177
7	17 yrs.	286%	17	2030/31	17	16	16	15	15	15	14	14	13	13	12	12	12	9	194	177
27	18 yrs.	-63%	18	2031/32	18	17	16	16	15	15	15	14	14	13	13	12	12	12	202	185
10	19 yrs.	0%	19	2032/33	18	18	17	16	16	15	15	15	14	14	13	13	12	12	209	191
10	20 yrs.		20	2033/34	19	18	18	17	16	16	15	15	15	14	14	13	13	12	215	197

Average Growth rate trend over 19 years
3,11%

CLARENCE JAYCOX
Student Population By Grade



Population Projection 2014 to 2034 Report -

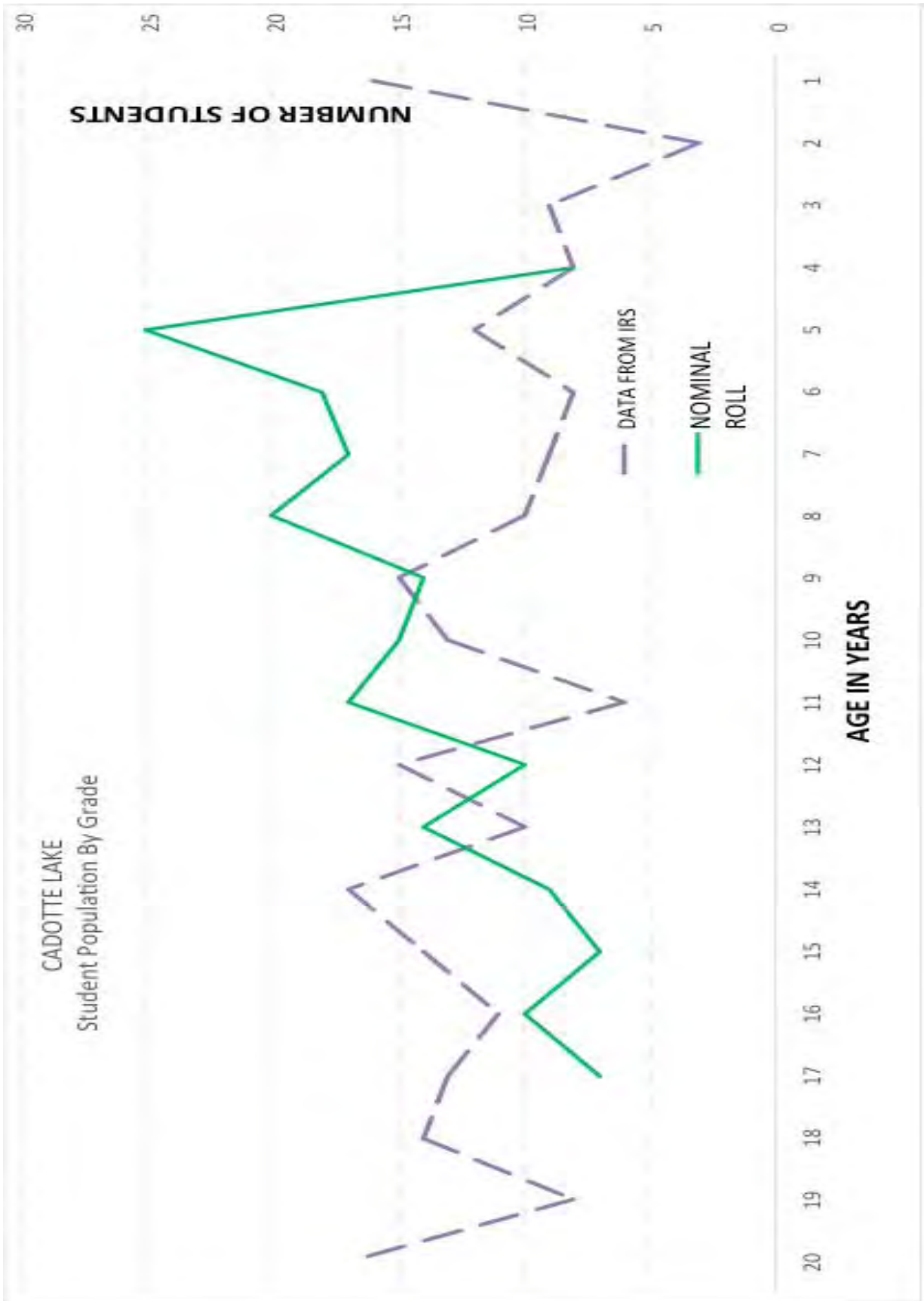
The 'Projected Population' figures outlined in the table below are from the IRS aggregate total on reserve, twelve year separation. The Growth Rate used is calculated by taking the total (on reserve plus off reserve) population count of 15 to 16 year olds and finding the difference with total population count (on reserve plus off reserve) of 3 to 4 year olds and then dividing that by the total population (on reserve plus off reserve) of 15 to 16 year olds and dividing that by 12 years expressing it as a percentage. is applied to the 2019/20 school year & each year thereafter.

Cadotte Student Actual Student Enrollment - Based on 2014/15 Nominal Roll

SCHOOL BOARD RESPONSIBLE	SCHOOL NAME												TOTAL		
Cadotte	K4	K5	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
	8	25	18	17	20	14	15	17	20	14	15	17	20	14	183

Cadotte Current Pop (on reserve)	Age	Growth	# of Years	School Year	K4	K5	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	TOTAL	FTE
16	1 yrs.	-81%	1	2014/15	8	25	18	17	20	14	15	17	10	14	9	7	10	7	191	175
3	2 yrs.	200%	2	2015/16	9	8	25	18	17	20	14	15	17	10	14	9	7	10	193	185
9	3 yrs.	-11%	3	2016/17	3	9	8	25	18	17	20	14	15	17	10	14	9	7	186	180
8	4 yrs.	50%	4	2017/18	16	3	9	8	25	18	17	20	14	15	17	10	14	9	195	186
12	5 yrs.	-33%	5	2018/19	9	16	3	9	8	25	18	17	20	14	15	17	10	14	195	183
8	6 yrs.	13%	6	2019/20	9	9	16	3	9	8	25	18	17	20	14	15	17	10	190	181
9	7 yrs.	11%	7	2020/21	9	9	9	16	3	9	8	25	18	17	20	14	15	17	189	180
10	8 yrs.	50%	8	2021/22	9	9	9	9	16	3	9	8	25	18	17	20	14	15	181	172
15	9 yrs.	-13%	9	2022/23	9	9	9	9	9	16	3	9	8	25	18	17	20	14	175	166
13	10 yrs.	-54%	10	2023/24	9	9	9	9	9	9	16	3	9	8	25	18	17	20	170	161
6	11 yrs.	150%	11	2024/25	9	9	9	9	9	9	9	16	3	9	8	25	18	17	159	150
15	12 yrs.	-33%	12	2025/26	9	9	9	9	9	9	9	9	16	3	9	8	25	18	151	142
10	13 yrs.	70%	13	2026/27	9	9	9	9	9	9	9	9	9	16	3	9	8	25	142	133
17	14 yrs.	-18%	14	2027/28	9	9	9	9	9	9	9	9	9	9	16	3	9	8	126	117
14	15 yrs.	-21%	15	2028/29	9	9	9	9	9	9	9	9	9	9	9	16	3	9	127	118
11	16 yrs.	18%	16	2029/30	9	9	9	9	9	9	9	9	9	9	9	9	16	3	127	118
13	17 yrs.	8%	17	2030/31	9	9	9	9	9	9	9	9	9	9	9	9	9	16	133	124
14	18 yrs.	-43%	18	2031/32	9	9	9	9	9	9	9	9	9	9	9	9	9	9	126	117
8	19 yrs.	113%	19	2032/33	9	9	9	9	9	9	9	9	9	9	9	9	9	9	126	117
17	20 yrs.		20	2033/34	9	9	9	9	9	9	9	9	9	9	9	9	9	9	126	117

Growth rate trend over 19 years
0.88%



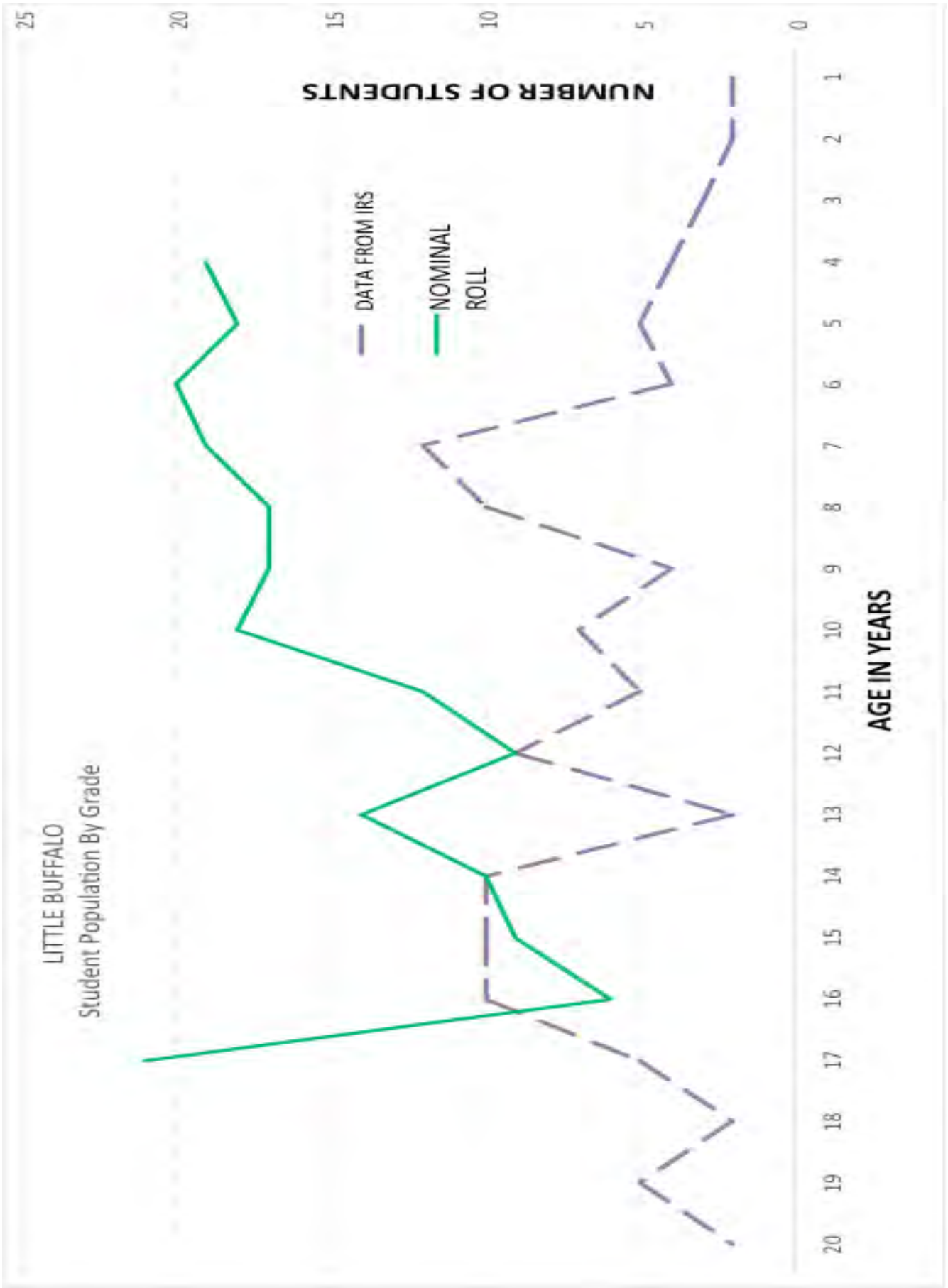
Population Projection 2014 to 2034 Report - The 'Projected Population' figures outlined in the table below are from the IRS aggregate total on reserve, twelve year separation. The Growth Rate used is calculated by taking the total

Little Buffalo Student Actual Student Enrollment - Based on 2014/15 Nominal Roll

SCHOOL BOARD	SCHOOL	K4	K5	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Buffalo	XXXX	19	18	20	19	17	17	18	12	9	14	10	9	6	21	190

Little Buffalo Current Pop "on reserve"	Age	Growth	# of Years	School Year	K4	K5	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	TOTAL	FTE	
2	1 yrs.	0%	1	2014/15	19	18	20	19	17	17	18	12	9	14	10	9	6	21	209	191	
2	2 yrs.	50%	2	2015/16	18	19	18	20	19	17	17	18	12	12	9	14	10	9	6	206	188
3	3 yrs.	33%	3	2016/17	20	18	19	18	20	19	17	17	18	12	9	14	10	9	9	220	201
4	4 yrs.	25%	4	2017/18	19	20	18	19	18	20	19	17	17	18	12	9	14	10	10	230	211
5	5 yrs.	-20%	5	2018/19	19	19	20	18	19	18	20	19	17	17	17	18	12	9	14	239	220
4	6 yrs.	200%	6	2019/20	19	19	19	20	18	19	18	20	19	17	17	17	18	12	9	244	225
12	7 yrs.	-17%	7	2020/21	20	19	19	19	20	18	19	18	20	20	19	17	17	18	12	255	236
10	8 yrs.	-60%	8	2021/22	20	20	19	19	19	20	18	19	18	18	20	19	17	17	18	263	243
4	9 yrs.	75%	9	2022/23	21	20	20	19	19	19	20	18	19	18	20	19	17	17	17	266	246
7	10 yrs.	-29%	10	2023/24	21	21	20	20	19	19	19	20	18	19	18	20	19	17	17	270	249
5	11 yrs.	80%	11	2024/25	21	21	21	20	20	19	19	19	20	18	19	18	20	19	19	274	253
9	12 yrs.	-78%	12	2025/26	22	21	21	21	20	20	19	19	19	20	20	18	19	18	20	277	256
2	13 yrs.	400%	13	2026/27	22	22	21	21	21	20	20	19	19	19	20	18	19	18	280	258	
10	14 yrs.	0%	14	2027/28	23	22	22	21	21	21	20	20	19	19	19	20	18	19	284	262	
10	15 yrs.	0%	15	2028/29	23	23	22	22	21	21	21	20	20	20	19	19	20	18	289	266	
10	16 yrs.	-50%	16	2029/30	24	23	23	22	22	21	21	21	20	20	19	19	20	20	294	271	
5	17 yrs.	-60%	17	2030/31	24	24	23	23	22	22	21	21	21	20	20	19	19	19	299	275	
2	18 yrs.	150%	18	2031/32	25	24	24	23	23	22	22	21	21	21	20	20	19	19	304	280	
5	19 yrs.	-60%	19	2032/33	25	25	24	24	23	23	22	22	21	21	21	20	20	19	311	286	
2	20 yrs.		20	2033/34	26	25	25	24	24	23	23	22	22	21	21	21	20	20	317	291	

Growth rate trend over 19 years
2.04%



PTFN 18-20

Gr 12+ Age 18	Gr 12+ Age 19	Gr 12+ Age 20
13	18	10
19	13	18
14	19	13
13	14	19
9	13	14
19	9	13
16	19	9
16	16	19
26	16	16
16	26	16
20	16	26
21	20	16
23	21	20
20	23	21
22	20	23
21	22	20
24	21	22
24	24	21
23	24	24
23	23	24

ATIKAMEG 18-20

Gr 12+ Age 18	Gr 12+ Age 19	Gr 12+ Age 20
10	12	12
11	10	12
19	11	10
15	19	11
11	15	19
19	11	15
13	19	11
14	13	19
17	14	13
20	17	14
20	20	17
28	20	20
16	28	20
28	16	28
21	28	16
18	21	28
13	18	21
19	13	18
18	19	13
18	18	19

CLARENCE JAYCOX 18-20

Gr 12+ Age 18	Gr 12+ Age 19	Gr 12+ Age 20
10	12	12
9	10	12
8	9	10
8	8	9
16	8	8
13	16	8
8	13	16
9	8	13
11	9	8
11	11	9
11	11	11
14	11	11
11	14	11
19	11	14
12	19	11
10	12	19
16	10	12
9	16	10
12	9	16
12	12	9

CADOTTE LAKE 18-20

Gr 12+ Age 18	Gr 12+ Age 19	Gr 12+ Age 20
27	10	8
7	27	10
10	7	27
7	10	7
9	7	10
14	9	7
10	14	9
17	10	14
15	17	10
14	15	17
20	14	15
17	20	14
18	17	20
25	18	17
8	25	18
9	8	25
3	9	8
16	3	9
9	16	3
9	9	16

LITTLE BUFFALO 18-20

Gr 12+ Age 18	Gr 12+ Age 19	Gr 12+ Age 20
9	11	11
21	9	11
6	21	9
9	6	21
10	9	6
14	10	9
9	14	10
12	9	14
18	12	9
17	18	12
17	17	18
19	17	17
20	19	17
18	20	19
19	18	20
18	19	18
20	18	19
19	20	18
19	19	20
19	19	19
19	19	19

KTC AND NSD SIMPLE ENROLLMENT PROJECTION

Grades 10-12 and Finishing /Outreach/Trades Training expressed as 50% or 25% of potential graduates

hof years	schoolyear	Atikameg	C/Jaycox	Cadotte	Kateri	Peerless	L Buffalo	Grouard	Gift Lake	Peavine	HILLVIEW	NON ATT	TOTAL (FTE)	50%	25%
GRADE 10	2014-15	15	8	7	3	19	9						61	30	
GRADE 11	2014-15	19	8	10	4	10	6						57	28	
GRADE 12	2014-15	11	9	7	6	19	21						73	26	
FINISHING	2014-15	34	24	45	21	20	31						175	87	43
GRADE 10	2015-16	11	16	9	4	5	10	10	14	HP	HP		79	39	
GRADE 11	2015-16	15	8	7	3	19	9						61	30	
GRADE 12	2015-16	19	8	10	4	10	6						57	28	
FINISHING	2015-16	33	31	44	25	27	41						201	100	50
GRADE 10	2016-17	19	13	14	10	9	14	5	11	HP	HP		95	45	
GRADE 11	2016-17	11	16	9	4	5	10	10	14				79	40	
GRADE 12	2016-17	15	8	7	3	19	9						61	30	
FINISHING	2016-17	39	26	44	23	23	36						191	95	48
GRADE 10	2017-18	13	8	10	8	8	9	6	15	HP	HP		77	37	
GRADE 11	2017-18	19	13	14	10	9	14	5	11				95	47	
GRADE 12	2017-18	11	16	9	4	5	10	10	14				79	40	
FINISHING	2017-18	45	25	24	23	23	36						176	88	44
GRADE 10	2018-19	14	9	17	8	8	12	6	17	12	1		104	52	
GRADE 11	2018-19	13	8	10	8	8	9	6	15				77	37	
GRADE 12	2018-19	19	13	14	10	9	14	5	11				95	47	
FINISHING	2018-19	45	32	26	18	18	25						164	82	41
GRADE 10	2019-20	17	11	17	7	19	18	6	18	8	6		127	112	
GRADE 11	2019-20	14	9	17	8	8	12	6	17	12	1		104	52	
GRADE 12	2019-20	13	8	10	8	8	9	6	15				77	37	
FINISHING	2019-20	45	37	30	20	21	33						186	93	47
GRADE 10	2020-21	20	11	14	6	10	17	11	18	6	6		119	60	
GRADE 11	2020-21	17	11	17	7	19	18	6	18	8	6		127	62	
GRADE 12	2020-21	14	9	17	8	8	12	6	17	12	1		104	52	
FINISHING	2020-21	43	37	33	22	22	33	21	39				250	125	63
GRADE 10	2021-22	20	11	20	10	10	17	8	21	13	6		136	68	
GRADE 11	2021-22	20	11	14	6	10	17	11	18	6	6		119	59	
GRADE 12	2021-22	17	11	17	7	19	18	6	18	8	6		127	64	
FINISHING	2021-22	46	30	41	26	26	35	17	43				264	132	66

Appendix B



KEE TAS KEE NOW TRIBAL COUNCIL

IMPROVING EDUCATION

NOVEMBER 2012

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EXECUTIVE SUMMARY

'Improving Education' is one of the Kee Tas Kee Now Tribal Council's (KTC) priorities given the significant problems faced by Aboriginal students and also because education is a primary determiner for success in life. In an effort to improve education outcomes, KTC has entered into a Partnership Agreement with the Northland School Division No. 61 (NSD). The agreement has a number of objectives with four key initiatives; a new Tuition Agreement, establishing School Support Services, developing Wrap-around Services, and exploring the potential for a Regional High School/Training Centre that has been contemplated for many years.

The Partnership Agreement encompasses ten schools, both on and off reserve, in the KTC region that until now have operated independently. Students in these schools are predominantly Aboriginal with programming being delivered by either KTC or NSD.

This report will provide general information on the Partnership Agreement, relevant background details, and will focus on two initiatives; 1) the proposed Regional High School/Training Centre, and 2) the analysis of population and Nominal Roll information in the KTC communities.

BACKGROUND

KTC is recognized by Aboriginal Affairs and Northern Development Canada (AANDC) as a Treaty 8 Tribal Council consisting of four First Nations; Whitefish Lake (WLFN), Loon River Cree (LRFN), Woodland Cree (WCFN) and Peerless Trout (PTFN). As part of their Tribal Council advisory role, KTC works with its member First Nations to provide advice related to education programming. The direction from KTC's leadership and indeed from across Canada is to focus on improving education for Aboriginal students. This direction was stressed this past October during a national special Chiefs Assembly on Education in Gatineau, Quebec and also during meetings with the Prime Minister and the Minister of AANDC in January. First Nation leaders and technicians from across Canada have committed to work together to find new and innovative approaches that will form a national strategy to improve education for First Nations. In Alberta, the KTC, NSD Partnership Agreement is one example of a new and innovative approach.

The Partnership Agreement establishes a framework and a series of commitments to improve collaboration and build partnerships within ten schools. Five of these schools are in the KTC communities and five off reserve schools in predominantly Metis communities. Within the KTC communities, three First Nation schools are operating through KTC at Cadotte Lake, Atikameg and Clarence Jaycox and 2 are operated by NSD in Peerless Lake and Trout Lake (Kateri). The five off reserve schools are operated by the NSD in Little Buffalo, plus the Metis communities of Grouard, Gift Lake, Hillview and Bishop Routhier.

This Partnership Agreement represents the first step towards KTC achieving their educational objectives of improving results for Aboriginal students. Currently these ten schools do not collaborate on activities or commonalities. NSD and KTC have just established a Principals Committee from these ten schools to identify ways to improve education, identify opportunities for success, and also to offer a completely new enhanced support system. The support system will be provided by the establishment of five Education Specialists that have been hired by KTC through funding that has been made available by Alberta & Canada (*Is this correct*). This is a significant and critical first step to provide an improved level of service that will benefit students and teachers. Furthermore, this will be the first time that First Nation and NSD schools will work in unison to create a better education system for Aboriginal students. The importance of this collaboration cannot be overemphasized as it is the first time in Canadian history that First Nation schools on federal crown land have entered into an agreement to work together with off-reserve schools that operate through provincial jurisdiction.

From a long term planning perspective the Partnership Agreement will facilitate the development of an ongoing framework to allow the parties to collaborate on various educational initiatives designed to improve education. Two long term concepts have been identified, one being a Regional High School/Training Centre, and the second is a shared education approach among the existing high schools. The first concept of a Regional High School/Training Centre will be explored in the coming months through a survey, data gathering exercise that will assess the interest and the potential model for such a facility; this initiative is explained in greater detail later in this report. The second long term concept

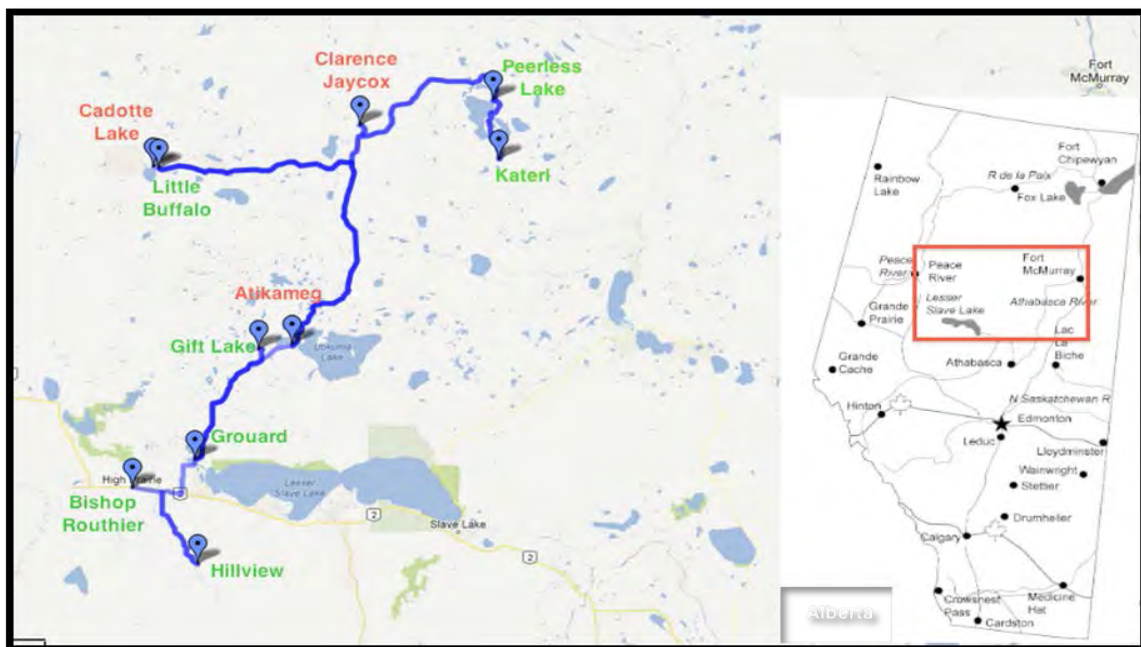
would see the ten schools delivering education and functioning as a community using a sharing school approach. These schools will share their technology, offer improved programming, and share facilities. If a Regional High School/Training Centre is developed it will likely be added to the shared school approach with the ten existing schools that have now started to work collaboratively.

FACILITY OVERVIEW

All ten of the schools that are in the Partnership Agreement area are experiencing the same social, socio-economic and geographical barriers that affect the graduation rates of their students. Among the various objectives in the Partnership Agreement three objectives; improved holistic instruction, wrap around services, and improved instruction on history and cultural identity are aimed at improving pre-school entry and after school completion which would include kinship and parenting.

School	Grade Levels
Cadotte Lake	K-12
Atikameg	K-12
Clarence Jaycox	K-9 (Grade 10 offered)
Peerless Lake	K-12
Kateri	K-12
Little Buffalo	K-12
Grouard	K-9
Gift Lake	K-8
Hillview	K-6
Bishop Routhier	1-9

KTC/NSD Schools Map:



The ten schools in the Partnership Agreement are displayed in the map. The three First Nation run schools are noted in red, while the seven NSD operate facilities are green. A chart detailing the distances between these ten schools can be found in Appendix II. As outlined previously

these ten schools have just initiated a process to work collaboratively despite the geographical challenges. This new approach has the existing schools acting as a shared high school through the use of technology. There are examples of other schools operating under a shared school set-up that have been successful. One example of this approach is the Sunchild E-Learning in Treaty 6. KTC and NSD objective is to have the ten schools in the Partnership Agreement working together to deliver an improved level of education with more programming and support for the students.

It is important to note that while students at the ten Partnership Agreement schools are experiencing a new approach to high school with the shared school approach, they will not have the same experience as students at other high school in the province. The small class sizes in these schools severely limit the number of teachers, programs and curriculum choices being offered. Furthermore, there is no opportunity to participate in a school sport programs, extracurricular programs, or other social activities. These types of activities offer students a wealth of knowledge, experience, and the opportunity to interact with other students. These activities also significantly enrich the education experience for students and they develop a sense of belonging and pride which are keys to enhanced education, plus increased school attendance. There is no surprise that the current situation for these students results in a significant number of 'Early-Leavers'. The term Early Leavers refers to the large group of school age individuals within the region that have left school, notably in junior and senior high. Additional research into the number of Early Leavers has been undertaken by KTC for the First Nation schools and this data will be shared later in this report.

SURVEY INITIATIVE FOR PROPOSED REGIONAL HIGH SCHOOL

As indicated, one of the objectives of the Partnership Agreement is to explore the possibility of developing a Regional High School/Training Centre. The first steps in this process is to gather information related to the proposal and, to this end, KTC is in the process of developing four surveys which will be undertaken in the coming months. These surveys will target four different groups, 1) High School Students, 2) Early Leavers (individuals who did not complete school), 3) Teachers, and 4) Parents and Guardians within the KTC Member First Nations. Data from these surveys will determine the level of support or interest in a regional education facility and also to provide other relevant information.

The Regional High School/Training Centre survey process began in February 2012 when KTC hosted a Youth Wilderness Camp with students and teachers from the region. A portion of the agenda was dedicated to gathering information related to the Regional High School/Training Centre concept using a preliminary survey instrument. This first survey was a trial and the information from the session showed a strong interest in a regional education facility with 84% of students indicating that such a school would help them complete high school. KTC decided to continue with a comprehensive survey exercise within its member communities after reporting was provided from the Youth Wilderness Camp. The following points outline the proposed activities for the survey process which will be undertaken over the coming months:

- A Project Manager has been retained to further develop the project, communication materials, draft improved survey instruments, and oversee the implementation of the process. The gathered survey data will be analyzed and the Project Manager will prepare a final report summarizing the findings
- Communication Strategy - various approaches to inform the membership will be developed including newsletters, pamphlets, materials for community meetings and social media (Facebook). These material and activities will focus on the 'W5' (Who, What, Where, When, & Why) of the initiative prior to and throughout the process
- Work with various stakeholders and specialists as necessary to enhance the work on the proposed Regional High School/Training Centre
- Hire and train a Survey Coordinator within the KTC Administration to provide assistance with the survey process and manage the Researchers
- Hire and train Researchers from the KTC member First Nations, creating short term employment opportunities for local members. The Researchers will meet with individuals and complete the surveys
- The survey data would then be compiled and analyzed. The results will be outlined in a Final Project Report and a final communication tool would be developed to inform the KTC communities of the findings
- A fifth survey may be undertaken to obtain input from Industry. This survey would be designed to develop an understanding of the education requirements of industry to meet their workforce needs while allowing KTC & NSD to develop programs that prepare Aboriginal students for employment opportunities in the immediate vicinity of their community

The time frame for the overall project and all the individual activities that have been outlined previously are displayed in the following Gantt Chart:

KTC Regional High School/Training Ctr													Draft #3, November 2012																			
Activity	Nov				Dec				Jan				Feb				March				April				May				June			
	W k 1	W k 2	W k 3	W k 4	W k 1	W k 2	W k 3	W k 4	W k 1	W k 2	W k 3	W k 4	W k 1	W k 2	W k 3	W k 4	W k 1	W k 2	W k 3	W k 4	W k 1	W k 2	W k 3	W k 4	W k 1	W k 2	W k 3	W k 4	W k 1	W k 2	W k 3	W k 4
Mtgs with KTC Education Committee							X												X													
Project Management Mtgs	X					X				X				X				X				X				X						X
Community Engagement																																
Community Mtgs																																
Facebook																																
Newsletters or Brochure							X																									X
Draft Concept Paper, Gantt, Bdgt																																
Develop Survey for Parents/Guardians																																
Develop Student Survey																																
Develop Early Leavers Survey																																
Develop Educators Survey																																
Select & Hire Survey Coordinator																																
Select & Hire Researches within each FN																																
Researcher Workshop - Train & Orientation																																
Conduct Surveys																																
Compile Survey Data																																
Analyze Data & Draft Final Report																																
Develop Pres. for KTC & FN Comm.																																

Surveys

The importance of gathering accurate responses from the four groups to be surveyed is critical to ensure that the parties have valid data, containing the right information to inform their discussion and decisions going forward. To ensure that the surveys produce accurate information, a number of procedures will be followed and the data collection process will vary by group as follows:

Blind Data Collection – All surveys will contain no personal or identifying information. This process provides a level of comfort to those that participate that they can be completely candid in their response and their answers are anonymous.

Coordinator & Researcher Training & Support - The staff that will be retained to implement the survey process will receive the necessary background to orientate and train them on how to successfully undertake this initiative. These staff will be supported throughout the process to meet their needs and provide any of the technical or logistical support that is required. The Coordinator position within KTC’s Administration has been added to ensure another layer of oversight and support to the process, and to provide additional assistance to the Researchers.

Students & Teachers Surveys – To the greatest extent possible surveys will be obtained from all of the current junior high and high school students, and all of the Teachers in the ten schools. Their thoughts, attitudes and ideas will be assessed in order to bring as much value from the actual users of schools to the project’s conceptualism. By conducting a survey with virtually all of the available individuals from a specified group the resulting data set will be as close to 100% accurate as is possible from a statistical analysis perspective. KTC, NSD, and the Project Manager will work with the schools to ensure that the students and teachers understand and complete the process. The Project Manager or a member of KTC’s staff will attend each school to conduct the surveys and maintain the quality of the process, plus the data.

Parents & Guardians Survey – These individuals will be surveyed through a personal interview with a trained Researcher who is fluent in English and Cree. In order to provide an accurate reflection of the attitudes and opinions of those that are interviewed, the following table outlines the minimum survey sample targets that have been determined for each of the KTC First Nations. These sample size targets are based on statistical formulas which are explained in Appendix I. The base population numbers used in the calculation are from the 2006 Census of the population in each First Nation aged 20-64. By surveying the number of individuals identified in this sample size, there is 90% confidence level that the responses are what a survey of entire population would have produced and the margin for error is plus or minus 5%.

Table 1.1

	Total Population Aged 20-64 (on reserve/own crown land)	Approximate Sample Size Needed (90% confidence, 5% error margin)
Peerless Trout First Nation	*204	41
Loon River First Nation	215	43
Woodland Cree First Nation	265	53
Whitefish Lake First Nation	410	82

(Census 2006.)

**PTFN numbers taken by percentage of the average of population aged 20-64 in other KTC communities as no data available from Statistics Canada. See Appendix I.*

‘Early Leavers’ Survey – As described previously, this term refers to those individuals who have not completed grade school. This group is of significant importance to KTC and the NSD because drop-out rates amongst Aboriginals far exceed national averages, the importance of a fulsome education, and, most importantly, the impact that leaving school early has on the individuals and their communities from a socio-economic perspective. The final section of this report examines the extent to which KTC school age youth leave school prior to completion and the findings are as disturbing as they are staggering. KTC are well aware of the ‘Early Leaver’ problem and the survey initiative for this group will focus on

gathering data in two areas. The first data set will explore the reasons, barriers, or issues that lead to the decision to leave school and the second data set will assess how a regional high school may help youth graduate or bring people back to complete their education.

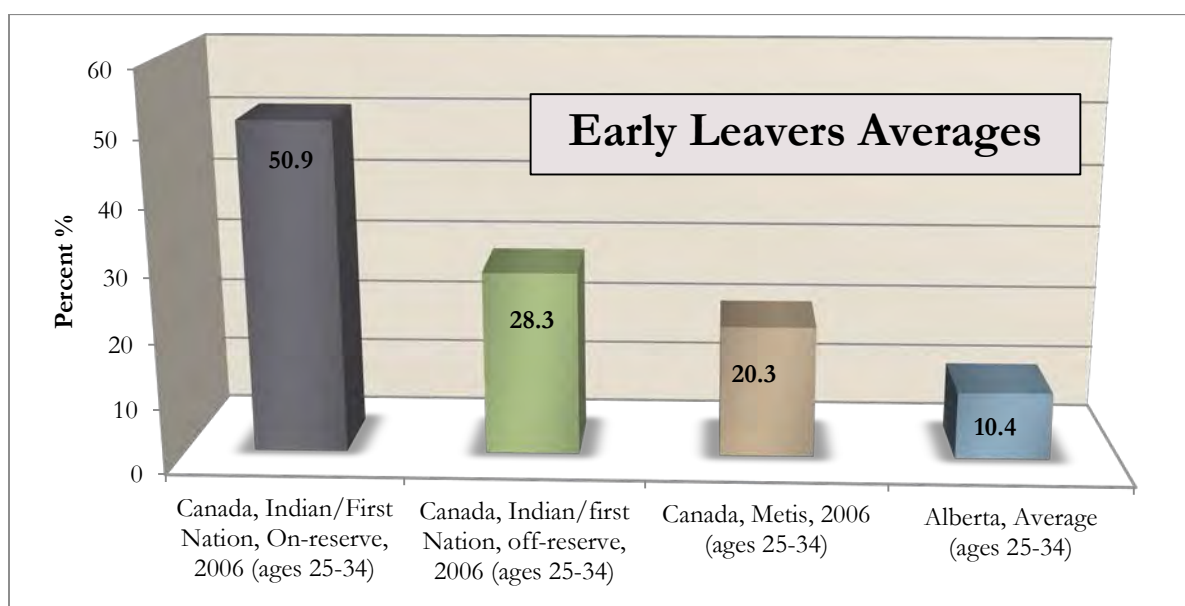
Communication Strategy

To gather the correct information from the KTC communities, people must be well informed on what the proposed regional high school concept entails. The development of an effective communication strategy for the project is critical as the communities need to know the reasons why they are being surveyed, what their opinion means to the process, and the future of the proposal. A variety of communication tools used will be used throughout the project. Members will be advised of the project during meetings, details will be included on the member First Nation and KTC's web-sites, and informational pamphlets / newsletters will be developed to introduce the project and also to share the results of the initiative. All documentation will be made available at meetings, in public offices, and they will be distributed throughout the communities by mail.

Another form of communication media that will be implemented is social networking through the use of Facebook. Given that this initiative is focused on Aboriginal youth it is important that the communication strategy be tailored to connect with this demographic and social media is the best approach. The Facebook platform will help inform the KTC communities and the various stakeholders about the process, the vision, objectives, the purpose, and provide updates about the survey initiative. Given the interactive capacity of Facebook, the platform will engage the communities in the process through open forums that will address questions, provide information on upcoming events, and provide the public access to the KTC, NSD Partnership Agreement. By placing interactive and readily accessible information in the hands of individuals through their mobile devices and personal computers, KTC hopes to foster greater trust, knowledge, and encourage participation in the process through a multifaceted communication strategy.

KTC SCHOOL AGE POPULATION ASSESSMENT

Currently, the education results and participation rates for Aboriginal students in the KTC communities fall significantly short of the expectations of the Tribal Council, the member First Nations and individual members. Furthermore, when compared to their off-reserve counterparts, Aboriginal students again do not experience the same level of success from an educational perspective and the number of 'Early Leavers' or drop-outs is significantly higher on-reserve. Unfortunately, the Early Leaver situation for Aboriginal students is particularly unfortunate, especially when they reside on-reserve as outlined in the following bar chart based on information from the 2006 Census.



Statistics Canada, 2006 Census

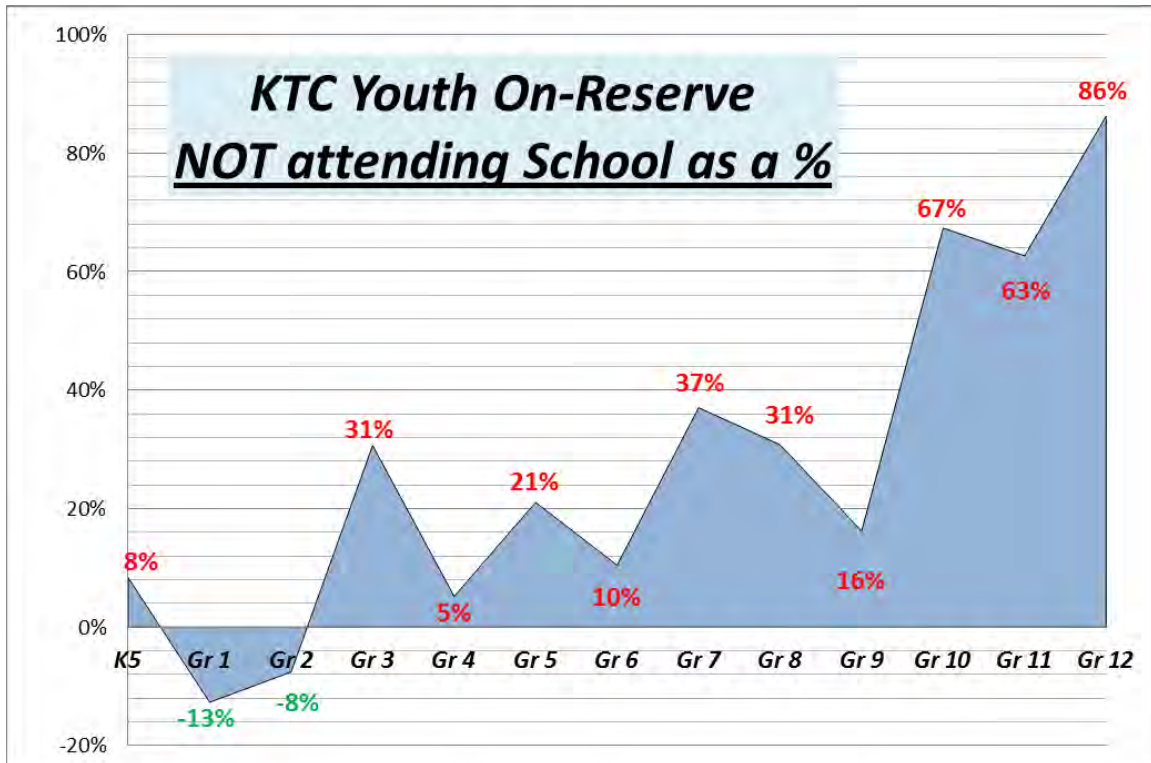
Preliminary analysis within the KTC communities shows that approximately 30% or 285 school age children are not attending school. These potential students fall within the 'Early Leavers' category. The poor education participation situation in the KTC communities and indeed nationally is very well known, documented, and understood. The consequences of this situation are equally clear; Aboriginal students and their communities face many challenges, and the negative impacts are far reaching. A lack of education success can affect individuals throughout their life and the socio-economic impacts to individuals and their communities can range from moderately negative to devastating. Keeping Aboriginal youth in school and helping them graduate is a priority for KTC and its communities and this is clearly reflected in the initiatives within the Partnership Agreement.

Recently, KTC initiated a process to obtain accurate demographical information regarding the actual number of students, ages 4-21, in their communities and compare this information with the audited Nominal Roll data for the community schools. This base demographic information

is also necessary for discussion and planning purposes in relation to the proposed regional high school training center. The preliminary analysis is now complete based on two data sources that were identified. The first data source is the On-Reserve or Crown Land Population data by age for the KTC First Nations from AANDC's Indian Registry System as of December 2011. The second data source is the audited Nominal Roll information for all of the KTC Schools from the 2010/11. The table below outlines this information, the variance by age/grade, and the variance as outlined as a percentage of the total Indian Registry System population data.

	K5	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	
	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	TOTAL
Total Band + Prov. Nominal Roll	66	71	71	43	73	60	60	51	54	62	31	28	11	681
Totals From IRS	72	63	66	62	77	76	67	81	78	74	95	75	80	966
Variance	6	-8	-5	19	4	16	7	30	24	12	64	47	69	285
As a %	8.33%	-12.70%	-7.58%	30.65%	5.19%	21.05%	10.45%	37.04%	30.77%	16.22%	67.37%	62.67%	86.25%	29.50%

The following area graphic displays the percentage variance information from the table:



The information in the table and the graphic clearly outlines the extent of the 'Early Leaver' issue that exists in the KTC communities. To underscore the need to address the issue and

to compare this data with the off reserve situation within the province here are the average ‘drop-out’ percentages for Alberta at the high school ages:

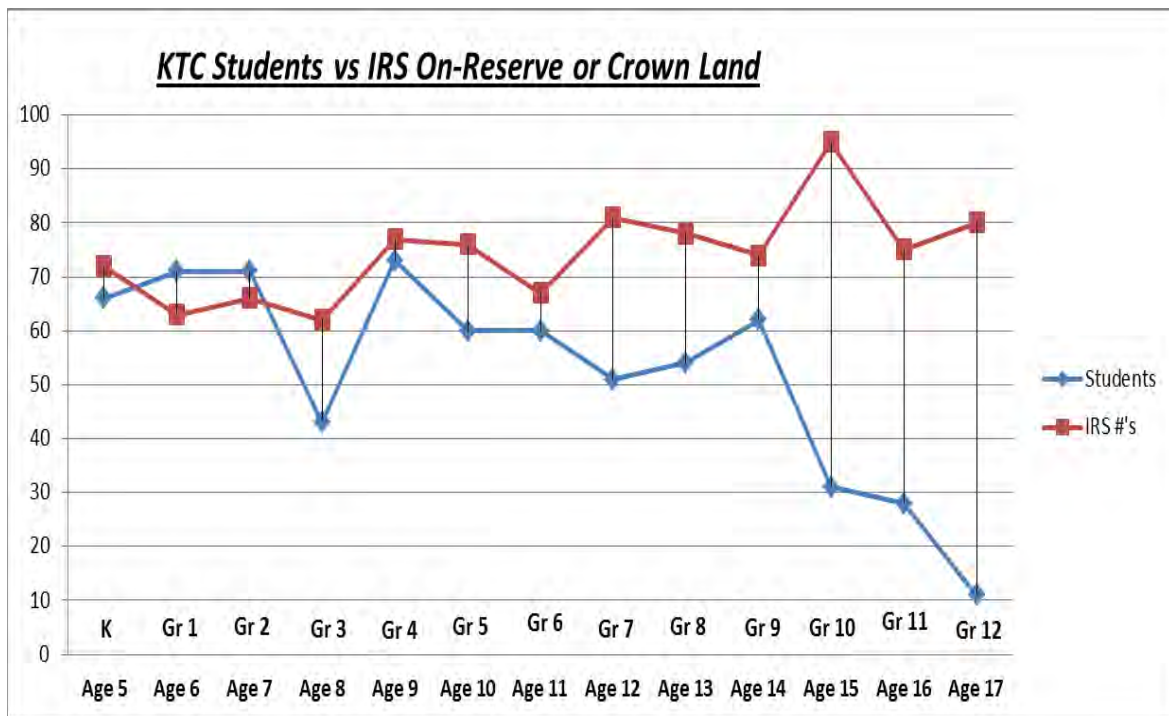
16 to 17 years old (4.3%)

18 to 19 years old (10.4%)

(Percentage of the population that is not a high school graduate and not attending school, by age group and province, 2009/2010(Statistics Canada. Labour Force Survey.)

As outlined in the table on the previous page the average Early Leaver (Drop-out) percentage for 16 and 17 year olds within the KTC communities is 62.67 and 86.25% respectively for an average of 74.5%. Compare this with the Alberta average of 4.3% for 16 and 17 year olds and the variance is a staggering seventeen times higher. These numbers clearly show the need for change.

The following line graph displays information by grade and age, the total number of KTC students on the Nominal Roll for both the Band Operated and NSD schools and the Indian Registry System information for on-reserve or crown land for these ages. This graphic provides a clear picture of the extent of the ‘Early Leaver’ situation within the KTC communities.



All of the information from the analysis outlines a significant variance between the KTC Nominal Roll counts and the number of school age First Nation members residing in these communities. The totals are 966 school age individuals, ages 5 through 17, residing on the KTC Reserves according to AANDC’s Indian Registry System, yet there are only 681 attending school. That is a variance of 285 youth with the majority of those individuals coming from the high school age group. The data for the high school grades of 10, 11, and

12 is extreme with the variance or missing students being 64, 47, and 69 individuals respectively.

All of this information demonstrates the extent of a very significant problem that contributes to a number of socio-economic issues within the KTC communities. Finding the means of improving education retention is critical to improve the quality of life for individuals and also to address community issues. One need only contemplate what the KTC youth at the high school ages are doing if they're not in school. As previously indicated there will be a survey of 'Early Leavers' to gather information regarding the situation and experience of these youth, the barriers to education they encountered at school or in the community, and also what might have helped them stay in school or lead them return to complete their education.

PROJECT GOVERNANCE

KTC acknowledges the importance of both the federal and provincial government involvement in the Partnership Agreement and all of the resulting initiatives. KTC is grateful for the support financially and otherwise that has been received in support of the agreement and its initiatives. The continued support and financial assistance of government through proposals to support the continuing efforts of all parties is critical to the overall success of the agreement and, more importantly, the success of Aboriginal students that will go on to create healthy, vibrant communities.

Please note that KTC is fully aware of their accountability and procedural responsibilities as they relate to the different levels of government. KTC will continue work closely with the federal and provincial departments, as well as the other stakeholders, to provide any information that is required and to fulfill their reporting requirements.

PARTNERSHIP AGREEMENT STAKEHOLDERS

There are many stakeholders that are linked to the KTC and NSD Partnership Agreement initiatives. These groups, as outlined below, may also be potential stakeholders in a regional High School/Training Center. As indicated KTC will involve these groups and seek their input.

- KTC member First Nations (Loon, Woodland, Whitefish and Peerless Trout)
- Metis (East Prairie, Peavine, Gift Lake and Grouard Metis Settlements)
- Northlands School Division No.61
- Alberta Government (Human Services)

- Aboriginal Affairs and Northern Development Canada (AANDC)
- Industry Partners
- Northern Lakes College and other learning facilities

APPENDIX 1: SAMPLE SIZE DETERMINATION

Confidence in survey response accuracy can be increased as the sample size (people surveyed) increases. However, the gain in precision is not directly proportional to the increase in sample size. Larger data sample sizes in a survey process do allow for more confidence that answers truly reflect the statements of those surveyed. This indicates that for a given confidence level, the larger your sample size, the smaller your confidence interval which is also called the margin of error. However, the relationship is not linear (i.e., doubling the sample size does not halve the confidence interval).

The **Confidence Interval** (margin of error) is a plus-or-minus figure. With a confidence interval of 5 and 47% percent of your sample picks an answer you can be "sure" or "confident" that if you had asked the question of the entire relevant population between 42% (47-5) and 52% (47+5) would have picked that answer.

The **Confidence Level** tells you how sure you can be in survey responses. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the Confidence Interval. A '90% Confidence Level' means you can be 90% certain that answer is accurate.

When the Confidence Level and the Confidence Interval are put together, you can determine how sure you are of responses and the margin for error. The higher the Confidence Interval you are willing to accept, the more certain you can be that the whole populations answers would be within that range. Sampling variance has been taken as the worst case percentage to err on the side of caution. Therefore, 50% variance is the calculation used.

Sample Size Formulas:

$$\text{Sample Size (SS)} = \frac{Z^2 * (p) * (1-p)}{C^2}$$

Where:

Z = Z value (1.645 for 90% confidence level)

p = percentage picking a choice (variance), expressed as decimal (.5)

c = confidence interval, expressed as decimal (.05 = ±5)

Correction for Finite Population:

$$\text{New SS} = \frac{\text{SS}}{1 + ((\text{SS}-1) / \text{Pop})}$$

Where:

pop = population

By taking each of the First Nation populations aged 20-64 in the KTC area and the given variables we can determine the needed sample size for the required level of accuracy. Please note that PTFN's population between the ages of 20-64 was not available from Statics

Canada was estimated by taking the averages of the same proportion in the three other KTC member First Nations, averaging them, and applying the percentage to PTFN total population. The data below summarizes this calculation:

Loon River First Nation: $215/423 = 0.49$

Woodland Cree First Nation: $265/741 = 0.35$

Whitefish Lake First Nation: $410/1125 = 0.36$

Average = 0.4

PTFN age 20-64 = $0.4 * 511 = 204$

Sum of target population of KTC First Nations is as follows:

Loon River First Nation:	215
Woodland Cree First Nation:	265
Whitefish Lake First Nation:	410
Peerless Trout First Nation:	<u>204</u>
TOTAL:	1,094

APPENDIX II: KTC AND NSD SCHOOL DISTANCE CHART

G	School	CL	Atm	CJ	PL	Kt	LB	G	GL	H	BR
K-12	Cadotte Lake		147 km	85 km	143 km	168 km	.5 km	205 km	163 km	237 km	196 km
K-12	Atikameg	147 km		96 km	154 km	179 km	147 km	58.7 km	16.1 km	113 km	91 km
K-9	Clarence Jaycox	85 km	96.2 km		68 km	92 km	85.2 km	155 km	112 km	209 km	187 km
K-12	Peerless Lake	143 km	154 km	68 km		25 km	143 km	212 km	169 km	267 km	245 km
K-12	Kateri	168 km	179 km	92 km	25 km		167 km	237 km	194 km	291 km	269 km
K-12	Little Buffalo	.5 km	147 km	85 km	143 km	167 km		205 km	162 km	237 km	196 km
K-9	Grouard	205 km	58.7 km	155 km	212 km	237 km	205 km		56 km	55 km	33 km
K-8	Gift Lake	163 km	16.1 km	112 km	169 km	194 km	162 km	56 km		111 km	89 km
K-6	Hillview	237 km	113 km	209 km	267 km	291 km	237 km	55 km	111 km		42 km
1-9	Bishop Routhier	196 km	91 km	187 km	245 km	269 km	196 km	33 km	89 km	42 km	

Kee Tas Kee Now Tribal Council

Education Survey

Preliminary Results & Analysis

Survey Process

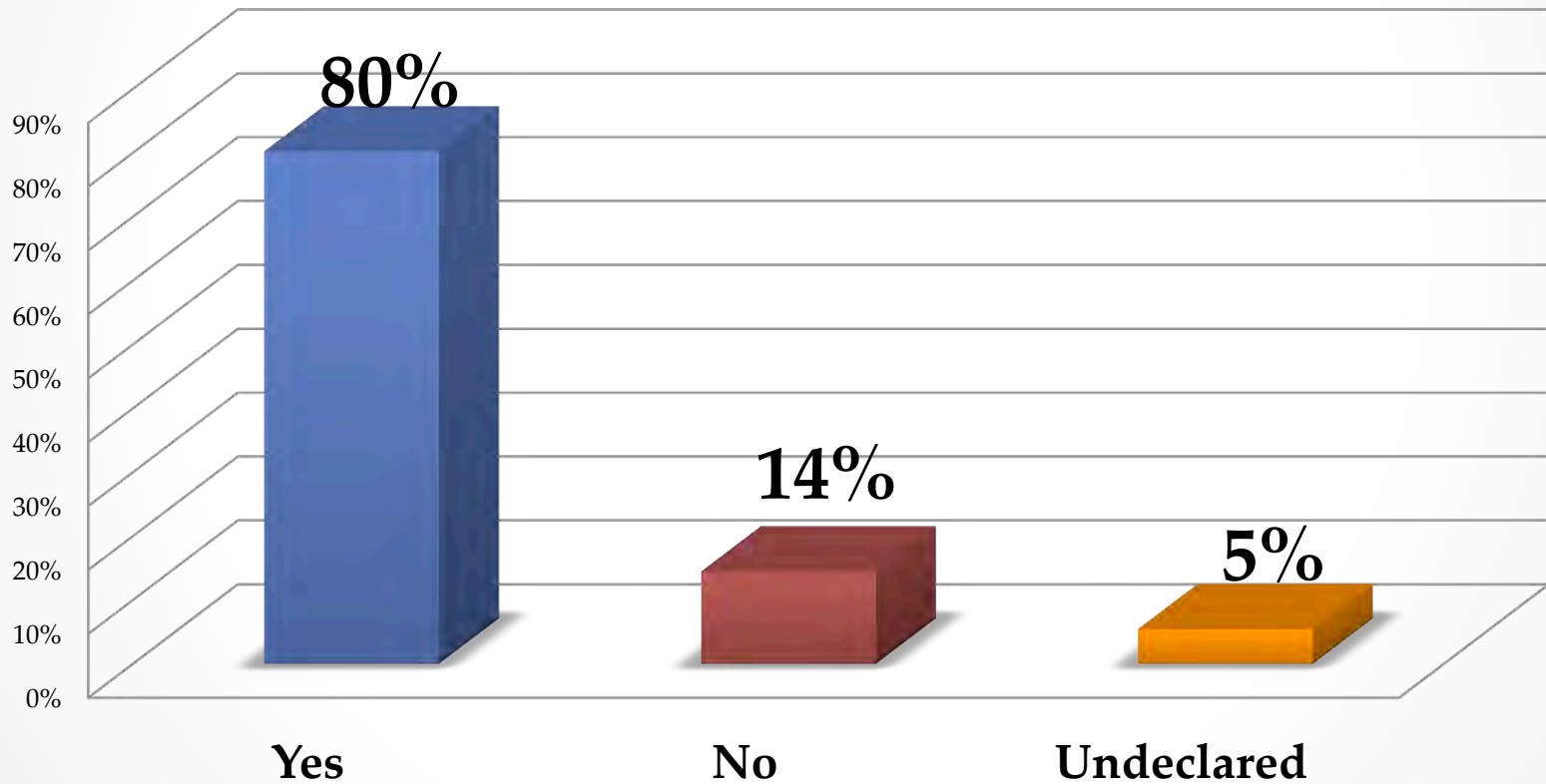
- Funding for process (\$200k) secured late in 2012/13
- Survey tool developed after consultation & input from Educ. Committee & 2nd Level Services Staff
- A number of concepts explored
- Virtual High School vs Regional High School
- Travel Issue
- Accommodation, In vs Out of Home Community
- Approached to Education

Student Survey Result

- Plan4ward conducted the survey process
- Student Surveyed in May & June at all KTC Schools
- Data analysed through the summer
- Report provided in October
- Preliminary Results show support for both the Virtual High School (72%) and the Regional High School (80%)

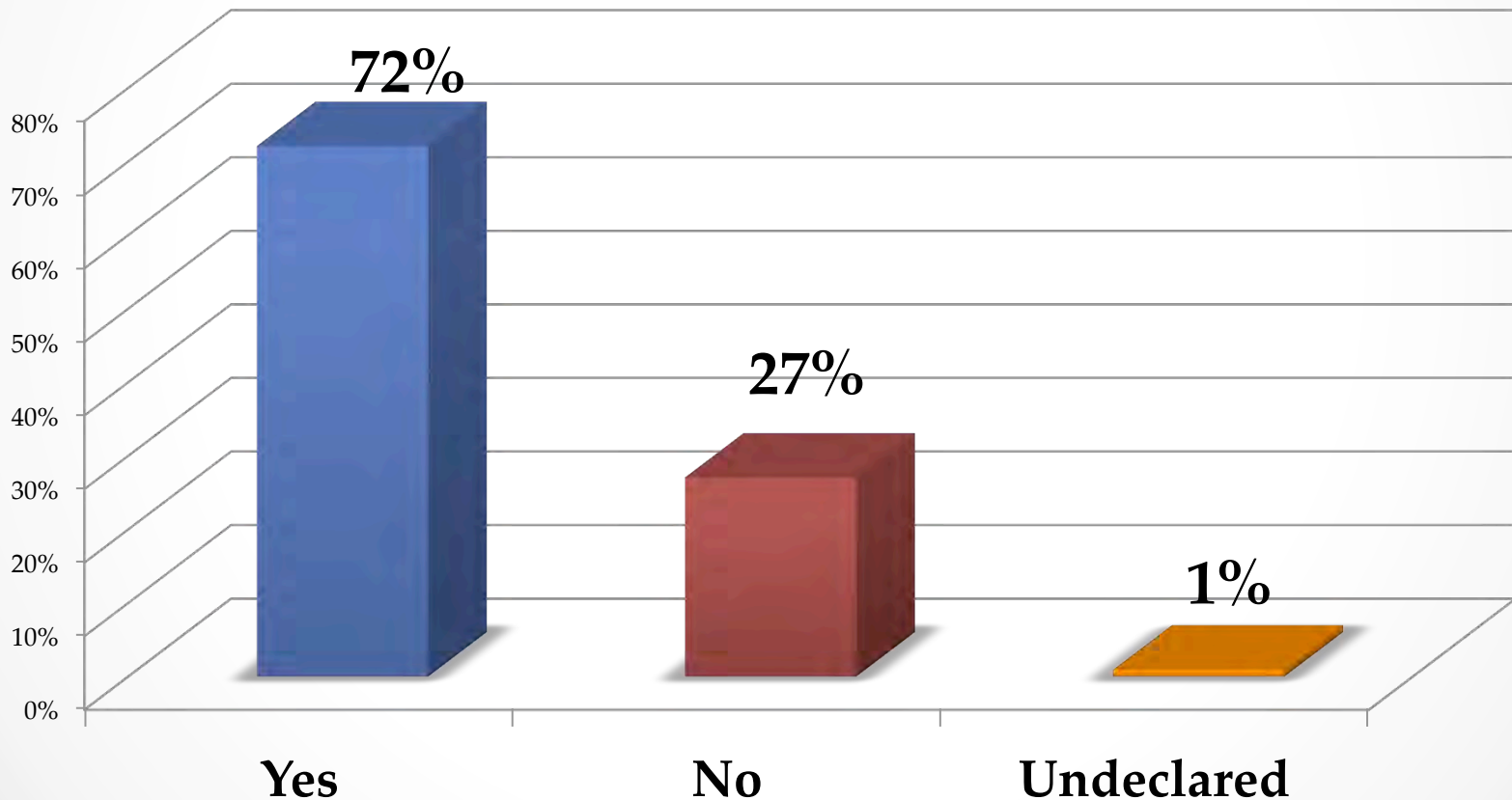
Student Survey Result

Support for Regional High School



Student Survey Result

Support Virtual High School

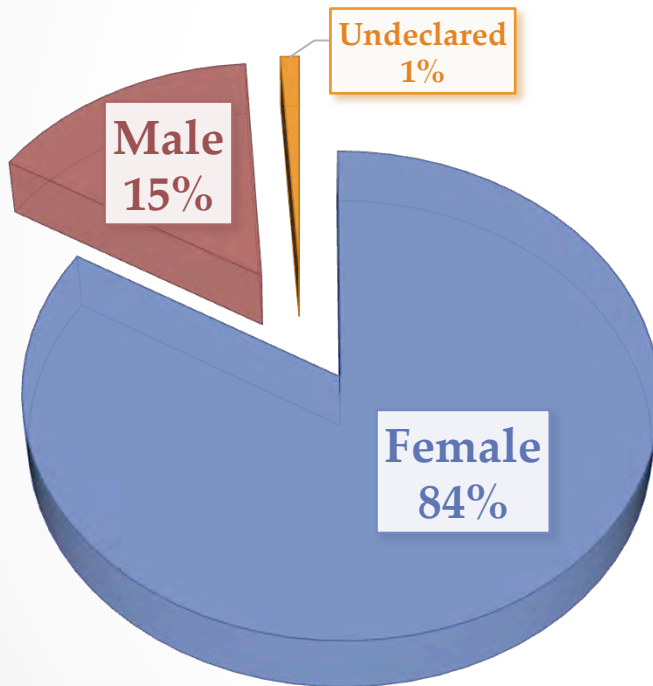


Adult Survey Process

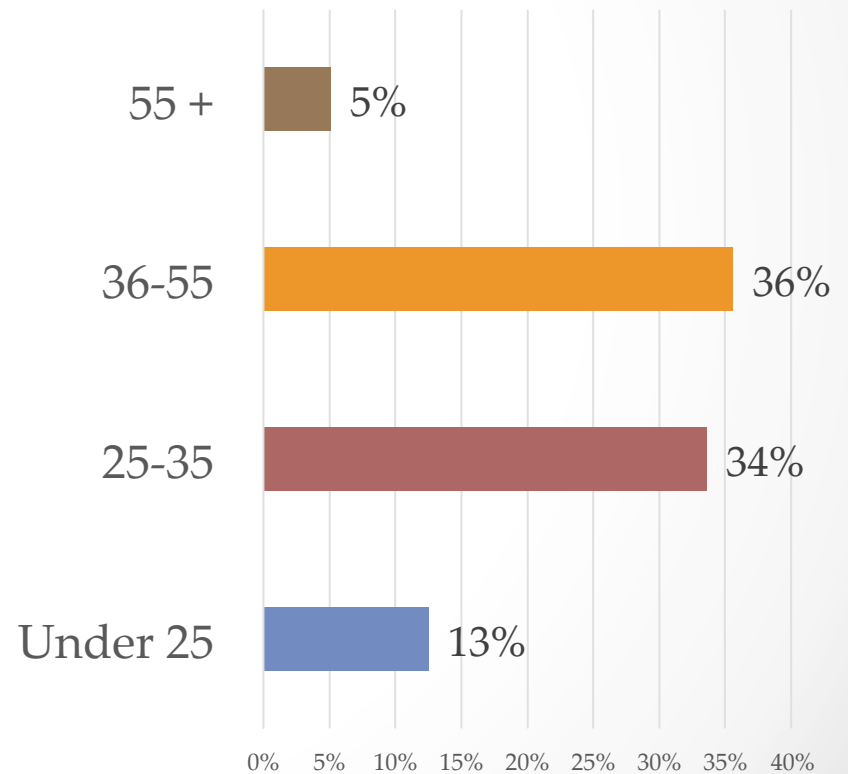
- Parent/Guardian Trained Surveys in summer
- Data gathered in summer & fall
- Great Support from Penny @ KTC
- 288 surveys collected
- Five Communities
- Additional Data in Fall

Demographics

GENDER



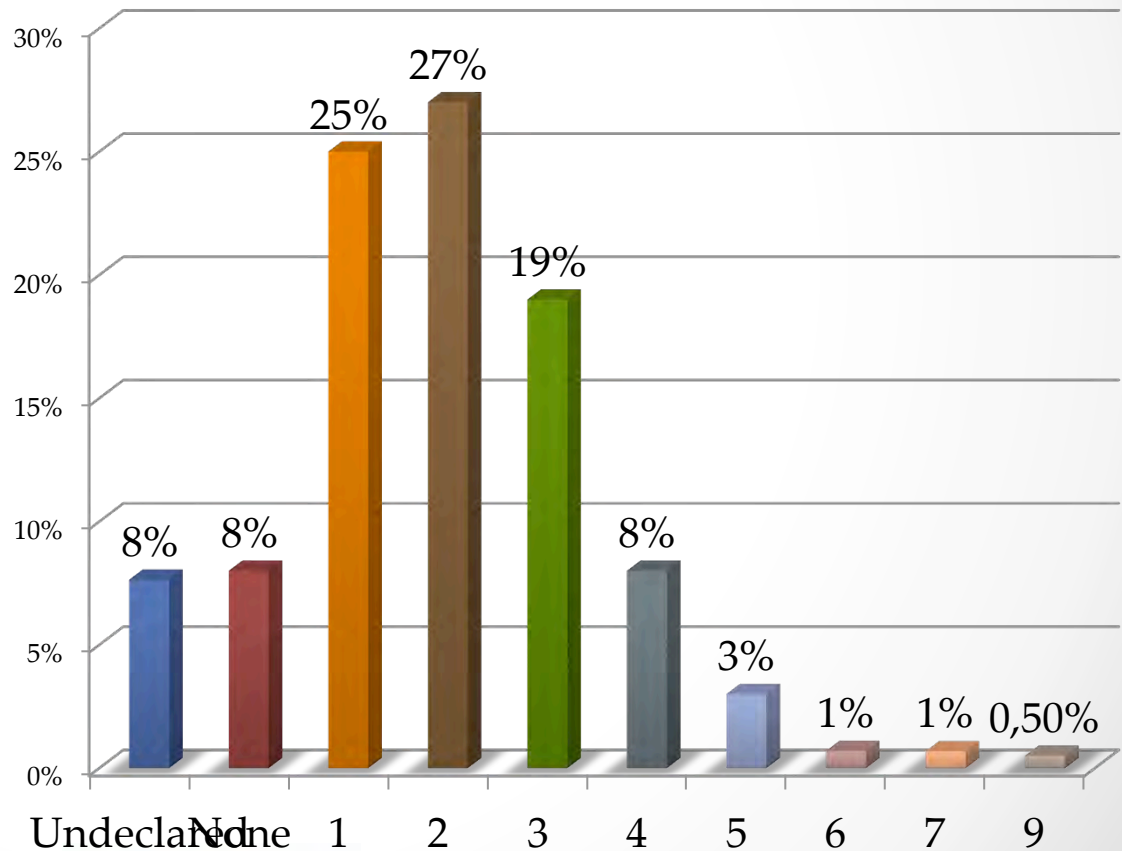
AGE GROUPS OF RESPONDENTS



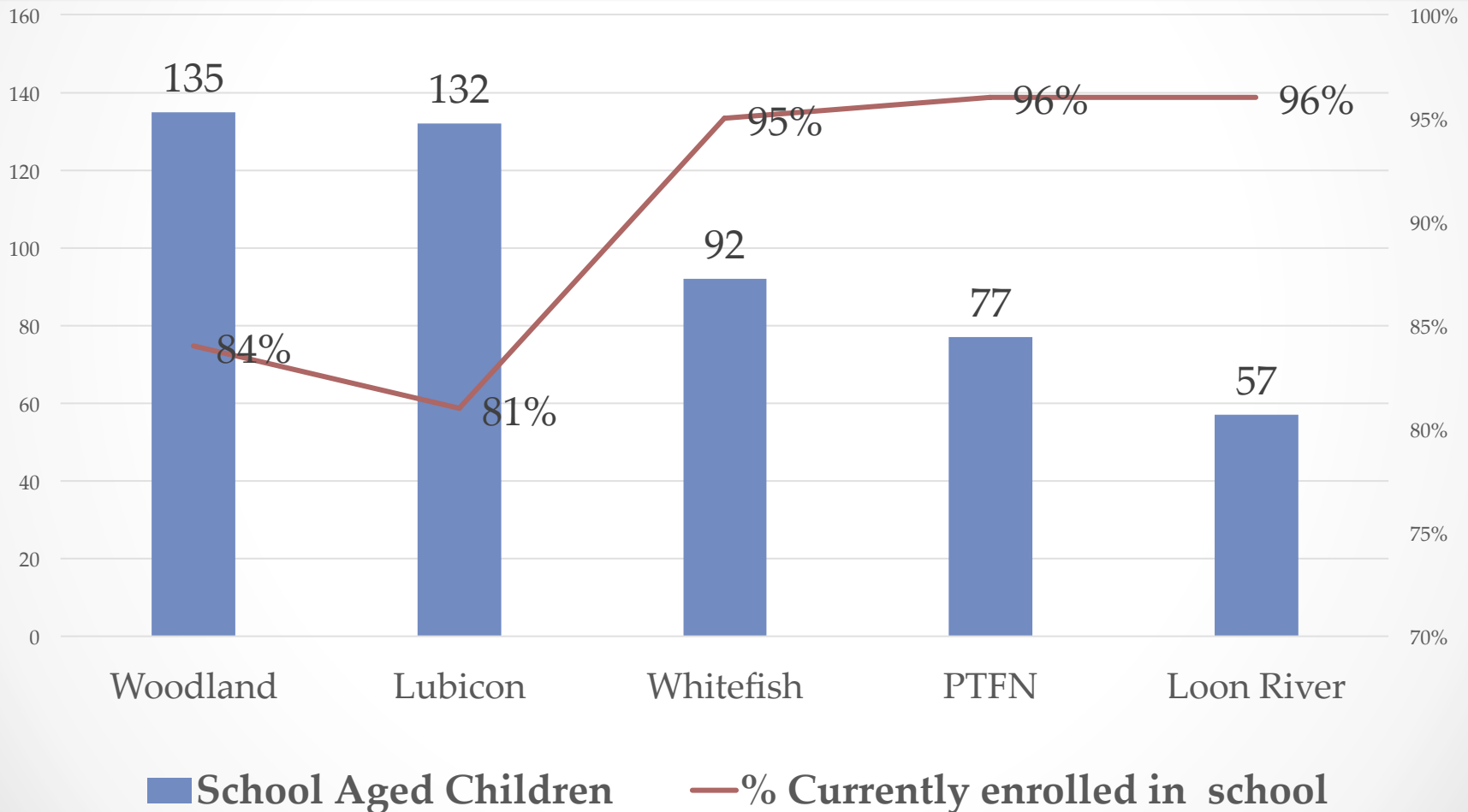
288 Surveys

Respondents were Parents or Guardians **No. of School Aged Children/ Respondent**

- Of 628 children altogether
- 566 of whom are current school aged children



School Aged Children Attending School by Community

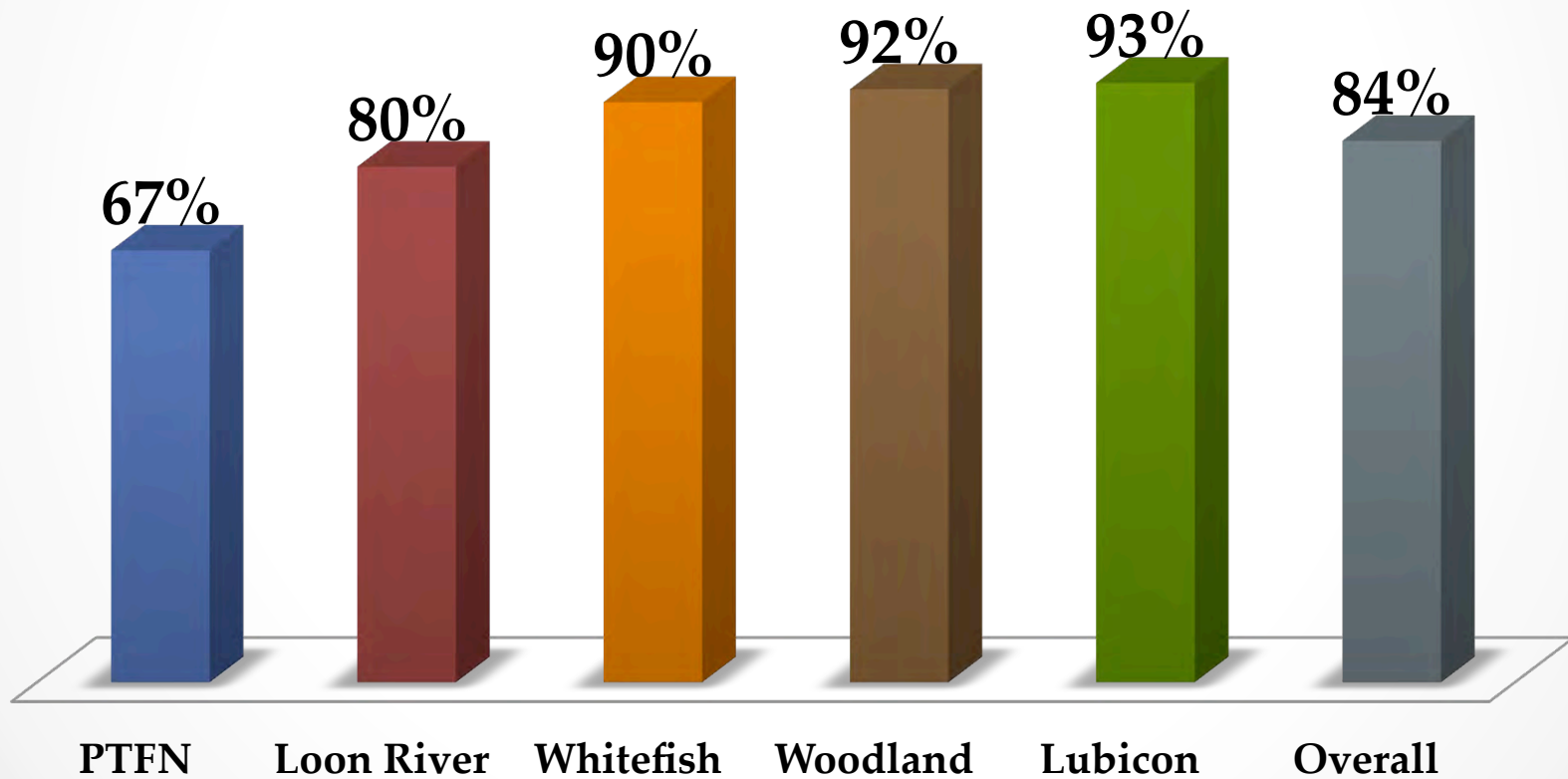


Not Attending School, Why?

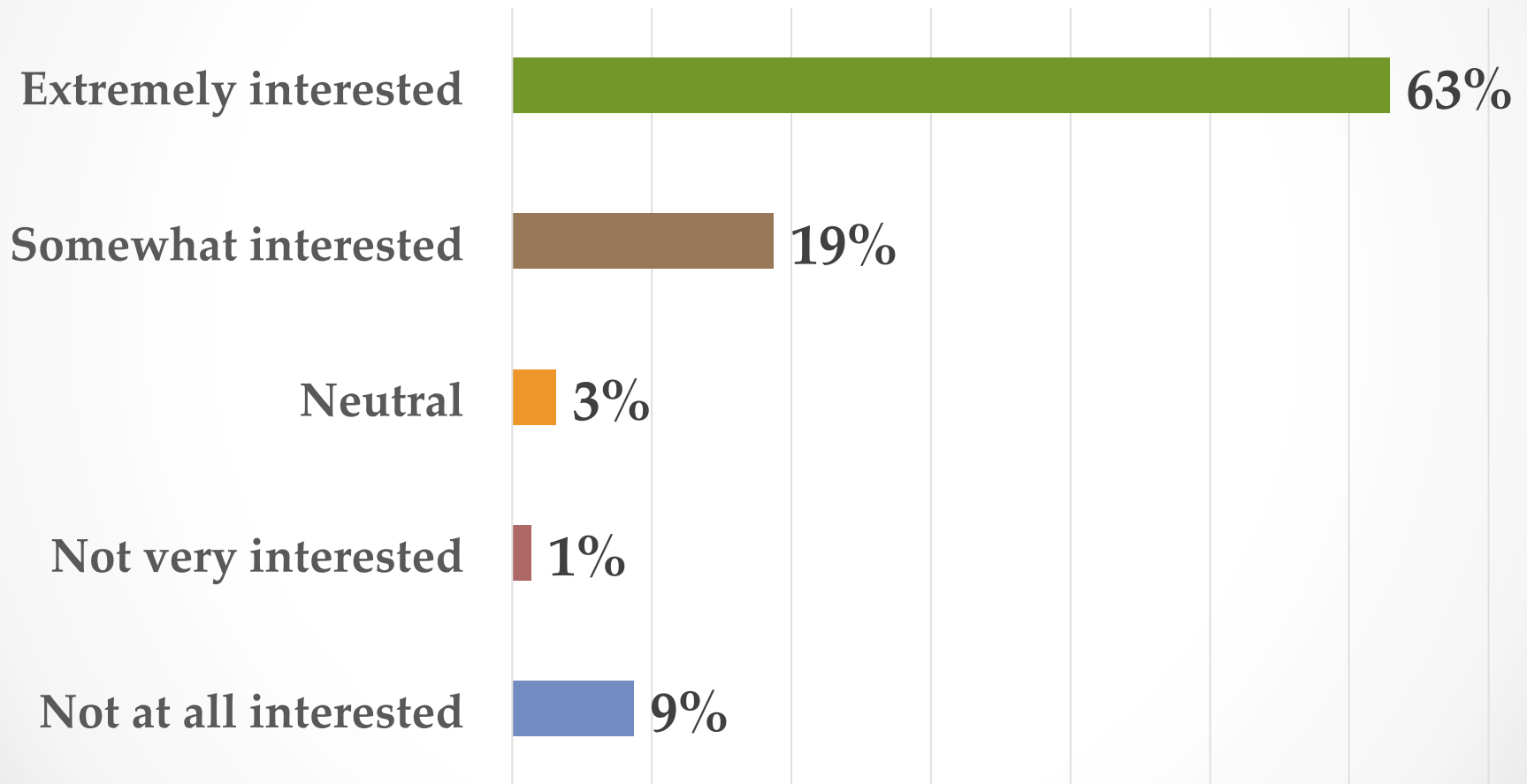
- Medical
- Have to get his routine sleep on schedule
- Three times he quit for different reasons, issue in the school
- Only need 1 ss-30 course

Concept of Regional High School

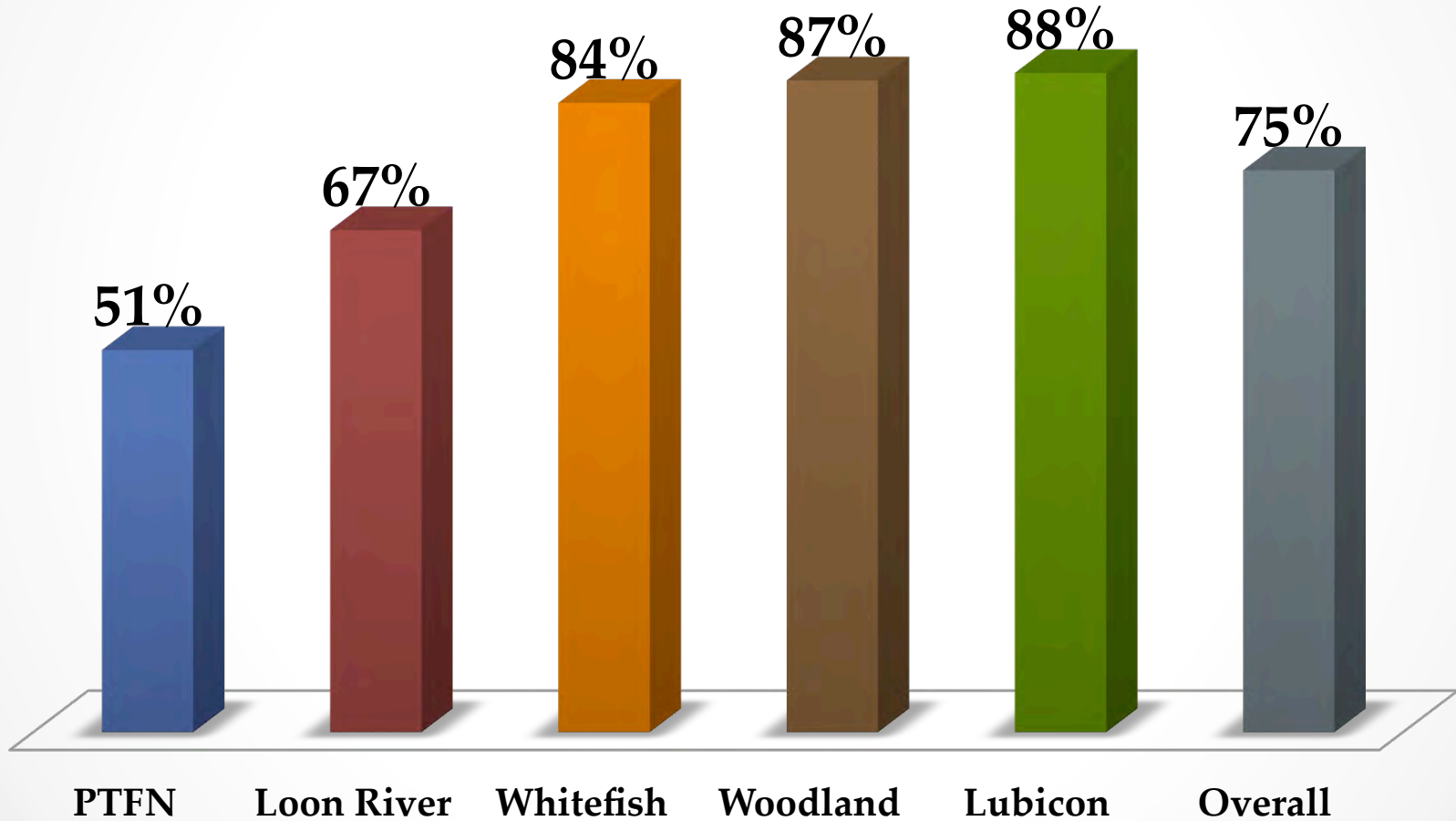
Support for Regional High School by Community



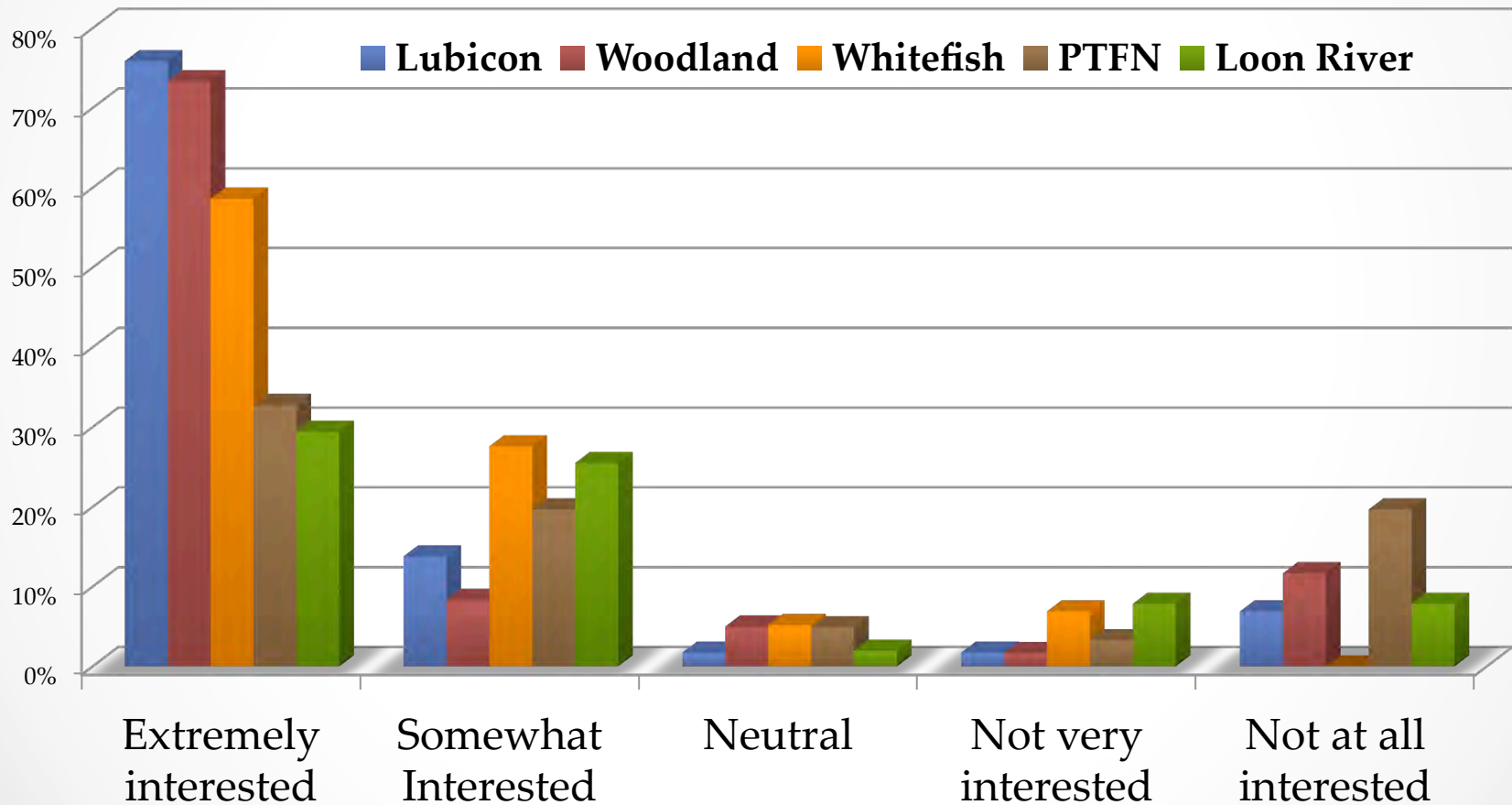
Interest Levels for Regional High School



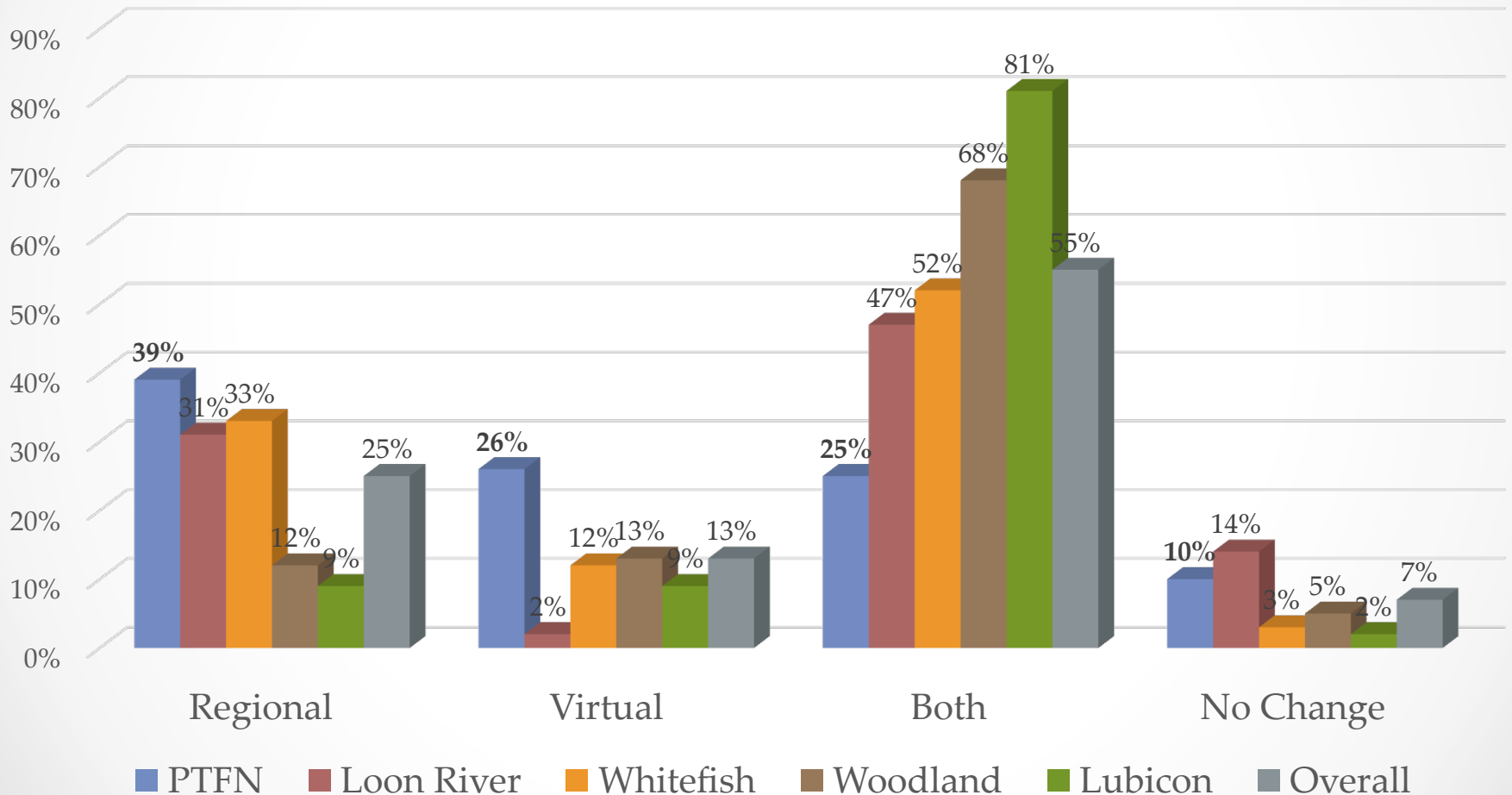
Support for Virtual Training Centre



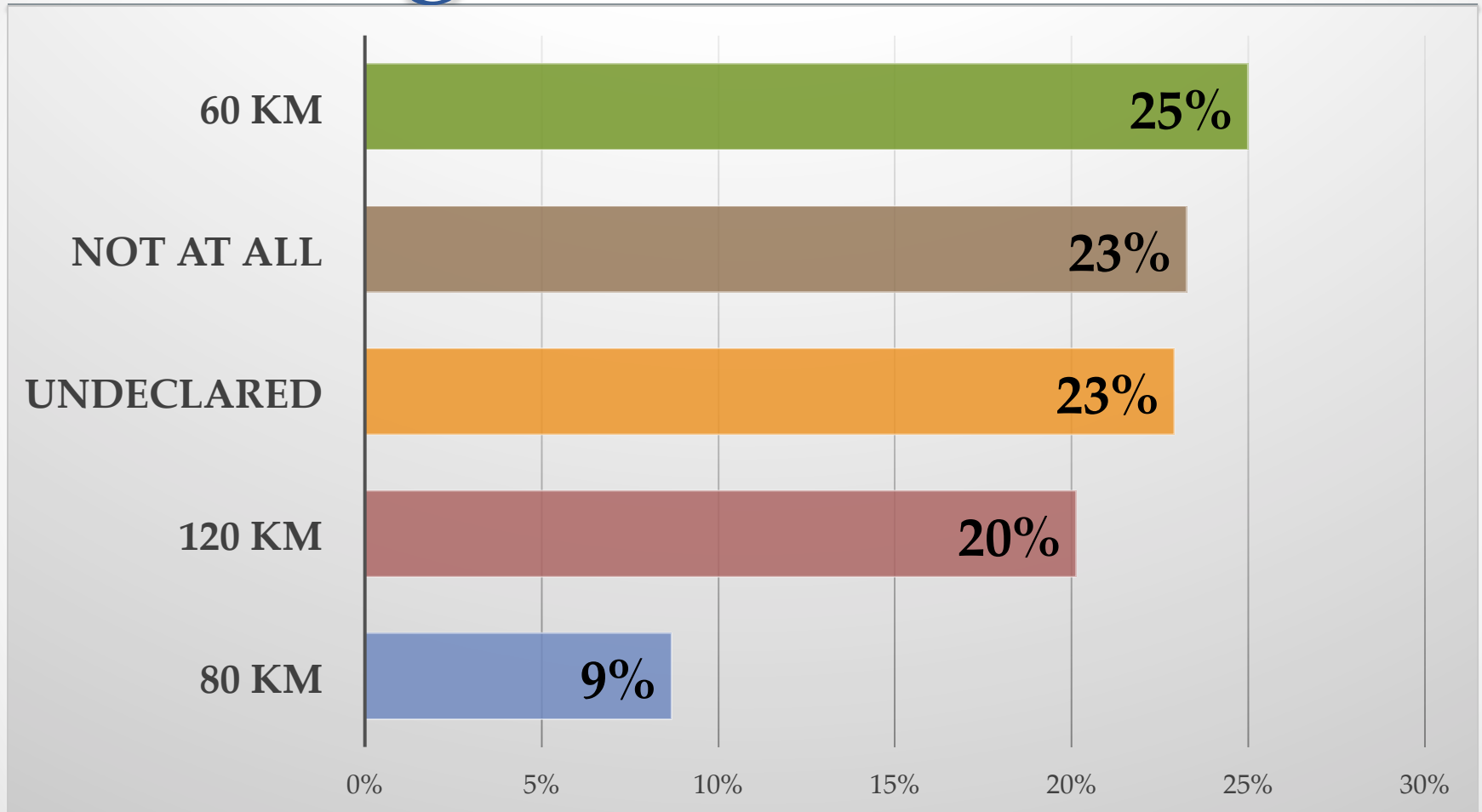
Interest Levels for Virtual Training Centre



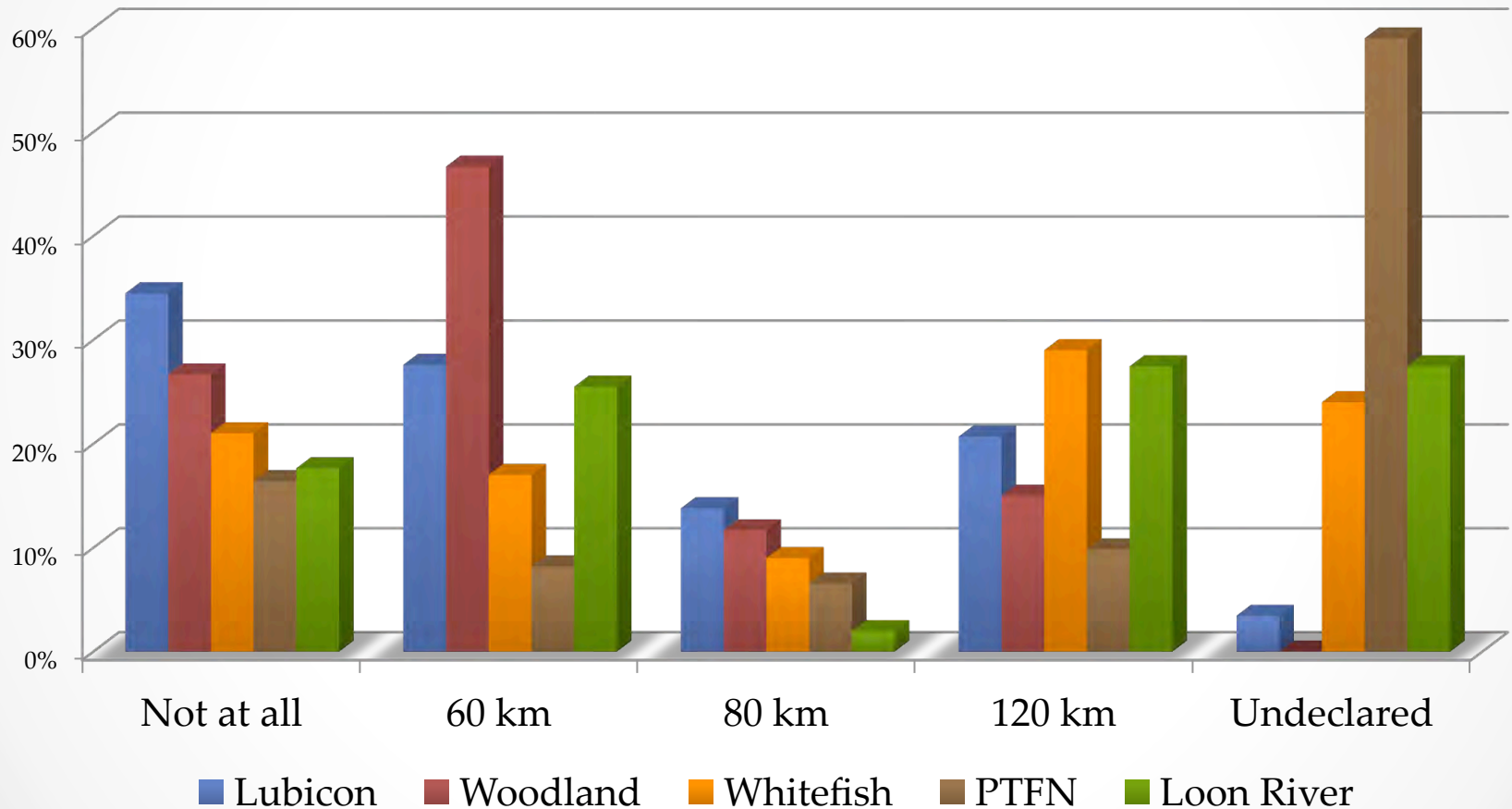
Preferred Concept by Community



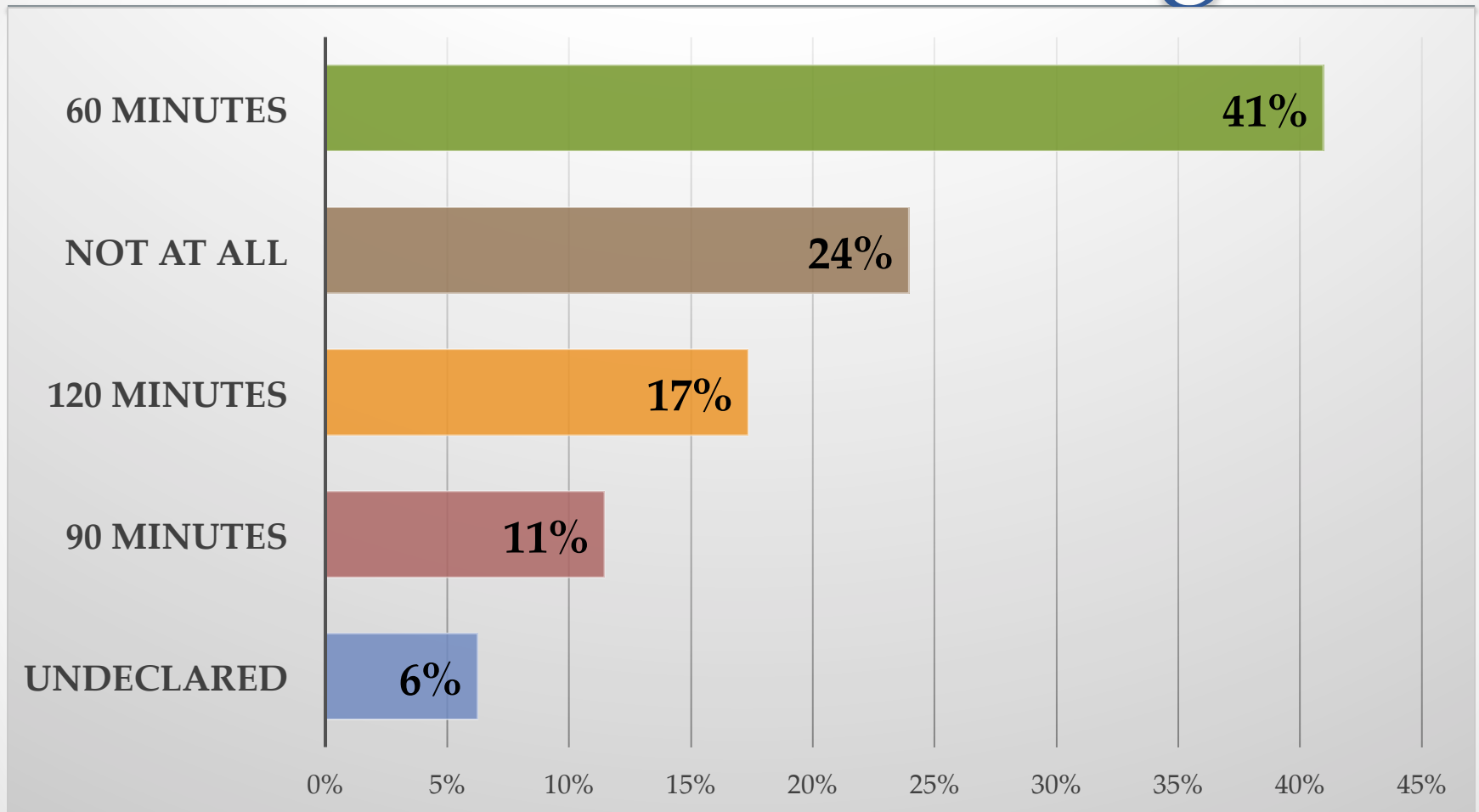
How Far Parents are Willing to Send Children



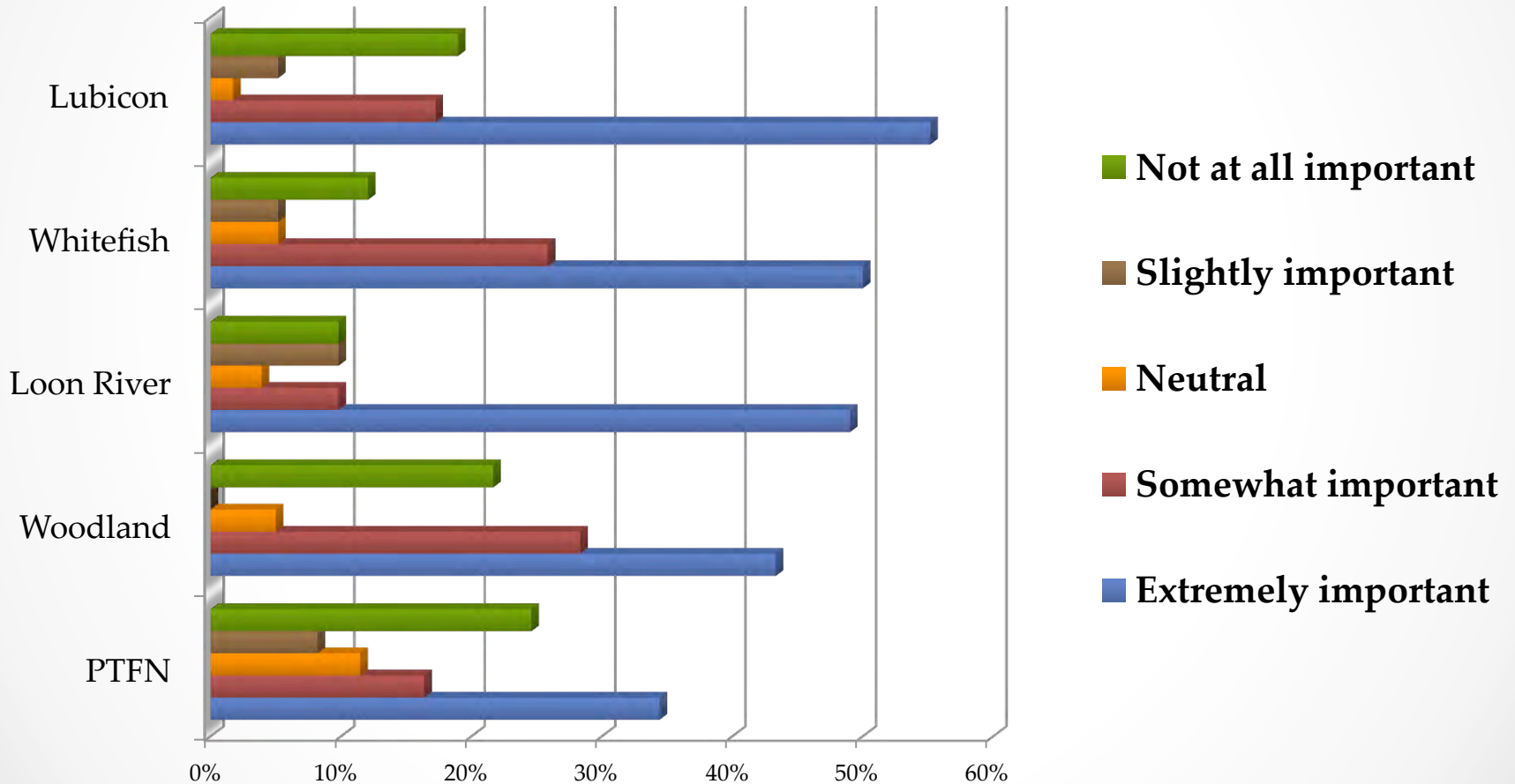
How Far for Travel by Community



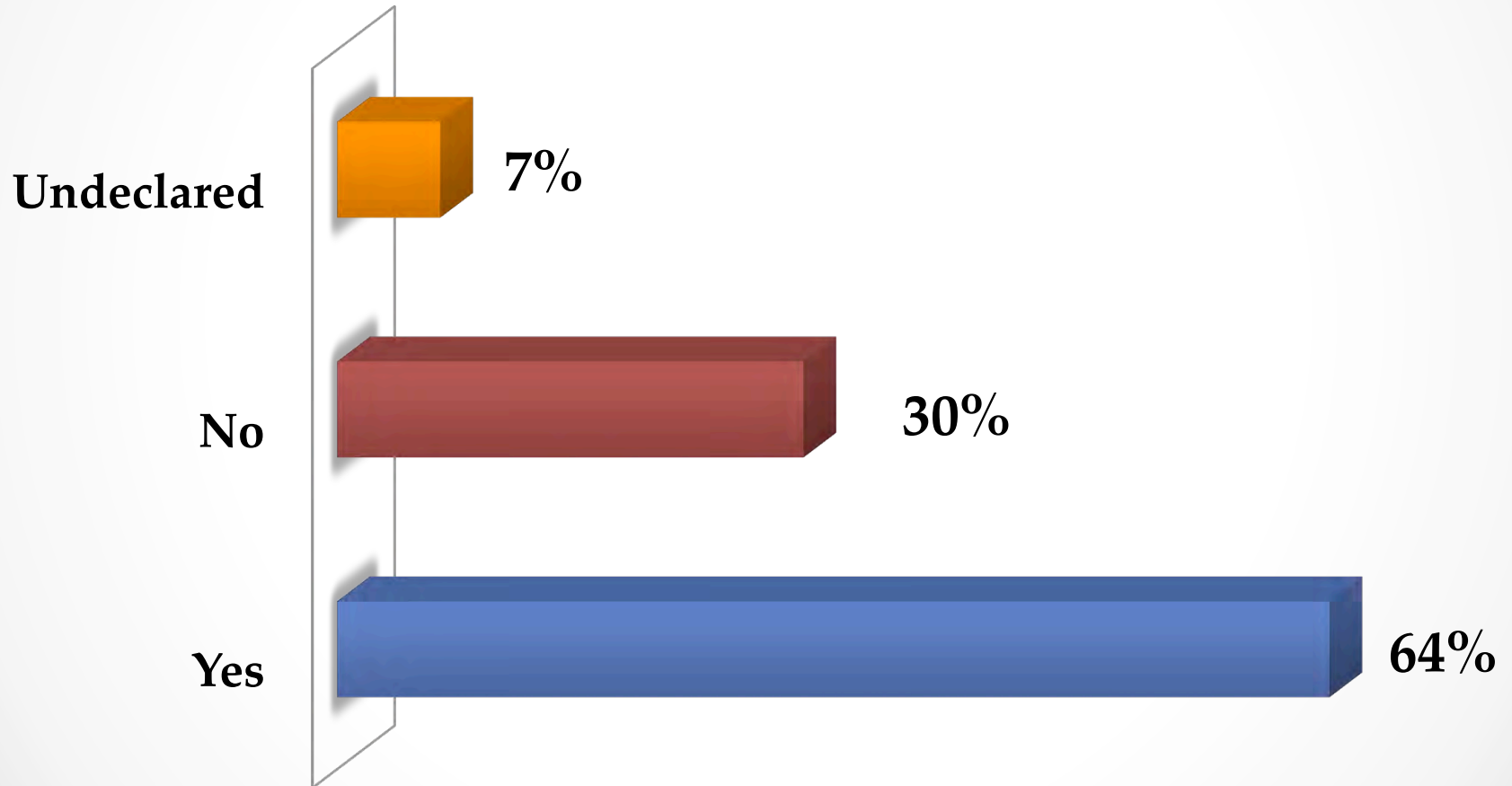
Travel - How Long?



Importance of Location of Potential School

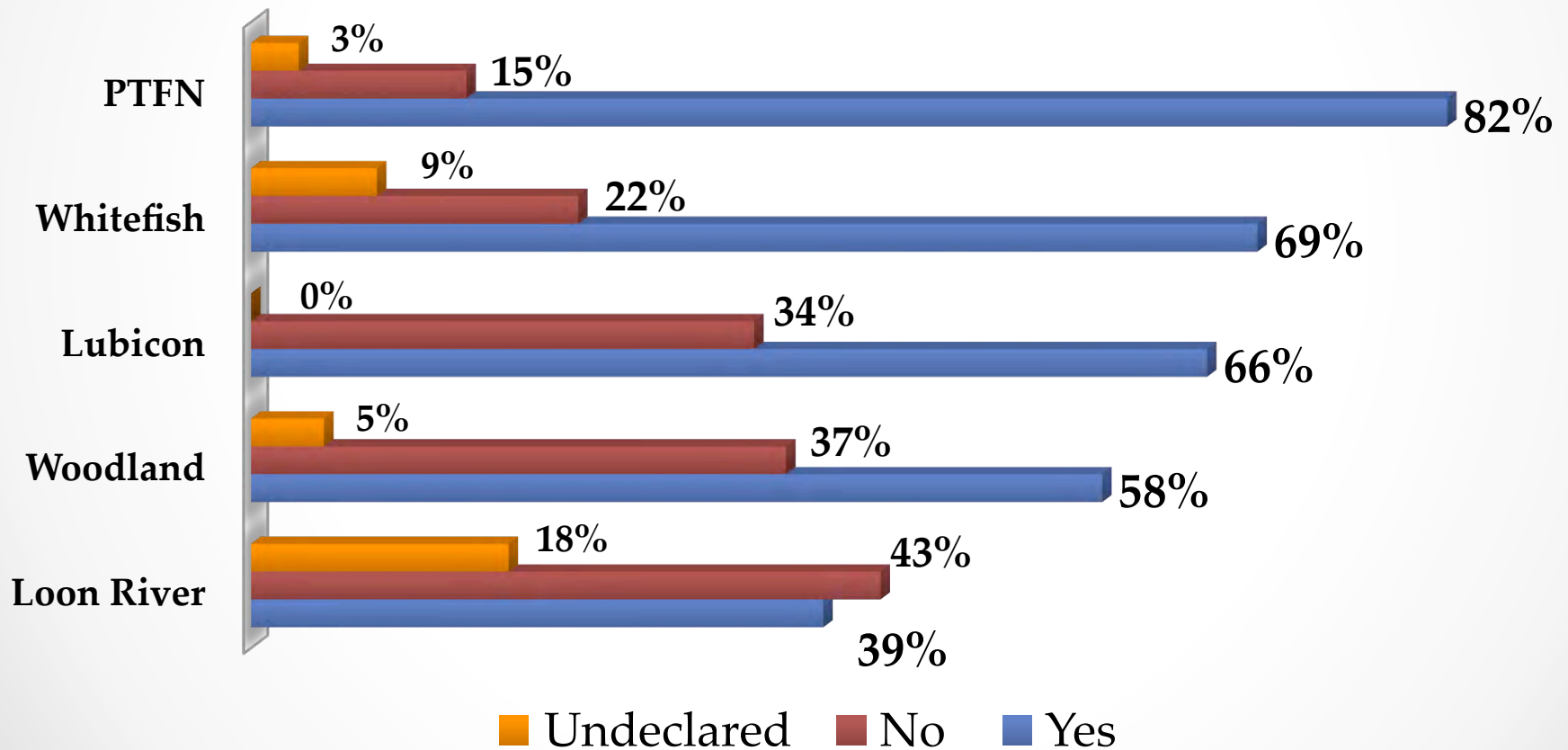


Stay Away from Home



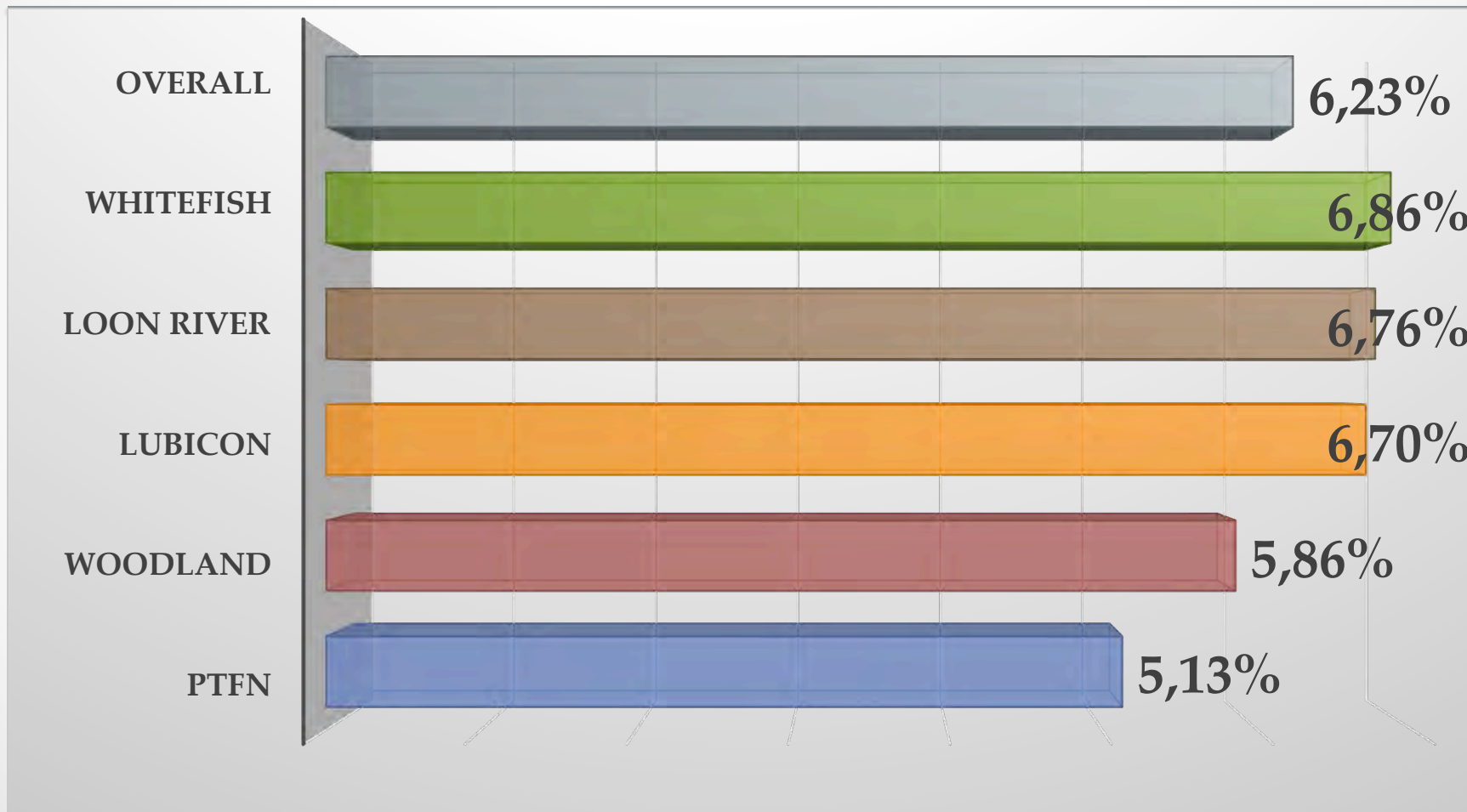
Stay Away from Home By Community

Allow Child to Stay Away from Home for Education



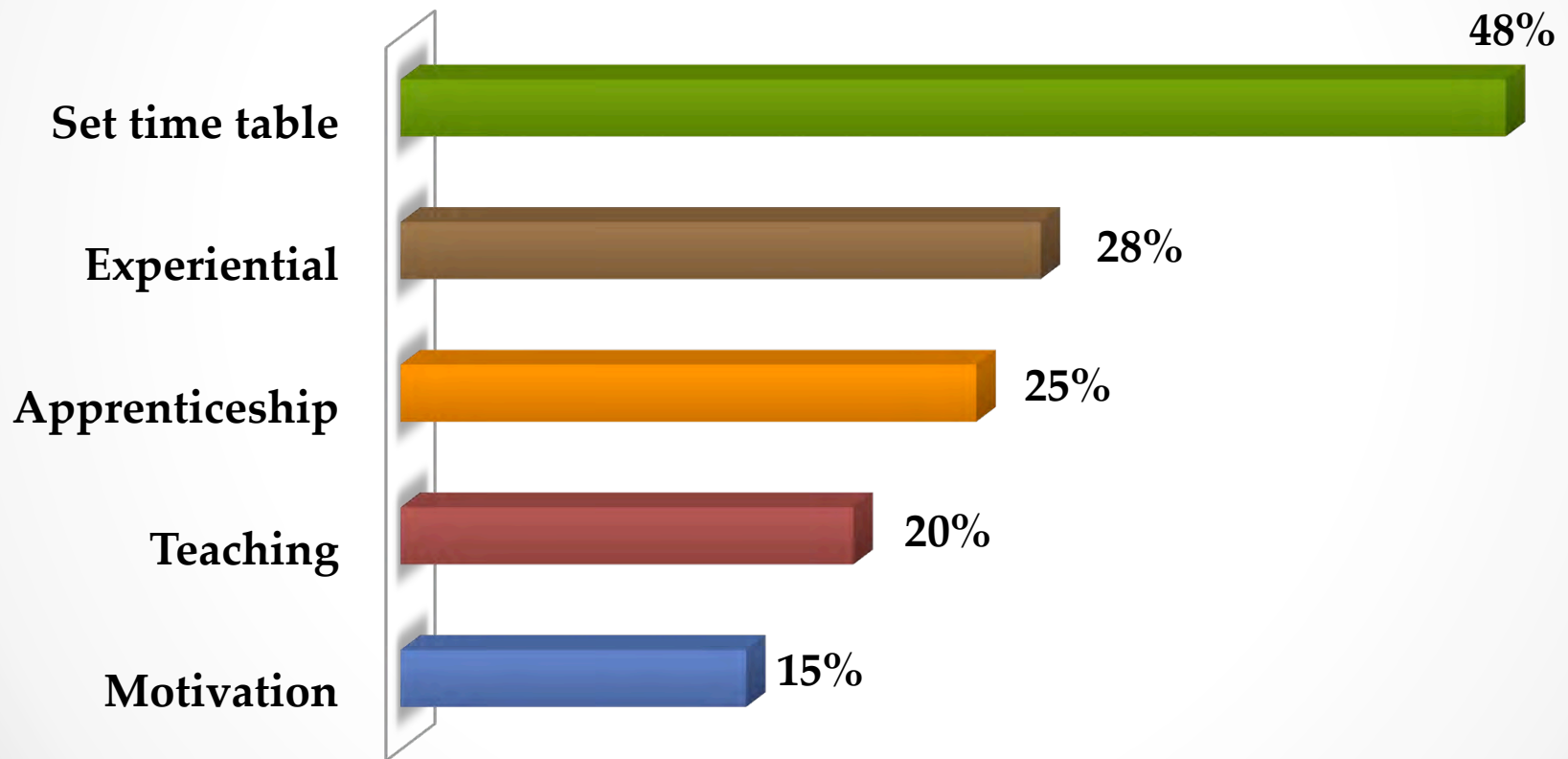
Current School Satisfaction

Scale of 1 to 10



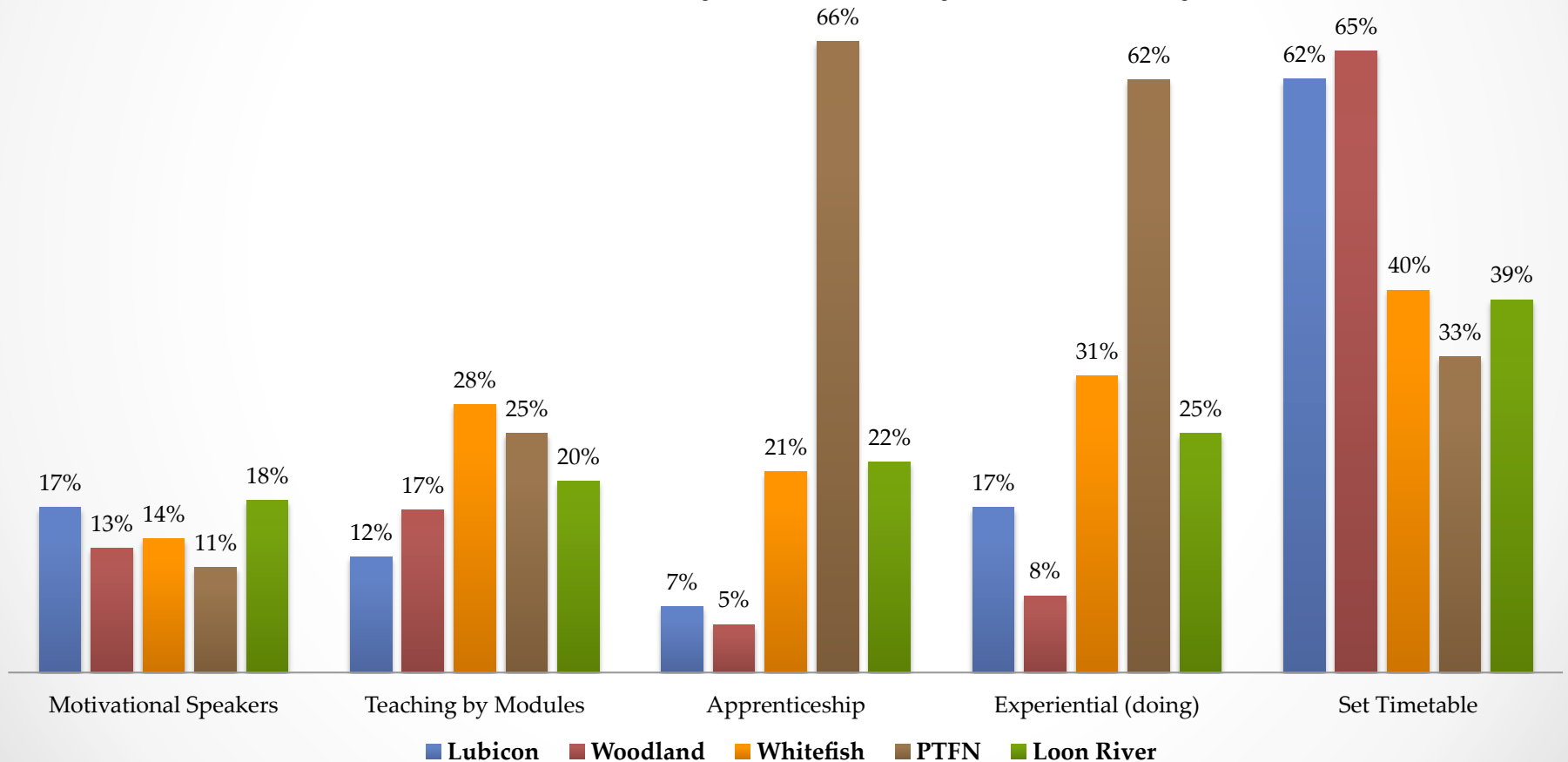
Delivery Methods

Preferred Teaching Delivery Methods

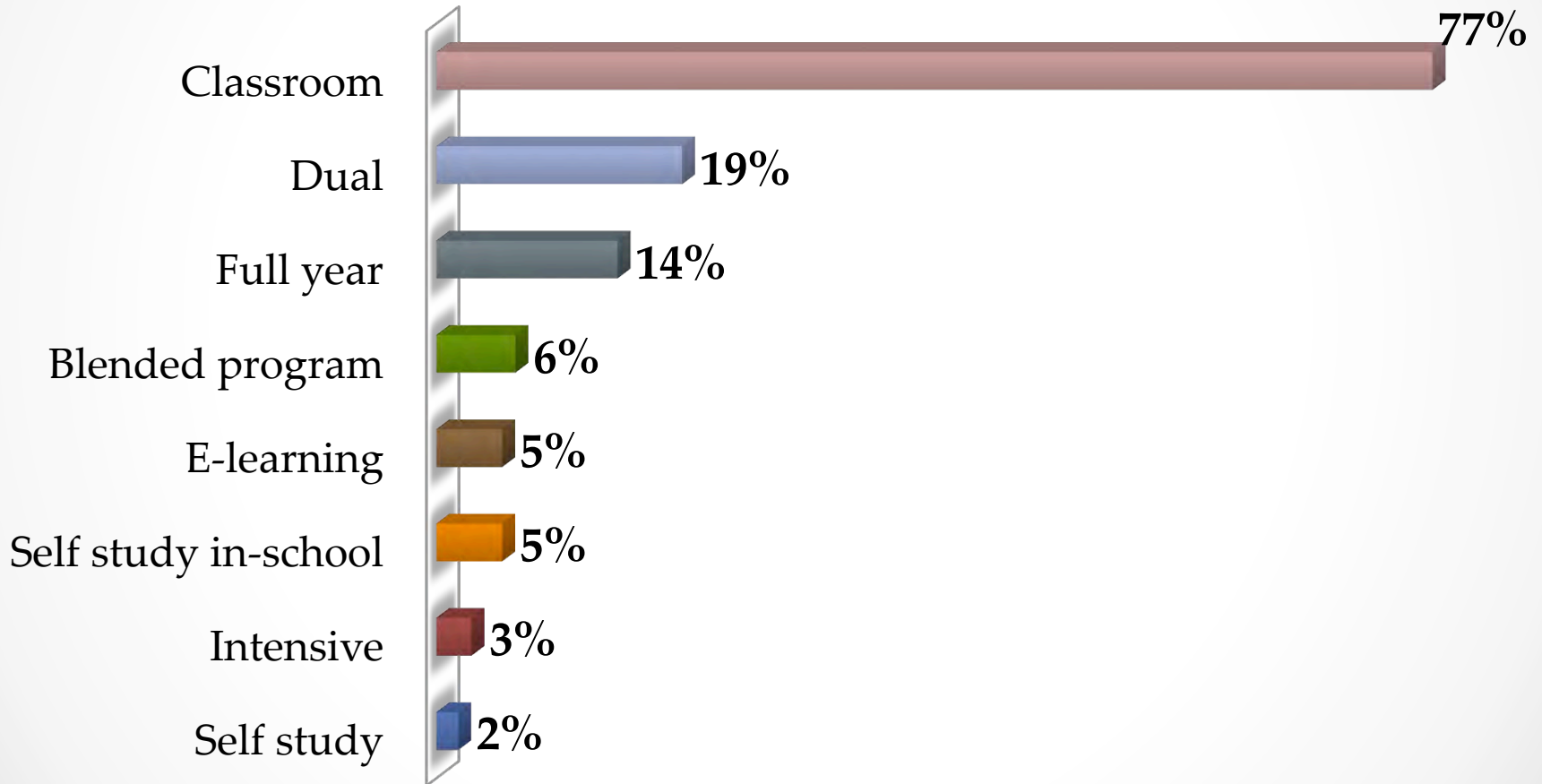


Delivery Methods

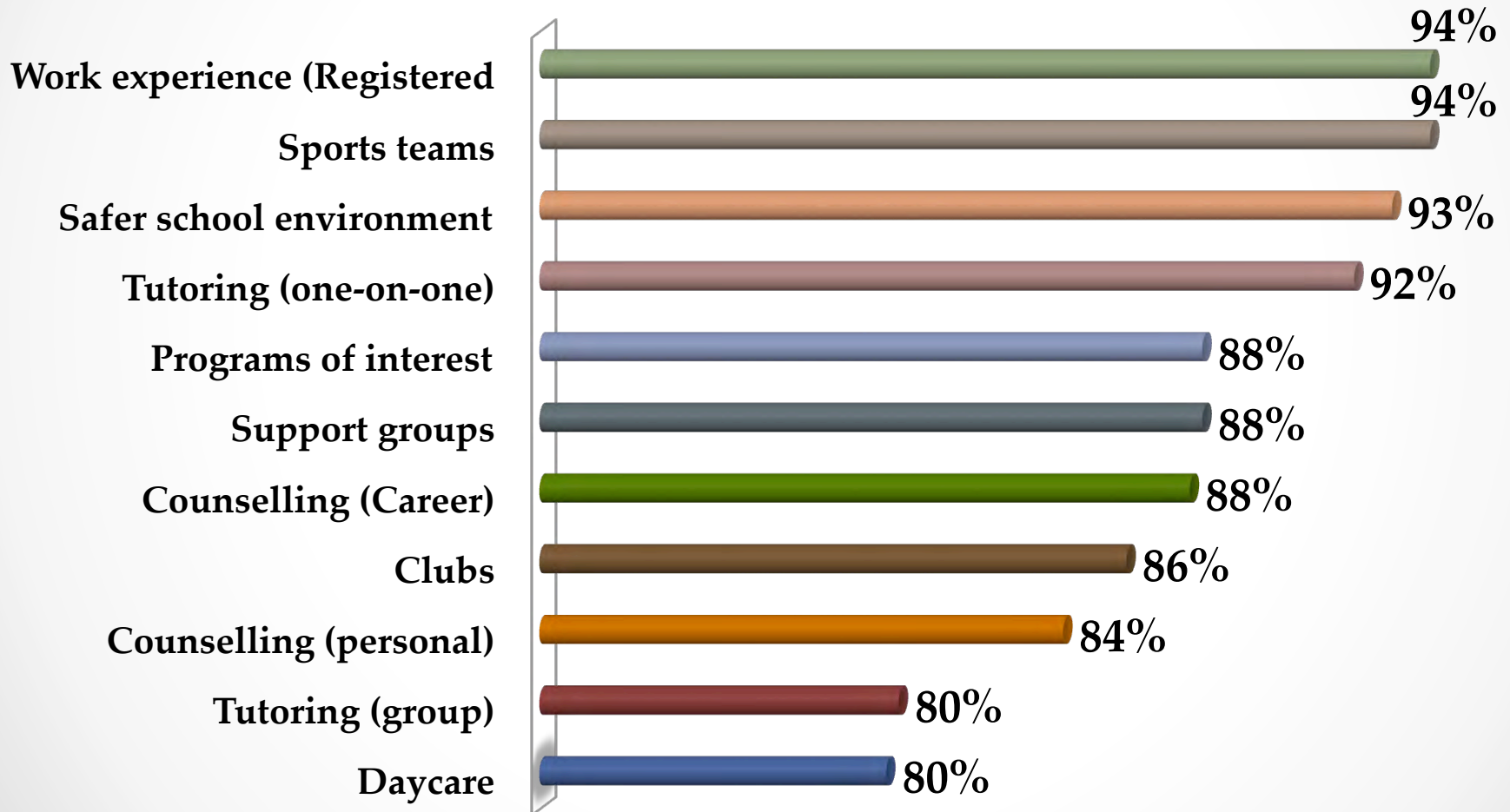
Preferred Delivery Methods by Community



Learning Styles



Interest in Potential Programs at School



What's Next

- As indicated this is a preliminary report
- The analysis of the Adult Data is currently a work in progress
- We need to compare the Student Data to the Adult Data
- Bring full data set back for review, discussion, and recommendations
- Generate Final Report for review & approval
- Reporting to AANDC

Thank You

- Special thanks to the KTC Education Committee
- KTC Education Director – Chief Billy Joe Laboucan & Victor Dikaitis
- Adult Survey Coordinator – Mrs. Penny Laboucan

QUESTIONS

Kee Tas Kee Now Tribal Council Education Initiative

Student Survey Analysis

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Survey Methodology

In order to gauge interest in potential concepts for improving education in the Kee Tas Kee Now Tribal Council (KTC) territory a student survey was undertaken. During May, June and September of 2013 a surveyor visited the schools in each community of the KTC area:

- Cadotte Lake School –Woodland Cree Nation
- Atikameg School –Whitefish Lake First Nation
- Peerless School –Peerless Trout First Nation
- Katari School –Peerless Trout First Nation
- Clarence Jaycox School –Loon River First Nation
- Little Buffalo School –Lubicon Lake Band

The two concepts were described to the students in detail and surveys conducted with any student in attendance who was in grade seven or higher. The surveys were a questionnaire format with mostly multiple choice and a few open ended questions where interest for more information. No names were collected therefore the survey was done in confidence.

Anonymous surveys were used in hopes of eliminating any teacher or survey influence on answers, since the student did not have to attach their name they could feel more secure leaving their true opinions without any repercussions.

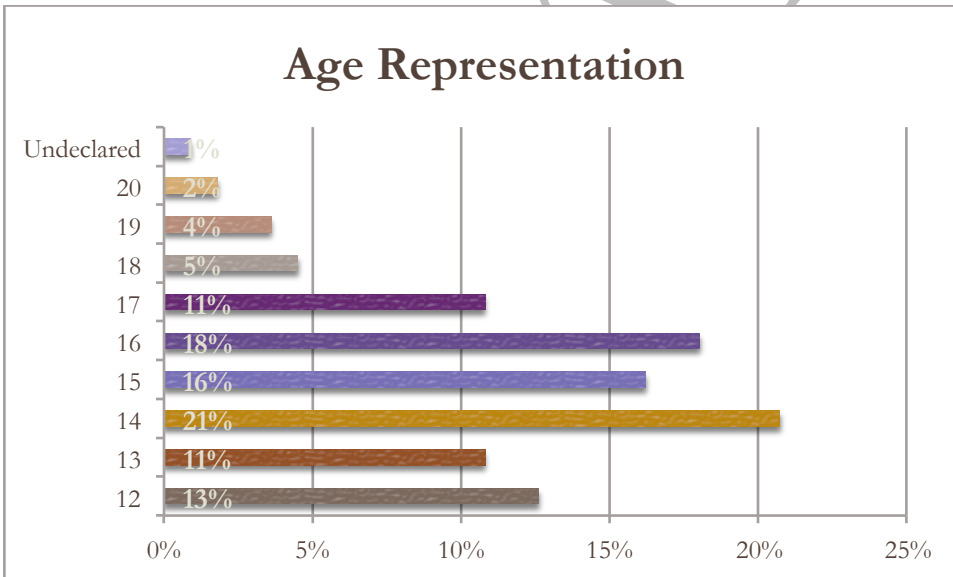
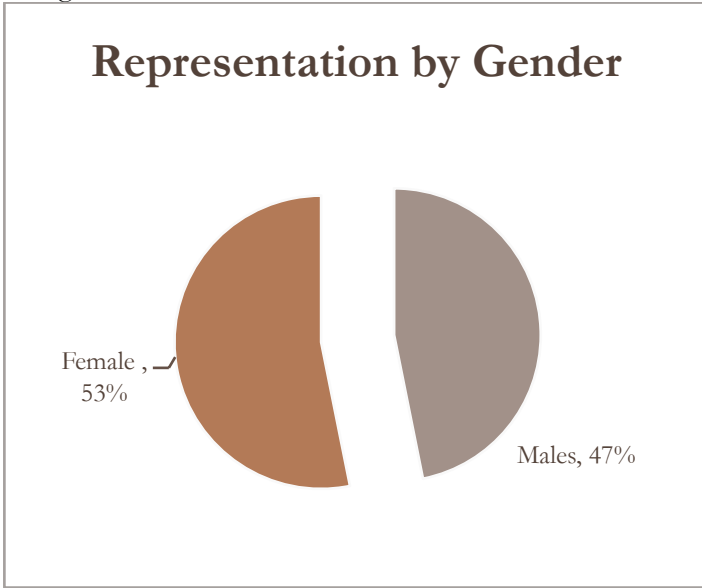
Demographics

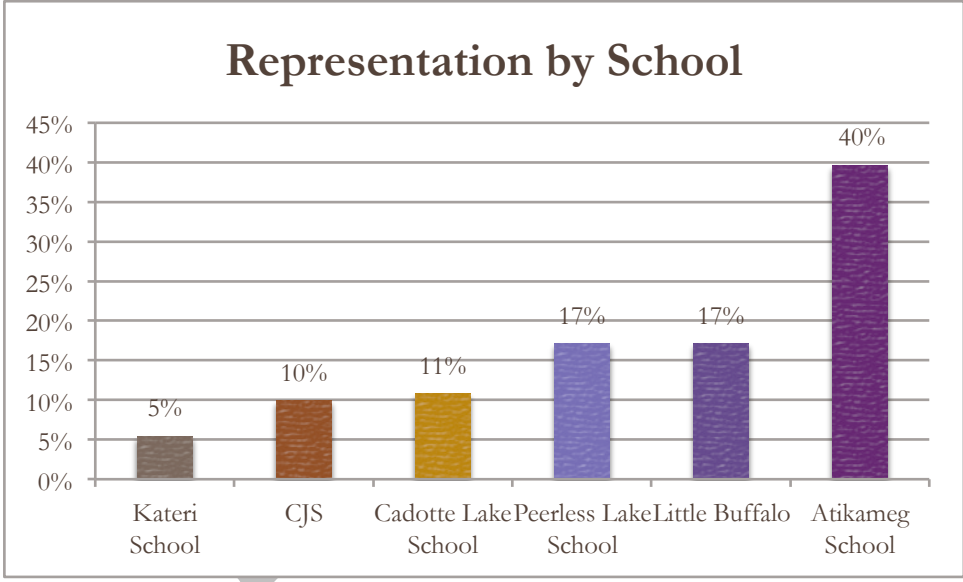
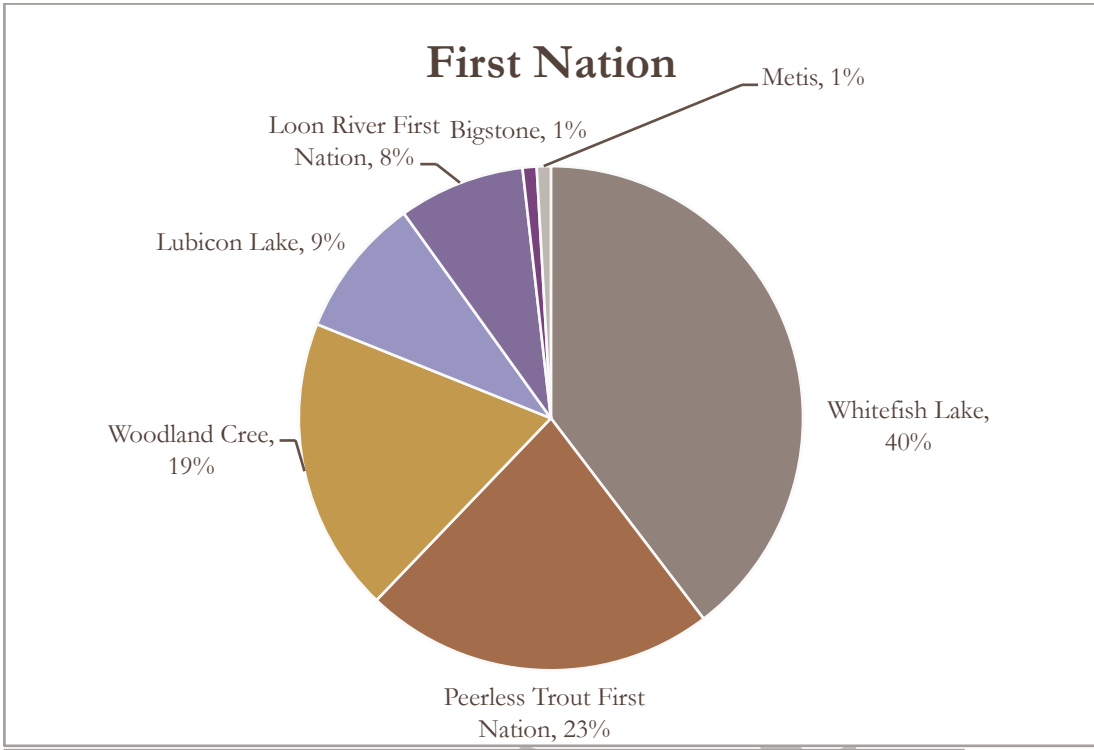
A total of 111 surveys were collected from the five Nations. A good representation from each gender was collected with 47% male and 53% females. The ages of the students ranged from 12-20 years old. The largest age groups were 14 year olds at 21%, 16 year olds at 18%, and 16 year olds at 16% of all students surveyed.

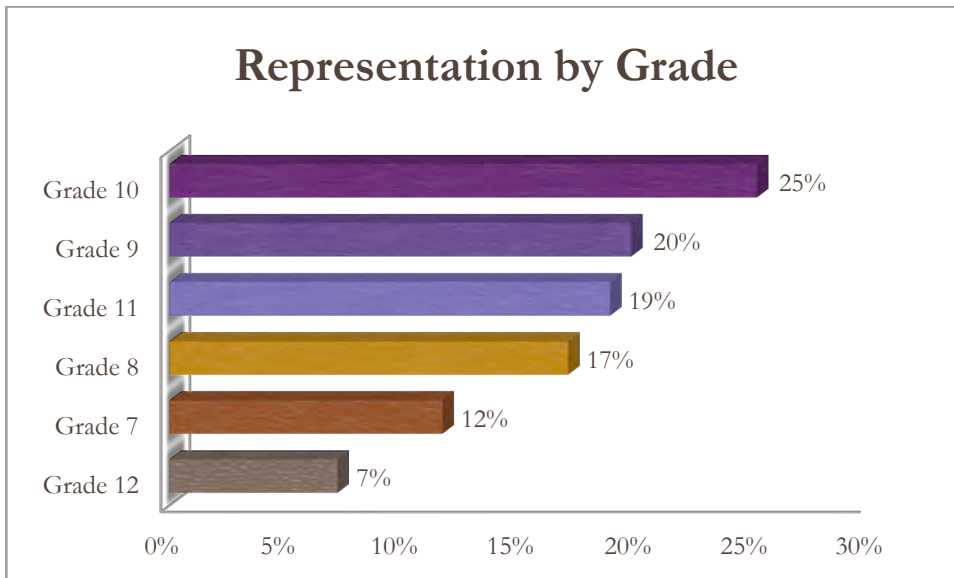
Each First Nation was surveyed with notice of the date of visit. The representation by each First Nation is based on how many students were in attendance the scheduled day of visit. Students were asked which First Nation they belong to, as well as, what school they are currently attending since it is common for school attendance to vary from Nation residency. Those from Whitefish Lake represents 40% of those surveyed, Peerless Trout First Nation 23%, Woodland Cree Nation 19%, Lubicon Lake Band 9% and Loon River First Nation 8%.

The school of current attendance by student is also represented with highest numbers of those surveyed from Atikameg School (40%), Little Buffalo School and Peerless Lake School (17% each).

The current grade of student surveyed was most commonly grade tens with 25%. Next, grade nines represent 20%, and grade elevens 19%. The grade least likely found in the survey was grade twelves' at 7%.







Regional High School

The concept of a Regional High School was explained to the students as a high school in the general KTC areas that would be open to all students in the area. The school would offer a greater selection of classes, extra-curricular activities, training programs and improved facilities due to the larger number of students.

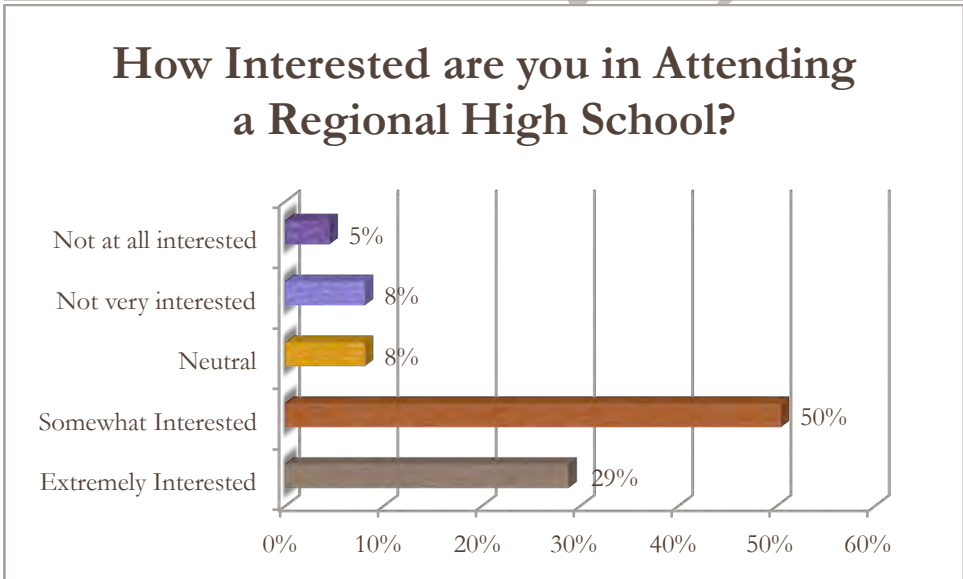
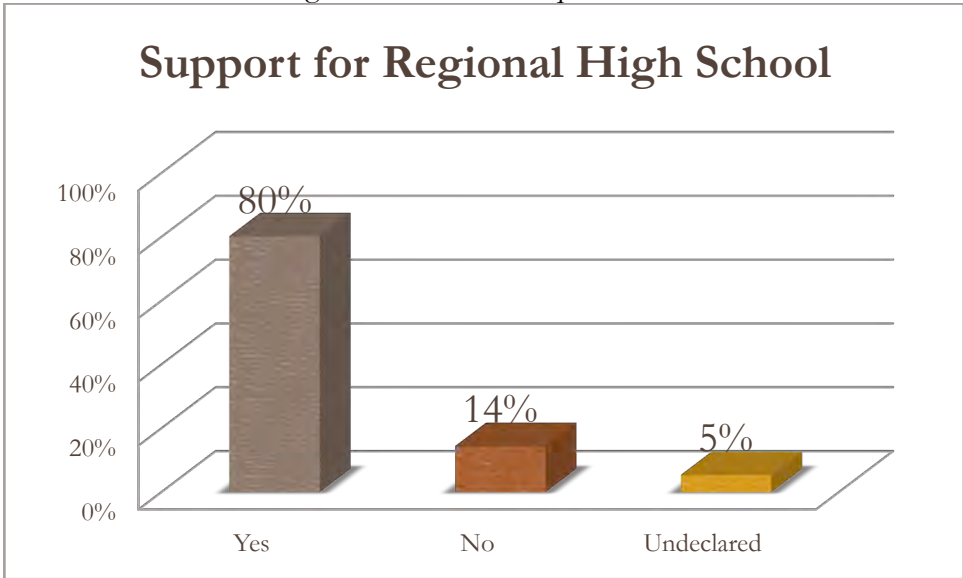
When asked if they supported the idea of a Regional High School in the KTC area 80% of students stated yes they did.

The interest levels of students wanting to attend a regional high school were scaled. 79% rated themselves extremely or somewhat interested in attending a regional high school, 8% were neutral, and 13% were not very or not at all interested in attending a regional high school. Students were asked to describe why they were not interested; the following answers were recorded:

- I do not want to travel to the school
- I am almost finished school
- I do not want to
- I do not know (3)
- It is weird
- I do not know much about it
- I do not like it
- I do not think everyone would get along (x2)
- I want a job
- Too big of a school

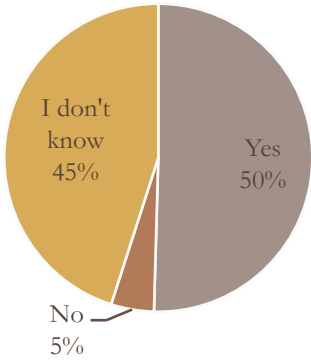
Students thought that having a regional high school would help 50% to complete high school. 45% did not know if it would help them or not. Only 5% thought that it would not help them finish high school.

When presented with the question if students would be willing to stay away from home if the campus was not located on their reserve and housing were provided 76% stated yes. In order to validate the willingness to travel the question was asked twice once in the format of kilometers traveled and the other in time spent traveling. The top answers for kilometers willing to travel were 120km (28%) and 80km (26%) showing a high willingness to travel for school/training purposes. The top answers for time spent traveling were 60 minutes (37%) and 120 minutes (30%). Not at all willingness to travel varied by 4% between questions, 18% and 22% were not willing to travel in either question.



Average: 0.91=Somewhat Interested (on scale of -2 not at all interested to 2 extremely interested)

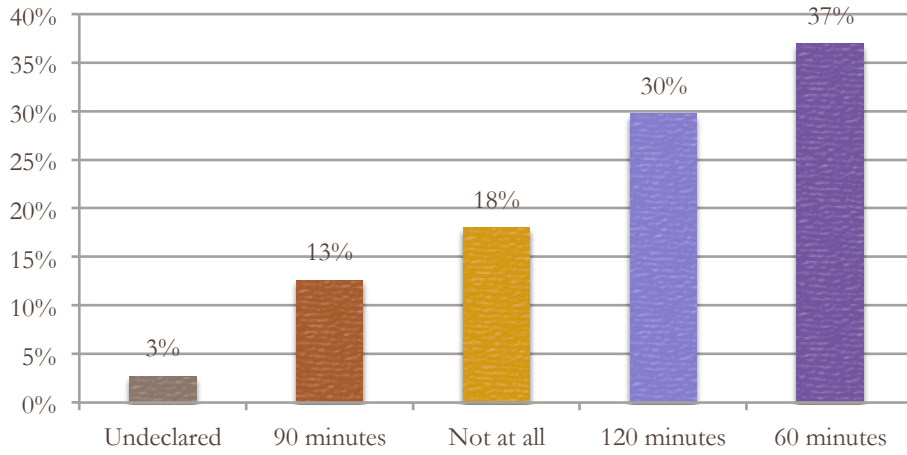
Would having a regional high school help you to complete high school?



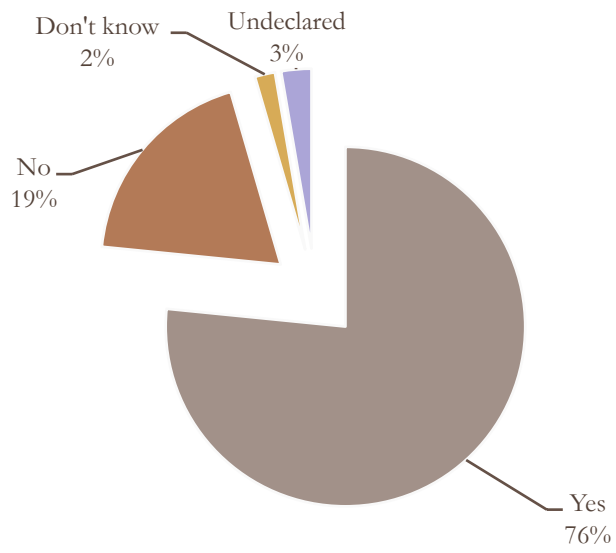
How far would you be willing to travel to attend school?



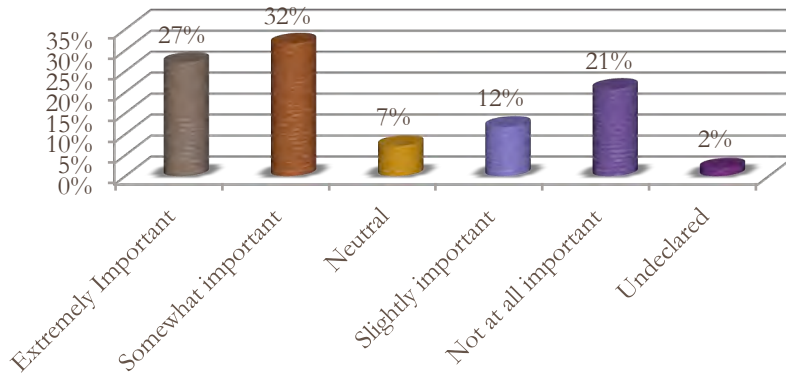
Willing to Travel



Stay away from home?



How Important is Location when Deciding to Attend School



Virtual Training Centre

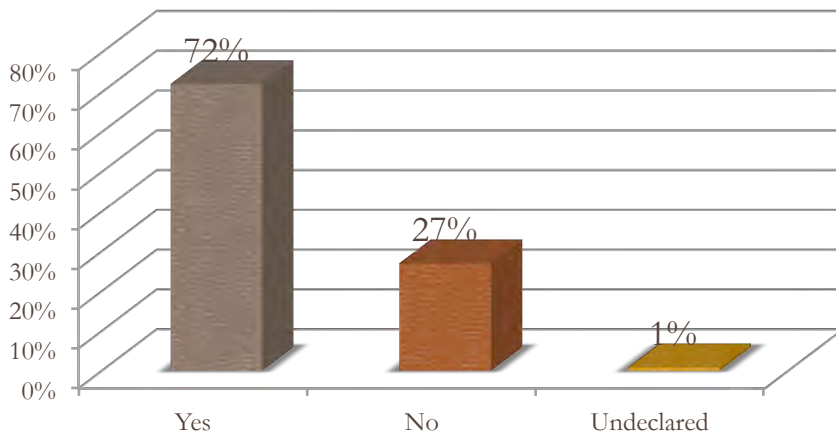
The concept of a virtual training centre was described to students as each existing High School in the KTC area offering a unique study program of expertise that they would offer to any student in the KTC area. There would be options for the delivery of the specialty program including virtual (online correspondence from home community), students traveling to specialty program school of their choice for period of time or program experts traveling to different communities offering short-term intensive classes.

Students supported the idea of a Virtual Training centre in the KTC area with 72%. 61% of students were either somewhat or extremely interested in attending a virtual training centre in the KTC area, 18% were neutral, and 14% were not very or not at all interested in virtual training centre. Students provided answers for why they were not interested:

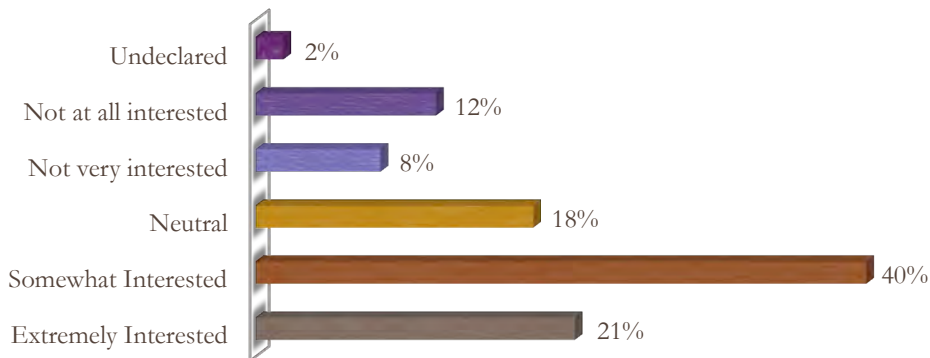
- Do not like to work online
- Boring
- Do not like virtual work
- Do not like working on computers
- Do not like working online
- Do not know much about it
- Do not know why (x2)
- I like “regional” idea better (x3)
- Seems kind of cheap
- Not the type to learn that way
- Would not really learn well

When asked if having a virtual training centre help the student to complete high school 34% said yes, while 52% did not know if it would or not.

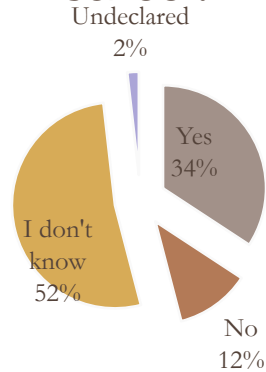
Support Virtual High School



How Interested are you in Attending a Virtual High School?



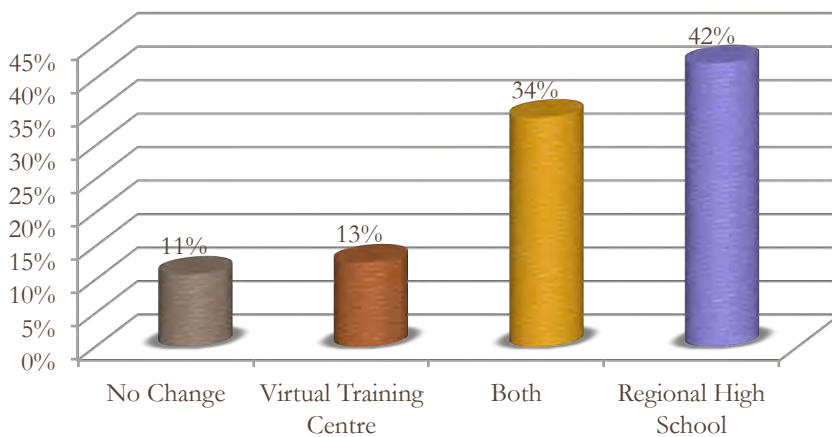
Would having a virtual training centre help you to complete high school?



Concept Comparison

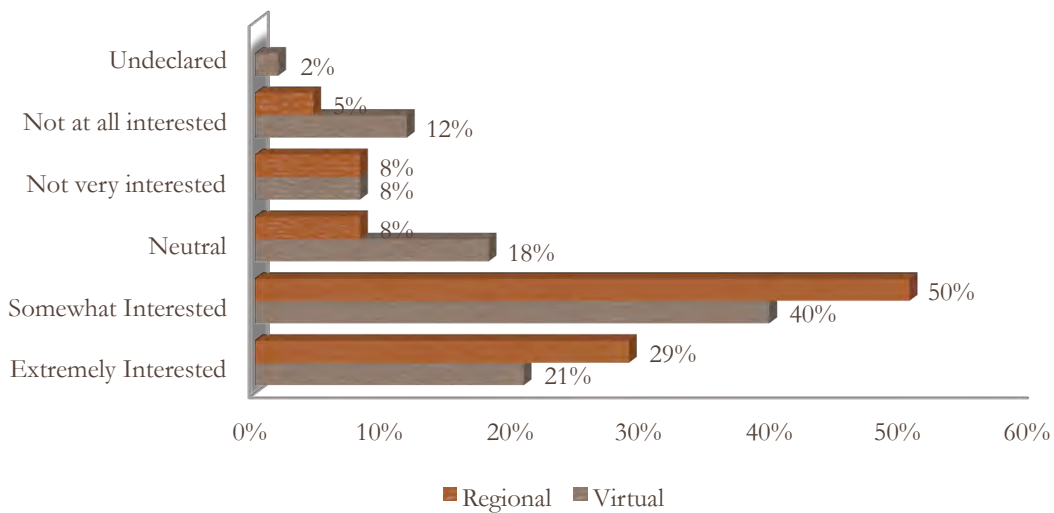
When asked which idea the student liked best 42% said regional high school, 34% said they would like to see both a regional high school and a virtual training centre be put in place, 13% said they liked the idea of a virtual training center better and only 11% did not want to see any changes to the schooling system.

Which Idea do you Like Best?



To better see the variance of support between concepts the following chart was provided. Those extremely interested in concepts varied 8% in favour of Regional High School and those somewhat interested varied 10% also in favour of a Regional High School.

Interest Comparison by Concept

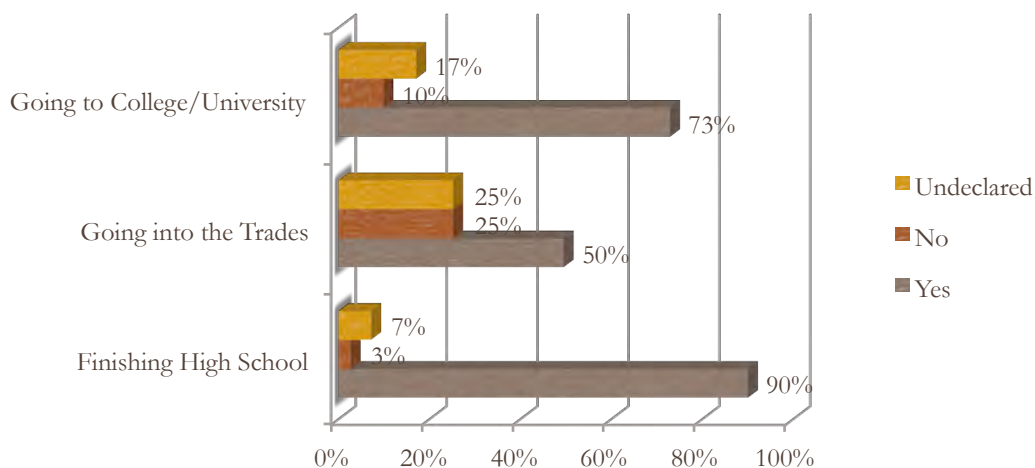


Education

Satisfaction with the current school experience was rated on a scale of one to ten with one being the lowest (not satisfied) and ten being the highest (very satisfied). The average response was 6.93. 82% of students chose a five or higher.

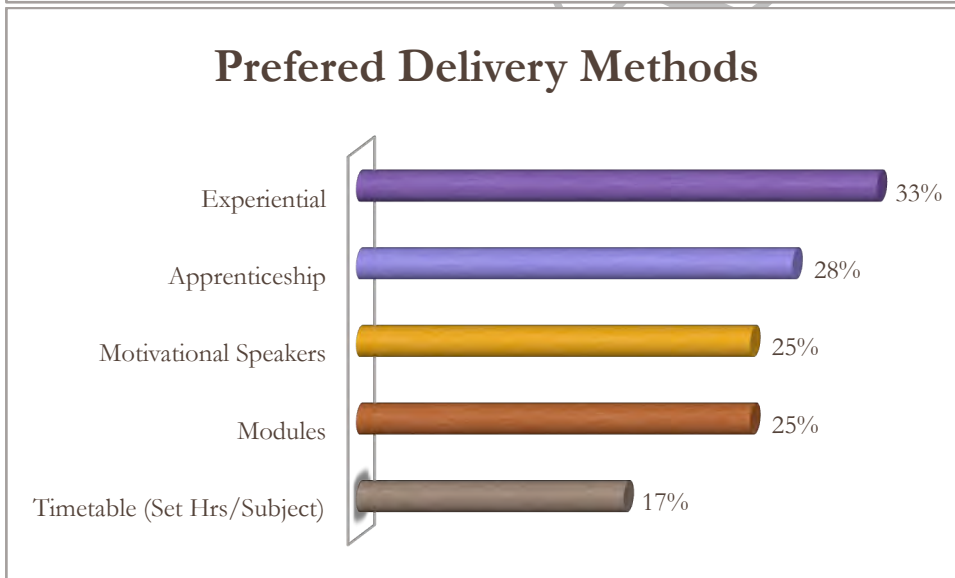
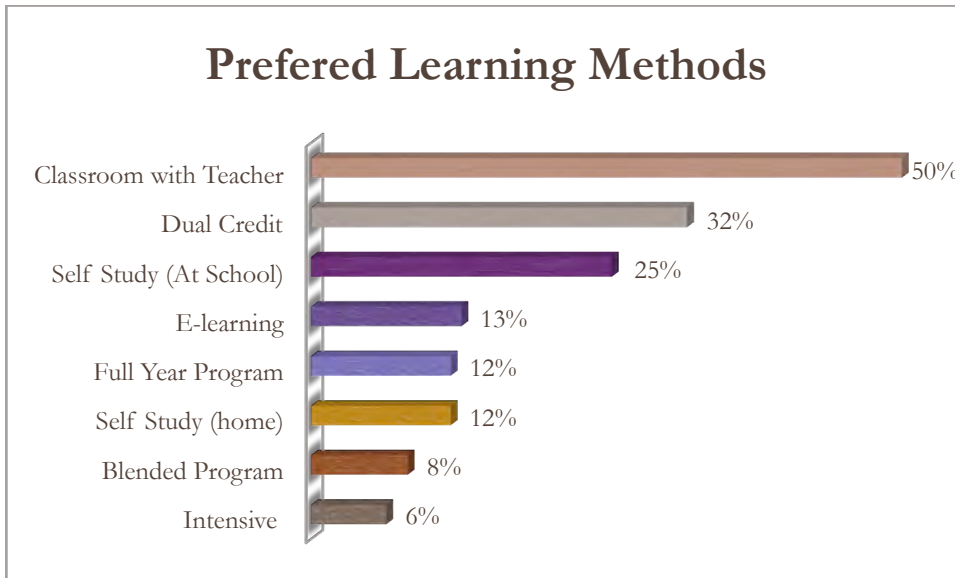
Encouraging, 90% of all students surveyed stated they were planning on finishing high school, 73% planned on going to college or university, and 50% said they were going into the Trades.

Education Student Planning on Achieving

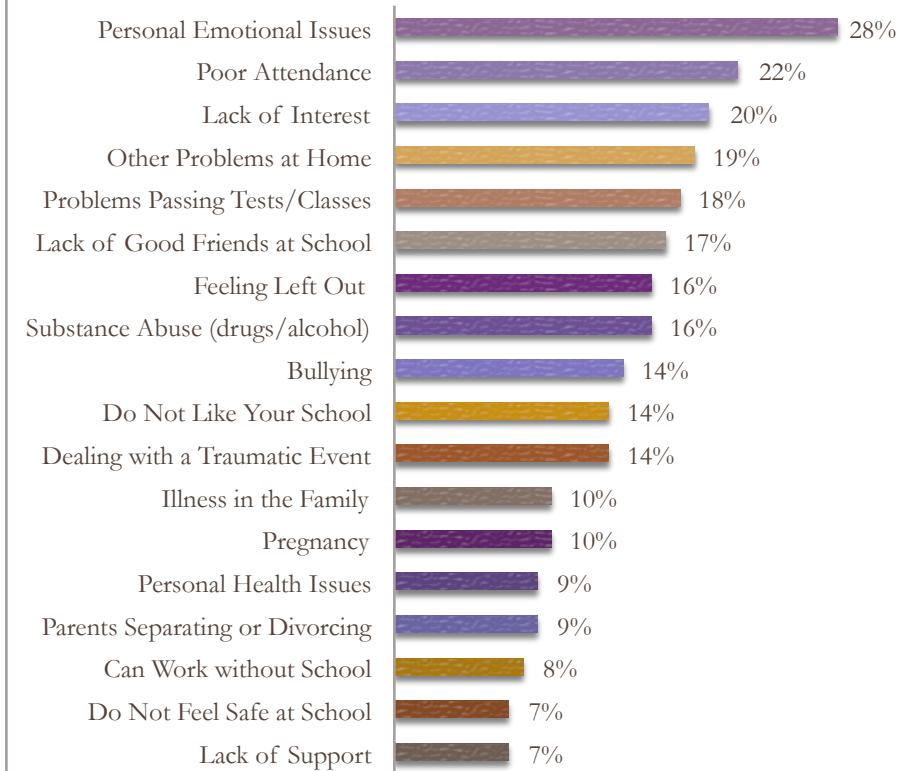


Students were asked to share what types of learning methods and delivery methods work best for them. The top answers were classroom learning with a teacher and dual credit (earning credits toward high school diploma and apprenticeship hours for a trade at the same time).

Delivery methods most preferred were experiential (learning by doing) and apprenticeship (training by a skilled expert in the area).



Challenges to Finishing High School

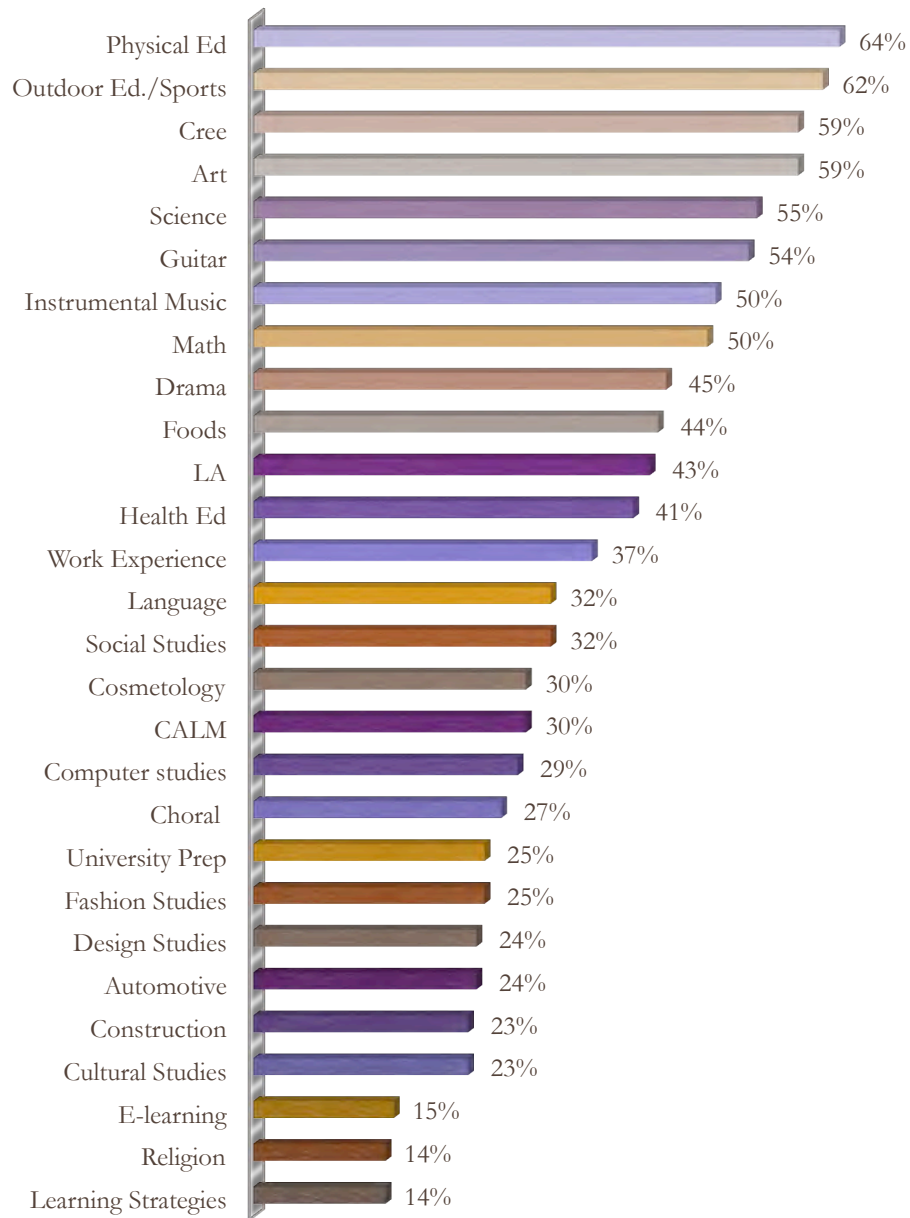


There are many challenges facing high school students in completing their education. The list above highlights the main factors contributing or challenging their ability to finish high school. Personal emotional issues, poor attendance, lack of interest other problems at home, and problems passes the tests and classes were the top challenges for students. Other reasons included:

- Hockey (x2)
- Might be moving to Slave Lake
- I'm gay kids pick on me all the time
- Just don't like school, I don't like some people they scare me
- Life
- My laziness

The following two bar charts show the interest levels of school courses and of extra curricular options that could be offered to KTC students. A significant amount of students were interested in having a Cree Language class offered (59%). Other top interests scoring above majority included: Physical education, outdoor education and sports performance, art, science and music (guitar).

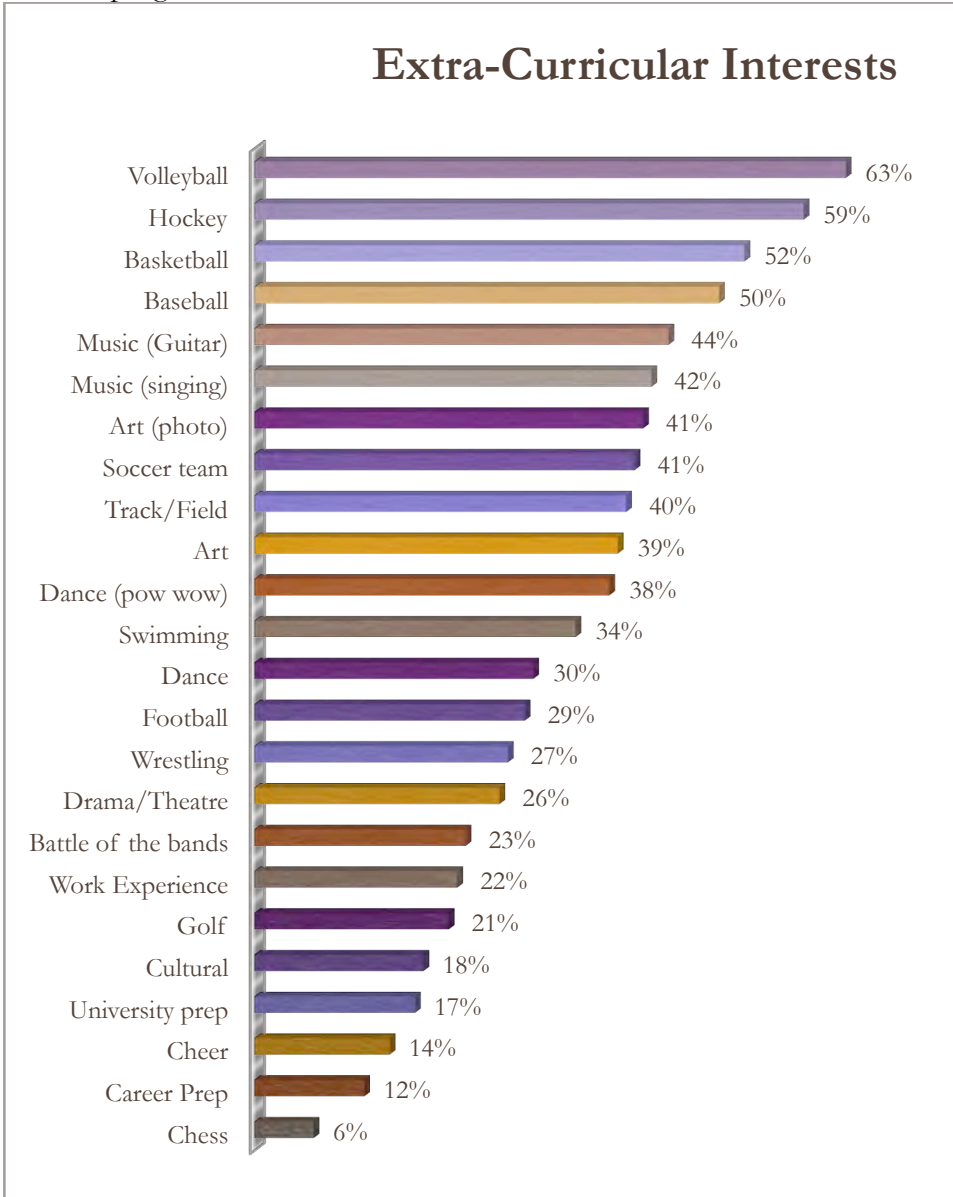
School Courses Interest Levels



Other class options students showed interest in were:

- Veterinary training
- Basketball
- Biology
- Film studies (x2)
- Hockey
- Robotics

Extra curricular interests scoring above majority included volleyball, hockey, basketball, and baseball programs.

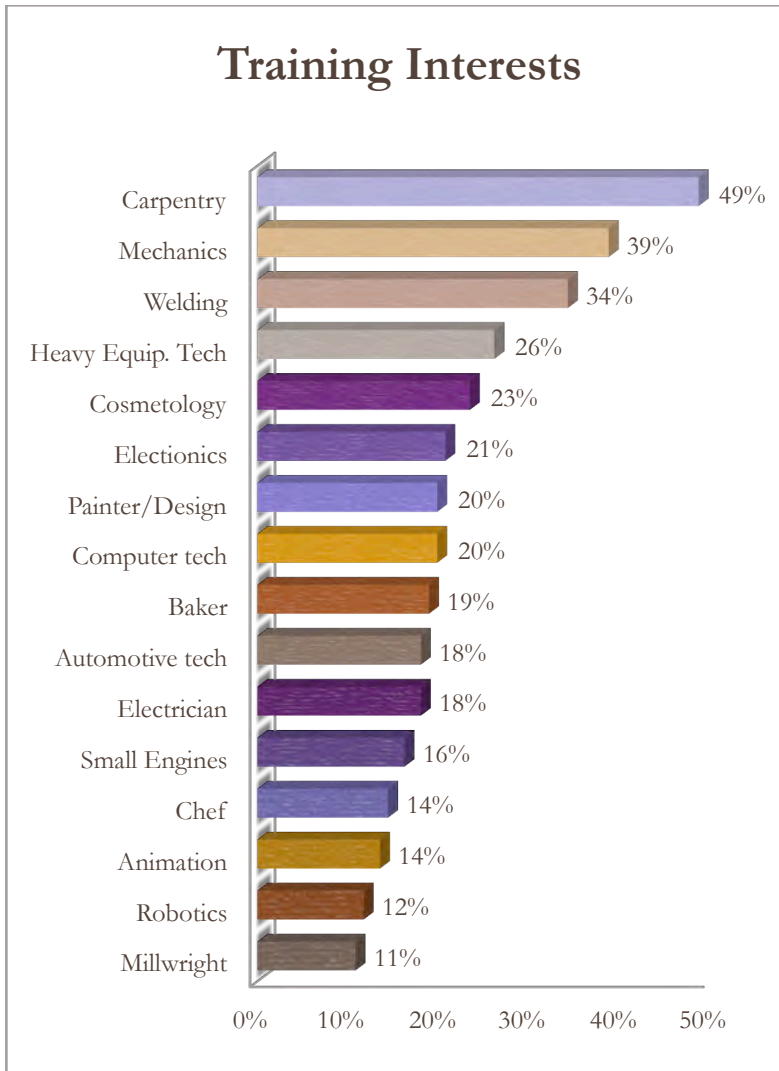


There was a significant interest in Dual Credit (earning credits toward a high school diploma at the same time as earning hours towards a trades apprenticeship). Some training interests of students were recorded. Carpentry was the top interest (49%), followed by automotive mechanics (39%), and welding (34%).

Interests that were not on the list provided included:

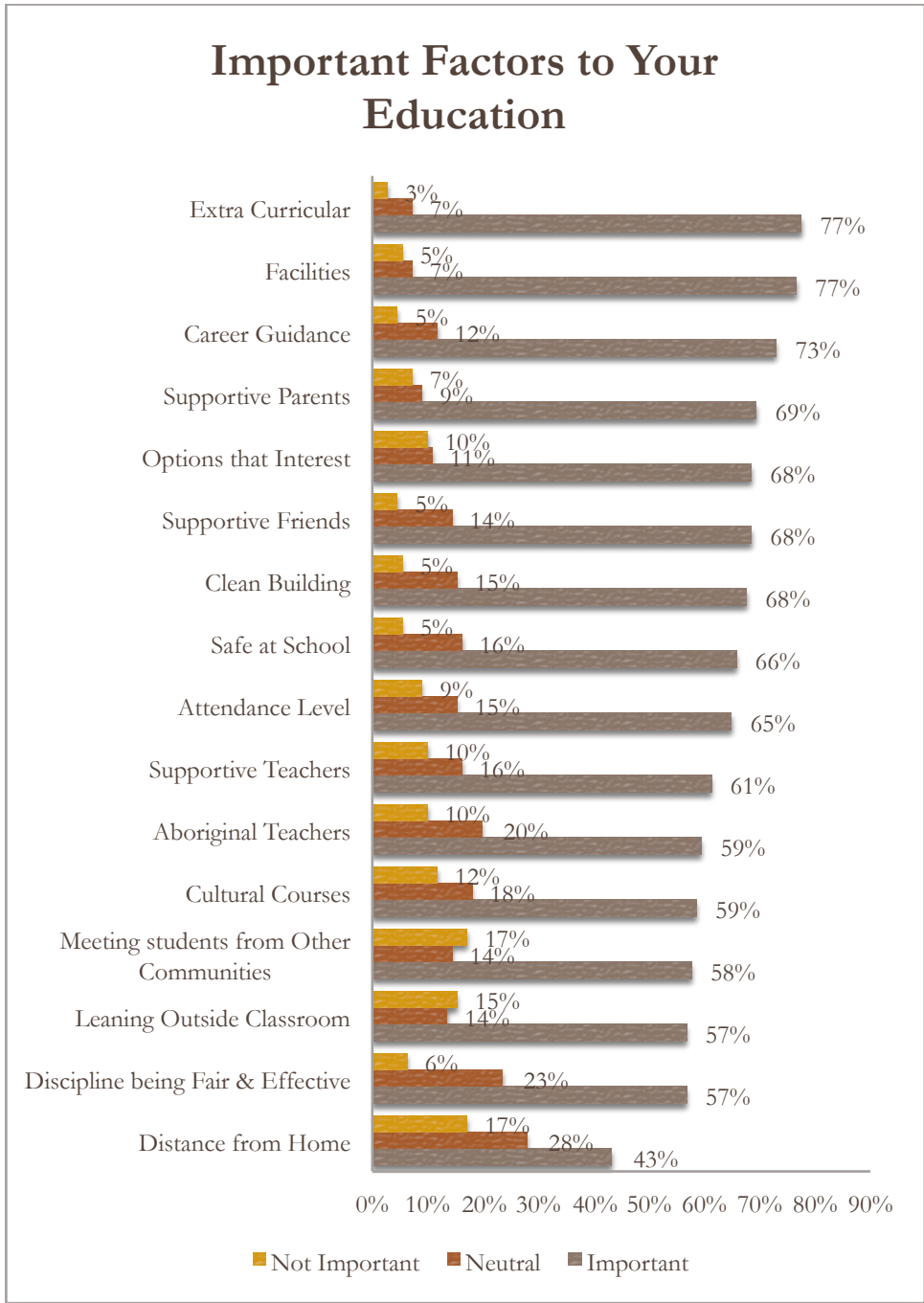
- Art Class
- Chemist
- Game designer
- Driving big trucks (x2)
- Health care aid

- Hockey Player (x3)
- Marine Biologist
- Music (x3)
- Nurse
- Physics
- Power Engineering (x2)
- Slashing with ATCO
- Veterinary training (x2)

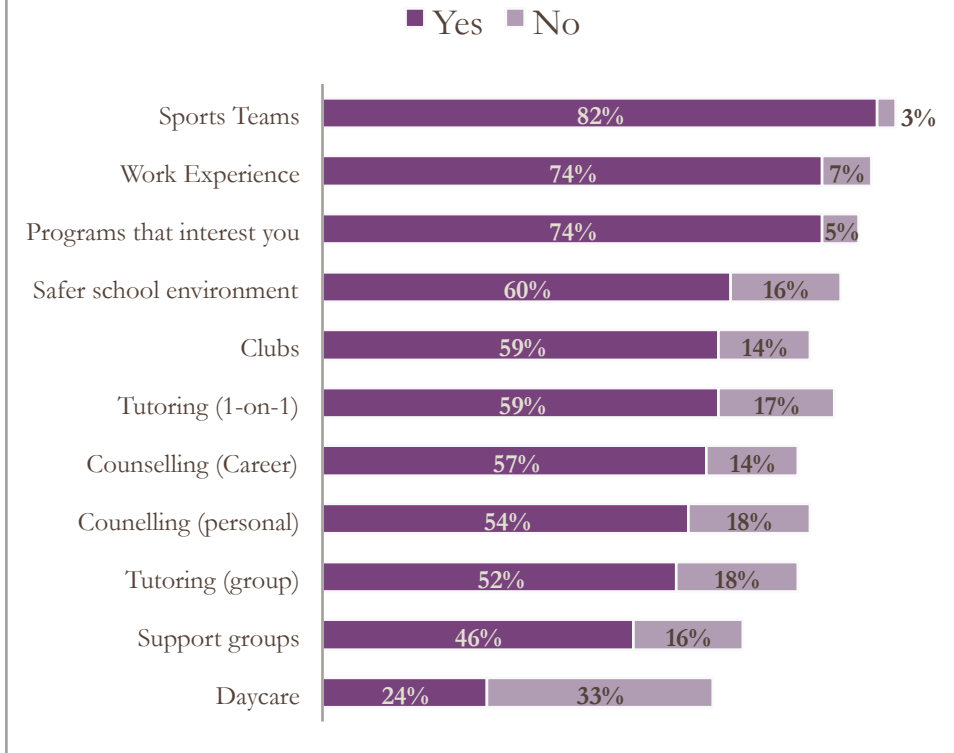


Factors that were most important to students when thinking about their education experience are provided below. They were asked to rate the factor from not important, neutral or important. The facilities (lounge, cafeteria, study areas, gym etc.) and extra curricular activities (sports teams, theatre, clubs, tournaments etc.) were listed as most important each scoring 77%. Career guidance was also a lot choice by 73% of students who felt this was important in their schooling. Having supportive parents was seen by 69% of

students to be important factor. The factor that was least important was the distance from home, showing that students value other factors over distance to get to school.



Programs that will Help Students with School/Training



Assessing other types of supports that could help students in their schooling process was done. Sports teams, Work experience, programs offered of interest, safer school environment, extra curricular clubs, one-on-one tutoring, career counseling, personal counseling, and group tutoring were all indicated that they would be of help by over 50% of students.

Appendix C

Elders' Responses, May 2015

1. What do you see might be the advantage of having a Regional High School and Training/Virtual Centre?

- Probably wouldn't work. Costly.
- Outreach a lot better
- It is a good idea. Would have had a good school at Little Buffalo but they are still fighting.
- Get it started. Maybe once you get it going there will be excitement and maybe others would want to come in from Peavine, Wabasca. Would be good to help our next generation of lawyers, teachers, electricians. Lots of talk but no action. Was a good idea but still not done. All aboriginal school ok. Mixed one too would not mind because eventually will have to mix. If you earn their trust, they will listen cause they have their misery they will tell you. If you love them they will trust you. Find a way to make it work so they want to go to school and get educated. My goal was to get her to grade 12. Dale Auger used to get her home once in a while to help her when she was lonely. Lots of smart kids, no \$. Support from parents/ from / from school. leadership needed. We are 10-15 years late.
- Used to be here-AVC- very successful.
- Yeah, probably. Why a new school when we have one here but NSD 61 sold it to NLC for \$1.00.
- Used to be Grouard was the central place. Moosehorn Lodge- some of our older people who are career folk went to that school.
Up in NWT "Wa'tee" about.... (Dene Dogrib and Beaver)
- Good idea. Not mixed classes Grade 10-11-12. More kids together so good chance for having new friends.
- That would be wonderful for the drop outs.
- In a way it is a good idea cause many kids don't have a good home. Kids need to get the courses to get a ticket to work at anything. A lot of people would be happy to put their kids in that school because there's no jobs. People here have a hard time, need to get a paper to go hunting. Need treaty or Metis card.
- Nowadays need a grade 12 or better.

2. What do you think we would need to do to make the school successful?

- Good recreation- skating rink, ball diamond. Housing to keep kids in school.
- Lot of activities-soccer, after school sports.
- Teachers got to support kids in their learning. Need a lot of support staff, one in each class. Lots of special needs kids that will need to be helped. Inside voice versus outside voice. Usually 3 types of learning, top ok, 2nd a little extra help, 3rd lots more help. Attendance important. Miss a day, miss too much. Big difference in how they are learning.
- We used to have NSF 61 - upset me. The band room started to fall apart. Kids lost their equivalency standard - back 2/3 grades. Most of the time we have first year teachers sometimes can't teach. They really don't know what and how.
- At least 90% aboriginal teachers. If teaching the culture in the big centre because many don't teach the culture. Need to know their own history from a Native point of view.
- C Ross Lake Manitoba, 95% of teachers are First Nations. Only one who not is a Newfie who moved there and is adopted.
- Kids need to love you- need to stick with them, bring them along to you s they will follow you everywhere but young don't stay too long.
- Communication, parent/teacher meetings. Need to have lots of them. Do it. Start building it NOW. Enough talk.
- Parent send kids to school. You can't choose if you send your kids to school. Not your choice.
- Parents need to send their kids to school. Nowadays the kids are more in charge, the kids dictate how to run things.

3. What do you think the programming should offer? What kind of classes?

- Not sure.
- Trades like at Grouard. Lot more training on the job. I would like to see that.

- Depends what the student wants to do- carpentry, plumbing, academics, oil field worker,, small engine mechanics. We were one of the 10 schools in a 2004 report. 3 times a week, go to Slave Lake. 2 days/3 days but when funds came in to the Band, the teacher was told no.
- Culture classes- central- can inspire them at 14. Hands on very important. To love one another and themselves.
- Some people come in from the bush- to be civilized that worked for some but most went back to the bush.
- Keep 10-12 in the community good idea but bad idea too because kids need greater experiences. They don't see need to go to school- "going to stay here forever" so don't go to school except maybe 1 day a week. Depends too on who is Chief and Councillors. They prosper but other kids do not. Not 500 jobs on the reserve.
- Teach the language...the language in the culture. Watch how you promote the culture because of the religion conflict.
- Pre apprenticeship program.
- CORE-MAIN CLASSES. No switching from class to class. Teacher be there for the kids. Be passionate and not mean. Parents need to send the kids. Parents need to partner with the teachers.
- Trades. Nursing. Good to become doctors and lawyers.
- Good to have workshops, to know how to work. They don't know how to work. They stand around. You got to show them how.

4. What do you think of the Dorm/Student Housing idea? What might be advantages of having students live at school Monday to Friday? What would need to be in place to make this idea work?

- Separate dorms. Maybe 2 people to look after them.
- Depends how you house them. Will there be a house mum who will... Bus them is another way.
- Maybe make more sense to stay for the week. Would need huge security- alcohol, drugs. Very costly for this.
- Will need strict rules like going to University/College.

- Only one week at a time. Where is the biggest issue, that's where the battle will be.
- Yeah. Well that's what they did here. 125 boys, 89 girls when it opened as Northland.

5. Where would be the best location for the school?

- Between here and Red.
- Cadotte where NSD had a school. Housing would create jobs. Band could look into.
- Loon because have all the kinds of business on there.
- Big hurdle.
- Central for sure, Red Earth but to save money why not use this place already here. Maybe Atikameg - more central for the back lakes. Probably get it back for \$1.00. Used to hold 220 kids in the dorm. Here a Hamlet- trappers buying place- store, post office, the school house- just on right side was the mission school.
- Central. Red Earth and Loon are central.
- Everyone will be jealous. Should be here in Grouard or Peanine so kids don't have to take the bus. Everyone has to agree where it will be built. A couple of hours away is not too far once a week.
- Good idea to have one in Little Buffalo where there are Holy Rollers. They can come home on the weekend.
- Have to sit down and have a meeting with the people. Get a group from each place and have a meeting to decide where to have it.
-

6. What other comments do you want to make about this proposal?

- Who will fund? What will be the financial support? Want to have a sit down just about it?
- Good interest but need lots of detail. Good to see this says elder Louie so his grandchildren could pursue higher education.

- Some parents drive their kids to Peace River. Grade 5 here compared to Grade 5 in Peace River. What is it? The curriculum-teachers-parents. Parents and teachers have to work together.
- Old idea tried before in Little Buffalo. Cleared the land. Laboucon Nation got it stopped. I was with Northland. We voted to have a hamlet built not a reserve. Good to have but some people helped Bernard stop it.
- I went to residential school until I was 15 from Marten River to Grouard Mission hired with my grandfather Dan Calahaser. American Roland Smith came to build at Little Buffalo- beautiful meadow still there. Mrs Smith says the children need education. Northland tried to build a school up there in Little Buffalo.
- Rest of society still does not accept the men as First Nations men. Lots of racism in High Prairie.
- Not Powow. Drums. Church meetings, Chapel meetings once a week.
- FAC? Papers? Story about an elder who says I went to war and I killed Germans and I didn't need a license. Now to kill ducks, I need a license.
- Mission closed in 1969. Then NSD opened in 1970. People were fisherman here but they had their licenses taken away. That was their livelihood. The government forced the people to sell their licenses for ½ price.

Parent Responses, May 2015

1. What do you see might be the advantage of having a Regional High School and Training/Virtual Centre?

- Will work if the parents are interested in sending their children/students. You k
- Better learning. Rested well enough. Close enough for parents to support them, visit them-visit them only 45 minutes away. More like a trade school when done our grade 12. Idea collegiate not a junior college.
- Why keep asking us? When are they going to make that decision?
- Yeah, a benefit to get them out for opportunity to mix. No but go out cause we live in a mixed world. Have to get used to it.
- Not a good idea for everyone. Ok to commute..... ok for some.
- Talked about for years and years. Awesome. Get it going. Isaac is trying to move them.
- Ok for the sciences and trades. We do not have the teachers for the different courses. Make it a college.
- No. If my kids are out there, I will not be able to control them and keep them safe from drugs, etc. Daycare subsidies nonexistent, stopped. If you want your level one, you need director's approval.
- Good to get back the dropouts. Closer for them to go further their Education and have some company so they can't have to go alone.
- Parents have to be onside.
- Treaty kids-awesome. Not much commitment here. From kids and teachers and parents. They have to use Modules just like NLC. We need individual classes with teachers for each class. Kids say teacher not helping but in EW Pratt my son graduated and he had no problem.
- Good idea. Son in Grade 10. Wants to be a welder.
- Good idea, get going.
-
- Don't like it. The hint of Residential School.

- **What do you think we would need to do to make the school successful?**
- Proper supervision from highly respected people (Deans).
- So much more to make it exciting. Overcome the lack of facilities and staff. Maybe junior high could look forward to going there.
- Strong program, interesting.
- Teachers are up to par here. Teachers are pushed to excellence. Parents will have to get on board-send kids to school and do homework. Kids who can't make it because the work is too hard, need LA. Homework is not a habit of the people as they do in mooniaw families.
- Transport in and out. Hands on. Relevant to their interest.
- Combined trades and academics the way to go. Daycare needs to be there. Get kids to stay in school. Support systems not in place for special needs students for more encouragement. Why not attend-all kinds of reasons. Some kids are the bosses.
- Safety- keep away from bullying, away from the drugs and alcohol. Peer pressure is high. Trust relationship needed with aboriginal kids before they will open up to you. Here no gangs, everyone watches out for each other and each other's kids. To get volunteers and subs and engagement in the school.
- To train the people you need. Not just oil and gas, medical professions, finance. Have access to all of those. Use it as a finishing school.
- Probably will have to have an agreement to make it happen. Meetings with the parents in communities. Extols the advantages of the school. Lots of kids finished Grade 12 but they are just sitting around in the community. They did some courses part time through NLC but... My boy did the pre apprenticeship course but no one here for him to get an employer to hire him to get the apprenticeship! He wants to go into elec/welding. he wanted to go to ISTAR... He has a dream about going for a Bachelor of Music. Upgrade his English 30 and they will accept him and writing skills, upgrade course.
- Individual classes, example only one level at a time. Different teachers for different courses. Teach properly. Get rid of modules. My son had some help from Resource Room teacher, to help him with his English. She pulled them out and gave them what they needed in Gr. 7. Then he went to Pratt and did good and graduated with no problems. He went to university!
- Make personally interesting. Overcome boring so overcome electronic time wasters (?)

- **What do you think the programming should offer? What kind of classes?**
- College prep- apprenticeship.
- Mostly those programs that you can't have here. When they offer shop, they come every day.
- Strong core academics BUT lots of trades. We are HANDS-ON learners. Jobs here are trades. Example, don't send me info, come and show me. We need to touch and play. Arts Program/ Music/ Sports/Cree.
- Good academics. Career Counselling- grade 9. Kids go out and find that they are behind- for example daughter in grade 12 does not know how to write an essay.
- Need something that is on par with everywhere else in Canada.
- Probably the 30-1 level courses for sure to go to university. Also some life skills so they can learn to look after themselves right at the beginning so it really helped. Motivate them to finish. Lots of love and support and confidence building.
- Life skills are really important. What to expect, cut apron strings.
- Trades, senior academics, arts.
- Get them out doors doing stuff. Hands on.
- **What do you think of the Dorm/Student Housing idea? What might be advantages of having students live at school Monday to Friday? What would need to be in place to make this idea work?**
- Good supervision.
- I do not want my kids to be away from me and their dad...I will try to teach them to be responsible.
- Maybe/maybe not. 4 hours on the bus too long.
- Who are the kids you are bringing together?

- Would be good if they had a lot of support and guidance so they don't go off and do something "funny" like go off and drink. It would be a good way to bring our kids to not always be dependent on their parents.
- If there was absolute adult supervision. Commuting too hard. Will be there house mama? Cook from Whitefish wants to do that.
- Good too!
- Good for the ones that have to travel. Study to help them catch up.
- Have to have a Counselor on hand all the time.
- Good for them to learn to keep their own space clean, they don't do that at home anymore.
- Get them used to being away from home.
- Get the right person going around the communities dealing with issues as they come up. Someone people can trust.
-
- **Where would be the best location for the school?**
- Central.
- Not want it but if have to, make it Central.
- Central location- has to be where there is the infrastructure. Old NSD buildings are available in Grouard!
- Central- Red Earth.
- no idea! Centre?
- Loon is central and those people there are Holy Rollers, good people. You can trust them.
- Red Earth is central.
- Red. Earth is ok.
- **What other comments do you want to make about this proposal?**
- This would be a good transition from here to get ready to go to Edmonton or Grand Prairie
- Not want to give up- too hard.

- We need more parent involvement. Need to educate our parents so they realize what is happening to our schools.
- Lots of single women living here and having babies.
- Cultural things are not necessarily bad. God created us as Aboriginal people so why is all of that bad so some of us must be okay.
-
- Kelly needs to go around to talk to people about this, they will believe him, they trust him.

Staff Responses May 2015

1. What do you see might be the advantages of having a Regional High School and Training/Virtual Centre?

Not enough teachers to offer all options-so more of that-competition might be good to stimulate growth.

Keep academics in our schools. Good to have kids go for afternoons for CTS programs so we could keep academics in the morning. Concern that kids would have to travel and not be able to get up to get on bus.

Not as far as the city to get a good education.

Master trades could be hired. Master academics.

Distance learning requires a very dedicated learner. Might be able to increase variety of learning - LABS so expense spread out rather than rinky labs. Regional would benefit cause of #s and size BUT students have to attend. Virtual does not work. Kids don't ask questions of a live teacher less of a _____. Relationship not existing. Someone has to get parents to wake kids up and send them on the bus to school.

Don't like it. Work against the community. Outreach – all subjects.

Lots of people fell through the cracks. That might be a good thing to do there. Licensed carpenter/Electrician so children could challenge the apprenticeship exam first year=advanced standings.

Locals are anxious about funding being taken away from their local school!

Built - not enough money to have the equipment music, etc that we need. Everybody knows who the drug dealers are- everybody scared of them. It needs to come from leadership, they can make a difference.

Vandalism- kids and young people partying so break windows, etc. Cameras – kids know where they are- spray paint them. Youth centre might help.

I like it. You have choices. Maybe you feel like you didn't belong. Would attend.

If they could get a high school diploma. If they could read at the end. 70%. Problem is dropping out of grade 7-8 much earlier than Grade 10, 11 and 12. Primary ok. What happens? Why?

Kids could go there who will never totally possibly crack a textbook. Someone there to help you. Could have a catch up class. Lots of kids need the options of being able to use hands as can't read. If you're not forced.

Our kids would benefit from basic skills. Special interest classes. Really have desire to focus on Literacy. These kids do not know how to read and write.

Kids will be at the school (living) so attendance will improve. More kids=sports teams available.

More options.

More funding opportunities, more choices, more resources, more opportunities. Might help them make leap to post secondary away. Some here not thinking of going to post secondary because some are too scared to leave home.

Access to state of the art.

Meet more people from a lot of the communities. Some students might benefit from getting some independence, appreciate independence.

Yes, definitely large enough class size so not trying to teach 5 courses in one class. Specialist teachers. Overcome attendance issues. Might overcome video game issues. More resources. Community correlations.

Range of classes offered.

It would greatly benefit the athletics program.

Emphasis on your nativeness! Celebrate your Indianess.

Land available; water, sewer; already have the land and \$!

I think so. Good idea. Trades.

As a richer more varied supplement to the existing high school program, it could provide students with more career paths and options in life.

Good idea. My son graduated grade 12 last year but no Math 30. Too hard to do alone so they drop out. It would have been good to have..

Well resourced and well staffed. Good idea, great concept.

Can see the potential but we cannot get around the inability of the students to get up to get there on time by bus. Also going off to school does not bait the hopes and dreams because too hard.

Regional High School - Collegiate. Keeping the kids in their element is vital with own demographic group. Bigger mix of kids so they could drift (?) up.

If students are choosing to be there then they are probably willing to put in the time and do the work. If a bigger school- more teachers, more options.

Huge part of High School is navigating the social life. Make sure the Virtual School spend time together and become a cohort.../Facetime (illuminate).

Good idea. Probably would raise interest; to give a goal

Kids getting to know each other. Availability of more options- more streams

If kids would go, would be advantageous

Social opportunities with neighbouring communities- cross community marriages. Lot more specialities. Bigger pond of opportunities. Removal from the socio economic problems in the communities. More accountability and structure for the kids. Expectations clearly outlined. Peer pressure on positive. Competing on the higher plane of responsibility and maturity.

Might not help. Like Outreach school in High Prairie. Seems to be working. Numerous families are home schooling. Parent has to get out of the cycle. Parents have hard time with accountability. People have choices.

Good idea. All communities would come together as 1.

Yup for students; gives a place to go and security; trades could get just what they need- have a career.

Maybe.

Get out and see if they can live on their own- own financial.

Better education. More choice and opportunities. Increased success and graduating and being successful after high school.

In choice for specialization.

I don't want to comment on these questions because this is not my place and does not affect me personally.

Don't agree with this whole thing.

More options for course offerings.

A closer school could pool resources.

I don't agree with it. No matter how you word or describe the concept. In the end it still feels like residential school.

Specialization.

Social aspect.

Choice of courses.

2. What do you think we would need to do to make the school successful?

Concern with bullying. Parents have to be behind the program and oblige kids to attend. Watch out for bullying and teasing.

Different cultures-each community is different.

Work together so as to share- for CTS go there. Stay here for the academics. Kids getting up to come to school//10:00 AM start. Go 10:00AM to 6:00PM. Needs to be high interest. For example, if we go on a field trip they get here on time. Have a big group this year. 19 and 20 year olds come back. 9 graduating, bring in 3 next year.

Get the kids there!!

Somehow inspire them to want to do well. (see old culture where kids only learned when they had to). Don't know why kids don't want to learn. See math 10 prep, math 13. Took all year, still did not finish. BASIC SKILLS lacking. Kids are not structured. Might lose them when they come home for the weekend. Cannot get up to get the bus here. Parents will not get the kids up if kids don't want to go. Kids cannot see 3 years down the road. No one to inspire them. Kids cannot see how an education can benefit them. Kids say so.

Make sure really able talented teachers. Where locate the school.... Tall Cree. Teachers stay at least 5 years. People have to be tolerant. Respect the locals.

Have to have backing of the community-need to have their input. Hard to teach a shop class with low literacy, low numeracy skills-didn't know fractions. One student knew so she was able to make the jig and all cuts were $7 \frac{3}{4}$. Now they are able to see fractions.

Daycare failed. Parents need to take charge. 13 year old pregnant. Kids staying home. Young parents---- while little kids loose. Parents pressure kids to have babies for greater welfare cheques.

Make it fun in some learning way. Rewards for perfect attendance= \$ or other grade point average=\$ rewards.

Make sure not to have BOSS mentality. Respect-develop. Have enough support. Tough because changing ideas and changing how people would think of schooling especially since Residential schools.

Maybe onsite daycare. Kids would need to make a commitment. How much is it going to deplete staff and committed kid.

Strict and rules that they have to follow.

Parents and kids will need to take life seriously. Kids follow model of less interested- overcome generational disconnect. Leadership needs to do the job. Understand their job is to serve the people so years ago the community used to come together. Clear goal and expectations. Communities need to know what is expected, how to include parents in the High School community. Ronald McDonald.

Kids would have to attend - home to want to go.

Really motivated and strong teachers and community support.

Don't hold up the able kids. Teacher attitude towards children. Discipline and LOVE. Adults have to be carefully chosen. Kids need to have hope, dreams and goals. Make sure kids work at their own pace so the able students can get ahead.

Counsellors: guidance and personal (gong person like in Wabasca); affordable housing.

Kids being away from siblings will be a challenge. Get them ready for this kind (maybe parents come along).

How about strong family ties. Would this work. Have to find intrinsic want- unlock what that might be...when they get to teens, they just disappear. Why are they allowed to stay at home? Why isn't education valued? Start at noon. Have short terms, 10 weeks. Kids not obliged (forced) to do what they do not want to do.

Most important would be to offer programs that would set them up for life not just how to pay bills, manage money to apprenticeships.

How to improve attendance. Big kids are not good at showing up. Family would need to visit. Older kids are often babysitters.

Attendance is a huge problem. Needs to be overcome. Parents don't want to send kids to school cause they are lonely without their babies.

Have students live there and be very accountable to showing up every day.

Get parents on board. Huge opportunity so parents need to see the big picture. Opportunities bigger. Get kids engaged in the possibilities. In between challenges – getting up! Strict rules with no compromise. Keep end product in view, for example attendance – set tone. Students either be on board re attendance or stay at home school. Hard work getting them there.

Programming superior to what is being offered in local schools. As different from residential Schools as possible. Ensure students going there are socialized so they have level playing field to start. Just high school.

Impediments to success: kids don't see the value of an education. Can make do without... People who are set for life.

Deal with smaller units of time. Lots more kids, say 20 kids in 20-3 so can work together. Group work would happen. Peers in same boat. Kids have to want to be there. Work up steps to get transition happening for the kids. Junior high year build up.

Get parental involvement and support. They have to understand that missing any school at all is a handicap. The attendance ethic needs to be developed. To be part of the school you are also engaged in something that is bigger than you and makes a contribution. Work with what you have and build capacity. Teacher is also as a psychiatrist.

Good and lots of gym time. Good equipment and lots of sports.

Address sporadic attendance/ lack of initiative. On again, off again attendance being tolerated doesn't reflect a real job force experience.

Anything but distance learning. Better face to face especially...

Top of the line facilities.

Parents need to support our schools and encourage the kids to do school well. If parents don't care, kids don't.

Quality people, choice of courses.

Students would need to want to go. Huge numbers don't want to leave the reservation so....

Structure. A tireless group of staff.

Bus in and out. Funding?? Who is? Where is it coming from?

Need incentives for teachers. Need good discipline.

Communication with families.

People working together. Getting rid of NSD#61 as they don't even have a board and do not seem to care about people. Poor management!

People know to parents that are in charge of the kids. Kokoms and Mosoms that were in residential school backing it.

Lots of COMMUNICATION.

We need more input from our communities.

3. What do you think the programming should offer? What kinds of classes?

Remedial programs. Music needed desperately. Drama good. Build confidence. Everything hands on, animation, robotics, real expert welders, current.

CTS, pre apprentice ship, R.A.P. programs. 6 months, there, 6 months here.

The math/sciences/ English academics. The trades. Come back and catch up.

Trades –pre apprenticeship, sports, caring. See former teacher who was here, Humour. Family needs to like being here.

If the students would do it, then a standard course of University or College prep would do the job.

Focus on the trades and the skills for living. See small engines could not run because of high absenteeism. Social Assistance needs to oblige accountability from parents. Tried to do the RAP BUT they would not take anyone under 18. Transportation is a hindrance to RAP, need an employer BUT through CTS they can get registered automatically then can go to an employer and show commitment- more employable.

More hands on. Native people learn faster hands on.

All of them. The more options the better. All of the streams.

Diploma. Identify cultural-bridging gap as in Nunavils (?). Mentors, locals.

See assessments like in NLC. Post secondary link/dual credit. See the Life skills NLC program contracts-out of school, 1 year to qualify. See band sponsorship “BND”. NAC support.

Higher math and English, Physics. Office admin like at NLC.

Offer the courses that will pull kids in. Hands on that relate to peoples and their culture.

Pre apprentice.

EMR. Everyone needs to know for oil fields, labour work, heavy duty, mechanics, nursing receptions, business admin.

Trades for sure – oilfield, power electricity. Robotics, IT all, Home and Life skills, Music Instruments, Hockey program. What are the recreational after school ideas? School has to have a pool.

Options – hair/sewing. Pure math and other academic courses like physics and chemistry. Levelled Literacy Intervention – see Ms Coss about it and Wendy Baker. Resources from learn Alberta. Basics.

Passionate teachers for what they specialize in!

Focus on the trades. Kids here want to do the stuff. Can become marketable. We push for college so they can see end goal. Guidance programs to help them know/figure out what they want/need. Guidance counsellor, trained who knows the system. See the High School apprenticeship program (Ontario). Dual credit, University prep, maybe upgrading. Learning skills for self sufficiency. Upgrading to do what they want.

Lots of CTS classes to appease all interests. Trades (mechanics, fabrication), things relevant to the jobs in the area.

What will entice them?

Intense literacy to get them up to speed (say 10 at a time). Anything trades.

Offer stuff they are actually interested in; anything that offers kids more.

Make courses that engage the kids to push themselves.

Digital whatever, outdoor education. Kids are always outside.

Advanced, Life Skills, Bridging program, upgrading, professional trades. All of them so not home.

Capacity! Segment of catch up. They need to be remediated and take a sport. Need to agree (covenant) to be in a sport and to do a volunteer contract part of graduation.

Shop- hands on stuff. Beautician. Courses that fit their goals.

Hands on, experience based learning with a supplementary support system to address remedial numeracy and literacy skills. Classes which include personal care/ human growth and development would be beneficial. Could survive of grid. Not just be doctors, lawyers or chiefs but how to run a day care, build a day care.

GED. Preapprentice trades.. Dual critical. High academics transferable to university.

Sports, sciences, trades. Natural Resources courses! Forestry, wildlife. IT, computers, robotics.

Hands on welding, carpentry, electrical things to help with daily lives. How to raise a family, how to drive heavy equipment, how to wire a house, how to fix the plumbing. Build skills.

RAP, choices..

Life relevant options more geared towards jobs. Trades, training programs, careers they can do around here if they choose to stay. See local businesses, contracting, trucking, pipelining, Public Works.

Academic streaming. Trade route streaming/apprenticeships.

Vocational.

Lots of variety (classes). Extracurricular activities.

Ask the kids. Technology is lacking in number of schools. Improve it.

Trades.

Trades "classes" would be beneficial for those who want it. Offer courses they need for the trades.

Art. Science – Chem/Bio/Bot/Zoo with complete labs. Forestry. Aboriginal Studies. Experiential.

4. What do you think of the Dorm/Student Housing idea? What might be advantages of having students live at school Monday to Friday? What would need to be in place to make this idea work?

Very costly- very good idea but gangs, family feuds. Watch out! If done properly will work. Depends on the culture. Problems with residential schools. Will be village mentality.

See pods of family groupings.

Ok as long as there is someone supervising. Mom or Dad who will look out for the students. Not all would be able to go.

Kids afraid of the discipline of the dorm...strict rules. Depends on who is running the dorm. They are used to running their own homes. Kukum/Mushum running the home. Need to be exposed to more.

Don't think it would work. Do not do homework here, never will do it there.

Should not be a problem if you have the proper chaperone, accountability.

For the single mom with child might be good.

Depends on the kid. If they were motivated, they would make sacrifices.

Cool-being in the dorm helped a lot. Closer to Internet access, able to study. Close to school.

If students are far away, they would need to know expectations. Would help to learn to look after a house. Could have a rewards for the jobs they do.

Probably not- would commute BUT.

For some people. Set limits. SECURITY, liquor store.

Great idea. Dorm and dorm parents.

Not safe-see a lot of issues. SUPERVISION. Can see a lot of issues arising.

Some will some won't. Depends on the parents and kids.

Not good idea. Maybe.

Nutrition and sleep advantage. Keep ties to home.

Daycare.

Could go both ways – drive everyday or weekly bus. Good for those kids who need a place to live.

Always going to be home issues because of parents need to be able to drop in. Advantage is they are here.

Parents would have to take care of their kids themselves.

Need. They will actually show up. Lots of supervision that is consistent.

Might help kids overcome problems at home, e.g. just going to town to be with parent rather than at school. Can't get up. Challenge to get up so promote self reliance. Huge problem with that they have limited accountability. Build this in them. Some issues to overcome. How are you going to get them up?

Exciting atmosphere living among your peers. Break way from parents. Building independence as a person. Become an individual.

Ok as long as policed pretty well. Not by age necessarily, maybe by maturity.

Don't want my child gone for 5 months! Shorter periods of time to have my kids away. Lots of advantages. SLEEP, dietary benefits, cleanliness, homework.

Huge conundrum here. Pros are: developing communal living skills. Am ambivalent about the ability to do this. Cons are: if kids do not have some experience in these skills. They are hard to learn-work ethic-cleaning up-sharing, etc. When adults had to ask for 100 years for permission to leave the reservation.

If they want to.

A curfew could be enforced, allowing for earlier rising. There would need to be strict controls around alcohol, drug use and mixed sex living.

Yeah, where is the funding? \$ fee funding

Get the students to overcome their fear of going out of the community. Good idea to get local community member to come look after them, a caretaker parent. Position it so to overcome the residential school.

Love the idea theoretically but it sounds like "R" school and kids will be too lonely to go away from home. Being away is just too much, too hard. Might work if just 5 days.

Logistics hard- can't have the teachers doing the House parenting.

Is this necessary? Probably not for students here. Some benefits for developing socializing.

Bad idea. Are students responsible enough? Discipline issues? It would need structure.

I don't think it is a good idea. I wouldn't want anyone else to watch my kids and do parents have a choice of pulling their students.

I wouldn't feel comfortable with any kids being away from home for so long.

Problematic. Need Dons who deal with high needs and high energy students and issues drugs, sex, alcohol, defiance. Students at school (attendance now is a huge issue).

No don't like it at all.

I don't like the idea of Dorm/housing idea.

Learn independence. Opportunities to enrich themselves through interaction with other kids.

Concerned – residential schools?

Not a bad idea. Students will meet new people and have different opportunities. To work, there needs to be representatives from each community.

Babysitting for younger siblings at home. Variety of evening activities. True commitment and collaboration between High Schools – timetable.

Not a good idea. I would NOT want my child away that long.

I could work.

5. Where would be the best location for the school?

Central

Red Earth is closest

At Whitefish turnoff. Red Earth - needs a pool.

Red Earth

No where because it shouldn't be.

Somewhere central. Around communities.

Red Earth.

Red Earth.

Red Earth. 40.40.40

Red Earth

Depends

Red Earth

Red Earth. Central all directions - not one school.

Not a big deal at all. Will be a hassle for someone.

Logically to have least transport for the kids.

Somewhere closer to an urban centre. Grand Prairie/ Fort McMurray not too isolated. Socialize into a larger experience.

No idea.

Most central to all of the reserves.

Most central, not in a major centre.

Central so choice to drive for some. All good extra curriculum requires driving to Slave Lake.

Central to these 5 communities. Could bus every day.

Here. Somewhere that is closest to all the communities.

Red Earth seems central. Loon River might be a seconds best location as it's close to Red Earth.

Central in Red Earth.

Great challenge to get a central location and overcome the political issues arising. Central-where is that?

Central neutral ground because the financial implications.

Central

Central??

Somewhere central on First Nation land. Because it should be real and theirs.

Edmonton. More opportunity for extra-curriculum, life experiences.

Have our own school in Little Buffalo.

Ideally central (cut down on bussing/transport for all).

Would like to Central to community one hour away.

Somewhere central.

Little Buffalo (central).

“In the middle of no where.” To native traditional experience possibilities.

6. What other comments do you want to make about this proposal?

Would be good but Security.

Each centre has a high school.

Trout is 25Km further south from Peerless.

Role models are not academics.

Here is so small that lose out because too limited. Synergy of the different fields. Too many holes in small school staffing.

Locals are anxious about funding being taken away from their local school!

Built - not enough money to have the equipment music, etc that we need. Everybody knows who the drug dealers are - everybody scared of them. It needs to come from leadership, they can make a difference.

Vandalism- kids and young people partying so break windows, etc. Cameras – kids know where they are - spray paint them. Youth centre might help.

Got to try new things. Hope to make education work.

It would greatly benefit the athletics program.

Emphasis on your nativeness! Celebrate your Indianess.

Land available; water, sewer; already have the land and \$!

Magnet School.

.....and acceptance and rigour to be part of us.....

See Auditor General's report on attendance.

Parents should get involved too. We need encouragement. Get them to talk to their kids so they finish school.

Black education? Aboriginal education? White education? Chinese education? We educate kids. How about human education. Good teachers and bad teachers.

As a parent I don't agree with it. When for so long we have always wanted our own schools and now we finally do. So not a good idea.

The feeling I get is discomfort re boarding school. Not happy about it.

Transport is a problem. Majority of my students sleep in for whatever reason and won't make the bus.

Sounds like a good idea for education. Many families have a hard time allowing their children to go, however.

This would not be a good idea.

I'm willing to try.

School Administrators' Responses May 2015

1. What do you see might be the advantage of having a Regional High School and Training/Virtual Centre?

- More variety, Specialists.
- Technology more accessible to our students. Most of our kids could not do this. Racism is a big problem for our kids when they go elsewhere.
- CHOICE. Blended with the little school hub and satellite. Specialization. DT (?). Need Individual program for weak students.
- We are moving forward with the school design. We will be engaging in much of these same practices here in our school. Need education to develop the knowledge and skills to build the infrastructure.
- Question not useful...depends on whether functional.
- Parents say they want their kids to do the work so they can work anywhere. Right now EWP is 80% aboriginal so how will you draw kids out of there? If you go to High Prairie mostly native kids. However teachers not pushing kids.

2. What do you think we would need to do to make the school successful?

- Manage to inspire to want to come to school and do the work; they have goals.
- Most teachers are not in tune to First Nations kids. They need to be in tune with ways of teaching math. Have to be committed... see needs of the kids.
- Really good staff who are skilled at making a relevant learning environment and relationship.
- Parents need to commit to engage in continuous supporting education from K-12. Parents need to make Education Important not just...
- Serious competitive sports against other kids of the mainstream.
- Has to be a specialized school. High Expectations! High academic standards. Could have a trade stream but high standard.

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3. What do you think the programming should offer? What kinds of classes?

- Expectations of parents-are they realistic and appropriate. Preparing for life. What are the community and staff expectations. Achieve at a provincial standard to be able to go on..for each skill. Prepare them for life-academics, trades, life. Parents want 1:1 teaching only.
- All the digital stuff. Lots of knowledge about success. How to get success-keep them from being sucked in.
- All the CORE and anything students need according to their personal learning plans. See LAW - mechanics. Do a prep for them to know what they have to do.
- University prep. More mature program will generate more support. Dual credits, Pre apprenticeship. Get them started before they are...
- Learn some things that everyone else needs to learn....good citizens, how to run a business, etc.
- Need to provide opportunities to do different things. Don't put them in a rural setting where they do/learn nothing. Participate in sports/music, etc. Have to get the cream of the crop as teachers. See Morning Star. Best staff

4. What do you think of the Dorm/Student Housing idea? What might be advantages of having students live at school Monday to Friday? What would need to be in place to make this idea work?

- Concerns for several reasons-staffing. May have homesick, non adaptive, probably not far from hauling kids out of homes. Problems of Residential schools.
- Not sure these families would choose this. Need change but not sure a central school would do this.
- Don't like it. As a parent would not give up my kids. Maybe for the older ones. My kids have chores to do.

- Careful of then Residential School fear overshadowing the whole overnight program.
- Probably not because need for guidance is too great- greatest need for that kind of guidance. Careful smacks of residential schooling.

5. Where would be the best location for the school?

- Red Earth makes sense. Grouard not attractive for the people, nor High Prairie but Slave Lake might.
- Where is the best internet service and best roads, best connection to a college so not.....
- Central-Red Earth probably the closest.
- Nice building to house all of the components. State of the art building because kids have access to anywhere. As long as the kids have support in the home and the school, offer them both boarding and bussing

6. What other comments do you want to make about this proposal?

- Funding--- on our schools
- Change has to happen!! Use caution-baby steps. Commitment of the community people. Shortchanging kids! Have to have committed teachers.
- Be aware of the spiritual needs and the concerns that may arise for the population.
- Don't limit them. Too much negativity in some communities.
- Patterns and habits that do not validate the schooling

Student POSITIVE Responses May 2015

- I would like to go to the new school because there I would learn to become a mechanic. I could make more friends and learn more, do more sports. I would be able to do experiments in a lab.
- But it would be nice to go tho.
- I would like to go to the school because it seems nice and something new.
- I would like to go to the new school because I could mess around, have fun, get good grades, pass and get a real job. I did not know what to say because it does not exist yet.
- Leaving home
- Possibly better lifestyle (free internet)
- Meeting new people (bonding with people who share same culture, interests)
- Broader, possibly better education
- Change is good
- Would go to the Regional Collegiate because I want to get more experiences.
- I would go to the Regional Collegiate because I would like to go to another school, meet new people, live in dorms. Experience things that could help me become a veterinarian. Take courses.
- I would share a room with someone I know because I'm more comfortable with that person.
- I would go to the Regional Collegiate because I need the experience to get more jobs. I would stay in the dorms because it would be faster to get to class.
- So can you suggest ideas for those courses that can last all year? How big is the trade centre at the Regional High School. What is the meaning of a virtual school. I would go to carpentry and welding.
- I would go to the Regional Collegiate because I would like to meet new people from other places and agent to know them. I would stay in the dorms because well one I would like to get out of my home community and try dorm life. Yes, I would like to attend the Collegiate because

I heard they have good programs and maybe I would be able to see my family on the weekends.

- I would go to the Regional Collegiate because I'd like to meet new people and learn more like math, social studies, and cosmetology. I would like to stay in the dorms because I wouldn't like to ride the bus in the morning and it would be a lot quicker. Yes! I would like to attend the collegiate because: I would have the education I need in the end, and I would have fun and. I would meet new people. I think it would be great.

- I would go to the Regional Collegiate because I'd like to meet new people, I'd like to explore the school. I'd like to do new courses every day. I would like to stay in the dorms because I would like to stay in Regional Collegiate School and learn a whole lot of things like learning new regions, seeing new buildings.

- Yes, I would like to attend the Collegiate School because it seems great to learn new courses, more Social studies, math, and science.

- I would go to the Regional Collegiate because I want to try new things such as learn things about the medical field so I can be a nurse or vet. I would like them to have all the courses I need for the career I'm going for so I don't have to go all over the place for every course. Yes, I would like to attend the Regional Collegiate.

- Yes, I would go to this kind of school because it would be fun to meet new people; to try new schools, fun.

- Yes, I would because it would be fun to go and it would take long to get there.

- Reasons why? Yeah, I would go to that school because all the sports I can play. Stay overnight with my friends. Don't have to wake up for an hour and 1/2 drive.

- Yes I'd go to that school because to get out of the house, to meet new people, it sounds fun

- Yeah, I would go to this school because it sounds fun, it's better, to meet new people.

- Yes I would go to this school because of the things I would learn. I could learn how to coach, ref, and sports, and science stuff

- Yes, I would go to this school because it sounds interesting to go to a school with awesome courses. This school had me at basketball

- Yeah, I would like to go to the Red Earth School because positives: sports, fun activities, meet new people, getting a break, for awhile getting outside, etc

- Yeah, I would go to that school because it's different, sounds fun, get to meet new people, seems better in some ways.

- I would choose to go to the Collegiate because I would want to be away from my family for 10 weeks.

- I would choose to go to the Collegiate because I would love to go because I would learn so much and have so much fun to learn. I would be so smart if I go there.

- I would choose to go to the Collegiate because of the Super Athletes class. I choose to go to that because I am a basketball fanatic. I want to master the game of basketball so I could make the NBA, and to make it to the NBA you need to know everything about it. From what I learned the super Athletes program helps you to know everything about the game of basketball, and that is what I want. If I don't get into basketball, I want to....

- I would choose to go to the Collegiate because it would be awesome to learn different things. And it would be awesome to meet new people and be awesome to explore the new school.

- I would like to go to this school because the Super Athlete Classes. Because I love basketball. When I'm older I wanna go to the NBA and be the best I could be at Basketball. At that school they would help me get better at ball, like they'll help me increase my jumping, shooting, dribbling and the fundamentals.

- I would choose to go to your school because it sounds like a lot of fun and it will teach me more. The things I'm good at, basketball, volleyball, doing things that include the zip line and rock climbing, etc. I'm really looking forward to going to your school.

- I would choose to go to the Collegiate because I want to go in the Super Athlete. So I can do a lot of stuff like play hockey, baseball and volleyball. I can learn to be a coach, and it seems fun.

- I would like to attend this school because there is science and I am interested in Art also. I didn't put my hand up for music but I am also interested in trying to play the drums or piano. I have no experience but I'm interested in learning. I also think it should be a mixed population. Also construction.

- It sounds like an excellent school in my opinion. It seems like a good idea thing for Aboriginals and other people. Seems like a good thing and who am I kidding, it sounds G (good). Awesome learning society and recreational.

- I would want to go to the school because I would learn so much.

- I would go to this school because there's a sports program. I play basketball. I can go to that school to play basketball and get watched by college teams. My dream is going to the NBA. I try

my hardest in school to work hard and study. I'm trying to live the life I want to. The program that would maybe stop me is drugs, family, and that's the way life goes. But I'm trying my best to stay away from all the bad stuff. My family will miss me but I might move to Chicago for high school after grade 10.

- I would go to this school because there would be different teachers that maybe nice. And there is a sports program and I like playing basketball, hockey, football and volleyball. I want to live my life with Basketball. I want to play it in college.

- Yes I would choose this school because I want to learn to play guitar and learn to draw better

- I would go to this school because I would like to participate in the MADD program. See new things

- I would go to this school because I like the programs that it offers. It would be a nice change like different times and stuff

- I would go to this school because I think it would be a pretty good idea that I can finish high school then go straight for college from there.

- I would have gone to that school because it could probably be a good opportunity to meet new people and be open to new opportunities/choices. I would go to it if it started at 10:00.

- I would go to this school because of the "MADD" program. I really love to sing. I would go if I had friends to stay within my dorm. I would like to be a teacher or an owner of a garden and be a gardener or a veterinarian.

- I think the Regional High School might be a good idea because it has a music class

- I think it will be good for some students. I would love the regional high school because I'll get more classes done.

- I think the Regional High School might be a good idea because it might help me become a doctor.. I just wanna be in school where it helps me become a doctor.

- I think the Regional High School might be a good idea because it's a good idea because I can get away from my old life and discover new things. I want to learn more.

- I think the Regional High School might be a good idea because I can meet new friends. The schools can save more money. Don't need to have a lot of teachers.

- My Future: I think the Regional High School might be a good idea. I think it would be a good idea. I like the things to do there. It is like at the hall. It seems fun.

- I think the Regional High School might be a good idea because I want to meet new kids or students.

- I think the Regional High School might be a good idea because we can teach more education.

- I think the Regional High School might be a good idea because I understand the Regional High School. The school sounds nice/fun! I might learn new things

- I think the Regional High School might be a good idea because learn new things, do more things, better than this school. I think this idea is wonderful because there will be more opportunities to more jobs.

- I think the Regional High School might be a good idea because I want to learn how to play guitar. Also sing at the same time. I would want to learn more math problems.

- I think the Regional High School might be a good idea because we will have better classes and also we will because smarter children

- I think the Regional High School might be a good idea because I would love to have a good time in a greater math class with more students. It could be fun making a fun dance with much more good dancers and some friends. I would love to learn the drums, violin and learn how to sing. I would love to have a good math practice and I would love, love, LOVE to make a band with lots of students, friends. Thank you for your time!!

- I would like to go to the new school because:-

- Yes, I would but I would like to work on Motor's and mechanics and learn to stay and work on motors. I would like to stay there for 5 months.

- Yes, I will go to the school.

- Yes, I would. It has all I want to be, do and has my favorite sports and has a dome to stay in I like. The school would be awesome.

- I would wanna go because it has everything I need for credits to finish school.

- Yes, I would if it had mechanics and football for the sports and cooking classes.

- If I go to this new school I would like to have good food and good room to myself and good class that I can work in. Cool thing that I would do.

- Volleyball for sports and computer classes.

- If I went to this new school I would like to have a room to myself and a comfy bed. I would also like that I can do whatever I want whenever.

- I would go to school if they had sports teams like basketball, volleyball and hockey. I would go there if they had tvs in the dorm rooms.

- I would go to this school for the computer programs, gymnastics, cooking classes. I would want to go home every day unless I would be able to bring electronics.

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Student OTHER Responses May 2015

Questions:

- Who picks roommates?
 - How many people in one dorm?
 - When will the school be built?
 - How often will students go home?
- So can you suggest ideas for those courses that can last all year? How big is the trade centre at the Regional High School. What is the meaning of a Virtual school. I would go to carpentry and welding.
- What are some key things you need to do to finish school with a Grade 12?
 - Work enough, sleep lots; get to school on time; smoke break, 3 a day; nap time; pay attention; try
 - Work hard; attend school; listen to teacher; avoid getting suspended/expelled; do all your work; go to bed on time
 - Study; wake up in AM; work hard; stay focussed; do assigned homework; control distractions; go to bed on time
 - Stay in school; come to school; listen/obey teachers; participate; finish homework on time; face consequences; stay home after school; go to school on time; come to school in AM not at lunch; work together; hard to wake up, hard to think after

What would be the kind of classes you would like?

- Music, geometry, gym (obvi), Social Studies, English, Exercise Science, Science, writing, French, Biology, Drama, Chemistry, Math, Computers – engineering and videogame design, wood shop, Art, Auto, Engineering, Literature
- Art, Phys Ed, Science: Bio, Chem., Physics, Astronomy, Music, Social Studies, Theatre, Math-financial, Cooking, Writing (creative), Outdoor Ed/Hunting and Trapping, Photography, Horticulture (gardening and farming), Construction Tech- home repair, Philosophy, Poetry, Health, Shop/Industrial Arts, Cree, Photoshop/Photography, History, Video Game Design, Programming
- Social Studies, Witchcraft and Wizardry, Acting/Theatre, Chemistry, Wood shop, cosmetology, Phys Ed., Programming/video game design, Riflery (hunting), Martial Arts – judo, Horticulture (farming and gardening), glasswork, Math, Culinary Arts

- Anger Management, Hockey, Science – experimental/labs, Social Studies,, Outdoor Ed and Hunting, Drama, First Aid, Music, Art, Gym, Cosmetology, Professional Art and Special Effects, Filmmaking, Wood shop, Culinary Arts, Beading, Drawing/Art

How could we make the Dorm Work?

- Suite, hot tub, security cameras, fancy showers, juice bar, arcade, big TV, computer, big bed, bunk beds, kitchen, alarm clock, wifi, bouncy house, indoor pool, pull out bed, late curfew, freedom to go out, first aid kit
- Food, x box, microwave, mini kitchen, router, video games, no rent, books, phone, soft beds, pool table, clothes hangers, TV's, workout gear, emergency equipment, bathrooms, furniture, mini fridge
- Bathroom, luxury queen size beds, memory foam, waterfall, surround sound, kitchen, TV, living room, walk in closet, wifi, x box, laundry room, allow pets
- Bed, x box, multiple TVs flat, cot, couch, kitchen, wifi, bunk bed, private bathroom, food, table and chairs, rugs, coat rack, curtains, stereo, computer, satellite, washer and dryer, window with a view, Bluetooth, locking doors

What do you like about your favorite Teacher?

- Funny, nice, humour, tell them anything, no judgement, talk to them
- Cool, 4 fingers, funny, nice, not strict, strict teachers, smart
- Funny, nice, actual teaching, friendly, respectable, weird
- Funny, joke around, smart, learning new things, awesome to be around, know when something is wrong

What would the school look like (physical plant)?

- Cafeteria, certified cooks/chefs who make good food; big gym-weights, swimming pool, hockey, skate park, mega ramps; free wifi, good showers, bigger library – lots of books, vending machines, hotel style dorms, arcade
- 3 floors (elevator for the lazy), vending machines, pool, gym (weights, treadmills, yoga), clean things, very big library (computers, couches), health centre (clinic), music room (practice, after school jams), street lamps on walkways, old fashioned fancy dorms, football field, cafeteria with good food (steak, Cesar salad, pineapple), fire exits

- sMany, many floors, cafeteria, big gym (nets for all sports, parachutes), ping pong table, skylights, nap mats, vending machines (broccoli packs), convenience store, library, yoga, workout room, games room, food court, science lab, stage for drama, music room, animal studies, lots of washrooms, ball pit, trampoline room, movie room

Appendix D

World Café Session: Student's Opinions

On March 5, 2015 high school students from the Kee Tas Kee Now Tribal Council (KTC) Nations were part of a brainstorming session on a series of questions. Sixty-six students from the KTC Nations were exposed to career options while touring numerous post-secondary facilities in Edmonton during the week. At the end of the week a facilitated World Café session was conducted to gather their thought and opinions and in return help formulate the development of a KTC Health Human Resource strategy.

Ten stations were set up with a facilitator and scribe, at each station there was a different question pertaining to an ideal high school for First Nations and Health careers. There were six-seven KTC students per group and they spent five to six minutes brainstorming at each station. Their responses were unedited and all ideas were encouraged. Responses for each question have been summarized by general themes that were noted.

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High school questions:

1. What courses and programs you would like to see offered? What resources do you see in an ideal school? Competitive teams, drama programs, art programs, music programs, training programs, etc.

Kathy Pelletier– scribe: Kyle Smith

Students from many groups shared that they would like to see an increased course selection. Students would like the option of having access to 30 and 30-1 classes (4/10 groups). Groups who thought there should be an increase in overall course selection were (3/10). Students would like to see an increase in the Science courses offerings (7/10) and would like fully functioning science labs (4/10).

Athletics were very important to students with many wanting more athletics, coaches, sports teams, track and field, bigger gym, swimming pool, and a Hockey Rink/Arena.

A larger selection in option courses was a top priority for students. Industrial arts, technology and trade apprenticeship/co-op courses were a large portion of interest for student groups. Other options such as music, drama, cooking and arts were of interest as well.

Having a full time guidance councilor on site was of importance to students. As well, more extra-curricular activities.

Changes in facilities such as bigger classrooms/school, workout room, cafeteria and a student lounge and study areas were features students would like to see in their ideal school.

Increased Course Selection and Focus on Sciences

- 30 and 30-1 courses (CHOICE) allow for personalized education
- 30 and 30-1 course options (psychology, math, bio, chem, physics, social, English)
- 30 and 30-1 course selection CHOICE
- 30-1 classes (math, science, social, bio, chem, physics)
- Wider course selection
- More choice in course selection
- Increased course selection
- Increased course selection (bio, chem, physics, math)
- Increased and differential math options
- Increased science options
- Increased science options (bio, chem, physics, murder frogs)
- Biology
- Science lab
- Science lab
- Science lab
- Science labs
- Sciences (bio, chem, physics)

Athletics

- Athletics (diverse)
- Diversified athletic program (space, facilities, fields, uniforms)
- More athletics
- More athletics, space and equipment
- Coaches
- Proper sports coaching
- Competition
- Archery
- Track and field
- Running track
- Boxing/wrestling
- Soccer
- Baseball
- Football
- Football team
- Cheerleaders
- Hockey rink
- Rink
- Arena
- More sports
- More sports –inter school (league)
- More sports teams, space and facilities
- Swimming pool
- Swimming pool
- Swimming pool
- Pool
- Gym nights
- Large and modern gym
- Better gym (modern and better)
- Bigger gym
- Bigger/better gym

Facilities

- Bigger classrooms
- More school space (bigger school)
- Improved facilities rec centre: games, TV, couches and chairs
- Rec-room, video games/TV/board games/couches
- Workout room
- Workout room
- Workout room
- Workout room
- Study rooms /space
- Study space (green space)
- Cafeteria
- Cafeteria, food
- Good library
- Vending machines
- Wi-Fi
- Octagon

Services

- Full time guidance counselor
- Guidance counselor (dedicated)
- Increased assistance in reaching academic AND personal goals! Full time counselor, Remedial time
- Nurse or doctor in school
- Tutoring

Industrial Arts/Technology

- Industrial arts
- Industrial arts
- Industrial arts (shop)
- Carpentry –workshop
- Construction + equipment, carpentry, industrial arts
- Mechanical room
- Robotics
- Tech class
- Technology
- Technology (use, learn)
- Co-op (work experience)
- Apprenticeship programs (no sorcerers though)

- Career oriented courses (real world experience in CTS)
- Trade preparation
- Heavy duty equipment
- Computer science
- Programming, computer science
- Computers /technology
- Engineering

- Media
- Media Centre, radio station, increase CTS option

Other Options

- Arts
- Arts (different levels)
- Arts (music, art art, art history)
- Photography
- History
- History
- Languages
- Psychology
- Psychology
- Cooking culinary classes
- Cooking/culinary arts
- Cooking/culinary class (kitchen)
- Culinary arts
- Culinary arts (kitchen)
- Home economics

- Home economics –cooking/culinary class
- Health class
- Kinesiology
- Cosmetology
- Drama
- Drama (the class, not with peers)
- Theatre
- Theatre, drama
- Fine arts (drama programs)
- Music
- Music
- Music
- Music studio, music classes
- Music x2

Other

- After school activities (more)
- More extra-curricular
- Game club (football, pool, video games)
- Incentive for attendance and success
- New textbooks

- School merchandise (school spirit)
- Uniforms
- Mr. Kyle
- Mr. Kyle

2. What do you want to see the school like physically – what kind of layout? Swimming Pool, Track and field, hockey rink, etc. Would you support a regional school – a central location that could accommodate these resources? Margot Simard – scribe: Raena Ginther

The most popular physical aspects the student groups wanted in their ideal school were: Cafeteria (x6), student lounge (x6), more levels (x5), library (x4), and dorms/student residence (x4).

Student groups wanted to see science labs (9/10), biology labs (x2), chemistry lab, laboratories and a physics lab in their high school.

Music class/room was of interest to 9/10 groups, theatre to 8/10 groups, computer lab to 6/10, art class to 5/10 groups, cooking lab to 5/10, and home economics lab to 4/10. Other options in the industrial arts field were of interest: carpentry/construction (x4), mechanics (x4), shop (x3), and technology/robotics (x3).

Athletic features students would like to see at their high school included a swimming pool (x8), bigger gym (x7), track (x6), fitness center (x5), baseball field (x3), hockey rink (x3), dance studio (x3), skate part (x3) and basketball court (x2).

Physical Appearance

- 2 level high school (escalator)
- Three levels
- Three stories
- Two – three levels
- Levels
- Big
- Bigger classrooms
- Bigger classrooms
- Colourful grounds
- Colourful!
- Art on walls
- Cafeteria
- Cafeteria
- Cafeteria
- Cafeteria
- Cafeteria
- Cafeteria –good
- Concession
- Canteen (school supply store)
- Counseling
- Library
- Library
- Library
- Library
- Dorm Rooms
- Dorms
- Dorms
- Student residence
- Student dorms
- Student lounge
- Student lounge
- Student lounge (billiards)
- Lounge
- Lounge
- Games room, student lounge
- Study hall
- Greenhouse
- Observatory
- Parking

Science Laboratories

- Bio lab
- Biology lab
- Chemistry lab
- Science lab
- Science lab
- Science lab
- Science labs
- Science labs
- Science labs
- Science labs
- Science labs (MORE THAN ONE)
- Laboratories
- Physics lab

Fine Arts

- Art class
- Art class
- Art class
- Art room
- Fine arts lab
- Music class
- Music class
- Music class
- Music room
- Music room
- Music room
- Music room
- Music room
- Music rooms
- Music rooms
- Auditorium (theatre)
- Theatre
- Theatre
- Theatre
- Theatre
- Theatre and blackbox
- Theatre/drama
- Stage –blackbox
- Language labs

Athletics

- Arena (hockey, curling, basket ball, volleyball)
- Indoor arena
- Hockey rink
- Outdoor rink
- Outdoor rink
- Baseball
- Baseball field
- Baseball field
- Basketball court pool
- Outdoor basketball courts
- Big gym
- Bigger gym (bleachers)
- Huge gym
- Gym
- Gym-big-Concordia
- Gym-double
- Gym/arena
- Football field
- Fitness center
- Fitness center
- Fitness centre
- Fitness room
- Fitness/dance studio, yoga
- Dance studio
- Dance studio
- Indoor track
- Indoor track
- Running track
- Running track
- Track
- Track
- Rock climbing wall
- Pool

- Pool
- Pool, hot tub
- Swimming pool
- Swimming pool
- Swimming pool
- Swimming pool
- Lane pool
- Martial arts studio
- Playground
- Skate park
- Skate park
- Skate park
- Sports competitions
- Volleyball -gym
- Track and field
- Track field
- Wave pool
- Workout room

Industrial/Technology

- Carpentry
- Carpentry lab
- Construction
- Mechanics
- Mechanics
- Mechanics lab
- Shop/mechanics
- Shop/welding lab
- Shops/carpentry/welding
- Welding
- Woodshop
- Forge
- Sound studios
- Radio station
- Robotics
- Technology (computers, projectors)
- Technology labs (computer, video production)
- Computer lab
- Computer lab
- Computer lab
- Computers

Other Options

- Cooking class
- Cooking lab
- Cooking lab
- Cooking lab
- Food labs
- Home economics room
- Home economics lab
- Home economics lab
- Sewing/textiles
- Sex education
- Cosmetology room
- Health program

Other

- Horses
- Stables and track (horses)
- Animal care
- Herbalism
- IA rooms
- Survival program
- Tables in classrooms
- Training course

3. What are the good things you really like about teachers? I.e.; characteristics, personalities and skills. Kara – scribe: Moe Rachid

Common themes were found for what students liked about teachers:

Nine Groups: Funny/humour (x9),

Six Groups: similar interests/we can relate to them (i.e. sports, video games etc.) (x6), supportive (push us to succeed, out of comfort zone/one-on-one instruction) (x6),

Four Groups: not too strict (x4), nice (x4), caring (x4), explains information clearly in simple terms without useless details (x4), knowledgeable (x4),

Three Groups: cool (x3), happy (x3), crazy (x3), smart/nerdy (x3), Active/healthy (x3)

Two Groups: trust us (x2), calm (x2), friendly (x2), make you feel welcome/at home (x2), outgoing (x2), understanding (x2), young (x2), role model (by the way they act, sometimes above everyday actions) (x2), good listener (x2), engaging (x2), Makes class interesting (x2),

Answers by Group

- Aboriginal
- Adventurous
- Approachable
- Bubbly –they cheer you up
- Chill/hippies
- Confident
- Courageous
- Creative
- Dependent
- Encouraging
- Fast paced
- Flexibility
- Foreign (worldly experience)
- Generous
- Good
- Good style
- Good teaching methods
- Great personality
- Hands on lessons/activities
- Help us learn
- How they can put up with us
- Hyper (lots of energy)
- In their prime
- Independent
- Know multiple skills
- Laid back
- Let us listen to music in class
- Let us sleep
- Lots of jokes/jolly
- Loving
- Ms. Tweedle
- Not evil
- Not lazy
- Not mean/uptight
- One who knows when a paper ends.
- Open minded (not judgmental)
- Open to new ideas
- Opportunists
- Outrageousness
- Passionate
- Patient
- Peoples skills
- Persuasive
- Play sports/active
- Positive
- Pretty fun
- Provide moral support

- Provide writing implements
- Puts students interests ahead of everything
- Puts time and effort into classroom
- Resourceful
- Sacrifice a lot
- Sarcastic
- Stop bullying
- Supervise extra-curricular activities (video-game club, sports and so on)
- Talk loudly
- Talkative –good story-telling skills
- Teach us
- They help us when we need it
- They scribe for us when needed
- They take us on trips
- Trustworthy
- Well organized
- Willing to help

4. How would you like to see Woodland Cree culture integrated into a high school? E.g. Land Based Learning, cultural camps, spiritualism etc. Flexible calendar\week?

Jason Big Charles / Vince Dikaitis – scribe: Kayley Van Schaik

Answers By More Than One Group

Seven Groups: Language/Cree classes (all grade/high school) (x7),

Six Groups: Elders (story telling/life experiences) (x6), Round dancing in school (x6).

Five Groups: Drumming (x5), Ceremonies (x5), Trapping (x5), Traditional foods class (moose etc.) (x5)

Four Groups: Dry meat (x4), Fishing (x4), Hunting (x4), Beading (x4), Building tipis (x4), Pow wow (x4), Traditional arts/crafts (x4), Bannock (x4),

Three Groups: Hand games (x3), Aboriginal history (x3), Archery (x3), Skinning (x3), Visits from the Chief (x3), Cabin building (x3), Moccasin making (x3), Tanning (x3),

Two Groups: Knife making (x2), Culture camps (x2), Live off land/survival tactics camp (x2), Traditional dress (x2), Arrow head/bow making (x2)

Answers by Group

- Aboriginal names
- Canoeing team
- Chicken dance
- Community involvement
- Cree written language
- Culture respect
- Culture sports/games (sports/games, hand games, northland games, lacrosse)
- Dogsledding
- Face painting
- Funding
- Grass dancers
- Hair braiding
- Hatchet throwing
- Heritage
- Horse back riding
- How to deal with koocum change (\$)
- Make own drums and learn to play
- More Cree teachers

- More girl involvement... in hunting too!
- Musicians/actor/role model visits
- Offerings
- Opening prayers
- Paint horse
- Pipe ceremonies
- Political structure
- Resident elder
- Respect of culture
- Ritual knowledge practice
- Sign language
- Smudging
- Spirit walking
- Spiritual (smudging, smudge room)
- Story telling
- Sweating (sweat lodge)
- Sweet grass
- Telling stories
- Tobacco significance use
- Traditional graduation
- Traditional herbs

- Traditional medicine
- Traditional tool/bannock making
- Variety of classes

Why?

- Pass down from generation
- So we do not lose it
- To show OUR culture
- Be proud of who you are and where you come from

How to bring this in?

- “Pow wows”
- Classes offered
- Gatherings
- Home economics
- New classes, assemblies
- Courses/credits
- Annual regional tournaments

5. What are some of the key challenges that you must overcome in order to graduate with a grade 12 diploma? Audrey Anderson – scribe: Leanne Refuse

School Issues

- Lack of classes i.e. if someone needs physics –no teacher for it
- 30-1 classes, availability of course and teacher to teach
- Math
- Not enough options in terms of classes
- Options available
- School problems-teacher
- Disagreements with teachers
- Student-teacher relationships
- Student/teacher relationships
- Unhelpful teachers
- Teachers are annoying
- Teachers keep changing marks are not being submitted, have to retake classes
- Teachers not helpful
- Time (classes)
- Time tabling
- Transferring to other schools

Learning Problems

- Attendance
- Grades
- Studying
- Foundational skills-transition from grade to grade
- Learning problems
- Module work –no help
- Self paced work –too much-need more teacher lead

Peers

- Peers-bad influence
- Bullies, peers
- Bullying
- Bullying
- Classroom distractions
- Distractions-games

Personal

- Drop out-lose focus
- Give up –importance of education-not a priority
- Feel discouraged
- Insecure
- Lack of confidence
- Lack of focus
- Like being alone
- Motivation –too lazy
- No ambition
- No inspiration
- No motivation
- No/bad role models
- No friends
- No homework done
- Pressure
- Self encouragement
- Sleep

- Staying up late
- Waking up in the morning

- Too early –school starts
- Video games/TV

Home Life/Support

- Support –teachers and family
- Support (family, teachers)
- Troubled home-family problems
- Unsupportive parents
- No parental support

- No parental support/encouragement
- Family problems-lack of support
- Home life
- Family loss

Addictions

- Addictions
- Alcohol-drinking
- Alcohol/drug addictions
- Alcohol/drugs
- Bad habits-not enough rest

- Drugs
- Drugs and alcohol
- Drugs and alcohol in community –youth involvement

Responsibilities

- Babysitting
- Responsibilities –such as childcare
- Girlfriends/boyfriends
- Kids-parenthood, pregnancy

- Pregnancy
- Pregnancy
- Too much responsibilities
- Appointments
- Balancing athletics

Mental/Emotional/Physical

- Anxiety
- Discrimination
- Disabilities-mental and physical

- Health and disabilities
- Mental health
- Sickness

Transportation

- Distance, transportation
- Lack of transportation
- Lack of transportation

- Travel problems –getting to school

Other

- Federal funding
- Financial problems

- Herbalism

Health Questions:

6. Have you ever considered a career in Health? If not why? If so, what do you think you need to embark on a health career? Would you want to return to your community as a health professional?

Rhonda Laboucan- scribe: Marcus Laboucan

Thirty-three students gave a response to the question if they had considered a career in Health. Twenty had not considered a career in health, many did not give a reason to why not, other stated it was the time, work and commitment involved, while others did not like the idea of blood, another reason was other career plan picked already. Other reasons given as to why the students would not want to work in health were the difficulty involved and dealing with sick people.

Thirteen stated they have considered a career in Health. Three were interested in nursing, two in becoming doctors, and two therapists. Five would like to come back and work in their community. Others were interested in working in a bigger city.

Health Career

- No (x4)
- No -other career plan
- No –blood makes me dizzy
- No –never thought about it, takes commitment, time, peer pressure
- No –other career goals (police officer)
- No don't know anyone
- No-don't know why (x2)
- No-don't want to get near blood and butts, teeth etc.
- No-military
- No-never thought of it
- No-not good with people –not for me
- No-not sure
- No-not worth my time there are other opportunities
- No-too hard, work lots of education
- No-too much work
- No-weak stomach, maybe dental practitioner
- No -I don't know if there is a lot of offering in traditional health.
- Yes –EMR –to give back to my community
- Yes -Optometrist, therapist, social work, nurse,
- Yes- I like helping, caring for people
- Yes-Dentist
- Yes-Dr.
- Yes-Dr.
- Yes-nurse
- Yes-nurse
- Yes-nurse, like taking care of people
- Yes-social work, home care, addictions counsellor, psychology, physio therapy, orthodontist,
- Yes-therapist –psychologist
- Yes-therapist-psychologist to help people at home
- Yes-traditional health

Is it an important career?

- Yes-lots of sicknesses
- People could die more quickly

What do you need to get there?

- Lots of school –bio is hard
- Careers HET
- Work out of community first, and then come back. Need education, like power sobriety, encouragement, support, motivation
- Need diploma, tickets -inspired by a person in my community (EMR)
- Need-diploma, post secondary
- Need –right education, high school diploma, money, reference letters

Why not work in health?

- Too much responsibility
- Don't like seeing people sick
- Other career goals
- Difficult pre requisites
- Need to remember procedures, lots of different ones

Work in community?

- No-don't know why,
- No-work in bigger town,
- No -would like to work in city, why? Lots of work and want to live in city
- Yes- stay in community, don't want to leave home
- Yes- I would work in my community
- Yes- I would like to do it at home
- Yes - would work in our communities
- Yes -would all come back and work in our community

Health professionals?

- Lots but don't know them all

Is anyone interested in environmental health?

- Yes, water in lake was clean but now lake has tires etc.

7. What careers do you know of that are in Health? Joseph\Larry – scribe: Melania

Careers Noted by More Than One Group

- Nurse (x10)
- Dentist (x9)
- Doctor (x9)
- Pharmacist (x8)
- Surgeon (x7)
- Dental assistant (x6)
- Physiotherapist (x6)
- Paramedic (x5)
- Dental hygienists (x4)
- Dental technician (x4)
- Chiropractor (x4)
- Psychiatrist (x4)
- Acupuncturist (x3)
- Massage therapist (x3)
- Optometrist (x3)
- Orthodontist (x3)
- Physical therapist (x3)
- Psychologist (x3)
- Vet (x3)
- Addictions councillor (x2)
- Clinical psychologist (x2)
- Homecare nurse (x2)
- Medical laboratory technician (x2)
- Nutritionist (x2)
- Paediatrician (x2)
- Personal trainer (x2)
- Pharmacologist (x2)
- X-ray technician (x2)

Answers by Group

- Anaesthesiologist
- Biologist
- Biomedical engineer
- Blood donor tech
- Councillor (mental health)
- Denturist
- Dermatologist
- EMR
- ENT (ear/nose/throat specialist)
- Fitness trainers
- Footologist (aka pediatricist)
- Hearing aid technician
- Midwife
- Nurse practitioner
- Occupational therapist
- Pharmacy technicians
- Physical Education Teacher
- Physician
- Prosthetic technician
- Prosthodontist
- Rehab (physical therapist)
- Scientists

8. What might stop you from pursuing a Post Secondary education in Health? Trevor- scribe: Jen

High School

- Bad grades in High School
- Class requirements i.e. English 30-1, sciences, math, social
- English 30-1 and courses
- English 30-1/diploma
- Grades
- Proper classes at High School i.e. Eng. 30-1, bio
- Grades
- Don't finish school (no diploma)
- Labs, proper courses –chemicals
- Lack of resources in High School
- Low grades
- Requirement i.e. English 30-1/diploma
- Studying

Leaving Home

- Alone –no support
- Home sick/leaving home
- Homesick (family, friends, bush, dog)
- Lack of support and encouragement
- Move
- Leave family
- Leaving home/bush
- Leaving home/friends/family
- Distance/leaving home
- Location
- Location
- Transportation
- Transportation
- Transportation
- Too scared
- Fear of change/scared
- Know no one/no friends or family

Addictions

- Addiction e.g. cocaine
- Alcohol and drugs
- Bored, drink/drugs, attendance/missing class, parties
- Drugs and alcohol –addictions
- Rehab
- Poor choices, addictions, alcohol
- Trouble with law

Home Life

- Family –kids
- Family –not helping you, kids
- Family –support and encouragement
- Family members –support, kids
- No encouragement/support
- No family support
- No support
- Parents
- Troubled home

Finances

- Cost
- Financial advantages
- Lack of funding
- Money
- Money
- Money for school, education, food, living, phone
- Money for tuition, books, food, clothes, rent
- Tuition and other fees
- Tuition, money

Health

- Health issues
- Health issues, obesity (physical), anxiety (mental)
- Health problems
- Disability

Distractions

- Girlfriend or boyfriend
- Hot men
- Video games
- Video games and internet and Wi-Fi
- Friends and peer
- Friends-bad influences

Responsibilities

- Kid/babies/pregnant
- Kids
- Kids/responsibilities
- Responsibilities
- Pregnancy

Other

- Application process
- Blood (sight of)
- Bear attacks
- Daylight/seasonal changes hunting
- Grow up take risks
- Don't know
- Unsure if you want to do it
- Failure
- Going to school/schedule
- Discouragement
- Being stupid-poor choices, not trying
- Procrastinate
- Shy
- Sit, stay
- Apply
- Sleep
- Sleep deprivation
- Social anxiety
- Laziness
- Lazy
- Lazy
- Bullying
- Lack of interest
- No motivation/ambition
- No/bad role models
- Other interests, for example trades
- Peer pressure

- Deaths
- Grieving (goldfish or others you love)

9. What types of new health programs and services would you like to see at your community? What type of health professional would fill that role? Alvina- scribe: Dyan

More Than One Group

- Optometrist (x3)
- Old folks home/lodges/Nursing home (x2)
- Physiotherapy (x2)
- Psychiatry –more psychologists (x2)
- Surgeons-operating rooms (x2)

Answers by Group

- A new health center (little buffalo)
- Ambulance services
- Cardio health
- Counsellors-therapists
- CPR training
- Dentist
- Dental assistants
- Doctor
- Embalmers –morticians
- Fitness center
- Funeral home
- Herbalism-herbalist
- Kinesiology
- Life coaching
- Masseur
- More addictions programs
- Nurses, PCS's, Cooks
- Nutritionists
- Orthodontist
- Orthodontist (dental, denturist)
- Paramedics
- Psychotherapy (mental illness)
- Rehab center –aftercare
- Sport programs
- Therapist
- Veterinarians –vet assistants
- X-ray technician
- Yoga instructors

10. Top ten reasons to work in health professions in your community? Shirley-Anne – scribe: Sarra

More Than One Group

- Elder care, shows respect (x8)
- To give back/help your community (Providing health care to members of your community) (x7)
- Money/ good pay (x7)
- Job opportunities (where you live) (x6)
- More locals working in community/health care (x5)
- Helping people (x4)
- Make a healthier community/keep your people healthy (x4)
- Less travel for you and community members/if we have more workers/in an emergency (x3)
- Experience (x2)
- Local health care available (x2)
- Provide more jobs (x2)
- To be known as a healthy community with local, good resources (x2)
- To build/create a better/stronger community (x2)

Answers by Group

- | | |
|---|--|
| <ul style="list-style-type: none"> • Awareness/education for you and for others • Close to family/home • Counseling/psychiatric help within the community • Doctors/dentists who are local • Ensure medical attention for community • Free health care • Get things like prescriptions, needles, dentists glasses on-reserve • Get to know people in your community • Good dentist and optometry in community • Happier/healthier community • Health apprenticeship programs in community • Helping people beat addictions • It is needed • Make your community proud | <ul style="list-style-type: none"> • Make yourself feel good, go to bed thinking “I did something today” • Making sure community is safe • More belief in your community • More in touch with culture • Motivate community towards health • Reduce sickness • Saving lives • Tax free • Teach about fitness, healthy eating • Teaching/learning experiences • There are <u>always</u> jobs in health • To give yourself a good life • To have more nurses, doctors etc. • To help people stay active • Treatment is available (rehab, counseling) |
|---|--|

Appendix E

Why Take MAD?

Experience is the essence of education, as well as, the key word in our program. Students learn by cooperating, sharing successes and failures and by putting theory into practice. They learn to rely on each other to develop a strong sense of commitment. Through this program, students hoping to go into theatre and performing arts can develop skills and attributes that will enable them to take part in any program in North America. Those hoping to participate in community theatre on an amateur level will find MAD good preparation. Indeed, the Whitehorse theatre communities, both professional and amateur, rely on MAD and former MAD students. MAD students have gone on to pursue theatre careers as technicians, designers and actors at such institutions as Grant McEwan College, University of Victoria, Langara College, Studio 58 and the National Theatre School of Canada.

Student Information

The MAD program has proven to be highly successful. Expanding the program provides students with a solid basis from which to present both existing and original drama. There is a strong interest in theatre among young people in Whitehorse and throughout the Yukon. The MAD program allows them to pursue this interest while completing courses require for their high school diploma.

Over and above theatre, this program offers students the opportunity to learn by doing – to work as a cohesive group to solve problems and work toward common goals. MAD takes education out of the classroom and into the real world. It offers students a degree of relevance than cannot be matched by lectures and tests. In this program, students learn to advance their own ideas and take risks with those ideas. They experience successes and defeats – always the support and encouragement of their class. Students taking this experiential program find strengths within themselves and discover talents they never realized they possessed. MAD also allows students to work and mentor with performing arts professionals in the community to truly find out what it's like to “be in the business”.

Student Application for MAD 9 /10 & 11/12

Application Deadline: March 31, 2015

Applying for: MAD 9/10 or MAD 11/12

Name: _____

Home School: _____

Date of Birth: ____/____/____ Gender: M or F
Day Month Year

Address: _____

Postal Code: _____ Home phone: _____

Student Email: _____

Parent Email: _____

Application

To apply, you need to send your completed application to Wood Street, 411 Wood Street, Whitehorse, YT Y1A 2E9. Along with this form you must submit a 1 page TYPED letter of between 100 – 200 words that will provide the person making the final selections some information about your interests and activities. Also explain why you would like to be in MAD and why you think you would be a good choice for the program. Admission to the program includes a rigorous application process.

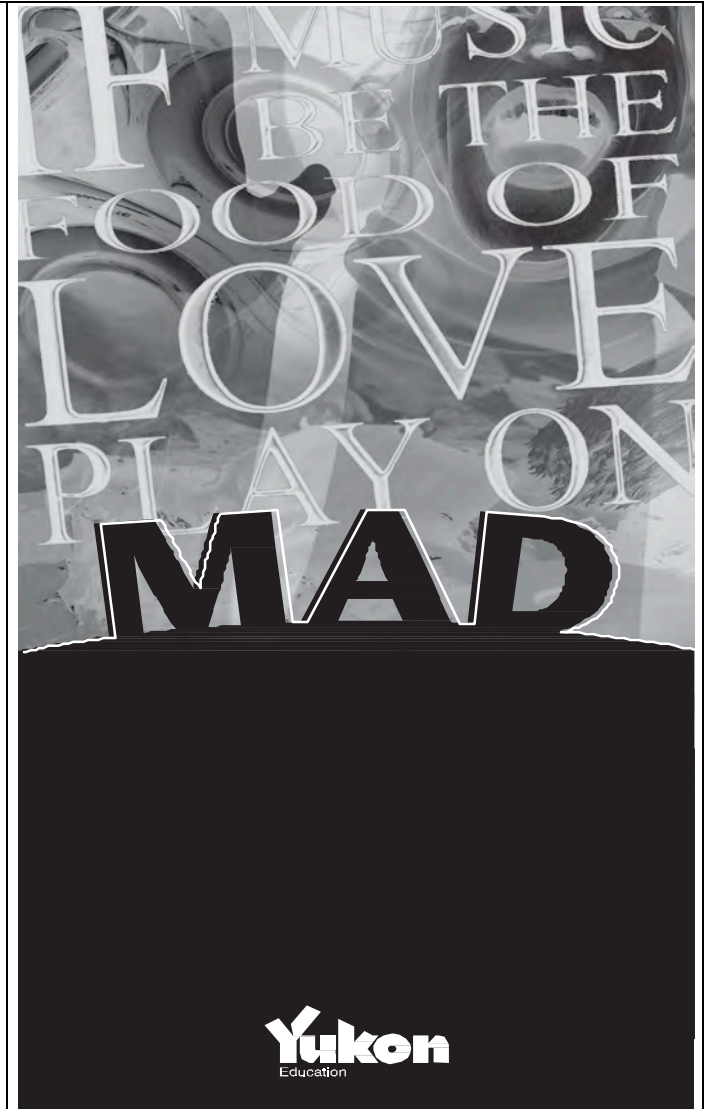
I have read the information provided and support my daughter's/son's application for enrolment into MAD.

Parent Signature

Student Signature

Date

For more information, please call (867) 667-8413 or visit our website at www.yesnet.yk.ca/schools/woodstreet



Music, Art & Drama
9/10 or 11/12

“Go for it!”

MAD 9/10 – Music, Art and Drama

General Program Description

MAD is a highly successful program which provides students with four to five 4-credit courses including: English, Social Studies, Drama and Physical Education. The MAD 9/10 program is held every fall semester and is based out of Wood Street Centre. The goal of the program is to provide students with a solid foundation in creative dramatics, acting, stagecraft, music, dance and play writing fundamentals. MAD 9/10 is available to all Whitehorse Secondary School students.

Credits

Students in Grade 9 or 10 will be able to receive the following credits in their MAD semester: English 9 or 10, Social Studies 9 or 10, Fine Arts 9 or 10 (Drama), and Physical Education 9 or 10. During the alternate semester of grade 9 or 10 students should take Math, Science, Second Language, and an Elective.

Program Content English 9/10

These classes are the same as the “normal” English classes, although, unlike the usual English classes, the emphasis is on performance. Students in Grade 9 will be taught essay writing and will write 3 essays in the semester. In addition, they will write responses to literature, poetry and scenes. Literature will be dealt with on a thematic level, with the themes being myths and legends, Shakespeare and a theme appropriate to the performances.

Social Studies 9/10

This class covers the accredited B.C. curriculum context with an emphasis on applied learning, and assignment completion through the use of performance and multimedia.

Drama 9/10

This class will take a development focus, which begins with a project that students themselves choose and develop into their own Haunted House. Students will learn the fundamentals of creative dramatics: mime, movement, storytelling, story theatre, improvisation, theatre sports, and creative collaboration – then apply those skills to their English classes.

Physical Education 9/10

Dance in all its’ form is the foundation of this course. Students also do 20 to 30 minutes of physical warm-ups and stretching at the beginning of every day. Dance classes occur three times per week and are taught by a qualified dance instructor.

In a typical MAD 9/10 year, three major performances are held: a “Haunted House” in late October, a “Winter” show in mid-December, and a “Variety Show” in mid-January. All productions are original scripts created and written collaboratively by the Grade 9 class.

Who is Selected?

Students are selected on the following basis?

- Completion of a registration form, and submitted to Wood Street Centre
- Attendance of a parent meeting (April)
- 15 minute student and parent interview with MAD instructors
- Large group audition (singing, acting, dancing)
- Successful completion of the student’s alternate semester courses
- Students’ ability to work with a team, as well as, work independently on self-directed tasks
- Parental permission
- Completion and signing of a MAD contract
- Willingness to explore all areas of the performing arts

MAD 11/12 Music, Art and Drama

General Program Description

MAD 10, 11 and 12 is a unique performing arts program that is held second semester at Wood Street Centre. The program has received national recognition and is unique to the Yukon and allows students to immerse themselves in all aspects of the performing arts, every hour, every day, all semester long. It is open to all Grade 10, 11 and 12 students from all Yukon Secondary schools.

Students mentor and work in partnerships with numerous professional local and visiting performing artists. The MAD program allows students to truly experience what it is like to “be in the business” Students are required to sing, act, dance, do production work, and do stagecraft and actively experience all aspects of the performing arts.

Program Content – Spring and Fall

Credits

Students in **Grades 11** will be able to receive the following credits in their MAD semester: English 11, Social Studies 11, Theatre Performance (Acting) 11 and Dance Performance 11.

In **Grade 12** students will be able to receive English 12, Dance Performance 12, Theatre Performance (Acting) 12 and Theatre Production: Technical Theatre 12.

Grade 11 and 12 students will also have the opportunity to take two to three more courses from Media Arts 11/12; Music: Composition and Technology 11/12; Drama: Film and Television 11/12, Dance Choreography 11/12 and Theatre Performance: Directing and Scriptwriting.

Program Content English 11/12

This class covers the same material as “conventional” classes but with an emphasis on performance. Students are required to write five essays – expository, comparative, narrative, as well as two analytical. Students also prepare for the LPI exam, as well as the Departmental Exams. Virtually everything covered in English class transfers directly or indirectly into a production.

Theatre Performance: Acting 11/12

Focuses on script analysis and character development using movement and improvisation. Students will participate in one scripted play and one collaborative creation.

Social Studies 11

This class covers the accredited B.C. curriculum context with an emphasis on applied learning, and assignment completion through the use of performance and multimedia.

Dance Performance 11/12

Dance in all its’ form is the foundation of this course. Students also do 20 to 30 minutes of physical warm-ups and stretching at the beginning of every day. Dance classes occur three times per week and are taught by a qualified dance instructor.

In a typical MAD 11/12 year, 3 major performances are held: a variety show, major Broadway musical and a final production or productions planned and executed by the students themselves.

COMMUNITY, HERITAGE, ADVENTURE, OUTDOORS, AND SKILLS 10 CHAOS 10



Grade 10 Students are invited to apply to participate in an exciting new program that has been developed with the goal to make the educational learning experience more meaningful, relevant and engaging for all students.

CHAOS 10 is open to all grade 10 students enrolled in the Yukon and will be delivered as an enrichment program to regular courses offered to students at that level. Integration of subject areas, as well as, Yukon First Nation and Western Knowledge will be the focus during the semester. Students that make the commitment to CHAOS 10 will complete the requirements for the following courses through their active engagement in the programming:

ENGLISH 10 FIRST PEOPLES (4 credits)

English 10 First Peoples is the academic equivalent of English Language Arts 10. This course is designed to enable students to develop the English language and literacy skills and capacities they must have in order to meet graduation requirements. "First Peoples" includes First Nations, Metis, and Inuit people in Canada, as well as indigenous peoples around the world. This course will focus on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text.

- focus on texts that present authentic First Peoples voices
- the recurrence of central themes such as identity and the significance of colonization will be a key feature
- in writing, the emphasis will be on composition skills for a variety of formats, including description, narration, exposition and persuasion.
- Oral communications skills will focus on developing awareness of audience, purpose and context.

Through the study of First Peoples literature, all students – First Nation and non-First Nation – can gain insight into the diverse factors that have shaped and continue to shape their own identities.

SOCIAL STUDIES 10 (4 credits)

The Grade 10 Social Studies Curriculum is a study of Canada from 1815 to 1914 and looks at the development of our country from each of the following perspectives:

- Society and Culture
- Economy and Technology
- Politics and Law
- Environment

We expand on this by also focusing on:

- Yukon history from both First Nations and European perspective
- Yukon Geography and Geology
- Current events and world affairs.

Students will develop an understanding and an awareness of the changes that First Nations people have experienced. This course will be enhanced and connections will be made through field trips and visits to First Nations' communities in the Yukon.

OUTDOOR EDUCATION 10 (4 credits)

This program will enable all learners to enhance their quality of life through active living, the exposure to a variety of activities and the development of skills and attitudes. The emphasis will be on creating active healthy lifestyles. This course will provide students with a wide range of exciting, challenging and rewarding experiences. The objectives are as follows:

- to provide a variety of active outdoor pursuits: hiking, cycling, canoeing, climbing, wilderness survival, camping, snowshoeing, cross country skiing, etc.
- to foster friendship amongst those interested in the above
- to encourage interest in the environment, its flora and fauna
- to increase understanding and respect of traditional knowledge by utilizing elders and guest presenters
- to make connections between activities, curriculum, traditions, culture and heritage
- to educate and encourage members in outdoor skills and leadership
- to promote all acts conducive to the above, eg. Active living, first aid, avalanche courses, trapping course, etc.
- incorporate an active living component and training days to prepare for outdoor activities

ANCESTRAL TECHNOLOGY 10 (4 credits)

This is truly an experiential course that allows students to explore, research, build, document, and share the rich and diverse technological and artistic opportunities of Yukon First Nations. Working with a mentor, students will research and create a number of different historical technologies utilized in the Yukon. Knowledge and skills will encompass the technology's natural materials, building tools, seasonal information, family and personal purpose, context, building steps, stories, legends and ways to share. This course will allow students to learn to use an iPad to research, document, edit and create an eBook of their learning journey.

Student Information

OPES 9 is a co-educational program open to all Grade 9 students at F.H. Collins Secondary. Although prior wilderness experience is not a criterion for selection into this program, students should be able to meet the physical demands of the program in remote settings. All outdoor activities and extended field trips are selected with the safety of the students in mind and are appropriate for Grade 9 students who have had little or no prior experience in the outdoors. Class time will be spent preparing students for the extended wilderness trips.

Student Expectations

Class size is limited to 20 students and consideration will be given to students who are trustworthy, conscientious and respectful of others.

- Previous marks are not a criterion for selection.
- Students selecting this program should be committed to participating in the various outdoor and science field trips.
- Regular attendance is therefore essential.

Program Costs

The cost of the program is **\$250**, which will cover costs associated with wilderness trips and a first aid course. Students are not expected to buy a lot of outdoor equipment. Those who already have suitable equipment will be expected to use it. If not, Wood Street is able to provide all equipment necessary including winter sleeping bags, ski equipment, backpacking gear, Trangia Stoves, kayaks and canoes.

All students are expected to provide their own food (expect approximately the same cost as eating at home).



Student Application for OPES 9 Application Deadline March 31, 2015

Interviews will be held during April 13 – 17, 2015

All applicants will be notified of the outcome of their application on or before May 26, 2015

Name: _____

Home School: _____

Date of Birth: _____ Gender: M or F
Day Month Year

Address: _____

Postal Code: _____ Home phone: _____

Student Email: _____

Parent Email: _____

Application

To apply, you need to send your completed application to Wood Street, 411 Wood Street, Whitehorse, YT Y1A 2E9. Along with this form you must submit a 1 page TYPED letter of between 100 – 200 words that will provide the person making the final selections some information about your interests and activities.

Also explain why you would like to be in OPES and why you think you would be a good choice for the program. Admission to the program includes an in-person or phone interview. We will also be contacting teachers at your home school for their recommendations.

I have read the information provided and support my daughter's/son's application for enrolment into OPES 9.

Parent Signature

Student Signature

Date

For more information, please call (867) 667-8413 or visit our website at www.yesnet.yk.ca/schools/woodstreet



Yukon
Education

**Outdoor
Pursuits &
Experiential
Science**

**Understanding our environment
through activity and study**

OPES 9 – Outdoor Pursuits & Experiential Science

General Program Description

Outdoor Pursuits and Experiential Science (OPES) offers a “new” approach to learning for Grade 9 students. This integrated program of studies provides students with opportunities in a variety of exciting outdoor pursuits and enriches the regular science curriculum.

The physical education course is complimented with a variety of outdoor activities focused on lifelong learning and active living. Social Studies will be delivered in the classroom, as well as, through field studies. The use of technology and fine arts medium will round out this full semester integrated program.

Goals and Objectives

To encourage and develop:

- a self discipline and a strong work ethic
- responsible attitudes in learning
- creative thinking and problem solving skills
- self confidence and self esteem through personal challenges
- greater knowledge and appreciation of the Yukon’s natural environment
- a sense of stewardship for our environment
- knowledge and skills related to a variety of outdoor pursuits
- cooperative attitudes and positive peer relations
- leadership skills



The Year Overview

OPES 9 will be offered one semester per school year at Wood Street Centre. This facility provides the independence that is necessary to run a successful program. In the alternate semester students will attend regular classes at F.H. Collins Secondary.

OPES Semester	Alternate Semester
Socials Studies 9	Math 9
Science 9	English 9
Outdoor Pursuits 9	Second Language
Physical Education 9	Elective 9

Note: Courses may change depending on the strengths of the instructor.

Safety

The safety and well-being of the students is always the first and most important consideration when taking students into wilderness settings. Students who display inappropriate or unacceptable behaviour that puts themselves or others at risk may result in removal from the field trip at their own expense and/or removal from the program.



Course Content

Outdoor Pursuits 9

This course will provide students with a wide range of exciting, challenging and rewarding experiences. It will focus on the knowledge and skills related to a variety of outdoor wilderness activities. Topics covered in the course will include: *avalanche awareness, winter camping, canoeing, kayaking, climbing, wilderness survival, wilderness ethics, first aid and CPR training.*

Science and Technology 9

The science curriculum will cover four main themes. Biology will look at asexual and sexual reproduction. Chemistry will introduce elements, compounds and reactions. Electricity and electrical circuits will make up the Physics component. The Astronomy section will cover the solar system and space exploration.

The science 9 curriculum will be enriched through its integration into various outdoor trips and complimented with a variety of field activities which may include: geography, marine studies, the environment, alternate energy sources, forestry and fish and wildlife. Technology will be integrated through multimedia projects. Students will be introduced to software applications will use peripheral tools such as digital cameras and scanners.

Social Studies 9

The Grade 9 social studies curriculum will focus on nationalism, imperialism, Britain in the 1900’s, the French Revolution, the American Revolution, the Industrial Revolution, First Nations in Canada and European settlement in Canada. Geography skills such as map reading will be integrated into the outdoor component.

Physical Education 9

Emphasis will be placed on Active Living and participation in lifelong activities encouraging healthy lifestyles and fitness for fun. Outdoor activities such as aquatics, snowshoeing, skiing, climbing, biking and hiking will be integrated with the field trips and be credited toward the PE mark.

Appendix F

Kee Tas Kee Now Tribal Council Education Committee Strategic Planning Session Report

August 6 - 7, 2014



This report summarizes the discussions of the August 6 - 7, 2014 Strategic Planning Session of the Kee Tas Kee Now Tribal Council Education Committee, held at the Executive Royal Inn, Edmonton, AB.

Facilitation and Report preparation by:



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EXECUTIVE SUMMARY

The Kee Tas Kee Now Tribal Council Education Committee met in Edmonton on August 6 - 7, 2014. The participants engaged in comprehensive strategic planning discussions which included the following:

- The direction for education - our envisioned future
- An environmental scan including a review of current legislation and agreements
- Establishing Goals and Guiding Principles
- Building a Work Plan
- Risk Analysis

The strategic priorities are:

1. Build support for creating an Education Authority to support the KTC schools
2. Determine the structure
3. Develop administrative processes
4. Develop incentives for school attendance
5. Improve teacher retention
6. Support parental and community involvement in education
7. Ensure curriculum meets the highest standards
8. Establish measurement processes for education excellence

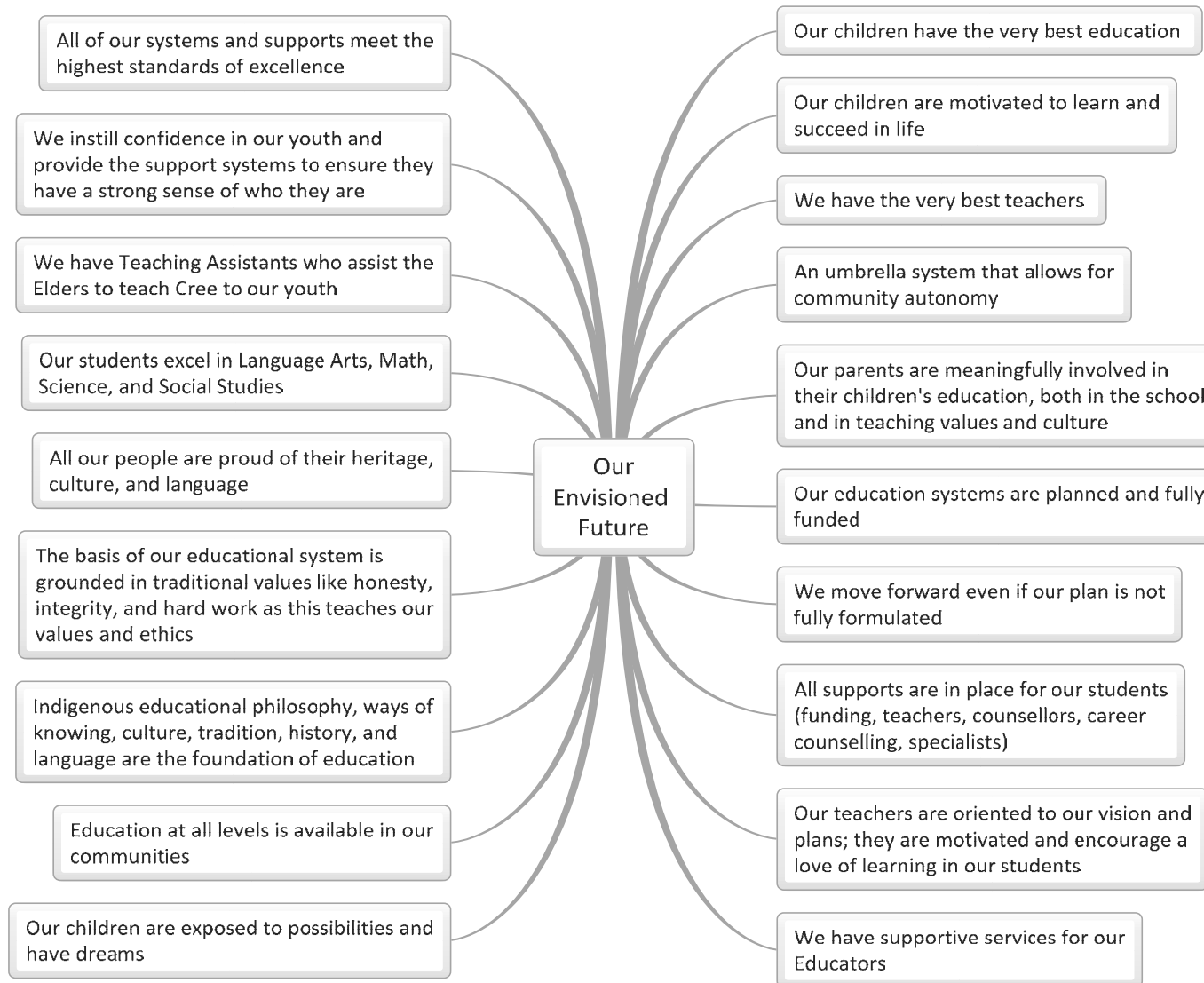
The immediate next steps include:

What	When	Who
Take the Goal Statement to each Nation and bring back suggestions	For August meeting	Each Nation
Vote on a final Goal Statement	August meeting	Committee

AGENDA AUGUST 6 - 7, 2014

1.	Opening Prayer
2.	Welcome, Introductions, and Opening Remarks
3.	Where Do We See Ourselves Going In Education? What Future do We Envision?
4.	Environmental Scan-What is Going on in Education? <ul style="list-style-type: none">▪ What is working today?▪ What is could be working better today? Review of Documents in the Binder: <ul style="list-style-type: none">▪ Bill C-33▪ MOU
5.	Governance & Administration <ul style="list-style-type: none">▪ Refer to KTC Child & Family Services Model
6.	What is the Goal Statement? What driving forces will guide how we work together? How do we come together? <ul style="list-style-type: none">▪ Creation of an Education Authority to operate the KTC Schools▪ What Does This Mean and How Will We Get There?
7.	Developing the Work Plan? What are the Priorities? How do we Phase this?
8.	How Will We be Governed?
9.	How Will This Be Administered?
10.	What are the Immediate Next Steps?
11.	Closing Prayer

WHERE WE SEE OURSELVES GOING IN EDUCATION ... OUR ENVISIONED FUTURE



ENVIRONMENTAL SCAN - WHAT IS GOING ON IN EDUCATION

What is Working

- Good sports program
 - Incentive for children
 - Winning competitions
 - Involvement in leagues
- Addressed bullying of professional staff
 - Leadership is behind the teachers
- Community involvement
 - Boxing club
 - After school programs
 - Dances, concerts
- Good start on an outdoor program
 - Archery, canoeing, etc.
 - Hunting, outdoor skills
 - Environmental monitoring
- Incentives for school achievement
 - Field trips regionally, nationally, internationally
 - Fundraising that is matched by leadership
- Making education exciting
 - Robotics
- We know where change needs to occur
- Trade show
 - Demonstrations by industry scientists (e.g. geology)
 - Where we are going as Nations
- Life skills course starting in Grade 7
 - Trips to post-secondary institutions
 - Outdoor skills - camping
 - External people talking to youth about possibilities
- Children are excited about industrial arts
- Teachers' contract process

What Could be Working Better

- Parental / Advisory Committee
- Community involvement with schools
- Outdoor skills as part of school program
- Chief and Council attendance at school events and competitions
- Communication to communities
 - Lines of communication need to be taken seriously
- Action on analysis of how the system is failing our children
- We need to educate the community on:
 - Legislation
 - What needs to be achieved and how everyone needs to be involved
- Early guidance / life skills counselling for youth on all the options available and to expand their vision
- Improve industrial arts programs
- Using boarding home program starting in Grade 10 to help with transition to urban life styles and job possibilities
- Regional high school / collegiate
- We need to define our system of excellence
 - Accountability
 - Tracking of teachers between schools

GOAL STATEMENT AND GUIDING PRINCIPLES

OUR GOAL STATEMENT - DRAFT
We will create a KTC Education Board to support the KTC schools in achieving education excellence for our children based on our beliefs and values.

Alternatives to “Board”	Governance; system; department; management structure; committee; board; organization; authority.
Alternate Statement	We will create an Education Authority within the KTC structure to support the KTC schools in achieving education excellence for our children based on our beliefs and values.
Idea	Put an asterisk beside Authority* and give an explanation.
Idea	Use a Cree term that describes pedagogy.

Our Guiding Principles; how we agree to work together; what will ensure our success

1. We will set standards of excellence in performance, oversight, and accountability.
2. Our decisions are guided by whether these move us to our envisioned future.
3. We build on what is already working.
4. We will look for ways to be more efficient by sharing resources.
5. Processes will be fair for all Nations.
6. Our existing KTC governing structures will form the foundation for education.
7. Within the structure, we will determine what makes sense to do together and where communities will have autonomy.
8. Our schools will be nurturing places where our students can build the skills they need; and where our children develop into caring, confident, successful people who are healthy and proud of who they are.
9. Our communication approach will engage everyone, will be trusting, open, honest, and will be continuous.
10. We create excellence in our schools by pursuing and recruiting the highest quality educators, supervisors, and administrators; and enter into contracts that focus on performance.
11. We will build success by taking the first steps now and keep moving forward.
12. We will establish a mediation / arbitration process to assist us to resolve conflicts.
13. We will establish measurements which will allow us gauge our progress and successes.
14. We will respect one another as First Nations.
15. Our communities will be fully engaged in education processes.
16. We will form strong partnerships and linkages with other stakeholders within and outside of our communities.
17. We provide a safe and healthy environment and supports for our children and staff.

THE WORKPLAN

The strategic priorities are:

1. Build support for creating an Education Authority to support the KTC schools
2. Determine the structure
3. Develop administrative processes
4. Develop incentives for school attendance
5. Improve teacher retention
6. Support parental and community involvement in education
7. Ensure curriculum meets the highest standards
8. Establish measurement processes for education excellence

PRIORITY 1: BUILD SUPPORT FOR CREATING AN EDUCATION AUTHORITY TO SUPPORT THE KTC SCHOOLS				
Action Plans	Priority	By When	Who will take the Lead?	Status Update
A) Review and update the Terms of Reference for the existing Committee 1) Ratify Terms of Reference	H	Aug 31/14	V. Dikaitis KTC Board	
B) Review the background to this Education Authority with new Council				
C) Pass BCRs or a Motion by each Nation as a statement of support of: 1) The Vision 2) The Goal 3) The Guiding Principles	H	Aug 24/14	Each Council	
D) Create a communications plan that outlines how the Committee will communicate with membership 1) The Committee will build the communication plan at the same time that they review and update the Terms of Reference 2) The Committee needs to elaborate on each of the Guiding Principles and the function of the education system using background information that already exists (e.g. community workshops, slide shows, etc.) 3) Review the Plan developed on August 6 and 7, 2014 with School Principals and involve them in development of the communications plan Identify the what, who, how, and when 4) Introduce the concept to membership	H	Aug 31/14	V. Dikaitis	

PRIORITY 2: DETERMINE THE STRUCTURE				
Action Plans	Priority	By When	Who will take the Lead?	Status Update
A) Develop a checklist of services that should be addressed at: 1) At the Education Committee table first 2) The First Nations level - through a Band Council Meeting 3) Then a final review by the Education Committee	H	Sept 30/14	V. Dikaitis Band Portfolios V. Dikaitis	
B) Establish the governance structure using our existing KTC Education structure - at the same time as the ToR review	H	Aug 31/14	Committee	
C) Develop policies as part of the governance structure	H	Ongoing	Committee	

PRIORITY 3: DEVELOP ADMINISTRATIVE PROCESSES				
Action Plans	Priority	By When	Who will take the Lead?	Status Update
A) Identify and address how to fix service gaps (e.g. counsellors, specialists, etc.) as a result of the checklist above 1) Environmental scan a) Instill culture and values into education b) Incorporate cross-Nation sports and outdoor education programs c) Make it easy for students to attend any school in any of our Nations 2) Engagement of principals 3) Explore information and resources available through Treaty 8, Alberta Education, and Northlands Schools Division	H	Nov 30/14 and annually thereafter	V. Dikaitis	
B) Engage the principals in developing, supporting, and implementing the administrative processes	H	Ongoing	V. Dikaitis	
C) Align and synchronize the calendars of all schools as best as possible 1) Meet with KTC principals 2) Develop a Board policy 3) Agree on calendars annually	M	Sept 30/14 2C Above June 30	V. Dikaitis Committee V. Dikaitis	

PRIORITY 4: DEVELOP INCENTIVES FOR SCHOOL ATTENDANCE				
Action Plans	Priority	By When	Who will take the Lead?	Status Update
A) Identify the core issues leading to poor attendance and graduation rates 1) Work closely with principals and teachers	H	Ongoing	V. Dikaitis	
B) Develop a strategy to improve attendance, retention, achievement, and graduation 1) Identify different approaches for different grade levels 2) Recognize the individual needs of each student 3) Create enthusiasm for learning (e.g. Supplement classroom learning with out of the classroom)	H	Nov 30/14	Committee	

PRIORITY 5: IMPROVE TEACHER RETENTION				
Action Plans	Priority	By When	Who will take the Lead?	Status Update
A) Develop a teacher retention plan 1) Professional development initiatives 2) Rewards and recognition for high performing teachers	H	April 30/14	V. Dikaitis	

PRIORITY 6: SUPPORT PARENTAL AND COMMUNITY INVOLVEMENT IN EDUCATION				
Action Plans	Priority	By When	Who will take the Lead?	Status Update
A) Develop a strategy for parental and community involvement 1) Develop a parental handbook / agenda book; local input and administrative input from principals 2) Determine the most appropriate and effective ways to engage parents 3) Consult with parents on what they need 4) Help parents to define their role in the school 5) Engage graduates in helping to define the role parents need to play in their children's education 6) Enhance parent / teacher interview days with events like	H	Sept 15/14 Feb 1/15 Ongoing " " " " " "	The Committee will develop the Strategy; and support local schools in their leadership of activities 1 - 6 V. Dikaitis will lead handbook	

barbeques		“ “	development	
B) Work with principals and portfolio holders to involve the community in school events and activities	H	Ongoing	V. Dikaitis	

PRIORITY 7: ENSURE CURRICULUM MEETS THE HIGHEST STANDARDS				
Action Plans	Priority	By When	Who will take the Lead?	Status Update
A) Develop a curriculum plan 1) Concentrate on ensuring adequate time for core subjects like language arts, social studies, math, and science 2) Collaborate on teaching the same curriculum content at all schools for ease of student transferability	H	Ongoing	V. Dikaitis	

PRIORITY 8: ESTABLISH MEASUREMENT PROCESSES FOR EDUCATION EXCELLENCE				
Action Plans	Priority	By When	Who will take the Lead?	Status Update
A) Establish a School Success Plan which reflects KTC strategies addressing 1) Attendance 2) Academic Achievement 3) Student Retention 4) Graduation rates 5) Parent involvement 6) Community involvement	H	Oct 15/14	V. Dikaitis will work with Portfolio Holders, Principals and Teachers	
B) Review and align existing performance processes to develop common processes for: 1) Principals 2) Teachers 3) Support staff	H	Oct 15/14	V. Dikaitis will work with Principals	
C) Demand standardized basic required credentials for all education positions, including: 1) Education attainment 2) Experience	H	Ongoing	V. Dikaitis	

3) Certificates				
D) Ensure all principals, in consultation with Education Directors, are gathering, security of personnel E) data, and using information and data related to measurement	H	Ongoing	V. Dikaitis will work with Principals	

PARTICIPANTS

Name	Organization
Chief Arthur Noskey	Loon River Cree First Nation
Councillor Maybe Noskiye	Loon River Cree First Nation
Councillor Albert Ward	Loon River Cree First Nation
Chief Billy Joe Laboucan	Lubicon Lake Band
Councillor Cheryl McMann	Lubicon Lake Band
Chief James Alook	Peerless-Trout First Nation
Councillor Norman Gladue	Peerless-Trout First Nation
Councillor Gilbert Okemow	Peerless-Trout First Nation
Chief Robert Grey	Whitefish Lake First Nation
Councillor Darren Auger	Whitefish Lake First Nation
Councillor Hughie Tallman	Whitefish Lake First Nation
Chief Isaac Laboucan-Avirom	Woodland Cree First Nation
Councillor Kathleen Laboucan	Woodland Cree First Nation
Councillor Heather L'Hirondelle	Woodland Cree First Nation
Jim Baylis	Woodland Cree First Nation, Director of Education
Al Rollins, CEO	Kee Tas Kee Now Tribal Council
Victor Dikaitis, Director of Education	Kee Tas Kee Now Tribal Council

PARTICIPANT EXPECTATIONS OF THIS IMPORTANT WORK

- An idea of what a structure could look like to ensure our children get the education they need and deserve; happy, motivated children, who have fun with their education; focus on delivery of services that give our children hope for the future; involvement of parents in education; some professionalism in the school in our structure, operations, and staffing; to build a plan and not have to start from the beginning again; a BCR.
- To get a clear understanding of a proposed KTC Education Authority; good quality education for our young people; retention of good teachers in our school; motivated children.
- To learn more about this strategic plan; to understand how funding of education will occur; to help individuals be self-motivated to learn and to focus more on transitioning our people when they are moving to urban life styles.
- To see what happens in this meeting.
- There is nothing more important than education in our community. Today should be the first day of this initiative. Something that umbrellas our Nations but enables our communities to self-govern. It is time to step out and be who we are and do what we are supposed to for our Nations.
- To create an education system that will work for us. Education needs to work for everyone, not just for some people. To see a structure that works for our Nation members and enable them to move forward. Parental and home support is a vital part of education and ensuring children attend school. We need to focus on attendance and dropout rates through a support system. Career counselling is important so our youth have goals when they graduate. Follow up after graduation is also critical in building our structure.
- Like a holiday, education needs to be planned and funded. The model does not have to be fully established in order to execute it. We need guiding principles that we can initiate now and implement now. To understand the resources we need to pursue in order to deliver the system. To ensure grade 12 graduates have the confidence and motivation to move forward. An evaluation system in our schools that we can implement now. Teachers, guidance counsellors, and specialists to support our students. A strategic session is to brainstorm ideas of how we can go forward. Something that we can implement now. To understand the type of supports and expertise we require. To agree on what we can do now. Measurable outcomes.
- Immediate plans that enable us to get things going forward. We have elements of an Education Authority now in KTC, like specialists. To ensure our students can attain the highest levels of education. Teachers who can teach and encourage students to love learning. Student focused education. How do we address parental involvement? Building a level of confidence in our children that enable them to function and adapt to any environment.
- To encourage our children to have dreams and to expose them to possibilities through education. To ensure we have professional, qualified staff who want to be at the school. To have a good relationship between school

and community. Community members who all have a role in education and have input. To get an idea of how we can move forward.

- To see local people have education in place. To ensure it is attractive for our young people to stay in school. Look at what other communities, like Saskatchewan, have in place. To have careers not just jobs. To move our youth into post-secondaries and to bring education to our communities. Have financing in place for youth going outside the community for post-secondary education. To have the proper education in place for our young people. Educate the parents to support their children's education.
- To see a new model coming out of our strategic planning. To see a different model from the one we are in today. To get our children educated. New technology in our schools. New staff. Local community involvement and collaboration with schools. Looking forward to a new model.
- Coming out of this two day session, the semblance of a go-forward plan that can be implemented and that reflects where we want to go. The Vision from the MOU states that all hold a common vision where students are achieving equality in education with all other students in Alberta. This is what our children deserve. A clear set of expectations and principles that can be turned into an achievable plan.
- Education is a lifelong endeavour that we are all involved in. To provide our children with the tools to overcome societal issues like marginalization and racism. To have KTC education governance that provides a basis for indigenous educational philosophy and system that teaches our children to be proud and to achieve higher standards ... using our Cree heritage and culture and traditions as a foundation for our education system. To ensure we have the very best teachers for our students. A system that promotes excellence in our teachers, our administrators, and our students. A regional high school and a trades training centre. A Vision of excellence for higher standards than any other schools. High expectations create high achievement for our students. We need to stop talking about it and just do it.
- We need something that provides our students a better education at home so they do not have to go away. Transition supports from high school to post-secondary to ensure they are successful and ready. Ensuring that our children are not pushed to the next grade level until they are ready. Collaboration between parents and teachers. "Let's put our minds together to see what we can do for our children" Chief Sitting Bull
- A focus that includes tradition and culture. Perhaps a system like Montessori that enables children to learn at their own pace and that enables them to ultimately achieve educational levels equivalent to others in Alberta. Our young people should be academically ready for post-secondary, which means they need an education system that is equivalent to other Alberta schools. Our parents need to be meaningfully engaged in their children's education. We cannot fail the parents because we then fail the children. Education has to be community based; we need education committees with family representation; consequences are important for not supporting a child's education; encourage our children to aspire to higher levels of education and jobs.

- This is the third time we have tried to do this...this time we need to move forward. Our children need to achieve higher education levels and to know they can be whatever they want to be. Teachers need to be motivated to teach and to not give up. Native educators should be the very best for their people; all our teachers should be hired and retained not because they are native, but because they are the very best.

REFERENCE DOCUMENTS

First Nations Elementary and Secondary Education: Moving to stable, predictable and sustainable funding. AANDC. April 2014.

Northland School Division Community Engagement Report. Alberta Education Department. June 2014.

Bill C-33. House of Commons of Canada. April 10, 2014

Memorandum of Understanding for First Nations Education in Alberta: Long Term Strategic Action Plan. September 24, 2013.

Partnership Agreement between Kee Tas Kee Now Tribal Council and Northland School Division No. 61. March 20, 2012.

Memorandum of Understanding for First Nations Education in Alberta. Treaty 6, Treaty 7, Treaty 8, Government of Alberta, Government of Canada. 2010.

Education Organization Planning Tool. AANDC.



21. Appendices

BOARD OF TRUSTEES

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

DATE: OCTOBER 2, 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 in principle, the attached changes to Procedure 516, Disposal of Divisional Property.

CURRENT SITUATION: Colin Kelly, Official Trustee requested that this procedure be revised and brought to the August FMT meeting for review.



Procedure 516

Disposal of Divisional Property

Background

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

Procedures

Non-Real Estate Fixed Assets

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



Procedure 516

Disposal of Divisional Property

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

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



Procedure 516

Disposal of Divisional Property

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

Bid Process:

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

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

BOARD OF TRUSTEES

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

DATE: OCTOBER 2, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 500, BUDGET

ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER

RECOMMENDATION

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



Procedure 500

Budget

Background

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

Procedures

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



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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: OCTOBER 2, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 504, UNCOLLECTIBLE ACCOUNTS

ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER

RECOMMENDATION

That the Board of Trustees receive as information, the attached changes to Procedure 504, Uncollectible Accounts.



Procedure 504

Uncollectible Accounts

Background

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

Procedures

1. In order to deem an Account Receivable uncollectible, 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 uncollectible and approved for write off.
 - 2.2 For accounts in excess of \$1,000:00, bring the matter before the board and seek approval to declare the account uncollectible and approved for write off.

BOARD OF TRUSTEES

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

DATE: OCTOBER 2, 2015

FROM: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: DISPOSAL OF RECORDS

ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER

RECOMMENDATION

That the Board of Trustees approve the disposal of records, as attached, in accordance with Procedure 110, System Records.

BACKGROUND: Each year records are pulled for destruction in accordance with our Records Retention Procedure. The attached list indicates the documents that are scheduled for destruction.

SUPPORTING DOCUMENTS: Schedule of Disposed Records.

Computer generated or handwritten



RECORDS DISTRIBUTION AUTHORIZATION AND CERTIFICATE

Department, Unit, Name, Address Finance	Department Manager Trudy Rasmuson
	Date Sept. 11, 2015

The records listed below are now eligible for destruction according to the approved records retention schedule. Please indicate your approval for the destruction unless reasons to delay exist. Your signature below attests that no unresolved (1) audit questions, (2) investigations, (3) civil suits or criminal prosecutions, or (4) other reasons for holding up the destruction exist. If the destruction is to be delayed, please give the reason in the space indicated and provide a revised destruction date.

Schedule Item No.	Series Title, Inclusive Dates, and Total Volume	Scheduled Destruction Date	Revised Destruction Date
1	Accounts Payable - Vendor Statements 2008	Aug. 31, 2015	
2	Accounts Payable - School Food Services 2008	Aug. 31, 2015	
3	School Food Services - GST Rebates 2003-2005	Aug. 31, 2015	
4	Student Count - Nominal Roll Working Papers 2007-2008	Aug. 31, 2015	
5	Bank Reconciliation EFT Transmissions 2008	Aug. 31, 2015	
6	School Food Services - Cancelled Cheques Sept. 2006 -Aug. 2008	Aug. 31, 2015	
7	Cancelled Cheques 2007-2008	Aug. 31, 2015	

Reason for Continued Retention

Security Destruction <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Department Manager Signature <i>Rasmuson</i>	Date <i>Sept 11 / 15</i>
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Certificate of Destruction

This completed and signed form certifies that the records listed above have been destroyed on the date shown below.

If Security Destruction, Witnessed By (Signature)	Date
Records Center Manager (Signature) <i>Mary Lubbers</i>	Date <i>Sept 11, 2015</i>

E992-01-07
White

Computer generated or handwritten



RECORDS DISTRIBUTION AUTHORIZATION AND CERTIFICATE

Department, Unit, Name, Address Finance	Department Manager Trudy Rasmuson
	Date Sept. 11, 2015

The records listed below are now eligible for destruction according to the approved records retention schedule. Please indicate your approval for the destruction unless reasons to delay exist. Your signature below attests that no unresolved (1) audit questions, (2) investigations, (3) civil suits or criminal prosecutions, or (4) other reasons for holding up the destruction exist. If the destruction is to be delayed, please give the reason in the space indicated and provide a revised destruction date.

Schedule Item No.	Series Title, Inclusive Dates, and Total Volume	Scheduled Destruction Date	Revised Destruction Date
8	School Generated Funds 2008	Aug. 31, 2015	
	2008		
9	Direct Transmission 2008	Aug. 31, 2015	
10	Journal Entries 2008	Aug. 31, 2015	
	GE99157-99325		
11	Journal Entries	Aug. 31, 2015	
	GE99001-99156		
12	Purchase Orders 2008-2009	Aug. 31, 2015	

Reason for Continued Retention

Security Destruction <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Department Manager Signature <i>Rasmuson</i>	Date <i>Sept 11/15</i>
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Certificate of Destruction

This completed and signed form certifies that the records listed above have been destroyed on the date shown below.

If Security Destruction, Witnessed By (Signature)	Date
Records Center Manager (Signature) <i>M. Lullaby</i>	Date <i>Sept 11, 2015</i>

Computer generated or handwritten



RECORDS DISTRIBUTION AUTHORIZATION AND CERTIFICATE

Department, Unit, Name, Address Transportation	Department Manager Susanne Jones
	Date Sept. 11, 2015

The records listed below are now eligible for destruction according to the approved records retention schedule. Please indicate your approval for the destruction unless reasons to delay exist. Your signature below attests that no unresolved (1) audit questions, (2) investigations, (3) civil suits or criminal prosecutions, or (4) other reasons for holding up the destruction exist. If the destruction is to be delayed, please give the reason in the space indicated and provide a revised destruction date.

Schedule Item No.	Series Title, Inclusive Dates, and Total Volume	Scheduled Destruction Date	Revised Destruction Date
1	School Field Trips 2008 - 2009	Aug. 31, 2015	
2	School Field Trips 2009 - 2010	Aug. 31, 2015	

Reason for Continued Retention

Security Destruction <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Department Manager Signature <i>S. Jones</i>	Date <i>Sept 11/15</i>
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Certificate of Destruction

This completed and signed form certifies that the records listed above have been destroyed on the date shown below.

If Security Destruction, Witnessed By (Signature)	Date
Records Center Manager (Signature)	Date



Superintendent's Report October 2, 2015

August, 2015

31	Edmonton	Policy One Meeting
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September, 2015

1	Edmonton	Policy One Meeting
3	Grande Prairie	Meeting with the Minister, Alberta Education
8	Grouard	Grouard School Visit
10	Peace River	Leadership Team Meeting
19	Wabasca	Mistassiniy Graduation
21	High Prairie	Superintendent's Transition Planning Meeting
22	Susa Creek	Susa Creek School Visit
24	Peace River	ASBA Zone 1 Meeting, Friends of Education and Edwin Parr Luncheon
25	Edmonton	FNMI Director Learner Success Interviews
28	Edmonton	Meeting with CEO, Kee-Tas-Kee Now Tribal Council

October, 2015

1	Edmonton	LTA Education Strategic Planning Session
2	Peace River	Meeting with Director of Education, Kee-Tas-Kee Now Tribal Council
2-3	Peace River	Corporate Board Meeting



Donna Barrett <donna.barrett@nsd61.ca>

Request for information

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

Wed, Sep 23, 2015 at 2:19 PM

To: All Superintendents of Public, Separate, Francophone and Charter schools
All Principals of private schools
Executive Director of Association of Independent Schools and Colleges (AISCA)

On June 1, 2015, the *Act to Amend the Alberta Bill of Rights to protect our Children* came into effect. Promoting safe, dignified, respectful and inclusive education environments for students is one of the priorities of our government. As part of this legislation, school authorities are required to allow their students to set up gay-straight alliances (GSAs) or queer-straight alliances (QSAs) in their schools.

On behalf of the Minister of Education, schools across Alberta are being asked to complete a survey to help provide information on the support of these organizations within schools.

Superintendents of public, separate, Francophone and charter schools, please forward the attached email to each school in your authority for the principal to complete no later than end of day **Friday, September 25, 2015**. Principals of private schools will need to complete the survey by this time as well.

Survey results will upload directly to Alberta Education.

If you have any questions, please contact the respective Field Services Branch at the following telephone numbers:

- North Services Branch 780-427-5394
- Central Services Branch 780-427-5394
- Greater Edmonton Services Branch 780-427-9296
- South Services Branch 403-297-6354
- Metro Services Branch 780-415-9312
- Executive Director's Office 780-427-6272

Dial 310-0000 first for toll-free access in Alberta

Thank you for your commitment to education and to the students attending your schools.

Lorna Rosen

Deputy Minister of Education

cc. School Division Communications Contacts

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.

2 attachments



Survey-Message to Principals-FR.DOCX

20K



Survey-Message to Principals-ENG.docx

20K

SURVEY QUESTIONS (English):

Authority Code: _____ **School Code:** _____

1) Do you currently have clubs in your school that focus primarily on Lesbian, Gay, and Bisexual, Trans or Questioning (LGBTQ) students?

Yes No

2) Please indicate the number of club(s) for each (include all that apply).

Gay Straight Alliance Spectrum Club Queer Straight Alliance
 Diversity Club Anti-Bullying Club Other (please provide name)

2(a) If yes, what grades of students participate?
 Grades 1 – 12 (check boxes)

2(b) Approximately how many students participate in activities the club organizes/offers?

3) When was your club(s) started?

Less than 2 years ago More than 2 years ago More than 5 years ago

4) Have you had a request to create a club from one or more students, since June 1, 2015?

Yes No

4(a) If yes, what best describes the status of this request
 Addition or expansion of current
 New/In development

4(b) What grades of students will be participating?

Approximately how many students do you anticipate will participate in activities the club organizes/offers?

1 to 10, 11-20, 21-30, 31-40, 41-50, 50 or more

Thank you for your participation.



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Sustainable Communities Initiative (SCI) celebrated as Friends of Education

For immediate release – September 24, 2015



Donna Barrett, Superintendent of Schools, Delores Cardinal, Sekweha, Chantale Campbell, SCI Lead at Conoco Phillips

Northland School Division No.61 (NSD) celebrated the contributions of Sustainable Communities Initiative (SCI) by presenting them the Alberta School Boards Association (ASBA) Zone One Friends of Education Award. The award recognizes individuals and organizations in the community who have made a special contribution to education in Alberta. SCI is a partnership between oil sands companies (Conoco Phillips, Nexen, Statoil and Suncor Energy), the communities of Janvier and Fort Chipewyan and partner organizations. They focus on building community capacity to bring about positive change with a focus on experiential education.

"It was a wonderful surprise to hear of the nomination," said Chantale Campbell, SCI Lead at Conoco Phillips. "SCI is such a wonderful and unique approach to true multi-stakeholder collaboration in support of youth empowerment and success in life, we are so honoured that it is being recognized. *Walking in Two Worlds* is what we strive for, with a moccasin on one foot and a sneaker on the other. The efforts of the many people involved to integrate experiential learning at Father R. Perin School and Athabasca Delta Community School are admirable. Our



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momentum continues to build, we look forward to the future of youth leadership and authentic collaboration within our communities."

Donna Barrett, Superintendent of Schools says SCI has developed a successful model for engaging communities through respecting traditional ways.

"SCI has demonstrated the belief that education is an essential ingredient to creating a healthy community," said Barrett. "They work with schools to provide authentic learning experiences so students can know and be proud of their community as well as being prepared to contribute to the larger society."

The work by SCI has resulted in the development of youth led groups, experiential learning training for educators, community gatherings to help school staff understand the communities where they work and live and experiential learning trips such as Camp Voyageur <http://adcs.ca/about/school-news/post/grade-8-9-camp-voyageur-field-trip-2015>.

Sustainable Communities Initiative received recognition today (September 24, 2015) at the ASBA Zone One Fall Award Ceremony with nominees from other school divisions in Alberta. The ceremony was held at the Sawridge Inn in Peace River.

For more information please contact:

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



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NSD Edwin Parr Nominee Recognized at ASBA Fall Award Ceremony

For immediate release – September 24, 2015



Left to right: Kelly Cunningham, Erica Cunningham, Noah Cunningham, Barb Laderoute, Gift Lake School Principal



Left to right: Erica Cunningham and Donna Barrett, Superintendent of Schools

Northland School Division No.61 (NSD) had another reason to celebrate today (September 24, 2015) at the Alberta School Boards Association (ASBA) Zone One Fall Award Ceremony. Erica Cunningham, Gift Lake School Teacher, received recognition from the ASBA for her Edwin Parr Teacher Award nomination. The Edwin Parr Teacher Award recognizes first year teachers that demonstrate exemplary dedication and commitment to the field of education.

“When I first heard that I had been nominated for this award [Edwin Parr Teacher Award], I was surprised,” said Cunningham. “However, after I processed the information, I knew that it was a confirmation of my chosen career path.”

Cunningham, a mother of five children and originally from the community, worked at Gift Lake School for several years as a special needs assistant before completing a Bachelor of Arts and a Bachelor of Education at the Kings University College. Following in her mother’s footsteps, she says she is fortunate to begin her career in familiar territory.



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"Being a community member from Gift Lake has definitely helped me as a first year teacher because I know the children and their families," said Cunningham. "It is beneficial for both me and my students that I can converse with them in the Cree language. Although most students do not speak the language, they do hear it in their home and can often times understand what I am saying to them. I think using my language in our classroom helps to instill a positive image on the Cree culture which in turn will give a sense of identity for our students of Gift Lake."

Delores Pruden-Barrie, former Director of First Nations, Métis and Inuit (FNMI) of Education for NSD, was involved in nominating Erica. She says students are fortunate to have a confident grade 4-5 teacher.

"As I observed Erica, she really inspired me to reflect on the teaching profession and the great memorable things for change," said Pruden-Barrie. "She has the ability to make students think and feel confident."

Donna Barrett, Superintendent of Schools, says Erica has a bright future with NSD.

"Erica is a strong and dedicated teacher who understands and advocates for her students," said Barrett. "She is a very deserving recipient."

Erica celebrated the Edwin Parr Teacher Award nomination with other recipients in Zone One at the Sawridge Inn in Peace River.

For more information please contact:

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

June 2015 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%
Anzac Community School	23 (85%)	11 (17%)	15 (23%)	10 (15%)	2 (3%)	1 (2%)	3 (5%)
ADCS	22 (9%)	7 (3%)	38 (15%)	26 (11%)	33 (13%)	25 (10%)	96 (39%)
Bill Woodward School	38 (32%)	36 (31%)	18 (15%)	16 (14%)	5 (4%)	2 (2%)	3 (3%)
Bishop Routhier School	10 (14%)	10 (14%)	18 (24%)	10 (14%)	7 (9%)	10 (14%)	9 (12%)
Calling Lake School	17 (13%)	12 (9%)	32 (25%)	19 (15%)	14 (11%)	12 (9%)	21 (17%)
Chipewyan Lake School	8 (36%)	8 (36%)	3 (14%)	2 (9%)	1 (5%)	0 (0%)	0 (0%)
Conklin Community School	21 (66%)	7 (22%)	3 (9%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)
Dr. Mary Jackson School	9 (26%)	6 (17%)	13 (37%)	0 (0%)	6 (17%)	1 (3%)	0 (0%)
Elizabeth School	70 (47%)	34 (23%)	25 (17%)	13 (9%)	3 (2%)	0 (0%)	3 (2%)
Father R. Perin School	7 (9%)	11 (14%)	16 (21%)	15 (19%)	6 (8%)	8 (10%)	14 (18%)
Fort McKay School	51 (53%)	20 (21%)	15 (15%)	5 (5%)	3 (3%)	3 (3%)	0 (0%)
Gift Lake School	54 (30%)	9 (5%)	38 (21%)	23 (13%)	14 (8%)	14 (8%)	27 (15%)
Grouard Northland School	20 (21%)	11 (12%)	23 (24%)	13 (14%)	13 (14%)	2 (2%)	12 (13%)
Hillview School	6 (23%)	4 (15%)	3 (12%)	4 (15%)	5 (19%)	1 (4%)	3 (12%)
JF Dion School	21 (29%)	18 (25%)	21 (29%)	5 (7%)	2 (3%)	2 (3%)	3 (4%)
Kateri School	13 (15%)	17 (20%)	14 (16%)	9 (11%)	9 (11%)	4 (5%)	19 (22%)
Little Buffalo School	9 (4%)	18 (9%)	20 (10%)	23 (11%)	25 (12%)	31 (15%)	80 (39%)
Mistassiniy School	60 (19%)	40 (13%)	55 (17%)	26 (8%)	31 (10%)	17 (5%)	88 (28%)
Paddle Prairie School	47 (40%)	18 (15%)	21 (18%)	18 (15%)	3 (3%)	4 (3%)	7 (6%)
Peerless Lake School	48 (37%)	3 (2%)	40 (31%)	16 (12%)	10 (8%)	1 (1%)	11 (9%)
Pelican Mountain School	0 (0%)	3 (18%)	8 (47%)	1 (6%)	2 (12%)	1 (6%)	2 (12%)
St. Theresa School	87 (21%)	61 (15%)	113 (27%)	53 (13%)	41 (10%)	21 (5%)	39 (9%)
Susa Creek School	12 (26%)	8 (17%)	14 (30%)	6 (13%)	2 (4%)	4 (9%)	1 (2%)
Total (Average)	28 (26%)	16 (16%)	25 (22%)	14 (11%)	10 (8%)	7 (5%)	19 (12%)

Career Pathways School	5 (7%)	1 (1%)	4 (6%)	7 (10%)	2 (3%)	7 (10%)	44 (63%)
Calling Lake Outreach	0 (0%)	0 (0%)	1 (9%)	1 (9%)	2 (18%)	0 (0%)	7 (64%)

DIVISION ATTENDANCE SEPTEMBER 2014

ECS	850	33	49	28	14	10	9	293
Gr. 1	143	42	44	25	19	10	5	288
Gr. 2	151	31	55	25	10	6	4	282
Gr. 3	127	38	53	13	9	3	2	245
Gr. 4	127	28	29	30	12	4	5	235
Gr. 5	126	34	29	25	15	7	10	246
Gr. 6	118	29	49	20	9	7	6	238
Gr. 7	107	29	36	23	10	2	13	220
Gr. 8	87	31	32	30	12	6	12	210
Gr. 9	55	20	32	18	7	4	23	159
Gr.10	53	17	27	21	10	12	26	176
Gr. 11	50	7	25	10	14	9	31	146
Gr. 12	48	17	21	16	20	13	16	151
Students Totals	1852	356	481	284	161	93	162	2889

DIVISION ATTENDANCE OCTOBER 2014

							Below 50%	Total
ECS	887	35	64	31	12	7	11	297
Gr. 1	119	43	56	31	16	8	12	285
Gr. 2	125	47	51	27	15	5	4	274
Gr. 3	135	31	43	22	7	2	4	244
Gr. 4	126	26	43	15	14	6	5	235
Gr. 5	109	31	41	31	13	7	10	242
Gr. 6	110	34	40	24	13	6	8	235
Gr. 7	92	37	35	19	17	7	13	220
Gr. 8	70	35	37	28	13	8	20	211
Gr. 9	41	25	37	22	12	4	30	171
Gr.10	49	13	29	20	15	10	48	184
Gr. 11	33	15	9	18	20	12	39	146
Gr. 12	33	22	19	21	14	11	36	156
Student Totals	1879	394	504	309	181	93	240	2900

DIVISION ATTENDANCE NOVEMBER 2014

							Under 50%	Total
ECS	107	45	62	31	19	13	20	297
Gr. 1	91	49	69	29	25	10	19	292
Gr. 2	105	42	63	27	21	10	11	279
Gr. 3	82	54	53	25	14	9	8	245
Gr. 4	77	52	43	29	16	8	9	234
Gr. 5	73	52	50	23	19	8	17	242
Gr. 6	75	54	48	16	15	9	14	231
Gr. 7	56	33	57	35	13	13	11	218
Gr. 8	33	28	53	28	21	19	23	205
Gr. 9	32	23	24	19	14	8	36	156
Gr. 10	25	10	30	22	23	17	52	179
Gr. 11	22	8	12	16	17	13	52	140
Gr. 12	21	8	17	21	30	11	43	151
Student Totals	799	458	581	321	247	148	315	2869

DIVISION ATTENDANCE DECEMBER 2014

							Under 50%	Total
ECS	52	48	66	36	33	22	40	297
Gr. 1	61	40	57	54	27	18	35	292
Gr. 2	66	52	61	39	33	11	18	280
Gr. 3	54	52	48	43	21	9	18	245
Gr. 4	60	53	51	17	27	11	15	234
Gr. 5	65	49	38	32	20	11	27	242
Gr. 6	58	46	44	27	16	14	26	231
Gr. 7	49	28	52	27	19	13	30	218
Gr. 8	35	31	30	23	27	15	44	205
Gr. 9	33	14	29	18	14	14	45	167
Gr. 10	34	9	21	19	18	8	70	179
Gr. 11	18	10	16	12	16	7	61	140
Gr. 12	17	9	23	16	25	17	47	154
Student Totals	602	441	536	363	296	170	476	2884

DIVISION ATTENDANCE JANUARY 2015

	92	17	61	37	27	24	43	301
ECS	92	17	61	37	27	24	43	301
Gr. 1	88	22	60	49	29	23	22	293
Gr. 2	93	18	66	40	28	11	19	275
Gr. 3	83	15	62	37	25	10	10	242
Gr. 4	102	18	49	23	25	10	8	235
Gr. 5	86	21	43	37	18	20	18	243
Gr. 6	84	25	46	30	18	10	15	228
Gr. 7	68	20	52	28	20	10	20	218
Gr. 8	49	23	25	36	19	16	36	204
Gr. 9	43	13	25	24	11	12	26	154
Gr. 10	51	12	18	17	10	9	64	181
Gr. 11	31	5	11	9	10	12	58	136
Gr. 12	41	15	13	16	14	13	48	160
Student Totals	911	228	531	383	254	180	387	2870

DIVISION ATTENDANCE FEBRUARY 2015

	64	43	68	39	31	24	34	303
ECS	64	43	68	39	31	24	34	303
Gr. 1	77	45	59	44	24	20	22	291
Gr. 2	74	47	61	39	26	10	19	276
Gr. 3	69	52	43	33	21	15	12	245
Gr. 4	77	49	54	23	14	13	8	238
Gr. 5	71	42	49	30	18	9	20	239
Gr. 6	70	34	46	29	19	12	15	225
Gr. 7	79	34	42	21	21	10	17	224
Gr. 8	51	28	34	32	25	11	26	207
Gr. 9	51	13	24	16	13	16	28	161
Gr. 10	39	18	22	22	16	16	33	166
Gr. 11	35	12	18	11	8	11	28	123
Gr. 12	45	16	20	18	10	12	27	148
Student Totals	802	433	540	357	246	179	289	2846

DIVISION ATTENDANCE MARCH 2015

	96	37	65	46	24	16	21	305
ECS	96	37	65	46	24	16	21	305
Gr. 1	85	37	61	34	26	15	28	286
Gr. 2	93	38	67	35	19	12	10	274
Gr. 3	88	29	53	34	19	10	12	245
Gr. 4	88	29	53	34	16	11	7	238
Gr. 5	83	24	45	23	33	14	20	242
Gr. 6	75	27	51	36	18	7	13	227
Gr. 7	78	20	46	22	15	14	27	222
Gr. 8	51	25	40	33	13	13	32	207
Gr. 9	39	8	34	16	10	12	41	160
Gr. 10	43	13	20	18	13	11	46	164
Gr. 11	30	7	15	12	10	4	41	119
Gr. 12	33	3	27	15	13	12	45	148
Student Totals	882	297	577	358	229	151	343	2837

DIVISION ATTENDANCE APRIL 2015

	80% - 94%	65% - 79%	50% - 64%	35% - 49%	20% - 34%	Below 19%	0%	Total
ECS	78	59	72	40	26	10	19	304
Gr. 1	89	58	57	22	20	16	27	289
Gr. 2	80	52	69	29	26	10	9	275
Gr. 3	74	49	60	25	12	9	15	244
Gr. 4	80	41	58	22	21	13	12	242
Gr. 5	51	49	62	27	22	12	18	241
Gr. 6	55	39	55	32	21	10	15	227
Gr. 7	57	31	43	35	17	7	33	223
Gr. 8	80	22	50	39	14	18	33	206
Gr. 9	28	16	21	14	16	21	30	146
Gr. 10	25	14	24	12	15	13	54	157
Gr. 11	22	7	17	1	11	14	45	117
Gr. 12	26	7	23	10	9	7	56	138
Student Totals	695	444	606	308	230	160	366	2809

DIVISION ATTENDANCE MAY 2015

	80% - 94%	65% - 79%	50% - 64%	35% - 49%	20% - 34%	Below 19%	0%	Total
ECS	114	25	63	37	24	20	26	309
Gr. 1	109	19	68	28	22	14	28	288
Gr. 2	109	33	45	41	18	14	17	277
Gr. 3	92	28	58	28	14	5	19	244
Gr. 4	96	27	50	25	23	11	12	244
Gr. 5	92	23	42	31	23	11	20	242
Gr. 6	74	33	53	27	12	14	18	231
Gr. 7	45	23	53	27	25	16	32	221
Gr. 8	42	15	40	37	17	17	37	205
Gr. 9	31	9	36	19	15	10	42	162
Gr. 10	27	9	13	16	15	15	58	153
Gr. 11	28	1	9	5	13	9	51	116
Gr. 12	30	6	15	7	10	7	61	136
Student Totals	889	251	545	328	231	163	421	2828

DIVISION ATTENDANCE JUNE 2015

	80% - 94%	65% - 79%	50% - 64%	35% - 49%	20% - 34%	Below 19%	0%	Total
ECS	80	50	74	30	26	15	32	307
Gr. 1	55	30	74	32	29	21	46	287
Gr. 2	80	38	53	39	21	12	33	276
Gr. 3	63	31	64	36	18	11	21	244
Gr. 4	57	34	63	37	17	15	22	245
Gr. 5	55	34	45	35	26	11	37	243
Gr. 6	49	35	52	26	22	18	30	232
Gr. 7	57	38	42	22	16	13	33	221
Gr. 8	50	31	32	17	20	17	38	205
Gr. 9	31	18	29	17	18	10	40	163
Gr. 10	39	9	21	8	12	8	56	153
Gr. 11	22	12	9	8	5	13	47	116
Gr. 12	20	13	13	14	11	7	57	135
Student Totals	658	373	571	321	241	171	492	2827

2014-2015 Division Attendance

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%
September	1352 (47%)	356 (12%)	481 (17%)	284 (10%)	161 (6%)	93 (3%)	162 (6%)
October	1179 (41%)	394 (14%)	504 (17%)	309 (11%)	181 (6%)	93 (3%)	240 (8%)
November	799 (28%)	458 (16%)	581 (20%)	321 (11%)	247 (9%)	148 (5%)	315 (11%)
December	602 (21%)	441 (15%)	536 (19%)	363 (13%)	296 (10%)	170 (6%)	476 (17%)
January	911 (32%)	228 (8%)	531 (19%)	383 (13%)	254 (9%)	180 (6%)	387 (13%)
February	802 (28%)	433 (15%)	540 (19%)	357 (13%)	246 (9%)	179 (6%)	289 (10%)
March	882 (31%)	297 (10%)	577 (20%)	358 (13%)	229 (8%)	151 (5%)	343 (12%)
April	695 (25%)	444 (16%)	606 (22%)	308 (11%)	230 (8%)	160 (6%)	366 (13%)
May	889 (31%)	251 (9%)	545 (19%)	328 (12%)	231 (8%)	163 (6%)	421 (15%)
June	658 (23%)	373 (13%)	571 (20%)	321 (11%)	241 (9%)	171 (6%)	492 (17%)
Total (Average)	877 (31%)	368 (13%)	547 (19%)	333 (12%)	232 (8%)	151 (5%)	349 (12%)



Chairman's Report October 2, 2015

August, 2015

18	Gift Lake	Gift Lake New School Meeting with Alberta Infrastructure, Marshall-Lee Contractors, Group 2 Architects, Northland School Division and Gift Lake Metis Settlement CAO
	Wabasca	Travel/Overnight
19	Wabasca	Northland School Division New Teacher Orientation Personnel Committee Meeting Education Committee Meeting Finance/Maintenance/Transportation Committee Meeting Agenda Review
20	Wabasca	Northland School Division New Teacher Orientation Northland School Division Administrators' Meeting
	Martin Lake	Facility Tour with Alberta Education Director
24	Gift Lake	Community Meeting; Re: Long-Term Governance and Funding Arrangements Agreement (LTA) Specifically Education, What We Heard Report
25	Peace River	Office Preparation For Meeting with The Minister Of Education Calls/Correspondence
28	Peace River	Northland School Division Corporate Board Meeting
29	Peace River	Northland School Division Corporate Board Meeting
31	Edmonton	Northland School Division No.61 Policy 1 Committee Meeting

September, 2015

1	Edmonton	Northland School Division Policy 1 Committee Meeting
2 (PM)	Grande Prairie	Meeting with Assistant Deputy Minister Travel/Overnight
3	Grande Prairie	Meeting with the Minister Of Education (Zone 1)
4 (PM)	Edmonton	Meeting with the CEO, Kee Tas Kee Now Tribal Council
8	Gift Lake	Meeting; Re: Gift Lake School Construction deficiencies with Group 2 Architects, Proposal to Address Drainage Issues
9 (PM)	Edmonton	Meeting with Capital Planning, Alberta Education; Re: Gift Lake School Drainage Proposal
10	Lacombe	Funeral Former Employee of Northland School Division
11 (PM)	Edmonton	Meeting with Alberta Education, Assistant Deputy Minister Meeting with Alberta Infrastructure; Re: Drainage Proposal for Gift Lake School
14 (PM)	Edmonton	McLennan-Ross Legal; Re: Joint Use Agreement Northland School Division, Gift Lake Metis Settlement and Northern Lakes College
15 (PM)	Peace River	Travel
16	Peace River	Education Committee Meeting Personnel Committee Meeting Finance/Maintenance/Transportation Committee Meeting Agenda Review
17	Peace River	Office – Maintenance -Filing -Scheduling, etc
18	Edmonton	Alberta Education; Teacher Bargaining Model Consultations

NORTHLAND SCHOOL DIVISION NO. 61
 BOARD REPORT
 2014/2015 SCHOOL YEAR
 PERIOD ENDING - AUGUST 31, 2015

	ACTUAL	BUDGET	VARIANCE
<u>ELECTIONS</u>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	60.00	-	-
LEGAL FEES	6,271.27	-	-
POSTAGE--ELECTIONS	-	-	-
INSERVICE--ELECTIONS	-	-	-
RENUMERATION--ELECTIONS	2,116.25	80,000.00	77,883.75
TRAVEL & SUBSISTENCE--ELECTIONS	1,517.09	-	(1,517.09)
PRINTING & BINDING--ELECTIONS	958.62	-	(958.62)
ADVERTISING--ELECTIONS	5,042.62	-	(5,042.62)
OFFICE SUPPLIES--ELECTIONS	25.17	-	(25.17)
SUB-TOTAL	15,991.02	80,000.00	70,340.25
<u>COMMITTEES</u>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE - PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE - EDUCATION	-	10,000.00	10,000.00
TRAVEL & SUBSISTENCE - FINANCE	-	-	-
TRAVEL & SUBSISTENCE - NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE - PAC	-	-	-
TRAVEL & SUBSISTENCE - AD HOC	16,906.05	60,000.00	43,093.95
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	819.96	-	(819.96)
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	9,360.65	-	(9,360.65)
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	29,901.03	-	(29,901.03)
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
SUB-TOTAL	56,987.69	70,000.00	13,012.31
<u>OTHER EXPENSES</u>			
REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	3,559.08	4,000.00	440.92
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	159,913.94	200,000.00	40,086.06
IN-SERVICE - BOARD	386.24	90,000.00	89,613.76
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	18,755.25	25,000.00	6,244.75
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	200.40	-	(200.40)
TELEPHONE - TRUSTEE	2,400.18	3,000.00	599.82
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	65,643.96	80,000.00	14,356.04
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	1,302.29	-	(1,302.29)
TRAVEL & SUBSISTENCE - RETREAT	265.81	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	35,221.87	38,000.00	2,778.13
PRINTING & BINDING	4,807.51	3,500.00	(1,307.51)
INSURANCE - BOARD OF TRUSTEES	169.14	250.00	80.86
ADVERTISING - BOARD	667.66	3,000.00	2,332.34
OFFICE SUPPLIES	927.37	5,000.00	4,072.63
AWARDS	26,756.28	25,000.00	(1,756.28)
POSTAGE - BOARD	2,099.12	4,000.00	1,900.88
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	323,076.10	481,750.00	158,939.71
TOTAL	396,054.81	631,750.00	242,292.27

NORTHLAND SCHOOL DIVISION NO. 61
 BOARD REPORT
 2014/2015 SCHOOL YEAR
 PERIOD ENDING - SEPTEMBER 29, 2015

	ACTUAL	BUDGET	VARIANCE
<u>ELECTIONS</u>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS-TRUSTEES	-	-	-
LEGAL FEES	-	-	-
POSTAGE-ELECTIONS	-	-	-
INSERVICE-ELECTIONS	-	-	-
RENUMERATION-ELECTIONS	-	80,000.00	80,000.00
TRAVEL & SUBSISTENCE-ELECTIONS	-	-	-
PRINTING & BINDING-ELECTIONS	-	-	-
ADVERTISING-ELECTIONS	-	-	-
OFFICE SUPPLIES-ELECTIONS	-	-	-
SUB-TOTAL	-	80,000.00	80,000.00
<u>COMMITTEES</u>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE - PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE - EDUCATION	-	-	-
TRAVEL & SUBSISTENCE - FINANCE	-	-	-
TRAVEL & SUBSISTENCE - NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE - PAC	-	-	-
TRAVEL & SUBSISTENCE - AD HOC	-	-	-
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	-	-	-
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	462.03	-	(462.03)
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
SUB-TOTAL	462.03	-	(462.03)
<u>OTHER EXPENSES</u>			
REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	4,000.00	4,000.00
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	-	25,000.00	25,000.00
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	200.40	-	(200.40)
TELEPHONE - TRUSTEE	-	3,000.00	3,000.00
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	-	40,000.00	40,000.00
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	1,302.29	-	(1,302.29)
TRAVEL & SUBSISTENCE - RETREAT	265.81	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	-	38,000.00	38,000.00
PRINTING & BINDING	-	3,500.00	3,500.00
INSURANCE - BOARD OF TRUSTEES	-	250.00	250.00
ADVERTISING - BOARD	-	3,000.00	3,000.00
OFFICE SUPPLIES	8.40	5,000.00	4,991.60
AWARDS	-	25,000.00	25,000.00
POSTAGE - BOARD	-	4,000.00	4,000.00
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	1,776.90	411,750.00	410,238.91
TOTAL	2,238.93	491,750.00	489,776.88

**NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2014/2015 SCHOOL YEAR
PERIOD ENDING - AUGUST 31, 2015**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended	
				Budget	Difference
<u>Anzac</u>					
Quarterly Honorarium	-	1,888.75	1,888.75	4,920.00	3,031.25
Travel & Subsistence	-	-	-	5,032.00	5,032.00
In - Service	-	-	-	-	-
Prior Year Carryover	-	-	-	2,662.30	2,662.30
Casual Labour, Supplies & Awards	-	3,096.01	3,096.01	250.00	(2,846.01)
Total	-	4,984.76	4,984.76	12,864.30	7,879.54
					38.7%
<u>Athabasca Delta</u>					
Quarterly Honorarium	-	3,106.77	3,106.77	4,920.00	1,813.23
Travel & Subsistence	-	5,559.06	5,559.06	5,340.00	(219.06)
In - Service	-	-	-	-	-
Prior Year Carryover	-	-	-	7,420.88	7,420.88
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00
Total	-	8,665.83	8,665.83	17,930.88	9,265.05
					48.3%
<u>Bishop Routhier</u>					
Quarterly Honorarium	-	3,106.77	3,106.77	4,920.00	1,813.23
Travel & Subsistence	-	5,559.98	5,559.98	1,992.00	(3,567.98)
In - Service	-	-	-	-	-
Prior Year Carryover	-	-	-	1,234.38	1,234.38
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00
Total	-	8,666.75	8,666.75	8,396.38	(270.37)
					103.2%
<u>Calling Lake</u>					
Quarterly Honorarium	-	3,038.10	3,038.10	4,920.00	1,881.90
Travel & Subsistence	-	-	-	3,060.00	3,060.00
In - Service	-	-	-	-	-
Prior Year Carryover	-	-	-	4,943.17	4,943.17
Casual Labour, Supplies & Awards	-	94.34	94.34	250.00	155.66
Total	-	3,132.44	3,132.44	13,173.17	10,040.73
					23.8%
<u>Chipewyan Lakes</u>					
Quarterly Honorarium	-	2,747.75	2,747.75	4,920.00	2,172.25
Travel & Subsistence	-	-	-	2,740.00	2,740.00
In - Service	-	-	-	-	-
Prior Year Carryover	-	-	-	4,961.85	4,961.85
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00
Total	-	2,747.75	2,747.75	12,871.85	10,124.10
					21.3%
<u>Conklin</u>					
Quarterly Honorarium	-	3,952.37	3,952.37	4,920.00	967.63
Travel & Subsistence	-	-	-	4,144.00	4,144.00
In - Service	-	-	-	-	-
Prior Year Carryover	-	-	-	4,006.36	4,006.36
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00
Total	-	3,952.37	3,952.37	13,320.36	9,367.99
					29.7%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended		
				Budget	Difference	
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	-	5,160.25	5,160.25	4,920.00	(240.25)	71.9%
Travel & Subsistence			-	2,184.00	2,184.00	
In - Service			-		-	
Prior Year Carryover			-	1,201.81	1,201.81	
Casual Labour, Supplies & Awards		992.58	992.58	250.00	(742.58)	
Total	-	6,152.83	6,152.83	8,555.81	2,402.98	
<u>East Prairie</u>						
Quarterly Honorarium	-	4,919.00	4,919.00	4,920.00	1.00	67.4%
Travel & Subsistence		200.00	200.00	2,128.00	1,928.00	
In - Service			-		-	
Prior Year Carryover			-	461.52	461.52	
Casual Labour, Supplies & Awards		111.80	111.80	250.00	138.20	
Total	-	5,230.80	5,230.80	7,759.52	2,528.72	
<u>Elizabeth</u>						
Quarterly Honorarium	-	3,822.71	3,822.71	4,920.00	1,097.29	41.0%
Travel & Subsistence		1,196.07	1,196.07	3,816.00	2,619.93	
In - Service			-		-	
Prior Year Carryover			-	3,703.01	3,703.01	
Casual Labour, Supplies & Awards		182.60	182.60	250.00	67.40	
Total	-	5,201.38	5,201.38	12,689.01	7,487.63	
<u>Father R Perin</u>						
Quarterly Honorarium	-	4,850.36	4,850.36	4,920.00	69.64	66.3%
Travel & Subsistence		3,018.38	3,018.38	4,144.00	1,125.62	
In - Service			-		-	
Prior Year Carryover			-	3,365.39	3,365.39	
Casual Labour, Supplies & Awards		540.76	540.76	250.00	(290.76)	
Total	-	8,409.50	8,409.50	12,679.39	4,269.89	
<u>Fort McKay</u>						
Quarterly Honorarium	-	2,942.00	2,942.00	4,920.00	1,978.00	23.7%
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	6,372.00	6,372.00	
Casual Labour, Supplies & Awards		782.30	782.30	250.00	(532.30)	
Total	-	3,724.30	3,724.30	15,686.00	11,961.70	
<u>Gift Lake</u>						
Quarterly Honorarium	-	5,271.59	5,271.59	4,920.00	(351.59)	54.6%
Travel & Subsistence		298.48	298.48	2,292.00	1,993.52	
In - Service			-		-	
Prior Year Carryover			-	2,741.49	2,741.49	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	5,570.07	5,570.07	10,203.49	4,633.42	
<u>Grouard</u>						
Quarterly Honorarium	-	2,373.53	2,373.53	4,920.00	2,546.47	31.3%
Travel & Subsistence		43.56	43.56	2,028.00	1,984.44	
In - Service			-		-	
Prior Year Carryover			-	1,123.41	1,123.41	
Casual Labour, Supplies & Awards		191.31	191.31	250.00	58.69	
Total	-	2,608.40	2,608.40	8,321.41	5,713.01	

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>J.F. Dion</u>						
Quarterly Honorarium	-	4,677.75	4,677.75	4,920.00	242.25	
Travel & Subsistence		60.96	60.96	4,052.00	3,991.04	
In - Service			-		-	
Prior Year Carryover			-	3,144.60	3,144.60	
Casual Labour, Supplies & Awards		969.34	969.34	250.00	(719.34)	
Total	-	5,708.05	5,708.05	12,366.60	6,658.55	46.2%
<u>Kateri</u>						
Quarterly Honorarium	-	2,539.93	2,539.93	4,920.00	2,380.07	
Travel & Subsistence		-	-	2,416.00	2,416.00	
In - Service			-		-	
Prior Year Carryover			-	2,765.25	2,765.25	
Casual Labour, Supplies & Awards		100.96	100.96	250.00	149.04	
Total	-	2,640.89	2,640.89	10,351.25	7,710.36	25.5%
<u>Little Buffalo</u>						
Quarterly Honorarium	-	5,354.50	5,354.50	4,920.00	(434.50)	
Travel & Subsistence		1,439.75	1,439.75	1,880.00	440.25	
In - Service			-		-	
Prior Year Carryover			-	1,050.64	1,050.64	
Casual Labour, Supplies & Awards		1,741.72	1,741.72	250.00	(1,491.72)	
Total	-	8,535.97	8,535.97	8,100.64	(435.33)	105.4%
<u>Mistassiniy</u>						
Quarterly Honorarium	-	4,630.75	4,630.75	4,920.00	289.25	
Travel & Subsistence		331.27	331.27	2,836.00	2,504.73	
In - Service			-		-	
Prior Year Carryover			-	1,864.66	1,864.66	
Casual Labour, Supplies & Awards		3,868.48	3,868.48	250.00	(3,618.48)	
Total	-	8,830.50	8,830.50	9,870.66	1,040.16	89.5%
<u>Paddle Prairie</u>						
Quarterly Honorarium	-	3,448.01	3,448.01	4,920.00	1,471.99	
Travel & Subsistence		620.00	620.00	2,288.00	1,668.00	
In - Service			-		-	
Prior Year Carryover			-	3,517.80	3,517.80	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	4,068.01	4,068.01	10,975.80	6,907.79	37.1%
<u>Peerless Lake</u>						
Quarterly Honorarium	-	5,026.00	5,026.00	4,920.00	(106.00)	
Travel & Subsistence		1,544.85	1,544.85	2,340.00	795.15	
In - Service			-		-	
Prior Year Carryover			-	230.65	230.65	
Casual Labour, Supplies & Awards		1,081.00	1,081.00	250.00	(831.00)	
Total	-	7,651.85	7,651.85	7,740.65	88.80	98.9%
<u>Pelican Mountain</u>						
Quarterly Honorarium	-	2,989.00	2,989.00	4,920.00	1,931.00	
Travel & Subsistence		886.68	886.68	3,096.00	2,209.32	
In - Service			-		-	
Prior Year Carryover			-	3,454.97	3,454.97	
Casual Labour, Supplies & Awards		1,501.32	1,501.32	250.00	(1,251.32)	
Total	-	5,377.00	5,377.00	11,720.97	6,343.97	45.9%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed			Percent Expended
				Budget	Difference	
<u>St. Theresa</u>						
Quarterly Honorarium	-	4,677.75	4,677.75	4,920.00	242.25	
Travel & Subsistence		200.00	200.00	2,860.00	2,660.00	
In - Service			-		-	
Prior Year Carryover			-	(284.48)	(284.48)	
Casual Labour, Supplies & Awards		1,508.86	1,508.86	250.00	(1,258.86)	
Total	-	6,386.61	6,386.61	7,745.52	1,358.91	82.5%
<u>Susa Creek</u>						
Quarterly Honorarium	-	2,042.68	2,042.68	4,920.00	2,877.32	
Travel & Subsistence		596.19	596.19	2,984.00	2,387.81	
In - Service			-		-	
Prior Year Carryover			-	3,275.00	3,275.00	
Casual Labour, Supplies & Awards		705.96	705.96	250.00	(455.96)	
Total	-	3,344.83	3,344.83	11,429.00	8,084.17	29.3%
GRAND TOTAL	-	121,590.89	121,590.89	244,752.66	123,161.77	

TOTAL NUMBER OF LSBC WITHIN BUDGET	20	123,867.47
TOTAL NUMBER OF LSBC OVER BUDGET	2	(705.70)
TOTAL NUMBER OF LSBC	22	123,161.77

NORTHLAND SCHOOL DIVISION NO. 61
 LOCAL SCHOOL BOARD COMMITTEE REPORT
 2015/2016 SCHOOL YEAR
 PERIOD ENDING - SEPTEMBER 29, 2015

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
Anzac						
Quarterly Honorarium	-	-	-	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	
Total	-	-	-	18,081.54	18,081.54	0.0%
Athabasca Delta						
Quarterly Honorarium	-	-	-	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	
Total	-	-	-	19,775.05	19,775.05	0.0%
Bishop Routhier						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence		-	-	1,992.00	1,992.00	
In - Service			-		-	
Prior Year Carryover			-	(270.37)	(270.37)	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	-	-	-	6,891.63	6,891.63	0.0%
Calling Lake						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence			-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-	10,040.73	10,040.73	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	-	-	-	18,270.73	18,270.73	0.0%
Chipewyan Lakes						
Quarterly Honorarium	-	-	-	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	
Total	-	-	-	18,034.10	18,034.10	0.0%
Conklin						
Quarterly Honorarium	-	-	-	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	
Total	-	-	-	18,681.99	18,681.99	0.0%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed			Percent Expended
				Budget	Difference	
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence			-	2,184.00	2,184.00	
In - Service			-		-	
Prior Year Carryover			-	2,402.98	2,402.98	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	-	-	-	9,756.98	9,756.98	0.0%
<u>East Prairie</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence			-	2,128.00	2,128.00	
In - Service			-		-	
Prior Year Carryover			-	2,528.72	2,528.72	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	-	-	-	9,826.72	9,826.72	0.0%
<u>Elizabeth</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence			-	2,128.00	2,128.00	
In - Service			-		-	
Prior Year Carryover			-	7,487.63	7,487.63	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	-	-	-	14,785.63	14,785.63	0.0%
<u>Father R Perin</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
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	
Total	-	-	-	13,583.89	13,583.89	0.0%
<u>Fort McKay</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
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	
Total	-	-	-	21,275.70	21,275.70	0.0%
<u>Gift Lake</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence			-	2,292.00	2,292.00	
In - Service			-		-	
Prior Year Carryover			-	4,633.42	-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	-	-	-	12,095.42	12,095.42	0.0%
<u>Grouard</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence			-	2,292.00	2,292.00	
In - Service			-		-	
Prior Year Carryover			-	5,713.01	5,713.01	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	-	-	-	13,175.01	13,175.01	0.0%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed			Percent Expended
				Budget	Difference	
<u>J.F. Dion</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence		-	-	4,052.00	4,052.00	
In - Service			-		-	
Prior Year Carryover			-	6,658.55	6,658.55	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	-	-	15,880.55	15,880.55	0.0%
<u>Kateri</u>						
Quarterly Honorarium	-	-	-	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	
Total	-	-	-	15,296.36	15,296.36	0.0%
<u>Little Buffalo</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence		-	-	1,880.00	1,880.00	
In - Service			-		-	
Prior Year Carryover			-	(435.33)	(435.33)	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	-	-	6,614.67	6,614.67	0.0%
<u>Mistassiniy</u>						
Quarterly Honorarium	-	-	-	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	
Total	-	-	-	9,046.16	9,046.16	0.0%
<u>Paddle Prairie</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence		-	-	2,288.00	2,288.00	
In - Service			-		-	
Prior Year Carryover			-	6,907.79	6,907.79	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	-	-	14,365.79	14,365.79	0.0%
<u>Peerless Lake</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence		-	-	2,340.00	2,340.00	
In - Service			-		-	
Prior Year Carryover			-	88.80	88.80	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	-	-	7,598.80	7,598.80	0.0%
<u>Pelican Mountain</u>						
Quarterly Honorarium	-	-	-	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	
Total	-	-	-	14,609.97	14,609.97	0.0%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended	
				Budget	Difference
St. Theresa					
Quarterly Honorarium	-	-	-	4,920.00	4,920.00
Travel & Subsistence	-	-	-	2,860.00	2,860.00
In - Service	-	-	-	-	-
Prior Year Carryover	-	-	-	1,358.91	1,358.91
Casual Labour, Supplies & Awards	-	138.99	138.99	250.00	111.01
Total	-	138.99	138.99	9,388.91	9,249.92
					1.5%
Susa Creek					
Quarterly Honorarium	-	-	-	4,920.00	4,920.00
Travel & Subsistence	-	-	-	2,984.00	2,984.00
In - Service	-	-	-	-	-
Prior Year Carryover	-	-	-	8,084.17	8,084.17
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00
Total	-	-	-	16,238.17	16,238.17
					0.0%
GRAND TOTAL	-	138.99	138.99	303,273.77	303,134.78

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	303,134.78
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	<u>22</u>	<u>303,134.78</u>

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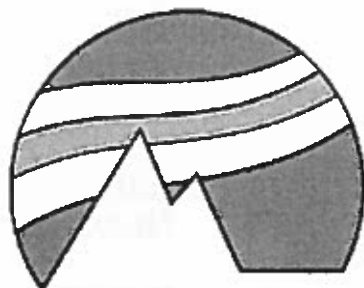
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Association of Alberta**

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THE ADVOCATE

SEPTEMBER 2015

Exciting & Interactive 2015 Fall Events Planned

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.)

- 14th 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.*

Registration closes 09 October 2015! We encourage you to join us by registering for this exciting event, online at:

Register Here

Association Four Year Calendar

Our Four Year Calendar provides you with an outline of our Upcoming Events for 2015 - 2018.

[View Calendar](#)

Safe and Caring Newsletter

See below the August 2015 Safe and Caring Newsletter.

[View Newsletter](#)

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Save the Date Brochure

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.

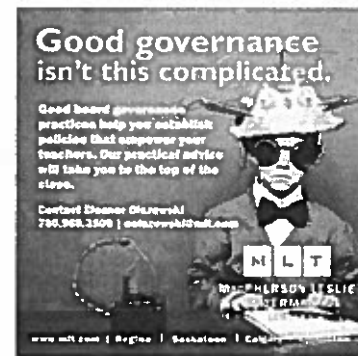
The online questionnaire is open until Friday, October 23, and the report and recommendations will be presented to government by the end of the year. We encourage all Members to take a few moments to complete the survey.

Take the Survey

Hour Zero

School Emergency Training

Our communities rely on school leaders to ensure schools are safe, and students and staff are prepared for any emergency situation. That takes commitment and training.



Join us at preparED® - the premier school emergency training event of the year.

preparED® is an action packed K-12 school emergency preparedness event like no other. From the moment you arrive, you'll be immersed in hands-on activities that will help prepare you to deal with school emergencies. Lots of learning, mixed with fun, at a location that will take your breath away. It's an event you won't want to miss it.

SCHEDULE

NOV 3 Pre-Conference Workshops / Wine and Cheese

NOV 4 Workshops and Live Exercise /West Coast Clambake

NOV 5 Workshops and Live Exercise

Tigh-Na-Mara Conference Centre
1155 Resort Drive
Parksville, BC V9P 2E3
www.tigh-na-mara.com

[Register Here](#)

Upcoming Events

Fall Events

21 - 23 October 2015 - Sutton Place Hotel, Edmonton, AB

[Register Here](#)

November 2015 - Public School Board Council Meeting

13 - 14 November 2015 - DoubleTree by Hilton Hotel, West Edmonton

[Register Here](#)



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Alberta School Boards
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For members of the Alberta School Boards Association

Communications Now

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Tips for a healthier school year

Engage your public through a 'listening session'

Sometimes the best way for a school board to get feedback is not in the board room but in the "living room" – the old-fashioned way, sitting in a circle and sharing ideas.

Although Facebook and blogs are convenient, nothing beats the personal connection you find when you sit down with people in a relaxed setting. In today's electronic frenzy, a school board listening session is different enough to stand out. It also costs almost nothing.

What it is... and how to proceed

A listening session is a chance for community members to have a conversation with their school board members.

Planning guidelines: Conduct several, depending on the issue and size of jurisdiction, with groups including classified staff, teachers, parents, business leaders and senior citizens. Staff and other non-targeted members of the public should be invited to attend to sit outside

the circle and listen in. A good time to have the session is in the evening, but this depends on the community.

Two weeks prior to session: The board chair sends invitations with listening session questions to select group of patrons or staff. This usually involves 20 to 30 invitations, which nets a minimum of a dozen people. Make it clear that the board wants to listen to what the community thinks about a certain topic or the jurisdiction in general and that the feedback will be used to improve communications.

It's important to remember that the board won't be "talking" during this session – only at the end in case folks want to follow up and ask questions.

Two days prior to session: Call to follow up to confirm attendance two days before event.

Evening of event: Location can be in school, library, or even a local business, or church to establish community connection. Set up chairs in a circle with flip charts, or use projector and laptop for a note taker to type notes visible to group. Offer refreshments. Use an outside facilitator

As soon after as possible: Send thank you letters.

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Listening Session agenda sample and script

6 to 6:05 p.m. – Casual welcome and seating. Staff greet guests and show seating arrangement.

Have survey questions available at door. Post questions on flip charts or on an electronic screen.

6:05: Remarks and introductions by board chair (*script*):

Welcome and explain why the board is holding these sessions. Example: “We want to build more understanding and trust in how the jurisdiction spends resources; or how it should use social media to reach out during a crisis, etc.” Note who is present: citizens, chosen as a random sample from throughout the jurisdiction. Emphasize that board members won't be talking – they're just listening.

Thank them for being there. Suggested comment for staff participants: “I hope you already know this, but staff are the most important link we have to the community. You are trusted because you work here. You're often the most credible information about the jurisdiction!”

6:10 to 6:15: Facilitator's remarks (*script*):

I'm very honored to be your facilitator tonight. This board is taking a very positive, brave step – to listen, face-to-face, to your concerns and ideas. We welcome your ideas however you send them – on Facebook, Twitter, email or via text – but sometimes the best way to get to the real issue is by just sitting down to talk. The same goes for administrators, who are sitting in the group and are interested in what you have to say. And, like the board, they won't be **talking**,

either, but if you want to ask questions later, they'll be on hand at the end, along with the board. My role is to keep things on track.

“So, here's how the process will work. We have four questions on the sheet you received when you came in, which were also included in your invitation. We'll start with the first question, with each person taking his or her turn to share. We'll go around the circle, then we'll tackle the next question the same way. Staff will take notes on the computer, so we can see everyone's basic ideas – and notice common themes. If you feel the need to add something to your comments or clarify something we'll take just a minute at the end of each question – but only after everyone has spoken. It's important to allow everyone enough time.

“Here are the ground rules. There are no right or wrong answers. All opinions are valued. Don't worry if your facts are correct. We are not here to correct or confirm anything. This is your time to share, and we want to hear from everyone – if you feel uncomfortable speaking to the group, feel free to use this sheet for your comments and turn them in. The same goes for others attending – we'd like to hear from you, too! The important thing is to be honest.

I'd like to remind everyone this is a public meeting, so please don't bring up any personnel-related subjects, or mention any names, since specific personnel issues, by law, are confidential.

So, let's get started!

First, introductions: How long have you lived here, any kids attending our schools, etc.?

We'll start at this end...to give a moment to collect some thoughts. I'll read the first question:

Please try to keep your comments to less than two minutes, since we've earmarked about 15



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minutes for each question. (Note: the following uses questions created for trust. Create your own, or use these.)

15 minutes

1. On a scale of 1 to five, with five being the highest, how would you rate the school board regarding trust in how it makes budget and spending decisions? Why?

15 minutes

2. What needs to happen in the jurisdiction to increase your trust level? For example, what information would you like? What new things should happen?

15 minutes

3. What is the school board doing now that builds trust?

15 minutes

4. What do you think your role should be in improving trust with the board and jurisdiction in general?

Again, on behalf of your staff and board, thank you for sharing with us tonight. By the end, we'll have heard from parents, staff, senior citizens, and business people. Let's "break up the circle" now and mingle if you have questions – and remember to leave any written comments with us; we'll also have a box by the door.

End by telling them what you plan to do with their feedback, even if it's sharing highlights through websites, social media, reports, etc. Also, if you're creating a report from the event, offer to send it (or an online link).

Contributed by Shannon Priem, communications consultant



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Sample invitation letter to board listening session

Date and year

Dear Robert and Mary Ann:

The _____ School Board wants your opinion. We'd like to invite you to participate in a listening session on Tuesday, April 22 at 6 p.m. in Room 2 at our Support Services Center located at _____. The session will last about 90 minutes.

A listening session is an informal, small-group discussion about your thoughts, opinions and concerns. Our theme will be _____.

A moderator will get the discussion started by asking a few open-ended questions. Unlike regular board meetings, school board members will only listen; they will not speak or ask questions. The purpose is to let board members hear directly from parents, community members, and staff about issues and concerns. After the listening session, there will be time for board members and staff to talk with you in an informal way.

As part of its public engagement plan for the coming year, the Board has scheduled monthly listening sessions with a variety of groups. You are being invited because you are a vital part of our _____ (business, parent, senior, employee, etc.) community.

If you are unable to attend, we understand. However, we hope you will be able to make time in your schedule to participate. Please call _____ by (day/date) and let us know if you can make it.

Let us know if you have any special needs we can address to help you attend the meeting. Thank you for considering this opportunity and we look forward to seeing you there.

Sincerely,

(Your name here)

Board Chair



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Sample thank you letter for listening session

Note: nothing beats a hand-scribbled note on this form letter to a special attendee you want to connect with.

Date and year

Robert Smith

Address

Dear Robert:

On behalf of the _____ School Board, I would like to take this opportunity to thank you for your interest in the _____ School Jurisdiction by attending the School Board Listening Session on _____ .

Please know that our School Board is listening to your concerns and taking your feedback seriously. Your input will help us improve communications with the community next year – and for years to come – as we continue listening to what you think about our school jurisdiction. We welcome the opportunity to hear from a cross section of our citizens and we look forward to your continued involvement.

(Include whether you've posted a report, or will send/post a re-cap of the session)

Sincerely,

Name, Chairperson

_____ School Board



Communications Now

Shaping and developing strong messages

Sometimes ‘messaging’ sounds a little to political to use in a school setting. However, if we get past the idea of shaping messages to “spin” an issue, we understand there can be positives to messaging. Developing messages helps ensure that audiences have the same understanding of an issue and that our messages are effective.

School jurisdictions might consider borrowing the concept of strategic messaging from the world of political campaigns. Well-thought-out, consistent messages will minimize confusion and misinformation and help you persuade people to act in a way that benefits students.

When to message

Political campaigns are all about persuasion. Campaigners are working to persuade you to check a certain box on a ballot. So why don’t they just tell you to how to vote and be done with it? Because people need a reason to take a particular action instead of another and to make a specific choice. Through messaging, campaigns give you memorable, moving reasons to vote for one candidate or issue instead of another.

For a school jurisdiction, messaging should be used when you need to convince people to take a certain action. For instance, you may need to convince parents to send their kids to school more regularly, or fill out forms for your transportation department. You may need to convince non-parents to volunteer in your schools or to slow down in school zones.

Those are the external messages. Your most important messages may be for your internal audiences. There are many things you need to convince jurisdiction staff to act on every year.

Who should shape the messages?

If you have a communications professional on staff or on contract, by all means include them. They have the training to help you quickly and efficiently develop audience-appropriate messages.

If you do not have a communications person, the people closest to the work should cooperate with the people closest to the top of the organization. The leaders know the strategic goals of the board and the community. Those closest to the work know the details for developing and delivering messages.

How to develop messages

The best way to develop messages is to come up with a short answer to each of these questions:

- **Who are we trying to persuade?**
Focus on groups of people, not “everybody.” Focusing on everybody is the same as focusing on nobody. Each group will have different motivations, so you must customize messages. Messages that would convince a teenager to act would be different than messages to persuade his parents.
- **What are we asking them to do?**
You need to boil your message down to a specific action or short set of actions you are asking them to do. “Please be supportive” is too vague. So is “be informed”. Those are attitudes, but you want actions. What, specifically are you asking them to do? Donate money? Volunteer at a school?
- **Why are they not doing it already?**
You have to hear from people in the group you are trying to reach. Otherwise, you will only be guessing at why they are not already doing something. There is nothing worse than a bunch of administrators presuming to



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know why people in various demographic groups act or don't act a certain way.

Formal surveys are the best, but they are not always feasible. Surveys can be informal as long as they tap into the thoughts of the people you need to get action from.

- **What do people in that group care about?**

Again, the only way to know what moves people in a certain group is to ask people in that group. Or better yet, bring one into the process.

Want to know what would move your bus drivers? Ask a few or invite a few to your meetings. Make sure you get someone without an intense personal agenda that would prevent them from representing the larger group. Ask them to share their thoughts.

- **What facts would move them to act?**

Again, you need to test the facts with a few representatives of that group. Are young teachers going to be moved by the real dollar impacts on their retirement income as much as veteran teachers? Who knows? You have to ask them. Would the same facts convince business people to come volunteer in your schools as retirees?

- **Make it snappy.**

Phrase your messages so they are brief, informative and memorable. What is more memorable? Sixty-five per cent of families in our jurisdiction have such limited resources that they qualify for free and reduced lunch as well as other community services. Or, sixty-five per cent of our students live in poverty. Which is more memorable?

Message delivery

Deliver messages multiple times in multiple ways

Expert communicators, including teachers, will tell you it takes many exposures for a message to sink in to the intended recipient. You need to determine how you can reach each audience multiple times with your messages. What meetings and other events can you plan or attend? What websites or publications would reach them? Who are the opinion leaders in their group who will share your messages?

Stay on message

This phrase may have negative connotations in politics. To some journalists, it means giving prepackaged answers to their questions. In the world of school jurisdictions, staying on message really means knowing the reasons that resonate with the audience you are talking to and staying true to them.

It minimizes confusion and builds trust when the story is the same no matter who is telling it. The information is much more powerful when several educators give people the same set of reasons in different settings. It creates awareness in the audience that your organization is serious, professional and moving forward with a unified plan.

Messaging is not about cute or clever phrases. It is about clarity of thought leading to a concise set of talking points that are delivered with consistency and attention to the priorities of your audience.

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



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Learning to delegate effectively

Education, like anything else can be pretty busy. Sometimes it seems responsibilities outweigh the time to do get things done. That's where delegating comes in. You might be surprised at some of the rewards when you let others manage some tasks.

Why consider delegating

While time management is a great reason to delegate, there are some other less obvious reasons you may want to consider.

Delegation gives employees necessary opportunities to grow in skill and experience. This is important for the long-term success of your jurisdiction. Employees who are willing and able to grow into new responsibilities are key players in the future of your school system.

"An important part of delegation is having the employee take ownership of the success or failure of a project," notes Chris Baxter, Center Director at Sylvan Learning Center of Springfield Illinois. "I like to emphasize how a delegated project can add to the success of the organization."

Some employees may be better at some jobs than you are. Hate to break it to you, but no one is perfect. People have different skill sets. You could keep on struggling with something that isn't in the center of your skill set, or you could focus on what you do best and give someone else a chance. This way everyone benefits.

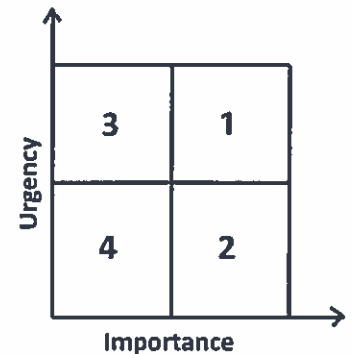
The ability to delegate is important for your own advancement. As you move up, the superintendent and directors above you are paying attention to how you manage your responsibilities. They are looking for management skills.

Can you see the big picture? Or do you get slogged down with the details? Delegating tasks is a good way of showing you are able to grasp

the scope of what is required of you and also plan for the future.

Deciding what to delegate

The most important thing is knowing what responsibilities you can offload to others and what items are best handled by yourself. This chart is a good way to identify tasks by their urgency and importance.



Box four describes tasks that are less important and not time sensitive. These are the tasks that you should immediately delegate. If you have an assistant, he/she should ideally be handling those tasks.

Box one describes tasks that are both urgent and important. These are tasks best kept to yourself, as you don't have the time to manage someone else doing them, and it is important that they be done correctly.

Boxes two and three are where your delegation skills really come into play. They include items that are urgent but not important, and items that are important but not urgent. To learn how to delegate these tasks properly, it is important to know your team.

What are your staff's abilities?

If you are beginning a new job, you aren't going to have the benefit of knowing the strengths and weaknesses of your staff. While it makes it harder to hit the ground running, it does give you a valuable opportunity to be a manager who delegates from the get-go. You will simply need to begin a process of testing people to see what kind of tasks they can handle.



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First, give everyone box four tasks and see how they do. If your staff is successful in handling unimportant and not time-sensitive tasks, then move them up to box three.

It's incredibly important that you move them up the ladder of their abilities as quickly as possible because your staff has urgent and important responsibilities of their own, which they will be weighing against your non-urgent and unimportant request. Their goodwill is a ticking clock, so it's important to move them on to tasks that are equal to their skill level.

Once a staff member has progressed to being able to handle urgent but unimportant tasks well, let them try their hand at box two, tasks that are important but not urgent.

Having people who are great at handling urgent, unimportant tasks is highly useful. But, it is the people that can handle important tasks, however, that are capable of really assisting you in the long run, so when a staff member proves they can handle box three tasks, assign them a box two task. These are going to be the people you can count on the most, and the people you groom for advancement.

What if I know my staff already?

Any manager should be cautious about believing they know the abilities of their staff without having tested them. That said, let them know that you're going to be delegating some responsibility to them this year. That will make them feel capable.

It's important to get your staff's input. Maybe you were hoping a certain teacher would take on a larger role in curriculum planning, but that may not be possible if she's already taking on a larger role this year in managing a student club. However, she may have time for another task on your list that you were hoping to delegate.

Start your experienced staff through the process of assigning them tasks from your priority

boxes. Be careful to weigh the relationships you have built before assigning box four duties, as delegating less important tasks could be seen as insulting.

Work with an individual's strengths, and keep in mind their own list of tasks they'd like to delegate.

Be clear about expectations

The easiest way to derail your staff's success is by not giving them a target to shoot for. It is essential that you be very clear about what you expect from them regarding the task you have assigned.

This means giving directions that are easy to follow, and making yourself available if the staff member has questions.

It also means setting a timeline for when the task should be completed. Even if the task is less time sensitive, it is important for you to check on the employee's progress. A task that looks like it may not get completed properly can be caught and fixed if you are paying attention, leading to greater success for everyone.

Delegating is great for the whole team

If you are unfamiliar with delegating, you may be worried that it makes you appear as if you can't handle the tasks you've been assigned. Not so!

The important thing is that the tasks get done, and done well. Delegating is just one of the tools you have to do that.

Once a task has been completed, give public and written credit. "It is important to give recognition to employees who make contributions to the organization," adds Baxter.

The side effects of this type of management can be amazing. "This creates a positive culture where employees are more likely to be enthusiastic about completing delegated tasks."



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Managing the tasks that have been delegated is a key part of the process, of course. Not only because an employee that has been unsuccessful will drag down the morale, but also because it shows your capabilities as a manager.

Baxter points out, “Assuring that employees have adequate resources for materials and labor increases the likelihood that delegated tasks will be completed.”

As you can see, there are several good reasons for adding the tool of delegating to your toolbox. With careful use, you can become a more effective manager, and have more efficient use of your time and your team.

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



Communications Now

How to work effectively with a communications contractor

School jurisdictions, both small and large, often find that using an outside communications consultant is a good way to stretch a dollar when you have a short-term need for extra communications help.

Hiring a contractor isn't just a matter of pushing a button. There are a few things you need to do to prepare.

Be sure to hire a professional

The school communications field is fairly close knit, so it's possible someone you know has worked with this person before. If not, ask for references. What was she like to work with? Did he meet deadlines satisfactorily? When mistakes happened, what did she do to fix them and what was her attitude about the errors?

Jay Remy, communications director for Salem-Keizer Public Schools in Salem, Ore., says there's an interesting dynamic at work with contractors who get a lot of work but not a lot of repeat work.

"If someone has a long list of former clients but has a bad reputation because they don't do good work, they may be the most aggressive about marketing themselves," he says. "It's important to check with other jurisdictions. You don't want to just take the first person who comes around."

You may not be as committed to a contractor as you would be to an employee, but that doesn't mean you can skip this crucial aspect of the hiring process. You are outsourcing because you simply don't have the time to handle communications on your own, so the last thing you need is to deal with the avoidable stresses that result from not doing your due diligence.

Checking references may seem like an obvious step, but you would be surprised how many

jurisdictions fail to make sure that the person they are hiring is up for the job.

Know what your message and your style is

With more and more required of jurisdiction staff, it's possible you were tossed into the communications role with little chance to take a breath and ask yourself how well your communications are aligned with your jurisdiction's goals. With a contractor coming on board, now is the time to make that a focus.

Marcia Latta, an Oregon communications consultant, says that it's important that everyone is on the same page from the beginning. "They need to lay out what the goal is, really clearly, and they need to talk to the other people on the team."

Taking the time to decide how you craft your message and what you want your message to be, is an opportunity in addition to being a necessity.

Remy suggests that you meet with your team before the hiring process to determine what it is you want to accomplish.

"Set out some short- and long-term goals, rather than saying 'we just want communications help,'" he said. "Pick some goals that align with the strategic or business plan for your jurisdiction."

Letting the rest of the jurisdiction staff know what the plan is also paves the way for open and trusting communication with the consultant.

He notes that if you aren't clear on what you want specifically, you can't expect that an outside contractor is going to be able to magically give it to you. "If you just need 'better communications' in general, you might as well hire full-time staff and bring them onto the management team."



Communications Now

How available are your resources?

Making sure your contractor has what they need to do their job is more than just the message and style. Your consultant will need to have access to the people and information that makes crafting the message possible.

Think about a specific challenge you are having and consider, “who are the people who will be key players, and who has the data?” Latta asks. “Consultants can get stalled when there is a deadline and the information is difficult to get because it isn’t a priority for other staff in the jurisdiction.”

This goes back to making sure that your jurisdiction’s staff is on board with your communications message. If your staff understand the way the consultant’s job ties into the jurisdiction’s goals and their own roles in the plan, they will be more responsive to your contractor’s requests for information.

“If you have people in your school jurisdiction who don’t understand the project and are not as forthcoming as they need to be, you need to make sure you get there ahead of time,” adds Remy. “You need to say, ‘they are going to be working for me and they are going to need this information so you need to be responsive.’”

Stay in touch

It’s tempting to think that hiring a communications consultant means that you will be able to simply hand those responsibilities over and focus on your other priorities, but you will still need to keep a hand in the work, especially at the beginning.

“You can’t hire someone from outside and expect them to have the knowledge an employee would have,” Latta points out. “You need to be accessible and give them the tools to get your project done.”

Your consultant wants to do their best work for you, but like an employee, they need feedback.

Catching miscommunications while they are small will alleviate future headaches. You should be prepared for the fact that it will take a certain amount of time to manage the relationship, no matter how professional your contractor is and how much time you spent giving them concrete goals to work with.

Remy notes that when the manager is too hands off, the result can be sticker shock. “When you’re managing a consultant, you need to check in with them early and often and make sure they’re taking the amount of time and expense that you think they are,” he said. “I let them know it’s important to check in with me if this is taking more than the hours we thought it would, or if you are heading off in a different direction.”

He notes that it is easy to get busy with other work, but it’s important to stay on top of exactly what those billable hours are going to be. “I don’t want to be surprised,” says Remy.

While hiring a consultant can be one of the best decisions your jurisdiction makes, like all big decisions, it requires a good plan and continued supervision. Making sure you hire the right person, that they understand the message you want to send, and ensuring that you and your staff are available to give guidance, are good first steps to creating a constructive and viable relationship that can reap big dividends.

Tips for ensuring your contractors have access to jurisdiction news

As a long-term consultant who operates remotely, it’s important for me to develop multiple channels of getting good school jurisdiction news from my clients for ongoing newsletter articles and press releases.



Communications Now

Here are a couple of ways I do that:

School counselors are great sources of news – they know which students applied to which scholarships and which students are doing interesting after-school activities that deserve recognition.

School secretaries

Head secretaries are also great sources of information. Be sure to get a firm introduction from the superintendent or communications director, or they can otherwise be reluctant to share student data. They are also quite busy, but if you can build a relationship where you can call them for news, they really have their finger on the pulse of the school.

School board trustees

If you want jurisdiction-wide news, school board trustees are a great place to look. Their experience running for office means they understand the need to share great accomplishments. If you can develop these relationships, they will continue to pay out in good stories.

Newsletters

The weekly school newsletter is a good place to find stories. Mrs. Johnson is retiring? Time for a little bio about all the great work she's done and the impact it has had on her students. Each school has a canned food drive? A piece on the results per school and how the kids felt about their success might be nice January news.

Half of gathering great stories is about having great sources, and the other half is seeing stories where other people don't, so build your connections and keep an open mind about what is news.

*Contributed by Megan J. Wilson, commercial
freelance writer and communications consultant*



Communications Now

Weblinks

World Teachers' Day

October 5, 2015

2015 theme: Empowering teachers, building sustainable societies

Sponsored by the United Nations, it is an occasion to celebrate the essential role of teachers in providing quality education at all levels. <http://www.ctf-fee.ca/en/Pages/Events/WTD.aspx>

For a list of celebrations planned around the world, and other information:

<http://www.worldteachersday.org/map/>

Fire Prevention Week

October 4-10, 2015

Theme: "Hear the Beep when you sleep"

<http://www.ofc.alberta.ca/ofc-fire-prevention-week/>

Waste Reduction Week

October 19-25, 2015

An opportunity for Canadian in businesses, municipalities and schools across the country spread waste reduction messages and engage their fellow citizens in activities that help to reduce waste and divert waste from landfill.

For more information:

<https://www.recycle.ab.ca/wrw>

<http://esrd.alberta.ca/waste/waste-reduction-week.aspx>

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>

Family Violence prevention month

November 2015

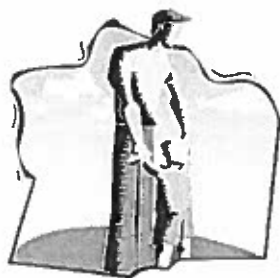
November is family violence prevention month in Alberta. To access resources about family violence, and learn what can be done to help:

www.humanservices.alberta.ca/abuse-bullying/15676.html

National Bullying Awareness Week

November 15-21, 2015

Information: www.humanservices.alberta.ca/abuse-bullying/14842.html



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

Resources for Families

Balancing children's schedules

The start of a new school year is often the start of a new season of extracurricular activities.

There are many positive benefits of activities and classes for children. Participating in group or skills-based activities can help them identify areas of interest, improve social abilities and teach skills that benefit children as they grow. After-school programs can also help improve academics or ensure that students get physical activity.

Early childhood experts say that participating in these activities is positive. But too many activities may result in an overscheduled child, which can have a negative impact.

Are your kids over scheduled?

The right level of activity depends on the child. Concerns about overscheduling children have been raised among child development experts, but it may not be as big a problem as you think.

According to WebMD Health News, "A group of leading child development experts is challenging the popular notion that kids engage in too many organized activities, and that the pressures of overscheduling are leading to substance abuse and other developmental problems.

"Rather than spending too much time participating in organized activities, most kids don't spend enough, they say. Around 40 per cent don't participate in organized sports or other organized activities at all."

www.webmd.com/parenting/news/20060814/kids-arent-overscheduled

For some kids, overscheduling is a real problem, but these health experts point to research indicating that it isn't widespread. Research led by Joseph L. Mahoney, PhD, of Yale University found the following:

- The average youth (aged 5-18) spends about five hours a week participating in organized activities, compared with around 15 hours watching television.
- Only about six percent of adolescents aged 12-18 spend 20 hours or more a week engaged in organized activities.

Kids and teens tend to participate in organized activities because they want to. Pressure from parents, coaches, or other adults is seldom given as their reason for joining in.

Your child may be overscheduled if...

Although overscheduling may not be as big a problem as we thought, parents should evaluate activity calendars on a child-by-child basis. Your child may be too busy if they:

- feel tired, anxious or depressed
- complain of headaches or stomach aches, which may be signs of stress, missed meals or inadequate sleep
- fall behind in schoolwork and/or have lower school performance

The key is to pay attention to each child. Some kids thrive when they are busiest, and many children with busy schedules are actually the driving force for all of their activities – their parents are simply signing them up for the activities they want to do.

The downside of too many activities

Researchers have found that a larger concern about heavily scheduled children is the stress parents feel in trying to manage work and packed activity schedules. Kids will likely feel this stress. Children pick up on stress levels when parents are overwhelmed.

"The stress of trying to be everywhere and do everything permeates parents' lives and affects them



Resources for Families

just as much as children. In fact, research shows that families trying to maintain this type of schedule tend to have increased anxiety-related disorders and depression, in both children and parents,” said Dr. Alvin Rosenfeld, author of *The Over-Scheduled Child: Avoiding the Hyper-Parenting Trap*.

Rosenfeld tells parents to take their cues from their kids. After exposing them to a variety of activities, let them choose one or two to explore further.

www.education.com/magazine/article/Benefits_Underscheduling_Child/

Finding a balance

Kidshealth.com offers these tips for setting reasonable limits on kids’ activities:

- **Agree on ground rules ahead of time.** Set limits on the number of activities or days per week.
- **Know how much time is required.** Account for practice and games or concerts.
- **Keep a calendar to stay organized.** Display it where all family members can see it.
- **Even if kids sign up for the season, let them miss one or two sessions.** Teaching dedication and commitment are important, but it’s not the end of the world if something comes up.
- **Try to carpool.** Sharing responsibilities with other parents can make life easier and help children reinforce friendships outside of the activity.
- **Try to balance activities for all of your kids — and yourself.** Use fairness as a guide when signing children up for activities. Be sure that one child isn’t prioritized over another. Be sure you don’t prioritize your children’s activities over your own needs. Say no if your schedule is becoming too stressful.

- **Create family time.** Preserve time without other commitments to reconnect as a family.
- **Set priorities.** School should come first. Drop an activity if grades start to drop.
- **Know when to say no.** Evaluate your child’s schedule before agreeing to add another activity.
- **Remember the importance of downtime.** Everyone needs a chance to relax and do nothing.

http://kidshealth.org/parent/emotions/feelings/child_too_busy.html#

Participating in activities is healthy for children, but it is important to balance healthy participation with the need to minimize stress. Choose activities carefully to maintain your health and find the right balance for your children.

Secretary-Treasurer's Report

For the Period Ending August 31, 2015

Introduction

In our year-to-date for the fiscal year-end, we are fairly close to the November approved budget.

REVENUE

The only revenue we have yet to collect is the final payment from First Nations, which won't be invoiced until the audit is complete, at the end of November. The other income left to post to the financial statements is the approximately \$3 million in supported depreciation. This will be done in the next month. All other significant revenue has been posted, so we should be close to budget.

EXPENSES

According to budget, there are \$7.4 million of expenses to post. In reality, only about \$4.3 million in amortization is left to post, along with any material invoices that may need to be included in the fiscal year-end.

In addition to the above postings, there will be an expense of at least \$600,000 to record the Allowance for Doubtful Accounts, for 50% of the Mikisew receivable that is over 12 months old. The amount of the expense will be discussed with the auditors in October, during the completion of the audit and the production of year-end statements.

Conclusion

YTD surplus	\$2,223,750
Add: Supported depreciation deferred revenue	\$2,851,986
Less: Supported and unsupported depreciation expense	\$4,480,000
Less: Doubtful Account expense (Mikisew)	<u>\$600,000</u>
Projected deficit	(\$4,264)

We have not taken into account above any money owing to or from the First Nations, as the federal calculation has not occurred yet, and a small change in the rate can have a large impact on our operating results.

School Jurisdiction Code: 1280

STATEMENTS OF OPERATIONS

For the Period Ending August 31, 2015 (in dollars)

	Actual 2011-2012 (Restated)	Actual 2012-2013	Actual 2013-2014	Actual YTD August 31 2014-2015	Budget 2014-2015 June Approved	Budget 2014-2015 Nov. Revised	Balance to be received or spent
REVENUES							
Alberta Education	\$37,455,386	\$37,200,087	\$34,930,635	\$34,159,541	\$36,668,698	\$37,011,527	\$2,851,986
Other - Government of Alberta	\$1,095,583	\$966,929	\$699,650	\$555,472	\$930,824	\$930,824	\$375,352
Federal Government and First Nations	\$20,845,936	\$20,862,392	\$20,962,847	\$21,861,751	\$20,966,622	\$23,696,172	\$1,834,421
Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other sales and services	\$565,572	\$656,887	\$3,631,096	\$217,092	\$1,274,650	\$1,494,069	\$1,276,977
Investment income	\$39,891	\$10,292	\$67,600	\$80,930	\$40,000	\$40,000	(\$40,930)
Gifts and donations	\$693,754	\$665,555	\$154,469	\$596,900	\$450,000	\$450,000	(\$146,900)
Rental of facilities	\$1,000,651	\$973,522	\$832,864	\$883,697	\$957,530	\$957,530	\$73,833
Fundraising	\$347,164	\$251,134	\$489,715	\$0	\$0	\$0	\$0
Gains (losses) on disposal of capital assets	\$1,260	\$156,458	\$200	\$286,902	\$0	\$0	(\$286,902)
Other revenue	\$0	\$0	\$1,365,154	\$633,970	\$0	\$0	(\$633,970)
TOTAL REVENUES	\$62,045,197	\$61,743,256	\$63,134,231	\$59,276,254	\$61,288,324	\$64,580,122	\$5,303,868
EXPENSES							
Certificated salaries	\$21,544,783	\$21,031,068	\$20,878,113	\$21,067,212	\$20,940,642	\$20,974,112	(\$93,100)
Certificated benefits	\$4,218,552	\$4,092,469	\$4,390,192	\$3,779,234	\$4,351,911	\$4,172,140	\$392,906
Non-certificated salaries and wages	\$13,536,225	\$13,282,741	\$12,583,963	\$12,967,192	\$13,306,691	\$13,602,297	\$635,105
Non-certificated benefits	\$2,959,078	\$2,916,643	\$2,805,020	\$2,904,878	\$3,642,980	\$3,473,654	\$568,776
SUB - TOTAL SALARIES AND BENEFITS	\$42,258,638	\$41,322,920	\$40,657,288	\$40,718,517	\$42,242,224	\$42,222,203	\$1,503,686
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$16,819,789	\$16,333,034	\$14,683,930	\$17,777,838	\$1,444,804
Amortization of supported tangible capital assets	\$3,138,632	\$3,192,543	\$3,526,233	\$0	\$3,272,623	\$3,272,623	\$3,272,623
Amortization of unsupported tangible capital assets	\$995,957	\$1,609,872	\$2,232,457	\$0	\$1,208,400	\$1,208,400	\$1,208,400
Supported interest on capital debt	\$40,429	\$23,193	\$9,178	\$0	\$0	\$0	\$0
Unsupported interest on capital debt	\$650	\$433	\$216	\$0	\$0	\$0	\$0
Other interest and finance charges	\$4,690	\$29,008	\$2,430	\$954	\$45,162	\$45,162	\$44,208
Losses on disposal of tangible capital assets	\$33,167	\$67,735	\$32,002	\$0	\$0	\$0	\$0
Other expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$62,676,435	\$61,695,864	\$63,299,592	\$57,052,505	\$61,452,339	\$64,526,226	\$7,473,721
OPERATING SURPLUS (DEFICIT)	(\$631,238)	\$47,392	(\$165,361)	\$2,223,750	(\$164,015)	\$53,896	(\$2,169,854)
EXPENSES							
Instruction	\$40,504,149	\$39,872,808	\$39,459,882	\$37,734,713	\$39,379,882	\$40,608,362	\$2,873,649
Plant operations and maintenance	\$9,968,293	\$9,696,288	\$11,636,159	\$8,499,180	\$9,438,207	\$10,187,496	\$1,688,316
Transportation	\$3,753,651	\$3,721,237	\$3,578,213	\$3,082,867	\$3,572,676	\$3,555,872	\$473,005
Administration	\$3,173,874	\$3,233,159	\$3,532,499	\$3,077,534	\$3,774,411	\$3,933,415	\$855,881
External services	\$5,274,639	\$5,172,372	\$5,092,839	\$4,658,211	\$5,287,162	\$6,241,081	\$1,582,870
TOTAL EXPENSES	\$62,674,606	\$61,695,864	\$63,299,593	\$57,052,505	\$61,452,339	\$64,526,226	\$7,473,721
OPERATING SURPLUS (DEFICIT)	(\$629,409)	\$47,392	(\$165,361)	\$2,223,750	(\$164,015)	\$53,896	(\$2,169,854)

Accounts Receivable
Federal Government and First Nations

Student Counts 14-15 Student Count Reg E.C.S.	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 Sep-2015 2015/2016	Mhts O/S	Total Outstanding	Monthly Billing					
									REG rate	ECS Rate				
Indian & Northern Affairs (INAC)	139	15	4,819.88	(0.00)	(0.00)	-	-	4,819.88	278,258.21	1,903.79	908.76			
Lesser Slave Lake Regional Council	6	4	-	-	1.00	-	-	1.00	6,924.98	1,154.16	465.93			
Bigstone Cree First Nation	393	27	-	-	36,450.26	772,725.99	-	36,450.26	772,725.99	1,903.79	908.76			
Indian Education Authority	0	0	-	-	-	-	-	61,333.22	-	-	-			
Athabasca - Chip	40	1	5,208.60	-	-	-	0.1	5,208.60	77,641.02	1,911.80	1,169.02			
- Mikisew	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			
Woodland Cree	0	0	(0.00)	-	-	-	-	(0.00)	-	1,903.79	908.76			
Lubicon Cree First Nation (INAC)	112	9	-	0.30	1.35	0.45	-	1.65	221,403.32	1,903.79	908.76			
Chipewyan Prairie First Nation (INAC)	58	10	0.00	0.00	(0.00)	-	-	0.00	119,507.42	1,903.79	908.76			
Peerless Kateri First Nations (INAC)	217	20	0.00	0.00	0.00	-	-	0.00	431,297.63	1,903.79	908.76			
1113	88													
Total Outstanding									61,333.22	10,026.48	1,241,276.48	1,287,724.27	1,059,010.88	2,600,362.45

Athabasca Chip	77,641.02	Sept 2015
Peerless Trout	431,297.63	Sept 2015
INAC	278,258.21	Sept 2015
Lubicon	221,402.87	Sept 2015
Chipewyan Prairie	119,507.42	Sept 2015

1,128,107.15

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

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
Sep-15			285,284.44		772,725.99			0.45			1,058,010.88
Aug-15											
Jul-15											
Jun-15					36,450.26			1.35			36,451.61
May-15							0.50				0.50
Apr-15											
Mar-15			505,552.24								505,552.24
Feb-15			248,573.14								248,573.14
Jan-15			248,573.14				0.50				248,573.64
Dec-14			248,573.14								248,573.14
Nov-14											
Oct-14											
Sep-14											
Aug-14			222,000.60								222,000.60
Jul-14											
Jun-14			248,573.14					0.30			248,573.44
May-14			248,573.14								248,573.14
Apr-14											
Mar-14			249,482.56								249,482.56
Feb-14			249,482.56								249,482.56
Jan-14			23,164.18								23,164.18
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											
Dec 2005 & older		61,333.22									61,333.22
	5,208.60	61,333.22	2,777,832.28		809,176.25		1.00	2.10	4,819.88	(0.00)	3,658,373.33
Current			285,284.44		772,725.99			0.45			1,058,010.88
30 days							0.50				0.50
60 days											
90 days					36,450.26			1.35			36,451.61
120 days											
180 days							0.50				0.50
181 - 365			1,251,271.66					0.30			1,251,271.96
1 yr - 2 yr	5,208.60		1,241,276.18						4,819.88		1,251,304.66
Over 2 yr		61,333.22									61,333.22
Current	5,208.60	61,333.22	2,777,832.28		809,176.25		1.00	2.10	4,819.88		3,658,373.33
Long Term											
Total Aging	5,208.60	61,333.22	2,777,832.28		809,176.25		1.00	2.10	4,819.88		3,658,373.33