

**January 22/23, 2016
Board Meeting
Attachments**

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PRESENTATION TO THE BOARD

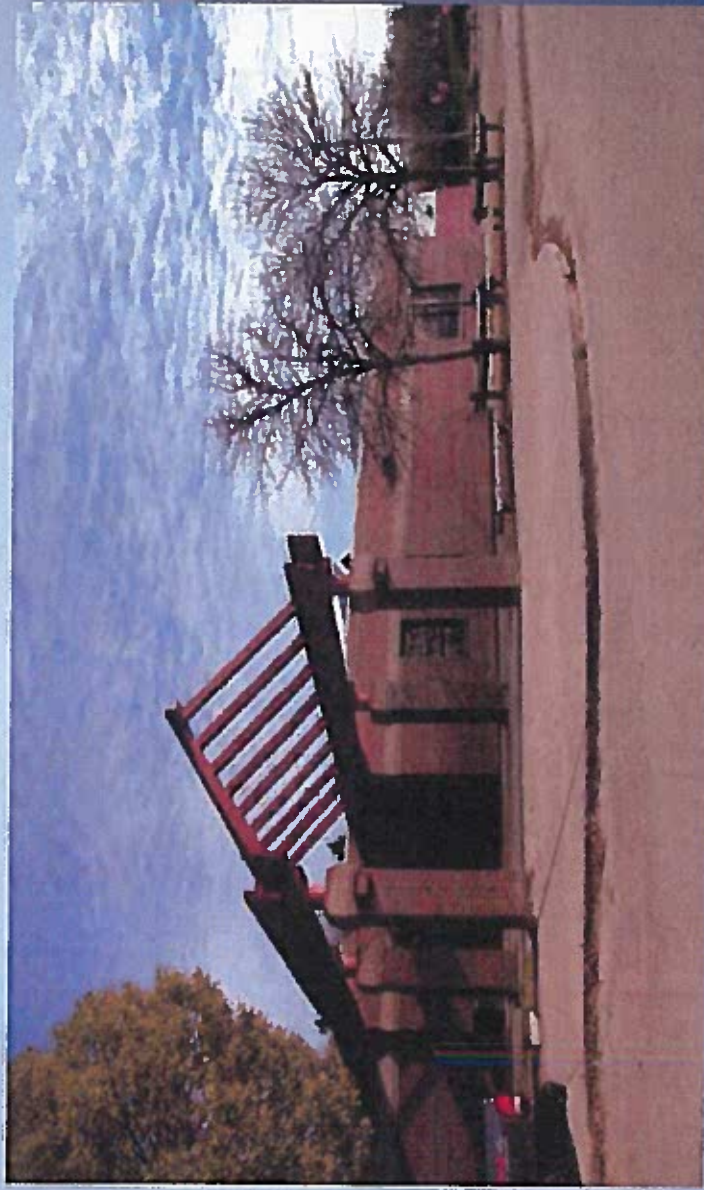
ST. THERESA SCHOOL
AN UPDATE: LITERACY,
ATTENDANCE APPLE SCHOOLS

PRESENTED BY: MANDI MACLENNAN, PRINCIPAL

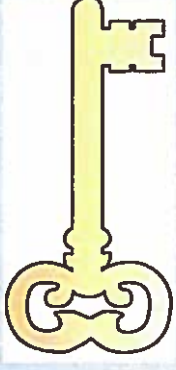
JANUARY 22, 2016

St. Theresa School

An Update: Literacy, Attendance, and Apple Schools



“Literacy is the Key” Initiative



- Focused School Literacy Plan with the following goals:
 1. Weaving of FNMI resources and approaches into classroom practice.
 2. Developing Oral Language Competency
 3. Daily 5 Structure & Classroom Environment
 4. Extending and Deepening CAFÉ Strategies
 5. Developing Writing Structures
 6. Reading level growth tracked and targets set
 7. Content Area Competencies
 8. Planning with the End in Mind
 9. Small Group Guided Instruction
 10. Sharing with Parents/Home/Community



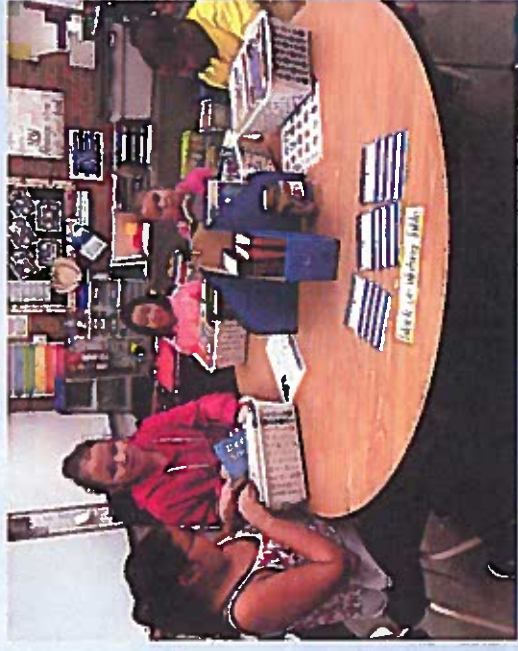
Highlights from the Literacy Initiative

- Full Time Literacy Lead Teacher
- We are becoming a resource rich school when it comes to literacy (FNMI resources, levelled readers, writing resources, classroom libraries, school library, read-alouds across the curriculum, listening centers, etc.)
- Staff book Study of "Our Words, Our Ways" and staff incorporating strategies best suited to our FNMI learners into their instruction and sharing of strategies at staff meetings
- Family Literacy Nights
- Special events such as our book fairs, "Reading Fair," "Back to School Book Bingo," and both the local and regional spelling bees
- Speech program
- PD aligned closely with goals- (PM Writing/Whole School Write/Literacy Sharing, Guided Reading)



Literacy Highlights Continued...

- Daily "Book Bonus" to get books into the homes
- Homework/Home Reading Programs & a 1/week Homework Club
- Regular supervisory visits & walkthroughs
- Dedicated literacy day during August orientation
- PLC dedicated to Differentiated Instruction
- Lunchtime Literacy Clubs
- Writing contests/opportunities
- Monthly assemblies always have a literacy portion (as do staff meetings and LSBC meetings)



Attendance (Consistent Progress)

<u>Month</u>	<u>2012</u>	<u>2013</u>	<u>14/15</u>	<u>15/16</u>
<u>Sept</u>	88%	89.5%	91.2%	89.8%
<u>Oct</u>	87%	87%	88.93%	89.59%
<u>Nov</u>	84%	84%	87.59%	86.72%
<u>Dec</u>	80%	79%	80.01%	85.8%
<u>Jan</u>	68.5%	82%	82.55%	
<u>Feb</u>	76.6%	80.2%	84.49%	
<u>March</u>	74.48%	81.3%	83.59%	
<u>April</u>	81.6%	81.7%	84.72%	
<u>May</u>	81.81%	80.9%	89.17%	
<u>June</u>	75%	76.4%	82.66%	

Perfect Attendance Rates

<u>Month</u>	<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>
<u>August</u>	---	---	---	---
<u>Sept</u>	97	109	119	127
<u>Oct</u>	81	90	102	121
<u>Nov</u>	52	81	115	96
<u>Dec</u>	70	56	73	114
<u>Jan</u>	74	64	76	
<u>Feb</u>	56	73	104	
<u>March</u>	55	58	76	
<u>April</u>	70	71	92	
<u>May</u>	60	41	135	
<u>June</u>	11	10	75	



Attendance-Continued

- September, 2014 90% Attendance or more: 170 not including perfect attenders. 289 total with 90% and higher attendance; that is 71% of students in the school have 90% and higher attendance.
- October, 2014 90% or more: 193 not including perfect attenders. 295 total with 90% and higher attendance; that is 71.4% of students in the school have 90% and higher attendance.
- November, 2014 90% or more: 120 not including perfect attenders. 235 total with 90% and higher attendance; that is 56.8% of students in the school have 90% and higher attendance.
- December, 2014 90% or more: 106 not including perfect attenders. 179 total with 90% and higher attendance; that is 57.0% of students in the school have 90% and higher attendance.
- January, 2015 90% or more: 91 not including perfect attenders. 167 total with 90% and higher attendance; that is 40.1% of students in school have 90% and higher attendance.
- February, 2015 90% or more: 96 not including perfect attenders. 200 total with 90% and higher attendance; that is 49% of students in school have 90% and higher attendance.
- March, 2015 90% and more: 131 not including perfect attenders. 204 total with 90% and higher attendance; that is 50% of students in school have 90% and higher attendance.
- April, 2015 90% and more: 112 not including perfect attenders. 204 total with 90% and higher attendance; that is 50% of students in school have 90% and higher attendance.
- May, 2015 90% and more: 146 not including perfect attenders. 281 total with 90% and higher attendance; that is 67.7% of students in school have 90% and higher attendance.
- June, 2015 90% and more: 71 not including perfect attenders. 146 total with 90% and higher; that is 35.2% of students in school had 90% and higher attendance.
- September, 2015: 90% and more: 98 not including perfect attenders. 225 total with 90% and higher; that is 54.1% of students in school had 90% and higher attendance.
- October, 2015: 90% and more: 179 not including perfect attenders. 300 total with 90% and higher; that is 72.6% of students in school have 90% and higher attendance. ☺
- November, 2015: 90% and more: 148 not including perfect attenders. 244 total with 90% and higher; that is 58.9% of students in school have 90% and higher attendance.
- December, 2015: 90% and more: 176 not including perfect attenders. 292 total with 90% and higher; that is 70.7% of students in school have 90% and higher attendance.

Attendance Initiative Highlights

- Trophies for the 1st, 2nd, and 3rd highest classes in the school given out at monthly assemblies
- Certificates & gift cards given to students at monthly assemblies for students who have “Most Improved Attendance”
- Different certificates (Eagle, Bear, Buffalo) given out to students who have 90-94% attendance, 95-99% attendance, and perfect attendance.
- Monthly perfect attendance celebrations (see pictures)
- Draws for parents of students who have 90% and higher attendance each month
- Individual teachers also track progress of their class and offer incentives such as sundae parties, pizza parties, etc.
- End of the year prizes for perfect attenders i.e. bikes
- Monthly letters to parents of students who have missed 20% or more of the month

Attendance Initiative Highlights

- We switched our staff budget planning to allow us to have a 2nd Family Liaison position who works solely with cultural/language support and attendance
- Creation of an attendance intervention record to track home visits, phone calls, and strategies that the parents and school have attempted
- Dedicated time at staff meetings to discuss attendance concerns and successes
- PR around the topic of attendance- newsletters, NSD board, Facebook, webpage, word of mouth, and at school events
- Staff are doing an excellent job at contacting parents regarding attendance and maintaining accurate records of these contacts, so that admin can use them as cross-references for attendance interventions

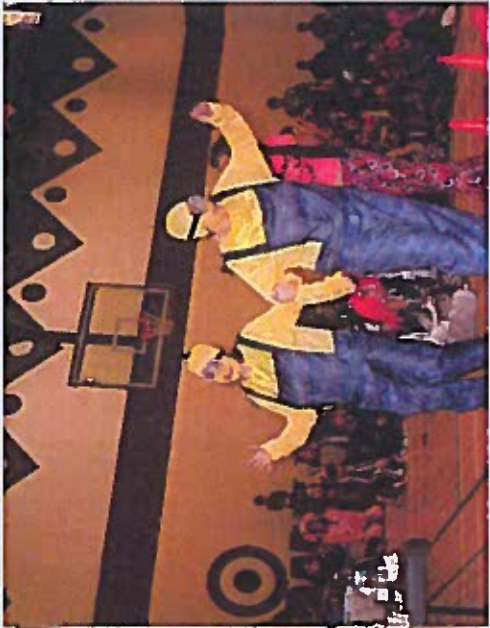
Attendance Initiative Highlights

- Working with staff to improve student engagement (Daily 5, centers approach, hands-on learning, Heroes Program, inclusive models of learning (i.e. differentiated instruction), Animated Literacy, etc.
- Offering a wide-variety of extracurricular activities to students both after school and at lunch
- “Student of the Month” - 4 students presented awards at each monthly assembly for high or improved academic achievement. Also featured on Facebook and on our special bulletin board by the office. Connections to attendance are usually drawn when they announced.
- Student Council, “Caught Being Nice” campaign, spirit days, and PALS are all building student leadership in our school and student interest in education
- Parental/community engagement activities such “Grandparents’ Tea, Cultural Cookout Weeks, presentations from Elders, Literacy presentation from parents about “Life in the Philippines,” Carnivals, etc.



Pictures of Attendance Highlights





More pics!

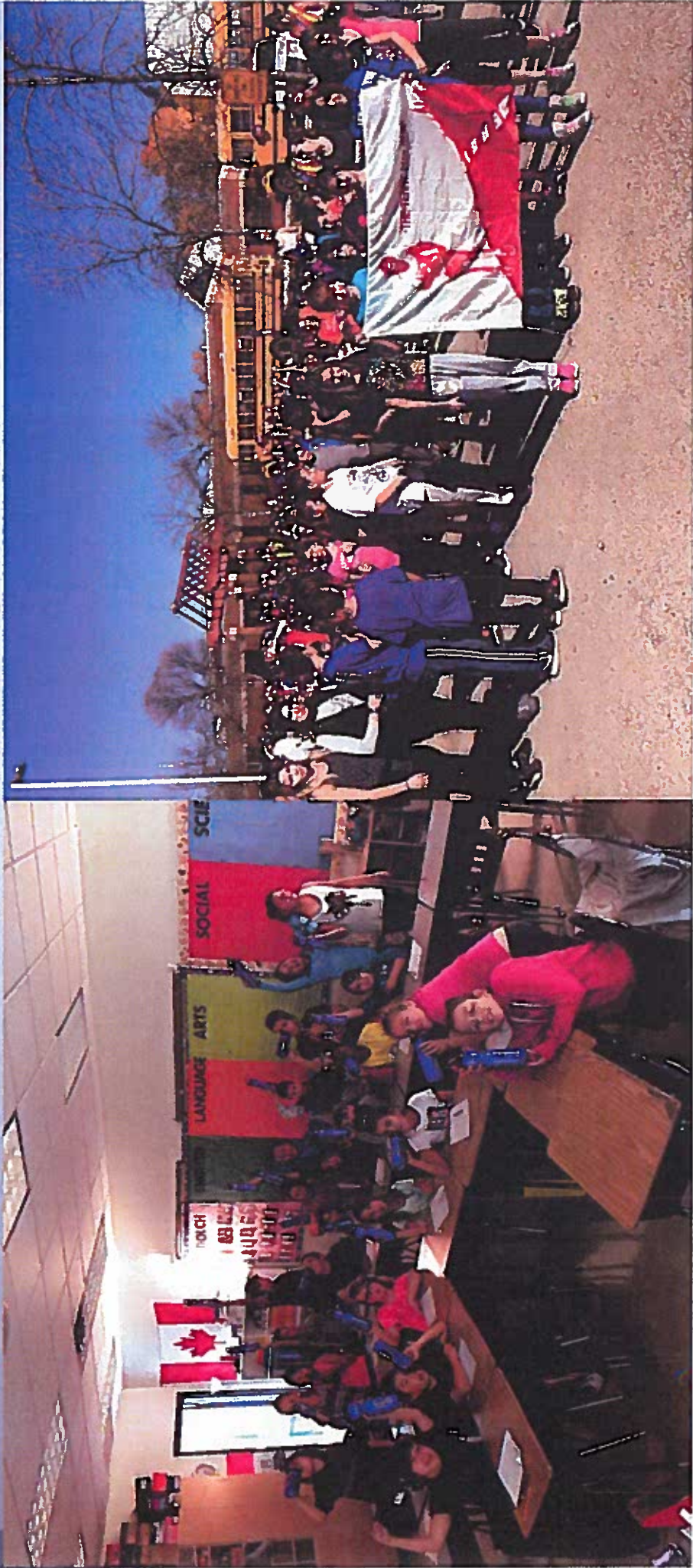
Apple Schools Initiative



Alberta Project Promoting
active Living & healthy Eating

- Currently in our 5th year of the initiative and almost completely autonomous (funding)
- Highlights to date: staff and students reporting improved health behaviors (eating, exercise, and mental health), canteen list has been cleaned up considerably, PALS program active at the school, whole school choreographed dances at assemblies, monthly themes provide topics for morning announcements/assemblies/class activities, students introduced to new healthy foods through taste testing, staff provided with quality resources, etc.
- “Stay Hydrated” campaign with St. Theresa water bottles

Apple School Pictures



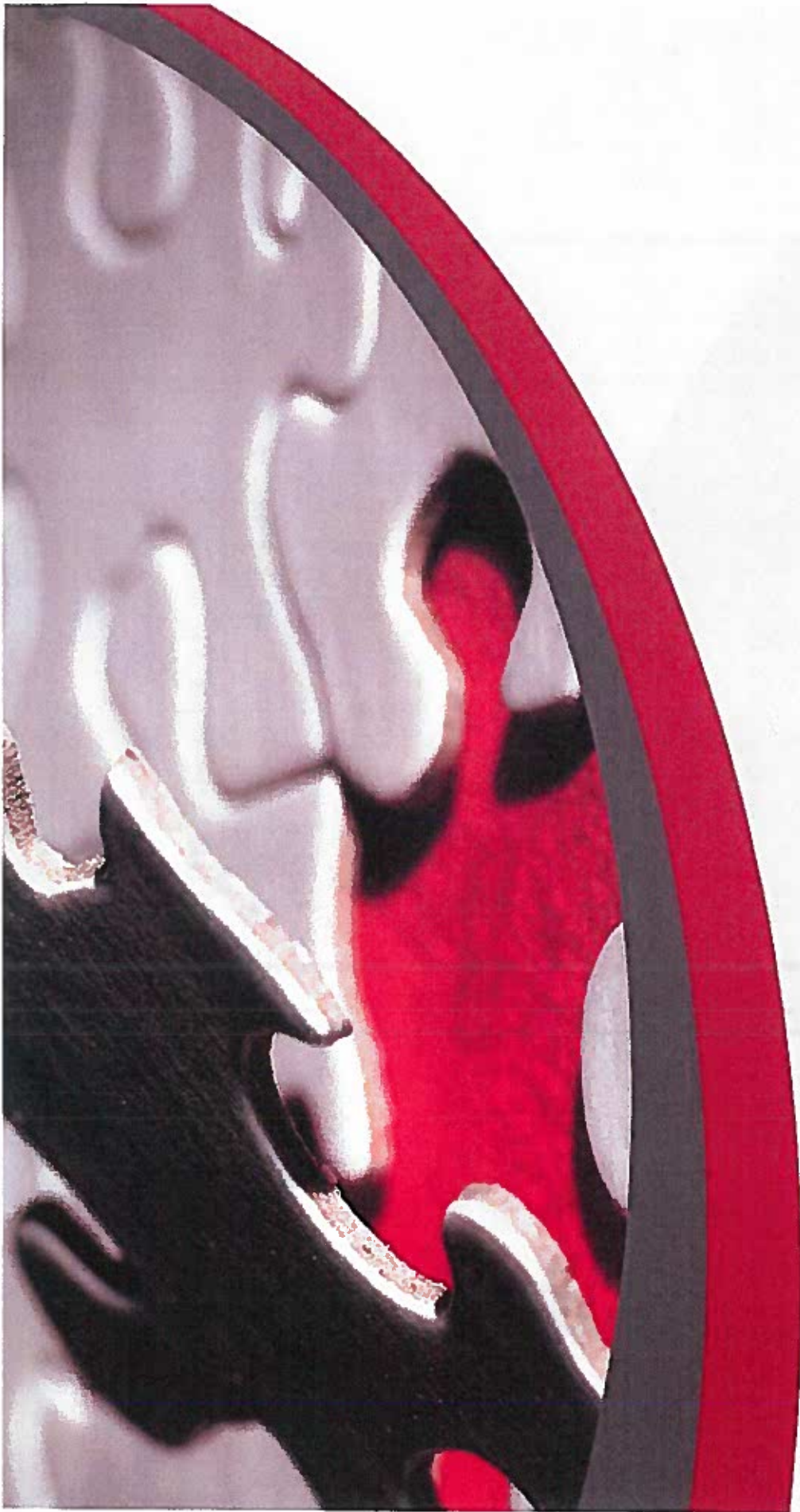


PRESENTATION TO THE BOARD

ELIZABETH SCHOOL
PUTTING THE PIECES OF THE
PUZZLE TOGETHER

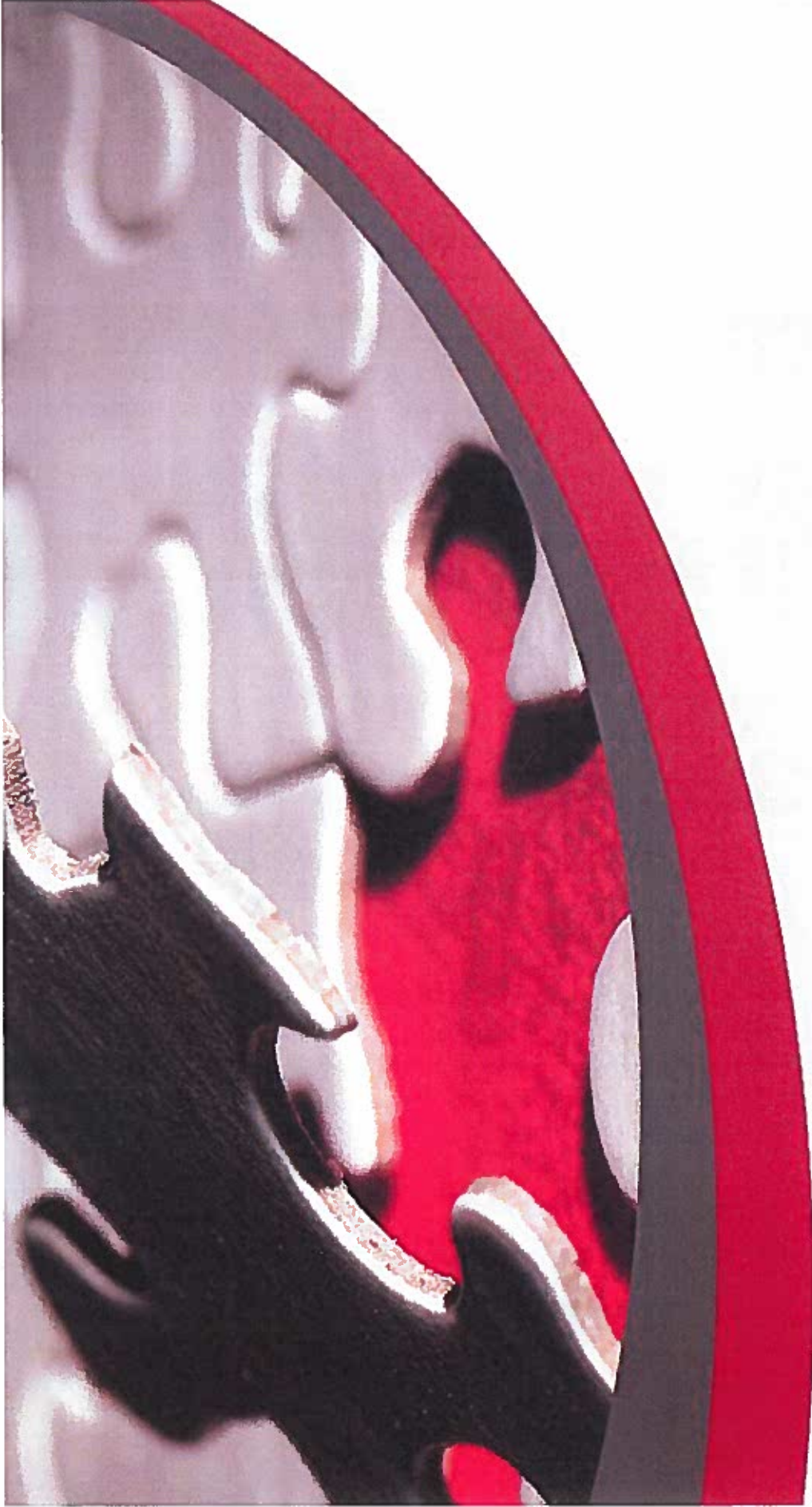
PRESENTED BY: RICK HORON, PRINCIPAL

MAY 22, 2015



Elizabeth School Highlights

“Putting the Pieces of the Puzzle Together”



Accomplishments

“Pieces of the puzzle that are working but we continue to improve upon”

Parental Contact

- Facebook



- Remind



- Web Page

Subscribe to get Texts about School News and Events!

Elizabeth School
 Assembly this evening at 5:00pm

Elizabeth School
 Presenting at tomorrow

Elizabeth School
 Local news

Christmas concerts
 Scheduled in Elizabeth School

Family Bingo
 The school hosted Family Bingo on November 14th at the school community hall. We had a great turnout! Thanks to all the volunteers for their hard work and to everyone who attended to support our fundraising event. The dollars raised will go towards

Elizabeth School present award for student attendance
 Congratulations to the students who were awarded the award for student attendance in December. Students, school staff, parents, and community members gathered in the

- Newsletters

ELIZABETH SCHOOL NEWS

December

1 - Family Remembrance (FAC)
 2 - Assembly
 3 - Student News Update
 4 - Family Remembrance
 5 - Christmas Concerts
 6 - Christmas Family Dinner
 7 - Christmas Show

November

1 - Family Remembrance (FAC)
 2 - Assembly
 3 - Student News Update
 4 - Family Remembrance
 5 - Christmas Concerts
 6 - Christmas Family Dinner
 7 - Christmas Show

Please Join Us For "Parent Engagement Night"
November 26 "4:00 to 8:00 pm"

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Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2015
School: 1808 Elizabeth Community School

Measure Category	Measure	Elizabeth Community School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.3	89.9	87.5	89.2	89.1	88.9	Very High	Maintained	Excellent
	Program of Studies	81.7	82.2	80.9	81.3	81.3	81.2	Very High	Maintained	Excellent
	Education Quality	93.6	92.5	94.0	89.6	89.2	89.5	Very High	Maintained	Excellent
Student Learning Opportunities	Drop Out Rate	*	*	n/a	3.4	3.3	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades 9-12)	PAT: Acceptable	63.6	63.1	58.5	73.0	73.1	73.9	Very Low	Maintained	Concern
	PAT: Excellence	9.8	0.0	1.5	18.8	18.4	18.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diplomas: Acceptable	n/a	n/a	n/a	83.2	85.5	84.6	n/a	n/a	n/a
	Diplomas: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	84.9	50.5	54.4	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	81.2	60.9	61.3	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	69.8	59.2	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, Fields of Work, Citizenship	Work Preparation	94.4	90.3	79.6	82.0	81.2	80.4	Very High	Improved	Excellent
	Citizenship	87.7	91.9	88.1	83.6	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	90.2	91.2	90.2	80.7	80.6	80.2	Very High	Maintained	Excellent
	School Improvement	88.6	80.3	89.2	79.6	79.8	80.1	Very High	Maintained	Excellent

6/21/15

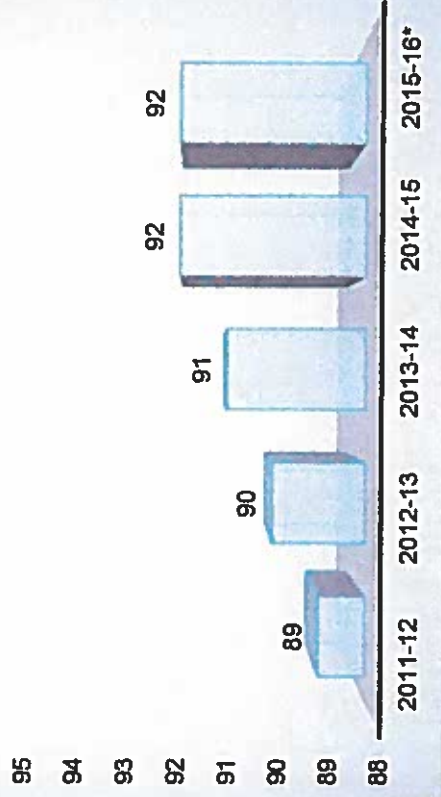
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Attendance

Awards



Attendance Percentages



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Attendance

- **What's Working**
 - ✓ Inviting, Caring atmosphere
 - ✓ Relevant teaching
 - ✓ Reward Program
 - ✓ Pizza lunches
 - ✓ Perfect Attendance Race
 - ✓ Recognition at Assemblies
- **Challenges**
 - Social Issues (17 student's in care)
 - Apathy about school
 - Head lice, scabies, etc.
 - Baby sitting issues



Community Partnerships (on the Settlement)

- Close working relationship with the LSBC
- Planning sessions with the Elizabeth Settlement and Metis General Council on Education through the LTA.
- Developing a PCA with co-operation with the Settlement Council
- Regular meetings with Elizabeth Council
- Partnership with EIP (Early Intervention Program), ECD (Early Childhood Development) & Parent Link
- Headstart Program



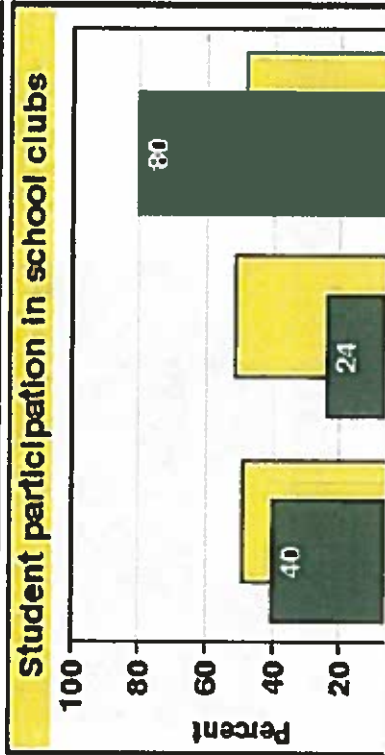
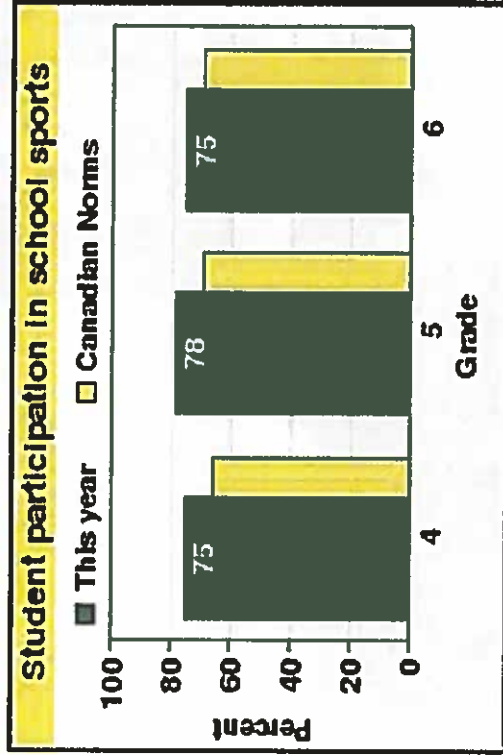
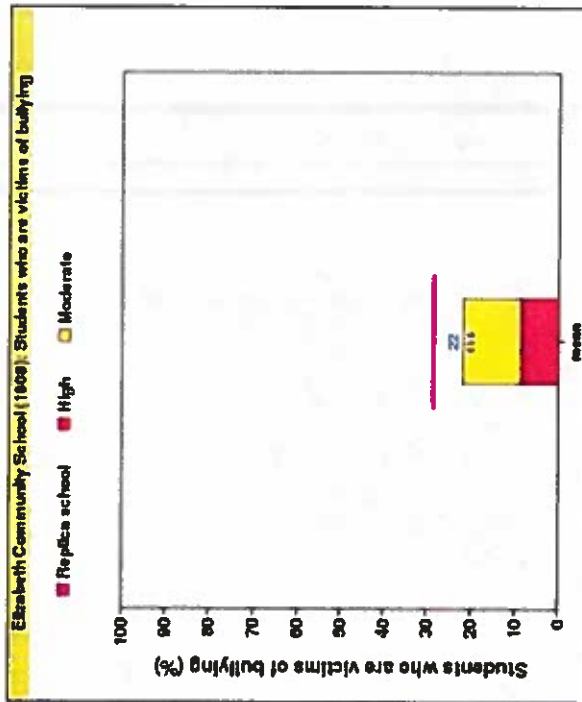
Community Partnerships (Surrounding Area)

- Ages and Stages (Pre-School Screening)
- Bridges Program for Transitions (with Assumption and Cold Lake High Schools).
- Regular Inter-Agency meetings
- Cultural exchanges with Lakeland Catholic
 - Fishing Camp/Metis Day/Concert (Susan Aglukark)
- Leadership Team
 - Partner with Kikino School

School Partnerships (Students)

- **Tell Them From Me**

Bully-Victim



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Cultural Activities'

• Metis Days



• Proclamation Day



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Cultural Activities

• Virtues Program



• Fiddling Program



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Community Events

- Assemblies



- Family Bingos



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Community Events

• Christmas Concert



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Community Events

- Remembrance Day • Family Christmas Dinner



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Community Events

- Self-Esteem Building/Anti-Bullying



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Other Community Events

- **Other events**
 - **Welcome back bar-b-que**
 - **Parent Engagement night**
 - Interviews, meal, entertainment for kids, showcase of the school
 - **Dene Days – (With Fort Chipewyan)**
 - **Earth Rangers**
 - **Spirit Days**
 - Jersey day, Pyjama day, hat day, etc.
 - **Community Service**
 - Terry Fox Run, Women and Men's Shelters, Food Bank, etc.

Interschool Sports

- Lakeland Sports Association



- Our Neighbour – JF Dion School



- Track & Field



- Cross Country Run
- Floor Hockey
- Ball Games

Extra Curricular Activities

- School Dances
- Student Parties



- Celebrations



CTF Classes

Photography



Technology



Beauty Culture



Woodworking



Field Trips



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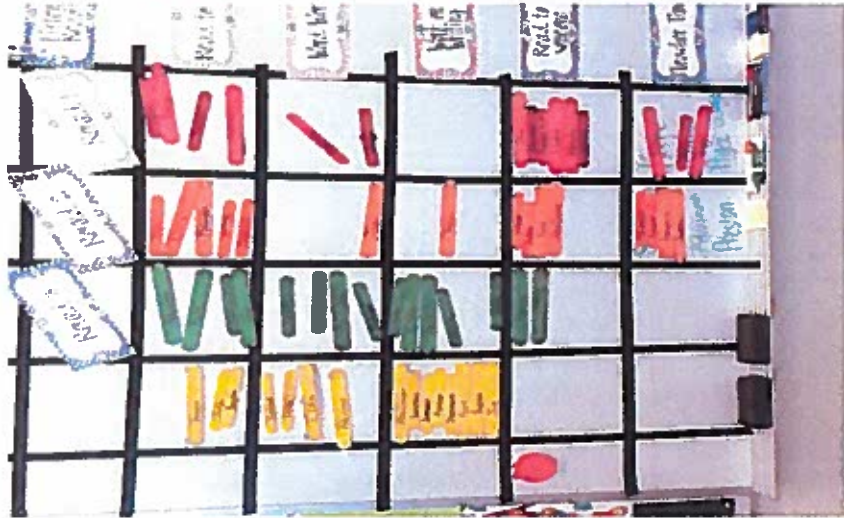
Field Trips

- **Grade 3 to 6**
 - Reading Give it a Shot (Oil King Game)
- **ECS/Grade**
 - Fish Farm & Petting Zoo
- **Grade 2**
 - Ukrainian Cultural Village
- **Grade 3 & 4**
 - Space Sciences Center
- **Grade 5 to 9**
 - Birch Bay Ranch
- **Grades 2 to 8**
 - Susan Aglukark Concert
- **Grades 1 to 8**
 - Swimming at JJ Parr Pool

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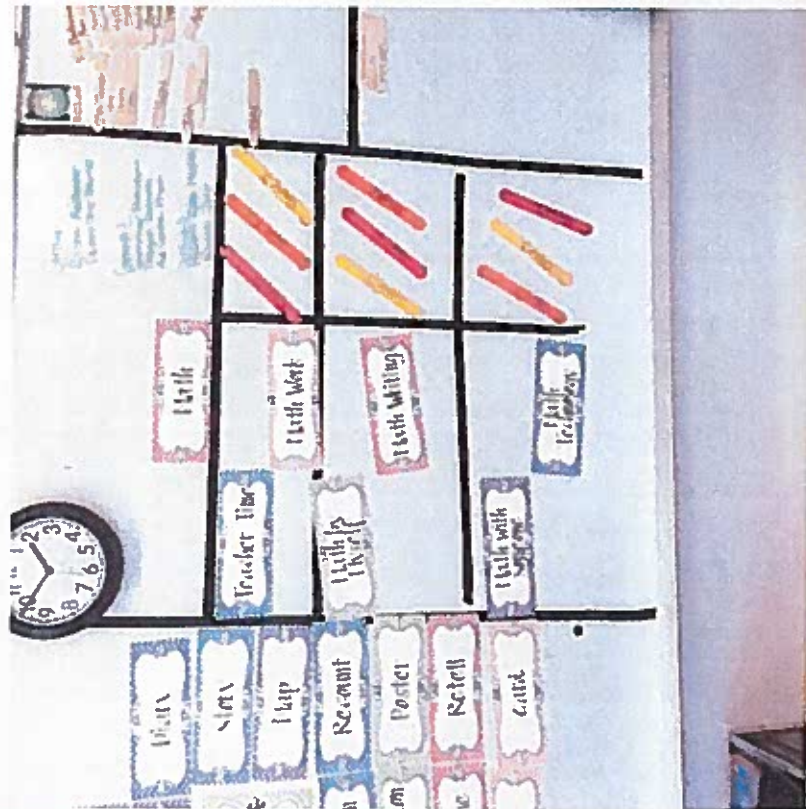
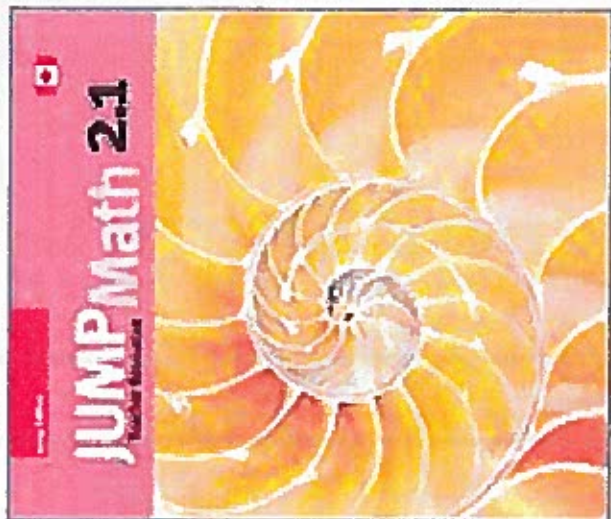
Academics

• Daily Five



Academics

- Jump Math

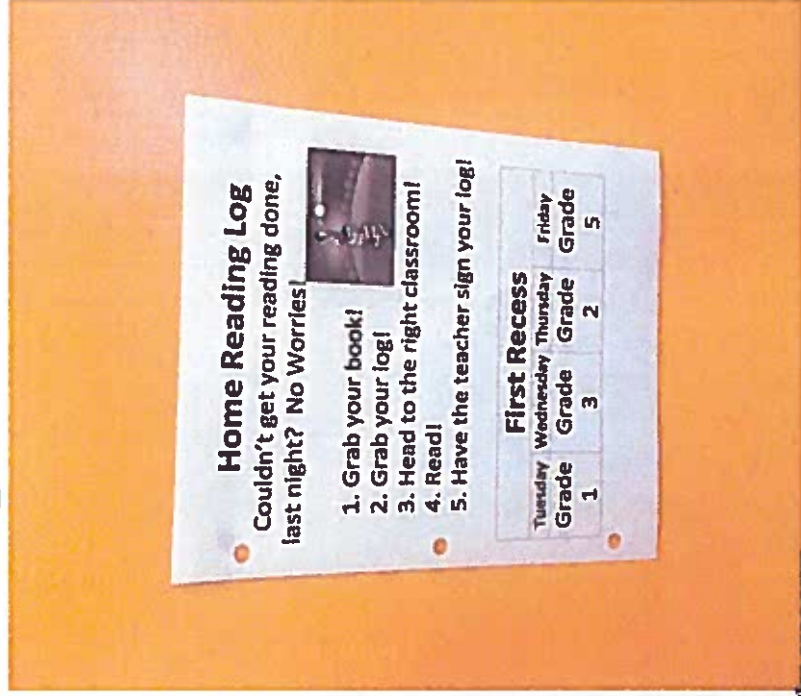


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Academics

- Small Group Instruction
- Home Reading Program



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Literacy Activities

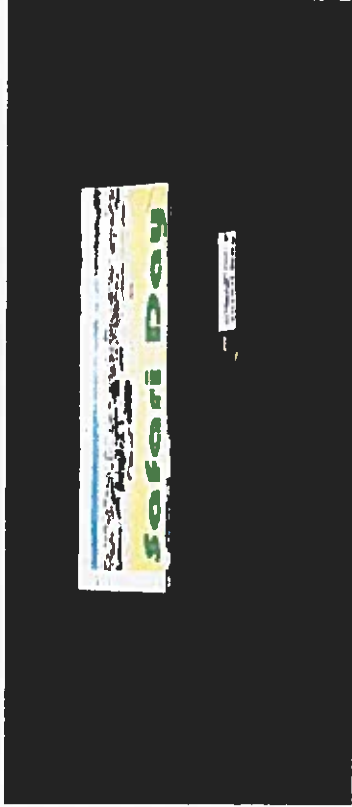
- Drop Everything & Read



- Author visit



- Special Celebrations



- Parent Literacy Nights



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Resources



- Resources



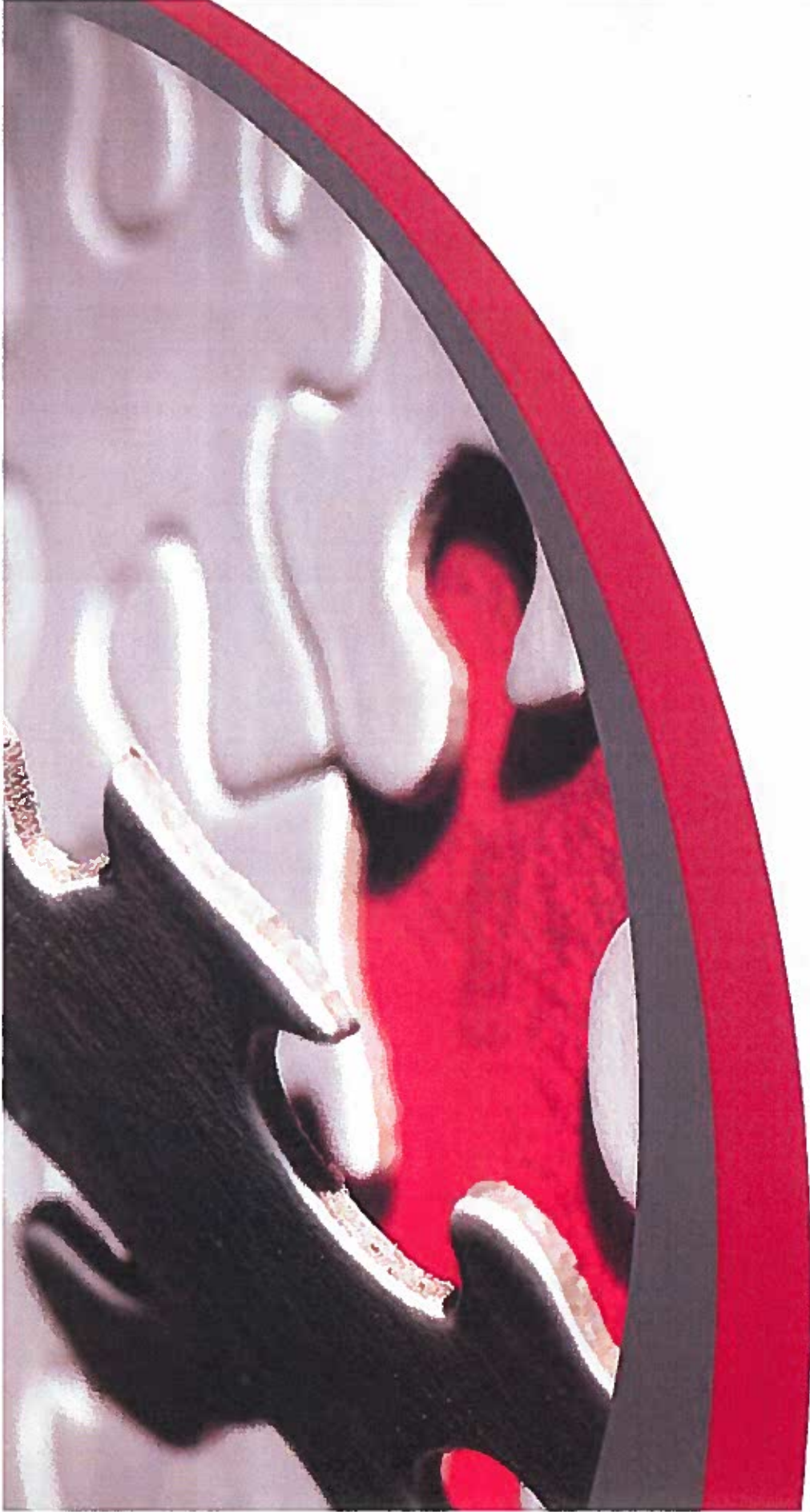
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Safety



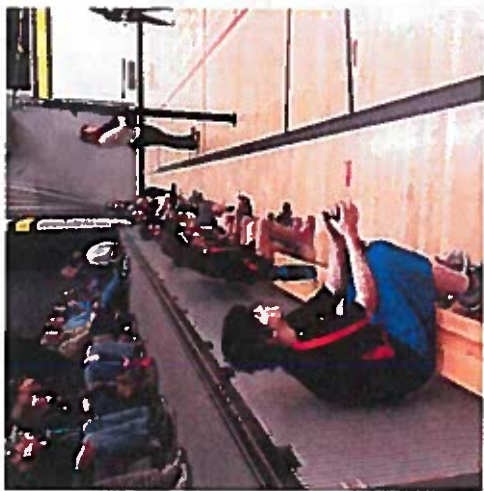
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Challenges

“What issues do we face to complete the puzzle?”

Our Gym



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Elizabeth School Gym

- The school's gym is a single station gym which measures 32' x 42' = 1344sq. ft. (125 m²,) whereas the average two station school gyms in comparable schools and districts are 275-300 m².
- Safety issues have arisen – in each of the last two years a junior high school boy has broken his wrist while falling in to the wall from the boundary line.
- We are unable to accommodate spectators.
- Christmas concert is split into three show to accommodate all
- Our secretary hosts settlement youth 3 nights a week for sports, but it's crowded for them

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- **Competing with Cold Lake Schools**
- **Stable and qualified staff**
- **More extra-curricular activities**
- **Opportunities for youth**
- **Students in care ie: 17 out of 140**
- **Liaison for Transitioning (to follow students to Cold Lake)**
- **Transportation (beyond school and home)**
- **Funding**
 - **Staff (Special needs)**
 - **Supplies**
 - **Playground**



QUESTIONS?

Thank you for your time.
Elizabeth School
Rick Horon - Principal

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FINANCIAL OVERVIEW

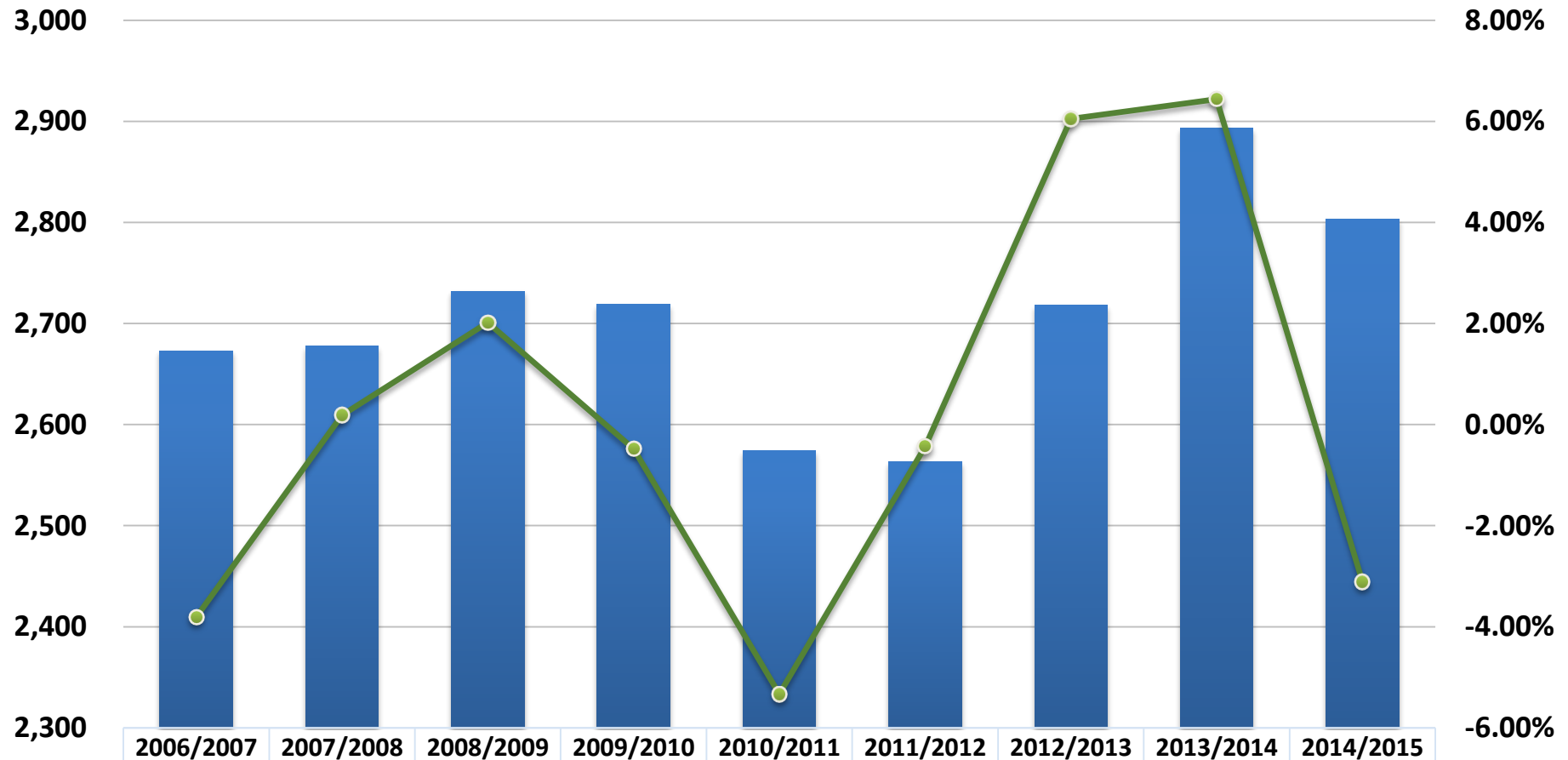
YEAR END (AUGUST 2015)

PRESENTATION TO THE BOARD

JANUARY 22, 2016

ENROLMENT

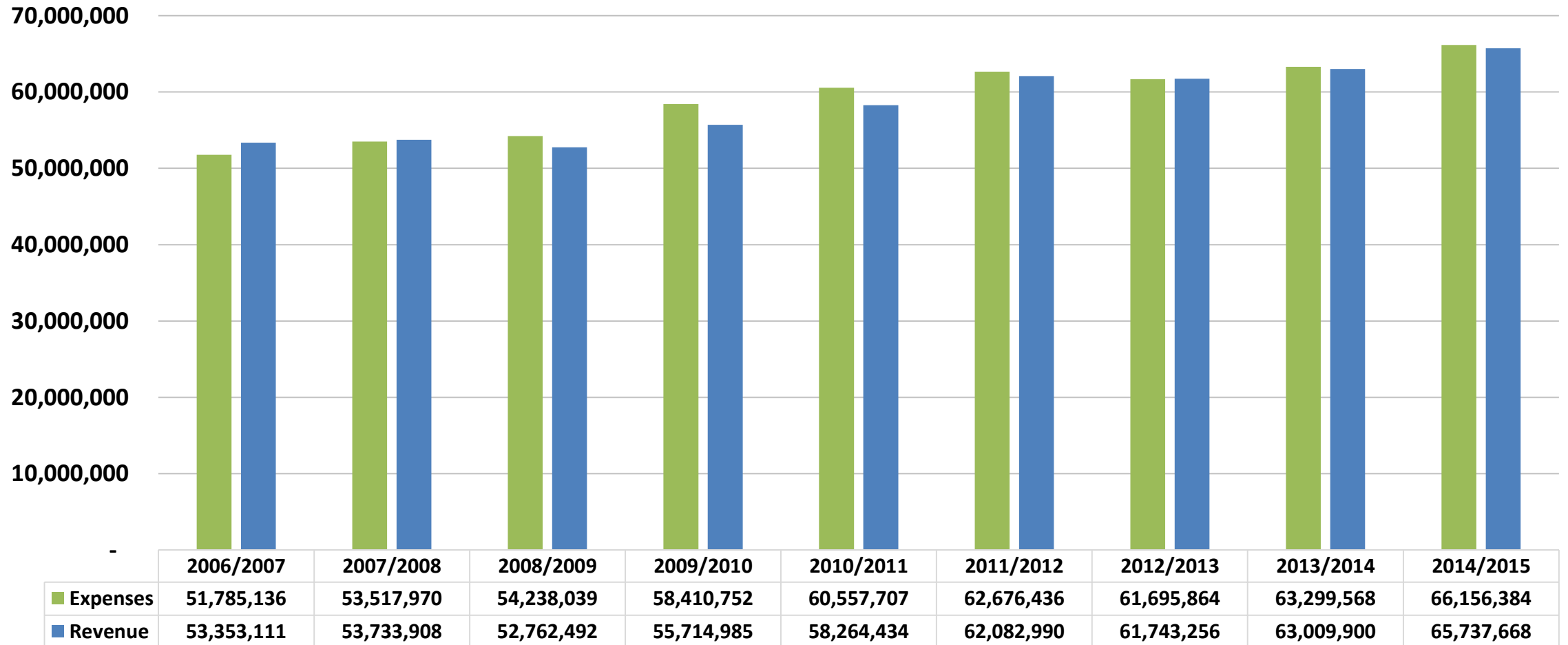
STUDENT ENROLMENT VS PERCENT OF INCREASE/DECREASE IN ENROLMENT



■ Total FTE (Graph 1)	2,673	2,678	2,732	2,719	2,574	2,563	2,718	2,893	2,803
—● %change from previous year	-3.81%	0.19%	2.02%	-0.48%	-5.33%	-0.43%	6.05%	6.44%	-3.11%

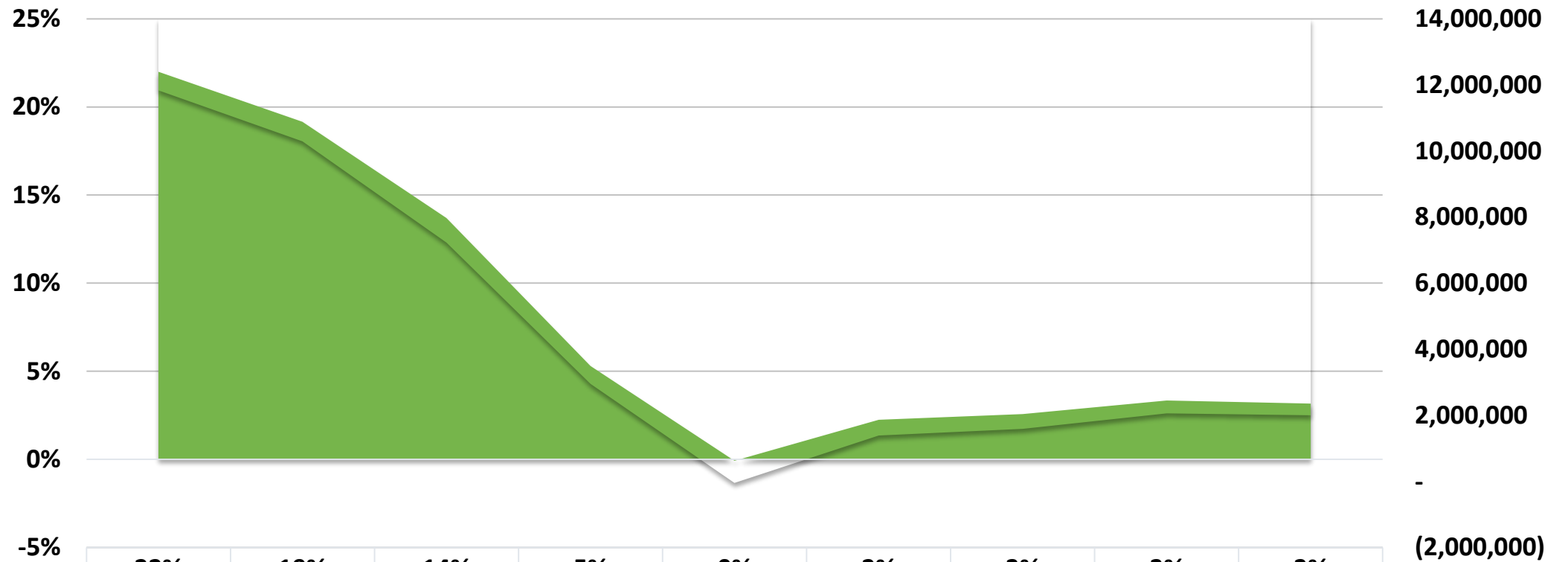
FINANCIAL HEALTH

EXPENSES VS REVENUE



FINANCIAL HEALTH

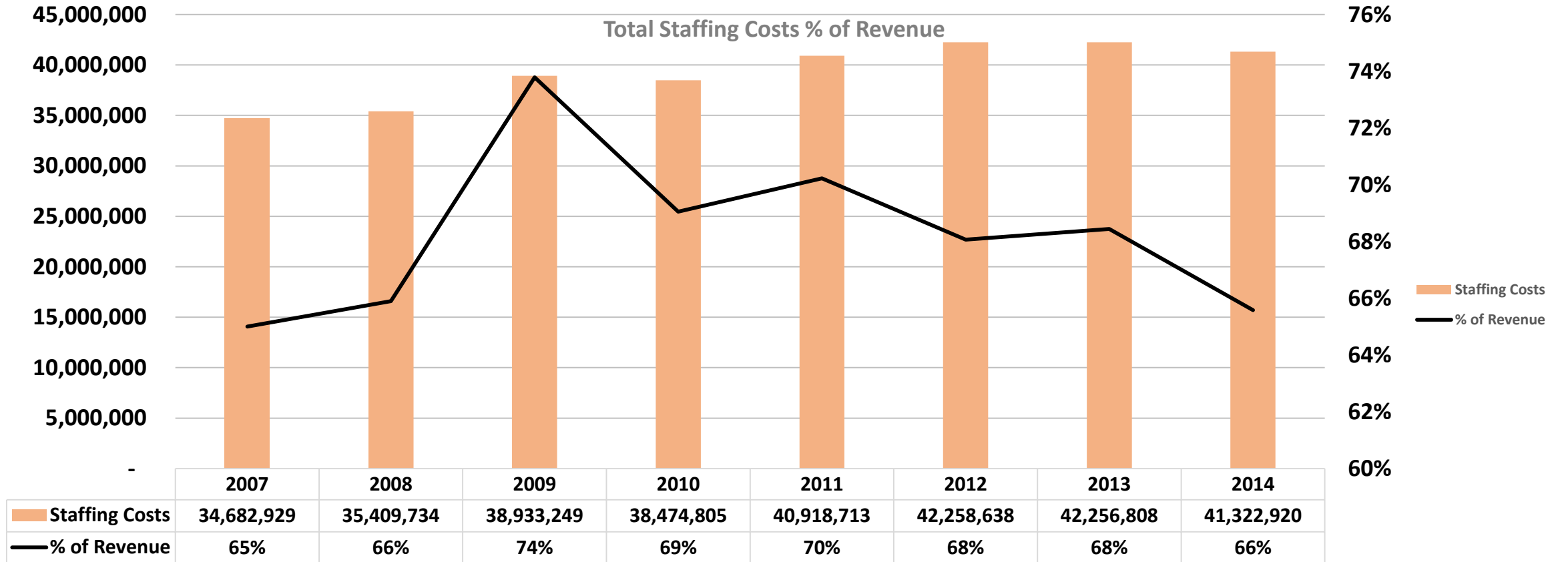
TOTAL RESERVES AS A PERCENTAGE OF TOTAL REVENUE



% of Total Revenue	22%	19%	14%	5%	0%	2%	3%	3%	3%
Total	11,838,599	10,292,355	7,225,100	2,948,899	(52,143)	1,388,230	1,586,629	2,056,867	1,998,586

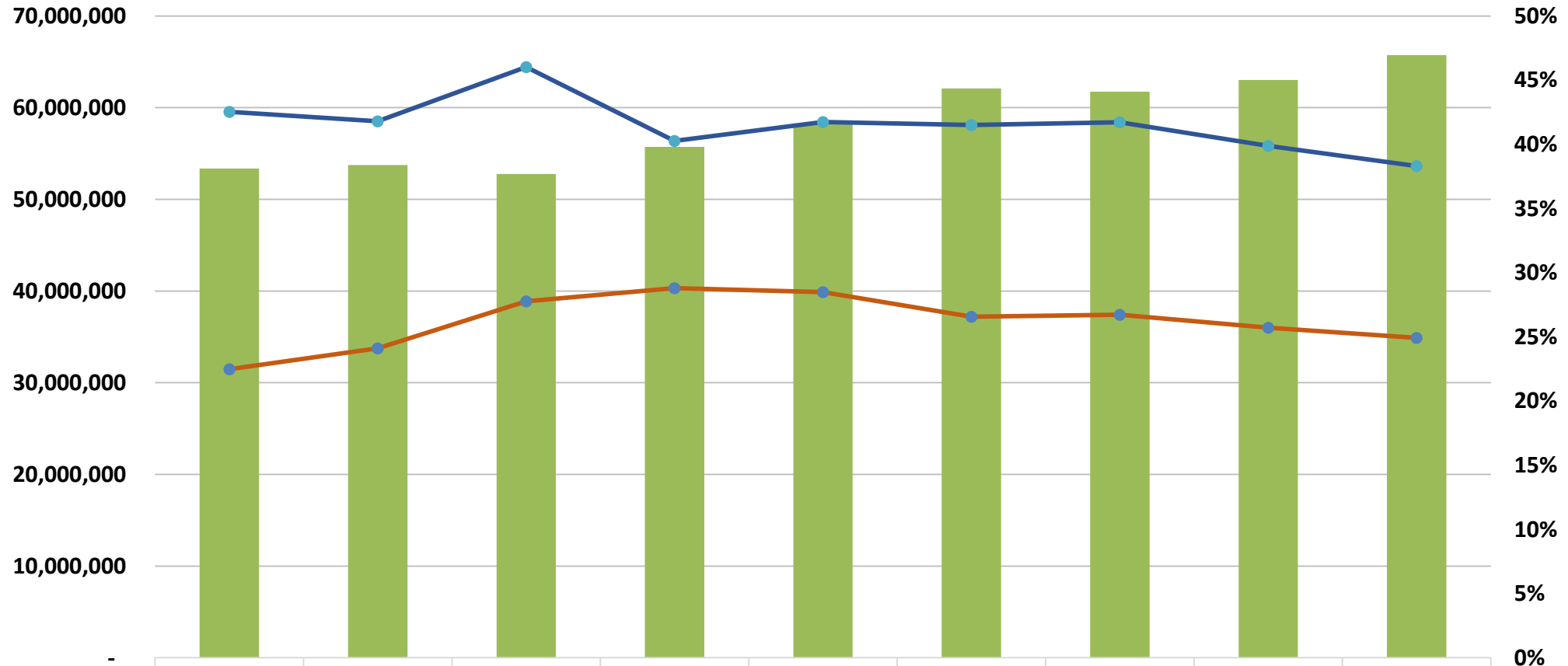
SPENDING TRENDS

PERCENTAGE OF TOTAL REVENUE VS TOTAL STAFFING COSTS



SPENDING TRENDS

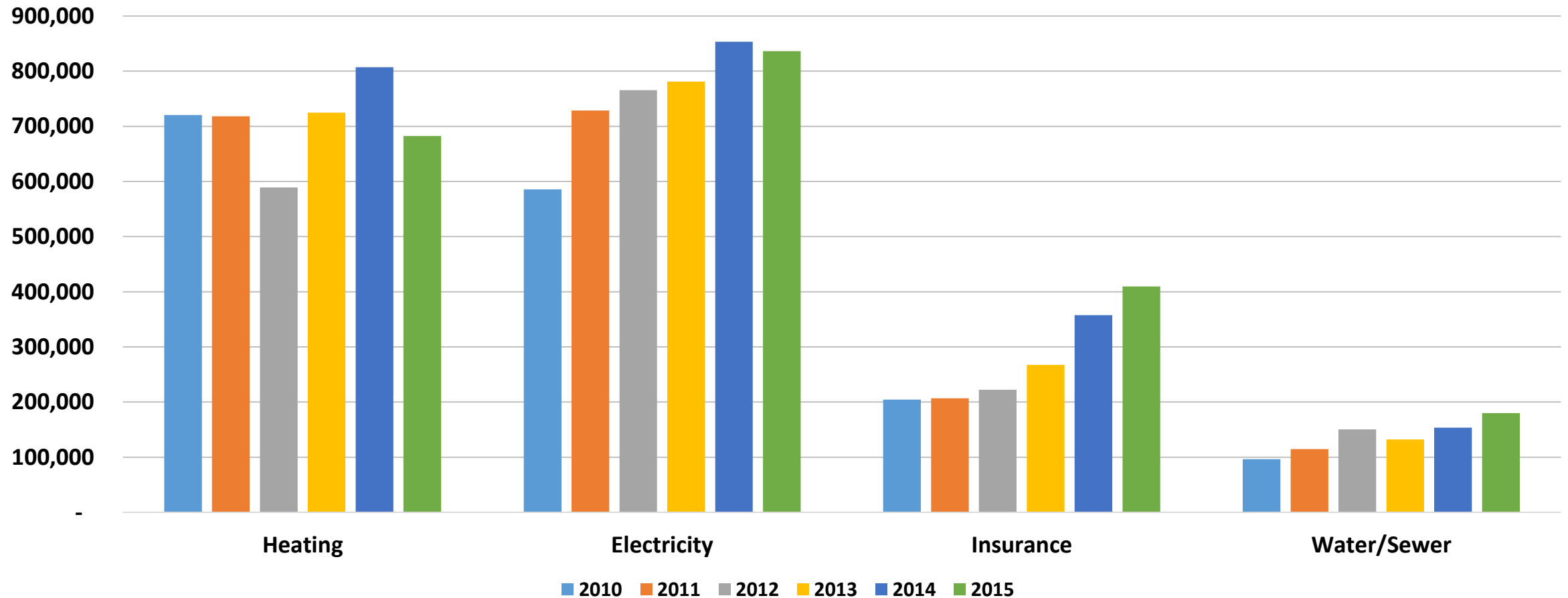
PERCENTAGE OF TOTAL REVENUE VS CERTIFICATED & UNCERTIFICATED SALARIES AND BENEFITS



	2007	2008	2009	2010	2011	2012	2013	2014	2015
Revenue	53,353,111	53,733,908	52,762,492	55,714,985	58,264,434	62,082,990	61,743,256	63,009,900	65,737,668
Uncertificated S&B	22%	24%	28%	29%	28%	27%	27%	26%	25%
Certificated S&B	43%	42%	46%	40%	42%	41%	42%	40%	38%

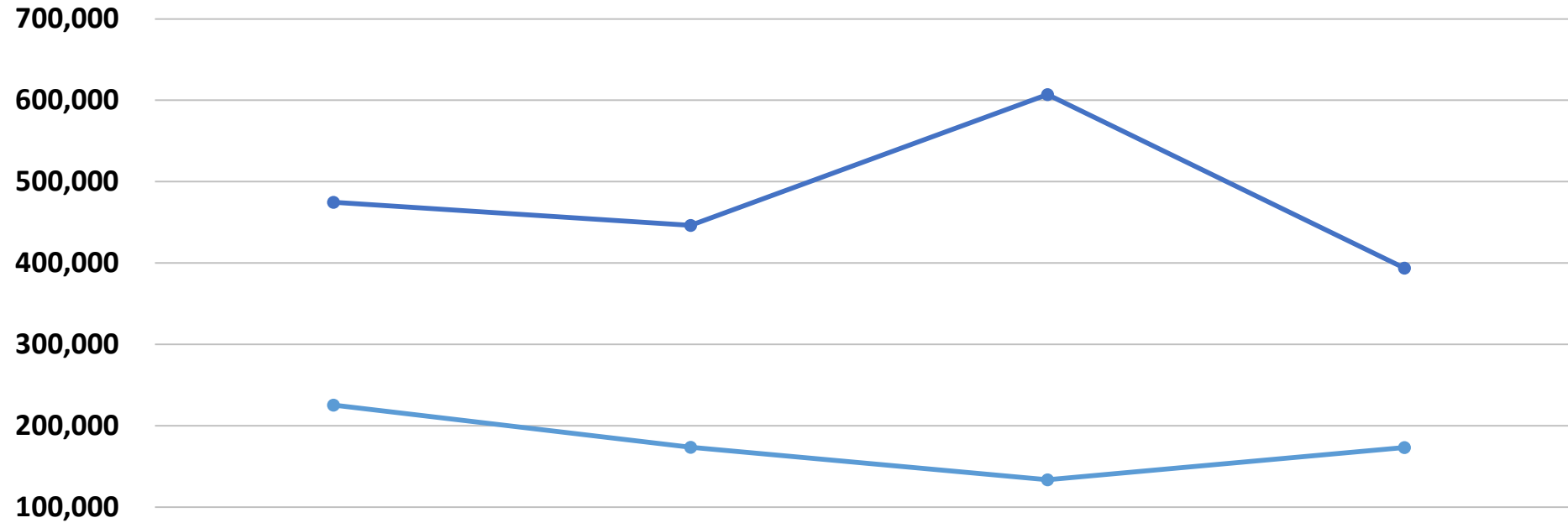
SPENDING TRENDS

UTILITY COSTS



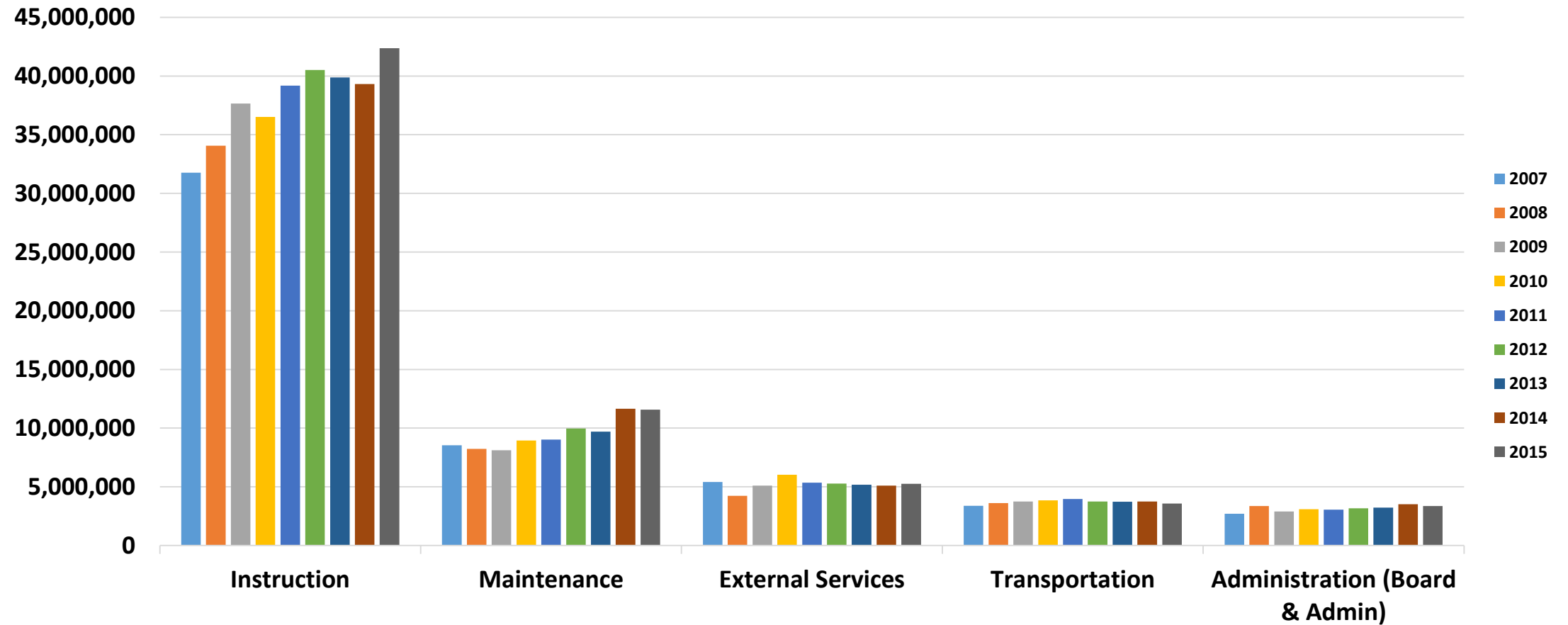
SPENDING TRENDS

CERTIFICATED SUBSTITUTE TEACHER AND UNCERTIFICATED SUBSTITUTE COSTS



	2012	2013	2014	2015
—●— Uncertified	225,407	173,384	133,629	173,244
—●— Certified	474,741	446,233	606,992	393,831

EXPENSES BY FUNCTION



QUESTIONS ?





BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: JANUARY 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS
SUBJECT: POLICY ONE, BOARD PHILOSOPHY MANDATE, CORE PURPOSE, VISION BELIEFS AND VALUES
ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

That the Board of Trustees receive Policy One, Board Philosophy Mandate, Core Purpose, Vision Beliefs and Values, as information.

BACKGROUND

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



NORTHLAND SCHOOL DIVISION 61

POLICY ONE

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

PREAMBLE

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

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

BACKGROUND

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



VISION

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

Northland School Division 61 Leadership will:

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

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

Northland School Division 61 Students will:

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

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

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

Northland School Division 61 Teachers Administrators and Staff will:

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

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

- Recognize the school is an opportunity to complement to their role in their children's education.
- Actively engage in supporting their children's education.
- Share responsibility for developing life-long learners.
- Engage as active partners in educating their children.
- **Monitor the academic progress of their children and emphasize the importance of education and lifelong learning.**

MISSION STATEMENT

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

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

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

Elder Pauline Ominyak

VALUES

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

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

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

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

		Trust
		Accountability and taking responsibility
		Integrity

MANDATE

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

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

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

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

GLOSSARY OF TERMS

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

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

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

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

NORTHLAND SCHOOL DIVISION 6: POLICY ONE

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

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

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

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

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

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: JANUARY 22, 2016

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

RECOMMENDATION

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

BACKGROUND

Following the November 20/21, 2015 Board meeting, copies of the draft policy were sent to the Local School Boards with a request for feedback. Feedback received to date is attached.



**DRAFT
Sexual
Orientation and
Gender Identity**

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

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

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

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



**DRAFT
Sexual
Orientation and
Gender Identity**

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

The Board is committed to implementing measures that will:

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



**DRAFT
Sexual
Orientation and
Gender Identity**

Policy

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



Policy # TBD

**DRAFT
Sexual
Orientation and
Gender Identity**

8. The principal shall ensure satisfactory resolution to any conflict that may arise in the process of providing reasonable accommodation and inclusive practices in keeping with the best interests of the student.

9. The principal shall ensure that all students, staff and families are aware of this policy, promote equality and non-discrimination with respect to gender, gender identity, gender expression and/or sexual orientation.

FEEDBACK: DRAFT POLICY - SEXUAL ORIENTATION AND GENDER IDENTITY

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

Re: Policy Draft- Sexual Orientation and Gender Identity

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

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

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

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

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

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

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

FEEDBACK: DRAFT POLICY - SEXUAL ORIENTATION AND GENDER IDENTITY

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

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

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

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

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: JANUARY 22, 2016

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

RECOMMENDATION

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



**Facilities
Manager—
Housing
Housing
Coordinator**

IDENTIFYING INFORMATION

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

CLASSIFICATION TITLE: Administration

DEPARTMENT: Facilities & Maintenance

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

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

REASON FOR SUBMISSION: X
Creation Change Update

Date: July 6, 2015

POSITION SUMMARY

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

MAJOR DUTIES AND RESPONSIBILITIES:

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



**Facilities
Manager—
Housing
Housing
Coordinator**

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

Develops long-range plans and processes to

6.1 Review housing equity across communities

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

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

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

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



**Facilities
Manager—
Housing
Housing
Coordinator**

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



**Facilities
Manager—
Housing
Housing
Coordinator**

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



**Facilities
Manager—
Housing
Housing
Coordinator**

OTHER CONSIDERATIONS

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

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: JANUARY 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: SCHOOL CUSTODIAN JOB DESCRIPTION

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION

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

CURRENT SITUATION:

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.



School Custodian

OTHER CONSIDERATIONS

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

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: JANUARY 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: FIELD SERVICE TECHNICIAN JOB DESCRIPTION

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

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

CURRENT SITUATION:

BACKGROUND:

OPTIONS:



Field Service Technician

IDENTIFYING INFORMATION

POSITION TITLE: Field Service Technician

CLASSIFICATION TITLE:

DEPARTMENT: Facilities & Maintenance

IMMEDIATE SUPERVISOR'S TITLE: Division Facilities Manager

REASON FOR SUBMISSION: X
 Creation Change Update

Date: October 1, 2015

POSITION SUMMARY

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

MAJOR DUTIES AND RESPONSIBILITIES:

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



Field Service Technician

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

OTHER CONSIDERATIONS

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

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: JANUARY 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 415 – TEACHER GROWTH, SUPERVISOR AND EVALUATION

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION

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

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

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

OPTIONS:



Procedure 415

Teacher Growth, Supervision and Evaluation

Background

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

Procedures

1. All divisional certificated education staff shall become familiar with the requirements of Alberta Education Policy 2.1.5, Teacher Growth, Supervision and Evaluation. The policy may be accessed and reviewed on the Alberta Education website at:
 http://www.learning.gov.ab.ca/k_12/legislation
 - 1.1 All divisional certificated educational staff shall become familiar with Northland School Division No. 61 Procedure 415 Teacher Growth, Supervision and Evaluation.
2. This procedure will apply to all teachers employed by the Division.
3. ~~A teacher may appeal an evaluation in accordance with Board Policy 13, Appeals.~~
3. Details about the implementation of these procedures shall be reported upon in the board's annual report.

Teacher Growth

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



Procedure 415

Teacher Growth, Supervision and Evaluation

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

Supervision

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



Procedure 415

Teacher Growth, Supervision and Evaluation

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

Evaluation

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

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



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

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

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

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



**Teacher Growth,
Supervision and
Evaluation**

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



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

7.9.1 An additional period of remediation to the teacher;

7.9.2 A change of assignment;

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

7.9.4 Termination of the teacher's contract of employment.

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

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

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

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

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



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

- ~~7.12. Whenever possible, a teacher shall be involved in the development of the process, including data collection procedures, criteria, standards and timelines.~~
- 7.12 As soon as possible upon the completion of the final evaluation observation, the principal or assigned evaluator shall draft a final report and shall include the principal or assigned evaluator's recommendations pertaining to the teacher's employment, certification or remediation.
- 7.12.1 The final evaluation report must be completed and received by the teacher a minimum of 30 days prior to the last day of school.
- 7.13 A teacher may request a review of the final evaluation report:**
- 7.13.1 **A request for review of an evaluation must be made to the Superintendent in writing not later than 30 calendar days after the receipt of the final evaluation report.**
- 7.13.2 **The request shall outline the reasons for which the request is being made.**
- 7.13.3 **Upon receipt of the request, the Superintendent shall appoint an individual acceptable to both the teacher and the Superintendent to conduct a review of the evaluation or request and render a written decision within 21 calendar days.**
- 7.13.4 **The Superintendent's decision is final.**
- 7.13.5 **In the event that the Superintendent finds that a re-evaluation is warranted, the**



**Teacher Growth,
Supervision and
Evaluation**

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

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

7.14 This procedure does not restrict:

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

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

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

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

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

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

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

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



**Teacher Growth,
Supervision and
Evaluation**

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

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

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

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

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

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

BOARD OF TRUSTEES

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

DATE: JANUARY 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 504, UNCOLLECTIBLE ACCOUNTS

ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER

RECOMMENDATION

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

**Uncollectable
Delinquent
Accounts**

Background

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

Procedures

1. In order to deem an Account Receivable **uncollectable delinquent**, the secretary-treasurer will:
 - 1.1 Contact the debtor by telephone or letter requesting payment in full, or the establishment of an acceptable repayment schedule.
 - 1.2 Contact the debtor by telephone when possible, in the event of non-payment or default in the repayment schedule.
 - 1.3 If no response to Step 2, forward a double-registered *Demand for Payment* letter to the debtor, allowing ten working days only from the date of delivery of the Demand Letter by the Post Office to the debtor, for payment to be made in full.
 - 1.4 If no response to the Demand Letter is received within the ten-day time limit, the secretary-treasurer may file a claim in Small Debts **Claims** Court or request the division's lawyer to institute collection proceedings.
 - 1.5 Refer the account to a collection agency prior to initiating action in Small Debts **Claims** Court.
2. Should the account remain uncollected, and the chances for collection are not positive, the secretary-treasurer shall:
 - 2.1 For accounts up to \$1,000-00, bring the matter to the attention of the superintendent who has the authority to declare the account **uncollectable delinquent** and approved for write off.



**Uncollectable
Delinquent
Accounts**

- 2.2 For accounts in excess of \$1,000-00, bring the matter before the board and seek approval to declare the account ~~uncollectable~~ **delinquent** and approved for write off.
- 2.3 **Accounts in excess of \$50,000, over 90 days in arrears, will be reported to the Finance, Maintenance and Transportation Committee, with a recommendation for the process for collecting the outstanding amount.**
- 2.4 **Accounts, or portion of an account over 120 days in arrears at year-end will be expensed to doubtful accounts.**

BOARD OF TRUSTEES

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

DATE: JANUARY 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 505, DONATIONS

ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER

RECOMMENDATION

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

CURRENT SITUATION:



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

Background

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

Procedures

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



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

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

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: JANUARY 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 501, BUDGET TRANSFERS

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION

That the Board of Trustees, receive as information, the attached changes to Procedure 501, Budget Transfers.

CURRENT SITUATION:

**Budget Transfers
Reserves**

Background

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

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

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

2. ~~Computer Technology Assets~~

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

3. ~~Annual Amortization of Assets~~

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

Background

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

**Budget Transfers
Reserves**

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

1. Capital Accounts

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

Procedures**1. Unrestricted Surplus**

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



**Budget Transfers
Reserves**

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

2. Restricted Capital Reserves

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

3. Restricted Operating Reserves

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

4. Investment in Tangible Capital Assets



**Budget Transfers
Reserves**

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

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

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

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

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

**Budget Transfers
Reserves**

EXAMPLE
Reserve Plan Template**Unrestricted Surplus**

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

Deductions from reserve:

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

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

Restricted Capital Reserve

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

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

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: JANUARY 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 502, SITE BASED BUDGETING

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION

That the Board of Trustees, receive as information, the attached changes to Procedure 502, Site Based Budgeting.
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CURRENT SITUATION:

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

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

Procedures

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

**Site-Based
Budgeting**

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

**Site-Based
Budgeting**

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

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

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



**Site-Based
Budgeting**

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

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

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

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

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

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

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: JANUARY 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 508, REIMBURSEMENT OF EXPENSES

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION

That Board of Trustees receive as information, the attached changes to Procedure 508, Reimbursement of Expenses.

CURRENT SITUATION:



**Reimbursement
of Expenses**

Background

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

Procedures

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



**Reimbursement
of Expenses**

4. Transportation

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

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

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

5. Out of Province Travel

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

5.1 Travel must be approved by the superintendent prior to travelling.

5.2 Reimbursement will be provided in Canadian dollars.

6. Mileage

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



**Reimbursement
of Expenses**

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

7. Moving Allowances

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

**Reimbursement
of Expenses**

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

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

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

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

7.1.6.2 \$8.20 per day for each other member

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

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

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

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

7.2.3 Other provinces - \$2,500.00

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

8. Time Off

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

**Reimbursement
of Expenses**

9. Hospitality and Community Relations Expenditures

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

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

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

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

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

10. Medical Expenses

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

11. Expenses - Interviews

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



**Reimbursement
of Expenses**

12. Traveling Expenses - Temporary Teachers

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

13. Northern Travel Benefit

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

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

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

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

14. Public Disclosure of Information

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

14.1.1 All members of the corporate board

14.1.2 The superintendent of schools

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



**Reimbursement
of Expenses**

15. Board Honorarium and Travel Expense

15.1 Purpose

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

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

Scope:

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

15.2 Guidelines

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

15.2.1. Direct Deposit

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

15.2.2. Cheque

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

15.2.3. Debit MasterCard for any ATM/Bank Machine

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

**Reimbursement
of Expenses****15.3 Procedures****15.3.1. Direct Deposit**

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

15.3.2. Cheques

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

15.3.3. Debit MasterCard

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

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

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

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

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

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

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

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

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

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: JANUARY 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 511, BUS RENTALS

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION

That the Board of Trustees, receive as information, the attached changes to Procedure 511, Bus Rentals.

CURRENT SITUATION:

**Bus Rentals**

Background

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

Procedures

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

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

BOARD OF TRUSTEES

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

DATE: JANUARY 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 524, INVESTMENT PROCEDURE

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION

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

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

**Investment
Procedure**

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

Guidelines

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



**Investment
Procedure**

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



Superintendent's Report January 23, 2016

November, 2015

23	Peace River	Teleconference with Director of Education, Bigstone Cree Nation
24	Peace River	KTC/NSD Partnership Principals Meeting
25	Peace River	Exit Conference with Office of the Auditor General
26	Trout Lake	Kateri School Visit
	Peerless Lake	Peerless Lake School Visit
		Peerless Lake Local School Board Committee Meeting
27	Wabasca	Meeting with Mistassiniy School Principal and Community Education Engagement Coordinator

December, 2015

1	Edmonton	Meeting with Alberta Education
2	Peavine	Meeting with Bishop Routhier Principal
3	Edmonton	KTC/NSD Partnership Meeting
		ATA Meeting
4	Edmonton	ASBA Meeting
8	Wabasca	Marten Lake Camp Visit
9	Wabasca	Marten Lake Camp Visit
		Transitions Project Teleconference
		Mental Health Ad Hoc Committee Meeting
10	Peavine	Meeting at Bishop Routhier School
11	Peace River	Moving Forward with High School Re-design Teleconference with Alberta Education
14	Wabasca	Meeting with Bigstone Cree Nation and MD of Opportunity No. 17
15	East Prairie	Hillview School Visit
	Gift Lake	Gift Lake School Visit
18	Peace River	Office of the Auditor General Teleconference

January, 2016

5	Peace River	Leadership Team Meeting
6	Peace River	Meeting with Cadotte Lake School Principal and Woodland Cree First Nation
7	Fort McMurray	Athabasca Tribal Council Meeting
8	Edmonton	Northland School Division Financial and Program Evaluation Committee Meeting
11	High Prairie	Transitions Planning Meeting
12	Peace River	Committee Meetings and Agenda Review
20	Calling Lake	Calling Lake Outreach Review with Alberta Education
21	Edmonton	Long Term Agreement Meeting
22-23	Peace River	Corporate Board Meeting

1/6/2016

Northland School Division No. 61 Mail - Budget 2015 and First Nations Education Initiatives



Donna Barrett <donna.barrett@nsd61.ca>

Budget 2015 and First Nations Education Initiatives

1 message

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

Wed, Jan 6, 2016 at 12:54 PM

Cc: Carl Amrhein - Health <Carl.Amrhein@gov.ab.ca>, David Morhart <David.Morhart@gov.ab.ca>

To: Superintendents of Public, Separate and Francophone School Boards
First Nations Education Directors
MOU Senior Officials

The Government of Alberta remains committed to achieving the common vision of the *Memorandum of Understanding for First Nations Education in Alberta* (MOU). Under this vision, First Nations students are achieving or exceeding the full educational outcomes, levels and successes of all other students in Alberta.

We are also focused on fulfilling the mandate set out by Honourable Rachel Notley, Premier of Alberta, with respect to the *United Nations Declaration on the Rights of Indigenous Peoples*.

I am pleased to advise you that the Government of Alberta is moving forward to support these priorities with \$74 million in funding over three years. This funding will help, in part, implement Alberta's commitment under the MOU to improve opportunities and education outcomes for First Nations students. This funding commitment includes \$20 million that will be made available to individual First Nations, First Nations organizations that provide education services and provincial school authorities to support one-time, three-year projects that focus on capacity building and collaboration in education. This funding is intended to enhance, but not replace federal funding for First Nations education.

Alberta Education is also working with partners to expand Regional Collaborative Service Delivery (RCSD) to interested First Nations communities. RCSD is a partnership between Alberta Education, school authorities, Alberta Health Services, Alberta Human Services, and community stakeholders. These partners work together to improve access to supports, build capacity within communities and to support the co-ordination and integration of services.

Collaborative planning workshops for First Nations and other stakeholders are being planned in nine locations across the province for early in the new year. These workshops will provide information about Education Services Agreement Standards, collaborative plans, the Building Collaboration and Capacity in Education (BCCE) Grant Program and the expansion of RCSD to interested First Nations. Ministry staff will be in contact shortly to provide further information and to extend an invitation for you to attend.

I look forward to our continued collaboration to support improved outcomes for First Nations students.

1/6/2016

Northland School Division No. 61 Mail - Budget 2015 and First Nations Education Initiatives

Sincerely,

Lorna Rosen

Deputy Minister of Education

Attachments:

- 1) Fact Sheet: Regional Collaborative Service Delivery
- 2) Fact Sheet: Building Collaboration and Capacity in Education

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2 attachments **Fact Sheet - Regional Collaborative Service Delivery.pdf**
242K **Fact Sheet - Building Collaboration and Capacity in Education.pdf**
102K

Building Collaboration and Capacity in Education

What is the Building Collaboration and Capacity in Education Grant Program¹?

It is a one-time conditional grant funding opportunity for three-year projects that focus on:

- supporting collaborative planning; and
- supporting First Nations capacity to participate in provincial initiatives.

What is the purpose of this grant program?

The purpose is to increase opportunities for First Nations students to receive co-ordinated education programs and services that are responsive to their needs by enhancing collaboration, co-ordination and capacity building among education stakeholders. This supports the Government of Alberta's commitments under the *Memorandum of Understanding for First Nations Education in Alberta* to pursue targeted and strategic funding opportunities to increase the success of First Nations students who reside in a First Nations community and attend a provincial school.

Who can apply?

Funding to support **collaborative planning** is available to:

- individual First Nations operating a band-operated school(s);
- First Nations organizations providing education services (e.g., Tribal Councils); and
- public, separate and charter school authorities that have existing education services agreements for First Nations students who live on reserve and attend provincial schools.

Funding to support First Nations school authorities' **capacity to participate in provincial initiatives** is available to:

- individual First Nations operating band-operated schools; and
- First Nations organizations providing education services (e.g., Tribal Councils).

How much funding is available?

- A total of \$20 million over three years is available through the Building Collaboration and Capacity in Education Grant Program.

What is the application deadline?

The deadline for applications and proposals is **March 1, 2016**.

Is it possible to partner with other First Nations or provincial school authorities on a submission?

Yes. Individual First Nations, First Nations organizations providing education services and provincial school authorities are able to collaborate and partner on the submission of a joint application and proposal. Funding for joint proposals may be pooled in order to maximize resources.

I'm interested in applying. Where can I find an application form?

The first step in the application process is to contact:

First Nations Education Initiatives Branch
 First Nations, Métis and Inuit Education
 Division, Alberta Education
 Phone: 780-644-8415 (dial 310-0000 first
 for toll-free access in Alberta)
 Email: EDC.FNEI@gov.ab.ca

¹ The program will be reviewed annually to ensure it is meeting its stated purpose and objectives.

Regional Collaborative Service Delivery

What is Regional Collaborative Service Delivery?

Regional Collaborative Service Delivery (RCSD) is an approach to ensure children, youth and families have access to supports they need to be successful at school and in the community.

It is a partnership among school authorities, Alberta Health Services, Alberta Human Services and other community stakeholders. These partners work together to identify and meet the needs of children and youth within a given region. There are 17 RCSD regions across the province.

Supports and services available in a particular region depend on what service priorities have been identified by the regional partners. Supports can include, but are not limited to mental health supports, speech-language therapy and occupational therapy.

What does Regional Collaborative Service Delivery do?

RCSD is an approach to more effectively meet the learning needs of children and youth and to support their well-being. Its purpose is to support regions in providing streamlined, co-ordinated and enhanced access to supports and services for children and youth

to be successful in school and in their community.

The goal is to ensure that children and youth have access to the right supports at the right time. This is achieved by:

- improving access to supports;
- building capacity within communities;
- including school staff, service providers and families; and
- by improving integration and co-ordination of services.

How does Regional Collaborative Service Delivery work?

RCSD partners collaborate within the 17 provincial regions. Partners include school authorities, Alberta Health Services, Alberta Human Services (including Child and Family Services, Family Support for Children with Disabilities and Persons with Developmental Disabilities) and community organizations and stakeholders that deliver supports and services.

Priorities vary according to identified regional needs and plans. All regional collaborative supports must improve a child or youth's ability to take part in his or her educational program or community.

Who does Regional Collaborative Service Delivery support?

The approach is intended to better meet the needs of the following demographics:

- Children or youth who are registered with Alberta Education in Early Childhood Services (ECS) to Grade 12.
 - Children and youth with complex needs* between the ages of 0 and 20 years old.
 - Children and youth (from birth to 20 years old) with a low-incidence disability, including:
 - Blind or Visually Impaired (BVI);
 - Deaf or Hard of Hearing (DHH);
 - Deafblind (DB); and
 - Complex Communication Needs (CNN).
 - School staff, families and service providers who need cross-sector training or skill development in relation to collaboratively supporting children and youth in school and in the community.
- * Children and youth with complex needs are those who, due to the severity of their impairment(s), require significant extraordinary care and who require services from more than one government ministry. This may include children and youth:
- with multiple impairments, complex mental health and health issues and/or severe behavioural needs;
 - who have utilized all available resources with limited success;
 - who require fiscal and human resources that strain the capacity of any one ministry; and

- for whom there are questions about the safety of the child, youth, family or public.

How is Regional Collaborative Service Delivery funded?

The Government of Alberta provides funding for RCSD.

Funding is distributed to each region through a funding allocation aimed at supporting collaboration and enhancing supports for children and youth.

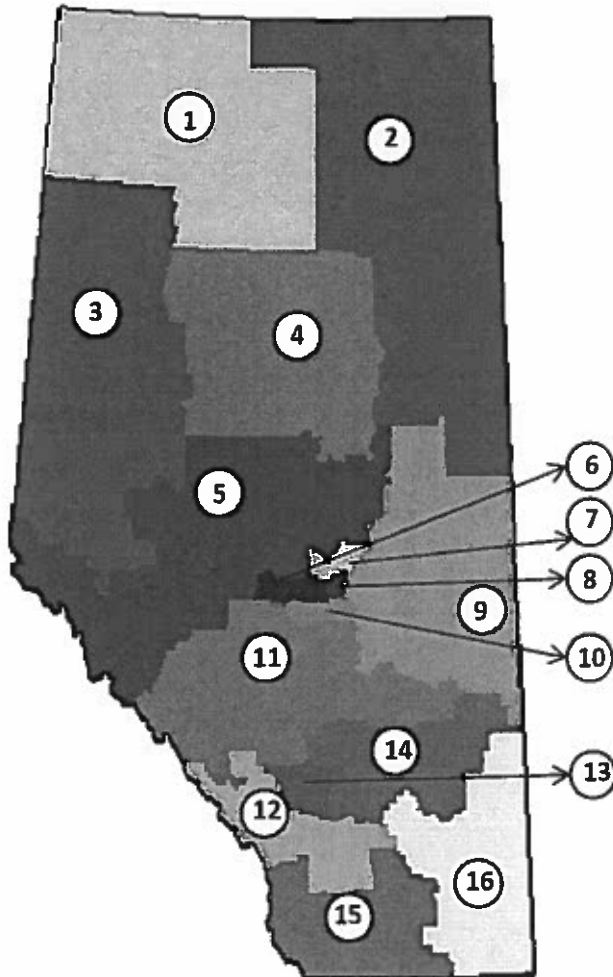
How can I learn more about Regional Collaborative Service Delivery?

TEACHERS AND SCHOOL ADMINISTRATORS

Contact your school authority representative or RCSD regional manager. Please see next page for contact information.

PARENTS

Please talk to your child's teacher, school administrator or local service provider about the supports that may be available for your child. If your child is not enrolled in school, contact your RCSD regional manager.



Regions and Regional Managers

1. Northern Lights RCSD
2. Wood Buffalo RCSD
3. Peace Country RCSD
4. Northern Lakes RCSD
5. Aspen Collaborative Services RCSD
6. Parkland and Area RCSD
7. St. Albert and Sturgeon RCSD
8. City of Edmonton RCSD
9. Eastern Edge RCSD
10. Leduc and Area RCSD
11. Central Alberta RCSD
12. Bow River RCSD
13. Calgary and Area RCSD
14. Central East Collaborative RCSD
15. Southwest Alberta RCSD
16. Southeastern Alberta RCSD
17. Réseau RCSD (Francophone)

AR92029

December 15, 2015

Ms. Kerri Ceretzke, Principal
Athabasca Delta Community School
Box 59
Fort Chipewyan AB T0P 1B0

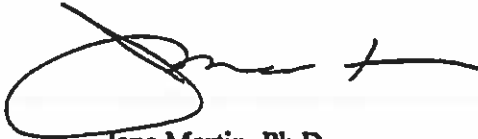
Dear Ms. Ceretzke:

It was a pleasure to meet with you, the students, and the Executive of the Northland School Division in October of this year. The discussions were meaningful and insightful and we look forward to continued success of current and future programs with the Athabasca Delta Community School.

In appreciation of your welcoming hospitality, and in remembrance of our visit, I present as our gift to you: the *Turtle Island Voices* grades 1, 7 and 8 texts, including the Grade 1 Teacher's Guide.

Thank you once again for being such gracious hosts during our time at Fort Chipewyan, and please feel free to contact my office at any time should you require any assistance or further information.

Sincerely,



Jane Martin, Ph.D.
Assistant Deputy Minister
First Nations, Métis and Inuit Education

cc: Ms. Donna Barrett, Superintendent
Northland School Division No. 61

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DOCUSHARE

AR92029

December 15, 2015

Ms. Crystal Colville, Principal
Little Buffalo School
General Delivery
Cadotte Lake AB T0H 0N0

Dear Ms. Colville:

It was a pleasure to meet with you, the students, and the Executive of the Northland School Division in October of this year. The discussions were meaningful and insightful and we look forward to continued success of the current and future programs with Little Buffalo School.

In appreciation of your welcoming hospitality, and in remembrance of our visit, I present as our gift to you: the *Turtle Island Voices* grades 1, 7 and 8 texts, including the Grade 1 Teacher's Guide.

Thank you once again for being such gracious hosts during our time at Little Buffalo, and please feel free to contact my office at any time should you require any assistance or further information.

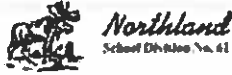
Sincerely,



Jane Martin, Ph.D.
Assistant Deputy Minister
First Nations, Métis and Inuit Education

cc: Ms. Donna Barret, Superintendent
Northland School Division No. 61

**FILED IN
DOCUMENTS**



Donna Barrett <donna.barrett@nsd61.ca>

Holiday Greetings from the Minister of Education

1 message

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

Wed, Dec 16, 2015 at 2:06
PM

This is a special time of year and it's important to celebrate with family and friends. We should also pause and reflect on the year that has passed as we prepare to ring in the new.

As I look back over 2015, I am pleased with the progress we have made in improving the quality of education in our province. Much of the credit goes to you, our partners. I know there is still much work to be done.

As a ministry, we will be focusing on these key priorities as we head into 2016:

- Working in partnership with our stakeholders to ensure safe, caring and respectful schools for all students.
- Preparing for the new students who will be joining our schools as refugee families arrive in Alberta.
- Working collaboratively to ensure that reconciliation is addressed across all future K-12 curricula in close partnership with First Nations, Métis and Inuit communities.
- Moving forward with anticipated and much-needed school building projects across the province.
- Ensuring our programs of study and assessment continue to meet the needs of our students.

I know this coming year will bring new opportunities to build on our ongoing efforts as we ensure every student is educated for future success. Together we are making a difference in the lives of Alberta's students.

Best wishes for a safe and happy holiday season and a very happy new year.

Sincerely,

David Eggen
Minister of Education
MLA, Edmonton-Calder

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1/15/2016

Northland School Division No. 61 Mail - Excellence in Teaching Awards



Donna Barrett <donna.barrett@nsd61.ca>

Excellence in Teaching Awards

1 message

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

Fri, Jan 15, 2016 at 10:15 AM

To: Board Chairs of Public, Separate, Francophone and Charter School Boards

It is my great pleasure to announce this year's Excellence in Teaching Awards. As a former teacher I understand the important role that Alberta's teachers play in inspiring our students and preparing them for bright futures.

I have enjoyed working with people who are enthusiastic about what they do. In my conversations with staff and education partners over the past few years, what has resonated for me is the strong passion for education and the desire to make a difference in the lives of young people in our province.

On December 4, nominations opened for the 2016 Excellence in Teaching Awards. Parents, students, colleagues, principals, superintendents and all Albertans are encouraged to nominate a teacher or principal who demonstrates excellence in the profession. We want to recognize educators that inspire students and colleagues with their creative, innovative, and effective teaching practices. Nominations for pre-kindergarten teachers are also being accepted.

Please take this opportunity to show your appreciation for the leadership of great teachers in your schools by acknowledging their contributions.

If you have any questions regarding the program, visit Alberta Education's website, email edc.excellenceinteaching@gov.ab.ca or call toll-free 1-866-590-1660.

Sincerely,

David Eggen

Minister

cc: Superintendents of Public, Separate, Francophone and Charter School Boards
Executive Directors of the following Associations:
Alberta School Councils' Association
Fédération des parents francophones de l'Alberta

1/15/2016

Northland School Division No. 61 Mail - Excellence in Teaching Awards

Alberta Teachers' Association

Alberta School Boards Association

Communications Contacts at School Divisions

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Shining Student Award

Indigenous



2016

Education Partners

First Nation, Métis and Inuit

Student Recognition

Alberta School Boards Association © Alberta School Councils' Association © Alberta Teachers' Association
© College of Alberta School Superintendents

Eligibility

This annual recognition is awarded to a student of First Nations, Métis or Inuit heritage, who demonstrates leadership and inspires others, through embracing and respecting an aboriginal perspective or world view from an aboriginal perspective, by:

- ⊙ Pursuing his/her goal or dream despite challenges
- ⊙ Persevering in his/her studies
- ⊙ Maintaining a positive outlook on his/her future opportunities
- ⊙ Promoting his/her heritage and culture
- ⊙ Providing leadership within a cultural perspective
- ⊙ Embracing and respecting the heritage of all

Criteria

The First Nations, Métis or Inuit student is enrolled in Grade 10 –12 program in

- ☞ a school operated by a school board
- ☞ a school operated by a First Nations Education Authority
- ☞ a private or charter school

and who exemplifies the characteristics listed above.

Guidelines


The student can be nominated by a student, teacher, principal, superintendent, trustee, or school staff.

Nominations must be received by March 30 and include:

- ☞ a letter outlining why the individual is deserving of recognition
- ☞ at least one additional letter of recommendation

Nominations will be considered by a committee comprised of one representative from each of the education partner organizations - Alberta School Boards Association (ASBA), Alberta School Councils' Association (ASCA), Alberta Teachers' Association (ATA), College of Alberta School Superintendents (CASS) and Alberta Education FNMI Field Services Branch and one person appointed by the Task Force.

The successful candidate will receive opportunity to attend a youth conference on leadership and change. Financial support will include registration cost, travel and accommodation, and reasonable expenses to attend. The recipient will also be recognized in their home community or school at a locally arranged event.

Sponsored by **xerox** 

Nomination Form

Submission deadline is 4:30 pm on March 30, 2016

Nominee's Full Name:

School Name:

Location:

Nominee's Address:

City/Town:

Postal Code:

Phone Number:

Alt Phone or Fax Number:

Email Address:

Grade:

This nominee is: Métis First Nations Inuit

Nominator's Full Name:

Title/Position:

Nominator's Address:

City/Town:

Postal Code:

Phone Number:

Alt Phone or Fax Number:

Email Address:

Submission Checklist: For each nomination be sure to provide:

- 1 completed nomination form
- 1,000 word (max) double-spaced letter for nomination
- 1 additional signed letter of support
- Optional COPIES of supporting documents (*certificates, awards, etc.*)

Mail completed Nomination package to:

Indigenous Shining Student Award
 Education Partners c/o ASBA
 1200, 9925-109 Street
 Edmonton, AB T5K 2J8

Or email to: brian.callaghan@crps.ca

For more information contact:

Brian Callaghan
 780.451.7105
brian.callaghan@crps.ca



- ⊙ Alberta School Boards Association
- ⊙ Alberta School Councils' Association
- ⊙ Alberta Teachers' Association
- ⊙ College of Alberta School Superintendents

Sponsored by **xerox** 



the Director's Report

JANUARY 2016

FIELD SERVICES

2016 Language Teacher Bursary: Application Deadline February 10

Certificated teachers who teach languages other than English and who are interested in a summer 2016 program abroad in a language immersion/language teaching methodology may apply for a bursary through the Language Teacher Bursary Program. For more information and application forms, go to <http://alis.alberta.ca/et/fo/pay/scholarships/info.html?EK=874>. Note: Only individuals who have not received these bursaries within the last five years may apply.

Bursary Application Deadline: The provincial deadline is February 10, 2016; however, local deadlines may be earlier. Applicants requiring further information may contact Alberta Scholarship Programs at 780-427-8640. Dial 310-0000 first for toll-free access in Alberta.

Inclusive Education Policy Framework

An *Inclusive Education Policy Framework* is currently being developed in consultation with key department staff and education stakeholders from across the province beginning in January 2016.

This *Inclusive Education Policy Framework*, in concert with the *Inclusive Education Policy* statement in the *Guide to Education*, will provide guidance and direction for school authorities and government to create a shared vision of an inclusive education system. This will contribute to ensuring that Alberta continues to have one of the best education systems in the world, so that all learners achieve their full potential.

This policy framework will create a roadmap that provides a set of principles, policy directions, outcomes and recommended actions that reflect the values of inclusive education. Inclusion is not just about learners with disabilities or exceptionalities. It is an attitude and approach that embraces diversity and learner differences, and promotes genuine equality of opportunities for all learners in Alberta.

For further information, please contact Leah Dushenski, Senior Manager, School Accreditation and Standards, at Leah.Dushenski@gov.ab.ca or at 780-427-6894. Dial 310-0000 first for toll-free access in Alberta.

Supporting Every Student Learning Series

New Release - Brain development and the effect of early experiences on lifelong learning and health

Understanding how children's brains develop and how they are impacted by adversity and toxic stress has important implications for creating welcoming, caring, respectful and safe learning environments. The *Supporting Every Student Learning Series*, <http://www.research4children.com/theme/common/page.cfm?i=10003043>, through the Alberta Centre for Child, Family & Community Research, has released a three part webinar, featuring Dr. Nicole Sherren, focusing on:



1. [How to Build a Brain \(https://vimeo.com/143398435\)](https://vimeo.com/143398435)
2. [The Biology of Early Adversity \(https://vimeo.com/143398436\)](https://vimeo.com/143398436)
3. [Outcomes Associated With Early Adversity \(https://vimeo.com/143398434\)](https://vimeo.com/143398434)

The November release of videos and accompanying conversation guides provides professional learning opportunities on brain development and the effect of early experiences on lifelong learning and health.

Upcoming webinars will focus on how welcoming, caring, respectful and safe learning environments support:

- reducing bullying behaviour and why this matters; and
- Children, youth and families who are refugees.

More information is available on the Alberta Centre for Child, Family & Community Research, <http://www.research4children.com/>.

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

Welcoming Syrian Families

Albertans have been coming together to support Syrian refugee families. The Alberta Government will continue to work closely with federal, provincial, municipal and community partners to welcome Syrian refugees.

The federal government is posting ongoing updates regarding the Syrian refugee initiative that you may find helpful and informative:

<http://www.cic.gc.ca/english/refugees/welcome/milestones.asp>

http://www.cic.gc.ca/english/refugees/welcome/map.asp?_ga=1.242073536.3794073.1442000734

The Alberta Government also has a webpage that may be helpful for those wanting more information about Alberta's response plan:

<http://alberta.ca/syrian-refugees.cfm>

Alberta Education will continue to work with school authorities to ensure refugee students have the supports they need to settle into Alberta's school system.

In preparation for incoming Syrian students, please refer to the following *Teaching Refugees and Students with Limited Formal Schooling* website at <http://teachingrefugees.com/>.

If you have additional questions, regarding educational programming, please contact Margaretha Ebbers, Director, Central Services, at Margaretha.Ebbers@gov.ab.ca or 780-427-5381. Dial 310-0000 first for toll-free access in Alberta.

Inclusive Education Policy Framework: Creating a Shared Vision

INCLUSIVE EDUCATION POLICY FRAMEWORK

An *Inclusive Education Policy Framework* is currently being developed in consultation with key education stakeholders from across the province.

This *Inclusive Education Policy Framework*, in concert with the *Inclusive Education Policy* statement in the *Guide to Education*, will provide guidance and direction for school authorities and government to create a shared vision of an inclusive education system. This will contribute to ensuring that Alberta continues to have one of the best education systems in the world, so that all learners achieve their full potential.

This policy framework will be enabling rather than prescriptive. It will create a roadmap that provides a set of principles, policy directions, outcomes and recommended actions that reflect the values of inclusive education.

Inclusion is not just about learners with disabilities or exceptionalities. It is an attitude and approach that embraces diversity and learner differences, and

promotes genuine equality of opportunities for all learners in Alberta.

Every learner has unique needs. Some learners have profound and ongoing needs; others have short-term and/or situation-based needs. This calls for flexible and responsive learning environments.

An inclusive education system that responds to the needs of all learners addresses factors that contribute to the achievement gap and other negative impacts that result from poverty, social exclusion, marginalization, underachievement and mental health issues.

Educational partners have a responsibility and a duty to uphold the rights and freedoms entrenched in the *Canadian Charter of Rights and Freedom* and the *Alberta Human Rights Act*. This includes equal access to education as well as the right of individuals to belong, to be included, and to full access to resources and opportunities.

Proposed engagement plan

Phase one: Inform and consult

(January to February 2016)

Gather stakeholder feedback on the draft policy framework

Phase two: Collaborate and revise

(March to April 2016)

Small working group reviews feedback to inform revision of draft

Phase three: Validate

(May 2016)

Initial stakeholders (from phase one) review and validate revised draft



Policy Directions

Informed by research, and based on best practices, the draft framework currently includes the following six policy directions.



Policy Direction 1: Learner-Centred Decision-Making

Decisions focus on the needs of learners by establishing high expectations, reducing barriers, and creating responsive learning opportunities.



Policy Direction 2: Engaging Families and Communities

Parents and community partners have meaningful opportunities to participate in, and support, the success of all learners.



Policy Direction 3: Evidence-Based Practice

Teachers, school leaders and other education professionals review, share and apply research supporting evidence-based instructional and inclusive practices.



Policy Direction 4: Professional Learning and Collaboration

Teachers, school leaders and other education professionals develop and apply knowledge, skills and attributes that enable them to create flexible and responsive learning environments.



Policy Direction 5: Leadership and Vision

Education leaders, at all levels, create a shared vision, promote a culture of collaboration, and build capacity to anticipate, value and support diverse learning needs.



Policy Direction 6: Access to Supports and Services

All learners have equitable access to evidence-based supports that reduce barriers and enhance learning in school, at home and in the community.

Each of the six policy directions, and their related outcomes and recommended actions, are mutually supportive and interdependent.

For information, contact:

Leah Dushenski | Senior Manager
School Accreditation and Standards Branch
Leah.Dushenski@gov.ab.ca

Education Supports Sector | Program and System Support Division | Alberta Education
8th Floor Capital Boulevard 10044 – 108 Street, Edmonton, Alberta | T5J 5E6
Phone 780 427 6894 (Toll Free 310 0000)



December 2015 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	32 (37%)	22 (26%)	4 (5%)	14 (16%)	5 (6%)	2 (2%)	7 (8%)	86
ADCS	73 (31%)	17 (7%)	27 (12%)	23 (10%)	22 (9%)	18 (8%)	53 (23%)	233
Bill Woodward School	51 (45%)	21 (19%)	17 (15%)	10 (9%)	7 (6%)	2 (2%)	5 (4%)	113
Bishop Routhier School	21 (33%)	10 (16%)	9 (14%)	5 (8%)	4 (6%)	3 (5%)	11 (17%)	63
Calling Lake School	29 (25%)	21 (18%)	18 (16%)	23 (20%)	10 (9%)	6 (5%)	8 (7%)	115
Chipewyan Lake School	7 (23%)	5 (17%)	5 (17%)	0 (0%)	6 (20%)	2 (7%)	5 (17%)	30
Conklin Community School	24 (60%)	10 (25%)	3 (8%)	0 (0%)	2 (5%)	0 (0%)	1 (3%)	40
Dr. Mary Jackson School	16 (46%)	1 (3%)	12 (34%)	4 (11%)	2 (6%)	0 (0%)	0 (0%)	35
Elizabeth School	75 (54%)	26 (19%)	18 (13%)	12 (9%)	3 (2%)	3 (2%)	2 (1%)	139
Father R. Perin School	17 (21%)	15 (19%)	22 (27%)	10 (12%)	13 (16%)	1 (1%)	3 (4%)	81
Fort McKay School	39 (44%)	8 (9%)	11 (12%)	12 (13%)	8 (9%)	5 (6%)	6 (7%)	89
Gift Lake School	46 (26%)	28 (16%)	41 (23%)	30 (17%)	18 (10%)	6 (3%)	9 (5%)	178
Grouard Northland School	33 (38%)	15 (17%)	17 (20%)	13 (15%)	4 (5%)	1 (1%)	4 (5%)	87
Hillview School	15 (48%)	0 (0%)	4 (13%)	7 (23%)	4 (13%)	0 (0%)	1 (3%)	31
JF Dion School	38 (44%)	11 (13%)	19 (22%)	11 (13%)	4 (5%)	2 (2%)	2 (2%)	87
Kateri School	27 (29%)	15 (16%)	15 (16%)	12 (13%)	5 (5%)	6 (6%)	14 (15%)	94
Little Buffalo School	32 (18%)	25 (14%)	25 (14%)	40 (22%)	11 (6%)	12 (7%)	36 (20%)	181
Mistassiniy School	41 (12%)	33 (10%)	80 (23%)	40 (12%)	38 (11%)	32 (9%)	82 (24%)	346
Paddle Prairie School	50 (41%)	22 (18%)	18 (15%)	10 (8%)	11 (9%)	7 (6%)	3 (2%)	121
Peerless Lake School	49 (40%)	15 (12%)	17 (14%)	13 (11%)	13 (11%)	4 (3%)	12 (10%)	123
Pelican Mountain School	11 (46%)	5 (21%)	3 (13%)	2 (8%)	0 (0%)	1 (4%)	2 (8%)	24
St. Theresa School	140 (34%)	70 (17%)	81 (20%)	65 (16%)	21 (5%)	16 (4%)	17 (4%)	410
Susa Creek School	29 (59%)	1 (2%)	12 (24%)	6 (12%)	1 (2%)	0 (0%)	0 (0%)	49

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	42 (34%)	1 (1%)	2 (2%)	3 (2%)	8 (7%)	6 (5%)	60 (49%)	122
Calling Lake Outreach School	3 (18%)	4 (24%)	0 (0%)	0 (0%)	0 (0%)	1 (6%)	9 (53%)	17

DIVISION ATTENDANCE DECEMBER 2015

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	93	47	45	36	25	16	24	286
Gr. 1	84	57	50	35	20	12	15	273
Gr. 2	103	40	48	32	15	7	29	274
Gr. 3	102	39	48	40	17	7	10	263
Gr. 4	103	38	42	31	15	4	8	241
Gr. 5	90	37	38	41	13	6	9	234
Gr. 6	94	36	37	39	16	10	15	247
Gr. 7	75	31	38	22	21	14	19	220
Gr. 8	57	24	47	23	14	8	23	196
Gr. 9	28	21	41	25	21	12	32	180
Gr. 10	24	14	18	10	15	15	32	128
Gr. 11	14	8	17	16	12	14	35	116
Gr. 12	28	4	9	12	8	4	32	97
Student Totals	895	396	478	362	212	129	283	2755

*Does not include Outreach

2015-2016 Division Attendance

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

*Does not include Outreach



Chairman's Report January 23, 2016

November, 2015

20-21	Peace River	Corporate Board Meeting
25	Edmonton	Office of the Auditor General of Alberta Exit Conference 2014-2015 Financial Audit
26	Peace River	Central Office
	High Prairie	Overnight
27	Gift Lake	School Visit
		Construction Deficiencies Review
		Conference Call – Bill 8
30	Edmonton	Meeting with the Superintendent of Schools
		Meeting with McLennan - Ross Legal

December, 2015

1 (PM)	Edmonton	Meeting with the Deputy Minister of Education
3	Edmonton	Meeting with Kee Tas Kee Now CEO and Superintendent Re: Partnership
4	Edmonton	Alberta School Boards Association (ASBA)/Alberta Education Bill 8 Public Education Collective Bargaining Act Meeting
9	Peace River	Office
10	Peace River	Office
15	Janvier	School/Community Visit
	Fort McMurray	Overnight
16	Fort McMurray	Meeting with the Director of Education, Fort McKay First Nation
18 (AM)	Edmonton	Meeting with McLennan – Ross Legal

January, 2016

8	Edmonton	Meeting with Maintenance Personnel
11	Gift Lake	Gift Lake Education Centre Joint Use Agreement Meeting
12	Peace River	Committee Meetings and Agenda Review
	Grande Prairie	Travel
13	Grande Prairie	Zone 1 Alberta School Board Association Meeting
14	Edmonton	Meeting with Kee Tas Kee Now CEO
		Meeting with Maintenance Personnel Regarding Gift Lake Education Centre
15	Edmonton	Meeting with Maintenance Personnel and Follow-up to Infrastructure Meeting
		Meeting with Gift Lake Métis Settlement Chairperson and Council
18	Edmonton	Trustee Representative Teachers' Employer Bargaining Association (TEBA) Meeting
19	Gift Lake	Meeting with Group2 and Marshall-Lee Contractors Representatives Re: Gift Lake Education Centre

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

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	4,171.75	662.91	4,834.66	4,920.00	85.34	
Travel & Subsistence		-	-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-	7,879.00	7,879.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,171.75	662.91	4,834.66	18,081.00	13,246.34	26.7%
<u>Athabasca Delta</u>						
Quarterly Honorarium	3,654.00	751.18	4,405.18	4,920.00	514.82	
Travel & Subsistence		-	-	5,340.00	5,340.00	
In - Service			-		-	
Prior Year Carryover			-	9,265.00	9,265.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,654.00	751.18	4,405.18	19,775.00	15,369.82	22.3%
<u>Bishop Routhier</u>						
Quarterly Honorarium	3,930.50	1,229.75	5,160.25	4,920.00	(240.25)	
Travel & Subsistence		1,500.00	1,500.00	1,992.00	492.00	
In - Service			-		-	
Prior Year Carryover			-	3,477.00	3,477.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,930.50	2,729.75	6,660.25	10,639.00	3,978.75	62.6%
<u>Calling Lake</u>						
Quarterly Honorarium	3,689.25	1,149.34	4,838.59	4,920.00	81.41	
Travel & Subsistence		-	-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-	10,040.00	10,040.00	
Casual Labour, Supplies & Awards		542.66	542.66	250.00	(292.66)	
Total	3,689.25	1,692.00	5,381.25	18,270.00	12,888.75	29.5%
<u>Chipewyan Lakes</u>						
Quarterly Honorarium	2,241.75	747.25	2,989.00	4,920.00	1,931.00	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-	10,124.00	10,124.00	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,241.75	747.25	2,989.00	18,034.00	15,045.00	16.6%
<u>Conklin</u>						
Quarterly Honorarium	3,689.25	1,068.92	4,758.17	4,920.00	161.83	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	9,367.00	9,367.00	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,689.25	1,068.92	4,758.17	18,681.00	13,922.83	25.5%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed			Percent Expended
				Budget	Difference	
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	3,930.50	988.50	4,919.00	4,920.00	1.00	
Travel & Subsistence			-	2,184.00	2,184.00	
In - Service			-	-	-	
Prior Year Carryover			-	2,644.00	2,644.00	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,930.50	988.50	4,919.00	9,998.00	5,079.00	49.2%
<u>East Prairie</u>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		1,500.00	1,500.00	2,128.00	628.00	
In - Service			-	-	-	
Prior Year Carryover			-	2,528.00	2,528.00	
Casual Labour, Supplies & Awards		300.00	300.00	250.00	(50.00)	
Total	3,689.25	3,029.75	6,719.00	9,826.00	3,107.00	68.4%
<u>Elizabeth</u>						
Quarterly Honorarium	3,654.00	972.84	4,626.84	4,920.00	293.16	
Travel & Subsistence		600.00	600.00	3,816.00	3,216.00	
In - Service			-	-	-	
Prior Year Carryover			-	7,487.00	7,487.00	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,654.00	1,572.84	5,226.84	16,473.00	11,246.16	31.7%
<u>Father R Perin</u>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-	-	-	
Prior Year Carryover			-	4,269.00	4,269.00	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,689.25	1,229.75	4,919.00	13,583.00	8,664.00	36.2%
<u>Fort McKay</u>						
Quarterly Honorarium	2,206.50	735.50	2,942.00	4,920.00	1,978.00	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-	-	-	
Prior Year Carryover			-	11,961.00	11,961.00	
Casual Labour, Supplies & Awards		1,331.96	1,331.96	250.00	(1,081.96)	
Total	2,206.50	2,067.46	4,273.96	21,275.00	17,001.04	20.1%
<u>Gift Lake</u>						
Quarterly Honorarium	3,412.75	1,057.17	4,469.92	4,920.00	450.08	
Travel & Subsistence			-	2,292.00	2,292.00	
In - Service			-	-	-	
Prior Year Carryover			-	4,874.00	4,874.00	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,412.75	1,057.17	4,469.92	12,336.00	7,866.08	36.2%
<u>Grouard</u>						
Quarterly Honorarium	3,206.76	1,700.50	4,907.26	4,920.00	12.74	
Travel & Subsistence		2,428.34	2,428.34	2,028.00	(400.34)	
In - Service			-	-	-	
Prior Year Carryover			-	5,713.00	5,713.00	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,206.76	4,128.84	7,335.60	12,911.00	5,575.40	56.8%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended	
				Budget	Difference
J.F. Dion					
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00
Travel & Subsistence		900.00	900.00	4,052.00	3,152.00
In - Service			-		-
Prior Year Carryover			-	6,658.00	6,658.00
Casual Labour, Supplies & Awards		101.60	101.60	250.00	148.40
Total	3,689.25	2,231.35	5,920.60	15,880.00	9,959.40
					37.3%
Kateri					
Quarterly Honorarium	4,424.75	249.08	4,673.83	4,920.00	246.17
Travel & Subsistence		-	-	2,416.00	2,416.00
In - Service			-		-
Prior Year Carryover			-	7,710.00	7,710.00
Casual Labour, Supplies & Awards		-	-	250.00	250.00
Total	4,424.75	249.08	4,673.83	15,296.00	10,622.17
					30.6%
Little Buffalo					
Quarterly Honorarium	3,654.00	1,218.00	4,872.00	4,920.00	48.00
Travel & Subsistence		85.70	85.70	1,880.00	1,794.30
In - Service			-		-
Prior Year Carryover			-	288.00	288.00
Casual Labour, Supplies & Awards		-	-	250.00	250.00
Total	3,654.00	1,303.70	4,957.70	7,338.00	2,380.30
					67.6%
Mistassiniv					
Quarterly Honorarium	3,689.25	1,218.00	4,907.25	4,920.00	12.75
Travel & Subsistence		-	-	2,836.00	2,836.00
In - Service			-		-
Prior Year Carryover			-	1,040.00	1,040.00
Casual Labour, Supplies & Awards		-	-	250.00	250.00
Total	3,689.25	1,218.00	4,907.25	9,046.00	4,138.75
					54.2%
Paddle Prairie					
Quarterly Honorarium	3,942.25	743.33	4,685.58	4,920.00	234.42
Travel & Subsistence	-	1,350.00	1,350.00	2,288.00	938.00
In - Service	-	-	-	-	-
Prior Year Carryover	-	-	-	6,907.00	6,907.00
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00
Total	3,942.25	2,093.33	6,035.58	14,365.00	8,329.42
					42.0%
Peerless Lake					
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00
Travel & Subsistence			-	2,340.00	2,340.00
In - Service			-		-
Prior Year Carryover			-	1,474.00	1,474.00
Casual Labour, Supplies & Awards		(1,087.24)	(1,087.24)	250.00	1,337.24
Total	3,689.25	142.51	3,831.76	8,984.00	5,152.24
					42.7%
Pelican Mountain					
Quarterly Honorarium	2,241.75	747.25	2,989.00	4,920.00	1,931.00
Travel & Subsistence		278.04	278.04	3,096.00	2,817.96
In - Service			-		-
Prior Year Carryover			-	6,343.00	6,343.00
Casual Labour, Supplies & Awards		-	-	250.00	250.00
Total	2,241.75	1,025.29	3,267.04	14,609.00	11,341.96
					22.4%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed			Percent Expended
				Budget	Difference	
St. Theresa						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service			-		-	
Prior Year Carryover			-	1,237.00	1,237.00	
Casual Labour, Supplies & Awards		260.50	260.50	250.00	(10.50)	
Total	3,689.25	1,490.25	5,179.50	9,267.00	4,087.50	55.9%
Susa Creek						
Quarterly Honorarium	3,689.25	743.34	4,432.59	4,920.00	487.41	
Travel & Subsistence		93.61	93.61	2,984.00	2,890.39	
In - Service			-		-	
Prior Year Carryover			-	8,084.00	8,084.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,689.25	836.95	4,526.20	16,238.00	11,711.80	27.9%
GRAND TOTAL	77,874.51	32,316.78	110,191.29	310,905.00	200,713.71	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	200,713.71
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	200,713.71

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

	ACTUAL	BUDGET	VARIANCE
<u>ELECTIONS</u>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	60.00	-	(60.00)
LEGAL FEES	-	-	-
POSTAGE--ELECTIONS	-	-	-
INSERVICE--ELECTIONS	658.75	-	(658.75)
RENUMERATION--ELECTIONS	-	80,000.00	80,000.00
TRAVEL & SUBSISTENCE--ELECTIONS	342.14	-	(342.14)
PRINTING & BINDING--ELECTIONS	524.22	-	(524.22)
ADVERTISING--ELECTIONS	1,322.59	-	(1,322.59)
OFFICE SUPPLIES--ELECTIONS	-	-	-
SUB-TOTAL	2,907.70	80,000.00	77,092.30
<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	4,527.17	30,000.00	25,472.83
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	328.17	-	(328.17)
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	7,861.88	-	(7,861.88)
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - MENTAL HEALTH INITIATIVE	200.00	-	(200.00)
SUB-TOTAL	12,917.22	30,000.00	17,082.78
<u>OTHER EXPENSES</u>			
REMUNERATION TRUSTEES	-	-	-
REMUNERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	1,243.72	4,000.00	2,756.28
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	1,679.19	200,000.00	198,320.81
IN-SERVICE - BOARD	93.16	60,000.00	59,906.84
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	1,484.51	25,000.00	23,515.49
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	960.32	-	(960.32)
TELEPHONE - TRUSTEE	167.02	3,000.00	2,832.98
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	21,345.57	40,000.00	18,654.43
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - RETREAT	-	-	-
A S B.A. & P.S.B.A. FEES - BOARD	34,179.36	38,000.00	3,820.64
PRINTING & BINDING	986.99	3,500.00	2,513.01
INSURANCE - BOARD OF TRUSTEES	169.28	250.00	80.72
ADVERTISING - BOARD	639.42	3,000.00	2,360.58
OFFICE SUPPLIES	184.99	5,000.00	4,815.01
AWARDS	134.33	25,000.00	24,865.67
POSTAGE - BOARD	15.24	4,000.00	3,984.76
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	63,283.10	411,750.00	348,466.90
TOTAL	79,108.02	521,750.00	442,641.98



PUBLIC SCHOOL BOARDS'
ASSOCIATION OF ALBERTA

03 December 2015

Honourable David Eggen
Minister of Education
228 Legislature Building
10800 - 97 Avenue
Edmonton AB T5K 2B6

Dear Minister Eggen,

Re: Education Act

On behalf of the Members of the Public School Boards' Association of Alberta I am pleased to provide this letter confirming our Association's position regarding the *Education Act*. Our work on the *Education Act* began in 2009 and included a comprehensive review of the existing *School Act / Regulations* along with the creation of policy positions, several of which we are pleased to see included in the *Education Act*. I would be remiss if I did not express, just as I shared in our 22 October 2015 Meeting, our Members' disappointment that we were not included in the 30 October 2015 Education Act consultations.

The comments which follow provide a summary of our Members' and Association's beliefs regarding fundamental provisions that must remain and/or be included in the *Education Act* and *Regulations*.

THE CONTINUED COSTS OF CHOICE

Our Members believe that Public Schools are the first choice of our communities where all our children learn and live the values of democracy together. We recognize that the current economy in Alberta is a factor to be considered within the context of balancing the learning needs of our children with limited resources. We believe that the continued fracturing of Education dollars to fully fund four education systems and to partially fund private schools is not sustainable. Given that the Government of Alberta provides each and every Alberta child, equal opportunity of access to a quality public education, that houses multiple choices, our Members do not believe that private schools, whose mandate is exclusive in nature, should receive any public funding.

Therefore we urge Government to limit the scope of unfettered choice, through the following amendments to the *Education Act Preamble*:

WHEREAS the Government of Alberta believes in and is committed to one publicly funded education system that provides a choice of educational opportunities to students and that honors the rights guaranteed under the Constitution of Canada in respect of minority language and minority denominational education through the dimensions of Public, Separate and Francophone Schools.

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~~WHEREAS the Government of Alberta is committed to providing choice to students in education programs and methods of delivery.~~

ESTABLISHMENT OF SEPARATE SCHOOL DISTRICTS

All of Alberta's communities deserve the transparent and principled method of community engagement which models the publicly accountable process enshrined in the *Education Act* for the *Establishment of Separate School Districts in Alberta*.

We believe that the new community based provisions, negotiated by representatives from the Public School Boards' Association of Alberta, Alberta Catholic School Trustees Association and Alberta Education represent a milestone achievement and will have a direct and positive impact on growing vibrant Public Schools within Alberta's diverse communities.

The *draft Regulation* that was shared with Education Stakeholders in January 2015 did not reflect or respect the principles contained within the *Separate School District Expansion Framework* (attached). I have attached our detailed analysis of the *draft Regulation*, along with proposed revisions to the *Regulation*. We believe that our proposed revisions to the *Establishment of Separate School Districts Regulation* provides alignment with the *Establishment of Separate School Districts Framework*.

We want to model for our children, engaged and respectful dialogue, anchored in shared values – as leaders and adults we must do what is best for all of our children.

HOME EDUCATION

The right to home schooling must be balanced with improved and consistent monitoring of Education standards, teaching practices and adherence to curriculum. Our children cannot afford to have Education systems operating out of sight of the Education Ministry.

Where parents are working in concert and collaboration with Public School Boards, children are actively engaged in Home Education programs that align with the expectations established by the Minister. In circumstances where strong partnerships with Public School Boards do not exist, we are gravely concerned that children remain uneducated. We believe you share our position that not educating a child is not a choice.

Finally, *Section 20(3)* of the *Education Act*, states that the Minister may make regulations respecting Home Education Programs in Alberta. The *draft Regulation* shared with Education stakeholders in January 2015 was inadequate and did not protect the best interests of all children. The *Home Education Regulation* must be written to ensure that all of Alberta's children are protected and assured access to an educational program in alignment with the Minister's expectations. We have attached a copy of our Association's Home Education Policy for reference.

TRANSPORTATION

We urge you to strike *Section 59(2)*. This Section of the *Education Act*, provides the authority to "direct a Board to cooperate with another Board regarding the transportation of students." Cooperative busing agreements are not the solution to the growing concerns within Transportation. The current funding

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formula for Transportation is the issue. The formula has been adjusted too many times since the introduction of the Renewed Funding Framework.

The threshold for funding should be 1.6 km and the funding support for Transportation must match the growing needs, distances travelled and costs associated with the safe transportation of Alberta's children.

SHARED INSTRUCTIONAL SPACES

The Public School Boards' Association of Alberta supports the sharing of school facility and instructional space when it is in the best interests of the children and families of our communities.

We believe that it is possible to create an inclusive Education system that respects both the Constitutional rights of minority faith rate payers and the Charter rights of all Albertans. It is fiscally prudent and possible for Public, Francophone and Separate Schools to share instructional space, particularly in locations where the establishment of an additional stand-alone Francophone and / or Separate School causes the fracturing of families, communities and limited resources to support our children.

As leaders within the communities that we serve, we must model for our children the values that we wish them to embrace – integrity, service to others, collaboration and compassion. If we fail to do this we will have failed our children.

Sincerely,

Arlene Hrynyk, President
Public School Boards' Association of Alberta

cc: Member Board Chairs, Public School Boards' Association of Alberta
Executive Committee, Public School Boards' Association of Alberta
Mary Lynne Campbell, Executive Director, Public School Boards' Association of Alberta
File

Enclosures

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Framework for Establishing a Separate School District in Alberta

Electors *initiate* a desire to establish a separate school district.

- An elector(s) (petitioners) of the minority faith initiate conversation with the ministry and/or applicable separate school district to gain an understanding of the separate school district establishment process.

Communication to the ministry, operating separate school district in the region, affected public school district and municipality.

- The petitioner(s) in writing, advise the ministry of their intent to proceed with the establishment process and provide a copy to the affected operating separate school district, public school district and municipalities.

Defining the geographical area for establishment.

- Petitioner(s) organize a meeting with the separate school district and public school district to discuss the geographic area for establishment and notify the separate school district and public school district, in writing, of the meeting date, time, and location.
- The separate school district and public school district must appoint a representative to attend the meeting.
- If the petitioner(s), the separate school district and the public school district, within the timelines set out in the legislation, agree on a geographic area for establishment that meets the requisite criteria, they must notify the Minister in writing, in a form acceptable to the Minister.
- The Minister may, if he is satisfied that the criteria have been met, confirm that the geographical area for establishment be the agreed upon geographical area.
- If the petitioner(s), separate school district and public school district are unable to agree on a geographic area for establishment or the Minister is not satisfied that the criteria have been met, the legislation will define the area based on historical 4x4 public school districts contiguous with the petitioners' resident historical 4x4 public school district lands.
- The ministry will provide the legal land descriptions to all involved.

Electors conduct *census* (possibly new process to determine if in the minority).

- One census will be taken in the geographical area for establishment.
- A census method will be addressed through ministry policy, rather than legislation, and may involve a more modernized process (mailing, telephone, municipal census data, Federal census data).

If in the minority faith, the electors *petition* the Minister, in the prescribed form, to establish a separate school district.

- A minimum of three electors are required to petition the Minister.
- A copy of the petition must be forwarded to the public and separate school districts affected.

A public information meeting is held to *engage the community* in a discussion regarding the establishment of a separate school district.

- Representatives of the affected parties organize a public information meeting in the community.
- Advertise in local newspaper the date, time and location of the meeting.
- Public and separate boards are given the opportunity to attend and present at meeting.

Minority faith exercise their right by way of a *vote*.

- This vote must be separate from the information meeting.
- There must be a vote of the separate school electors only.
- The vote would be run as a general election, as described in the *Local Authorities Election Act*.
- 25% of the number of eligible minority faith electors identified in the petition must vote to meet quorum.
- Majority required for the vote outcome to be effective will be set at 50% plus 1.

Minister *establishes* separate school district by ministerial order.

- The returning officer, within 10 days from the vote date, sends the Minister information supporting the establishment.
- A completion deadline date (end of February) will be prescribed in legislation for establishments to be effective for the next school year.
- The Minister shall establish the separate school district if all the criteria have been met and the vote is in favour.

Establishment of Separate School Districts' Regulation: Proposed Revisions



PUBLIC SCHOOL BOARDS'
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Division 1 - Separate School Establishment Area

Section 1 - Intention to establish

1 For the purposes of Section 101 of the Act, the initiating separate school electors shall provide the Minister with the notification referred to in section 100(a) on or before October 30 of the year prior to the year that the proposed separate school district is to be established.

ANALYSIS:

While we believe that this section of the *Regulation*, which corresponds to section 100 in the *Education Act*, has been included in the *Regulation* in response to the *Framework Concept #2*, that the petitioners advise the Minister of their intent to proceed with the establishment process, Section 1 provides the date by which this must happen. However, Section 1 does not provide the date by which the initiating separate school electors must provide a copy of the notification to the separate school division, the public school division, and the municipalities.

We are pleased to see that the provisions in Section 1 of the *Regulation* are in agreement with the spirit of the *Framework* and the consensus of the *External Working Group*, however a date by which the school divisions and the municipalities are notified of the intention to proceed with the establishment process must be included in the *Regulation* to assure alignment with the *Framework* and *External Working Group* consensus.

PROPOSED REVISION:

Section 1 - For the purposes of Section 101 of the Act, the initiating separate school electors shall provide

- (a) the Minister with the notification referred to in section 100(a), and**
- (b) the operating separate school division, the public school division, and the municipality or municipalities in which the public school district is located with the notification referred to in section 100(b)**

on or before October 30 of the year prior to the year that the proposed separate school district is to be established.

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Section 2 - Determining the separate school establishment area

2(1) The initiating separate school electors, the operating separate school division and the public school division shall act in good faith in determining the separate school establishment area under section 101 of the Act.

(2) In determining the separate school establishment area, the following restrictions apply:

(a) any public school district that is to be part of the separate school establishment area must include the entire public school district;

(b) the separate school establishment area must not exceed the area within either the operating separate school division or the public school division in which the initiating separate school electors reside;

(c) the separate school establishment area must be contained within one separate school region.

(3) For the purposes of section 101(3) of the Act, the initiating separate school electors, the operating separate school division and the public school division shall on or before December 7 of the year prior to the year that the proposed separate school district is to be established notify the Minister

(a) of the separate school establishment area determined under subsection (2), or

(b) that those parties were not able to determine the separate school establishment area.

ANALYSIS:

We believe that Section 2 of the *Regulation* and section 101 of the *Act* have been put in place in response to *Framework Concept #3*. This *Concept* sets out a new approach to defining the geographic area of the separate school establishment area, and moves away from the practice of a historical 4 x 4 public school district, or a combination of these as chosen by the separate school board and amalgamated by the Minister, as the only geographic area suitable for establishment.

We are pleased to see that the general spirit of *Framework Concept #3* is honoured in section 2 of the *Regulation*.

Geographic area - With respect to the geographic area that may be considered, we understand that the majority of the defining provisions are in the *Education Act* in section 101. There are restrictions in section 101, in that the separate school establishment area must meet the requirements of the regulations, and that if the parties cannot agree within the time limits set out in the regulations, the Minister will declare the separate school establishment area to be the area set out in subsection 101(3) of the *Act*. Section 2(2) of the *Regulation*, sets out restrictions, concerning the separate school establishment area.

We believe these are common sense restrictions, prevent the splitting up historical public school districts, thus prevent the separate school establishment area from being in more than one public school division or one separate school region.

We are satisfied that the *Regulation* honours the spirit of the *Framework* and subsequent discussions as they relate to the geographic area which may be defined as the separate school establishment area, thus offer no proposed revision (at this time) with respect to the description of the geographic area of the separate school establishment area.

However, the details surrounding how a meeting to determine the separate school establishment area is initiated and the timeframes for action do not reflect various aspects of the *Framework* or the decisions of the *External Working Group*.

Initiating the separate school establishment area discussion - The *Framework* provided that the petitioners will organize a meeting with the separate school division and public school division to discuss the geographic area for establishment, and notify the divisions, in writing, of the date, time and place of the meeting. The *Act*, in section 101(1), provides that the “initiating separate school electors, the operating separate school division, and the public school division must meet” to collectively determine the boundaries of the separate school establishment area. The *Act* is silent as to who must organize the meeting, as is the *Regulation*.

Strictly speaking, we believe that the *Regulation* does not adhere to the details of *Framework Concept #3*, thus propose revisions to section 2(2) below.

Timeframe for holding a meeting - The *Regulation* does not provide a timeframe within which a meeting must be held. The *Regulation* does provide, in subsection 2(3), that the initiating separate school electors, the separate school division, and the public school division must notify the Minister by December 7 either that the proposed separate school establishment area has been determined or that the parties were unable to determine the separate school establishment area.

The requirement to notify the Minister by December 7 cannot be equated with a timeframe within which to hold a meeting.

Therefore, we believe that the *Regulation* is not in complete alignment with the requirement to provide timelines as contained in *Framework Concept #3*. There is a clear reference in the third bullet of *Framework Concept #3* to “timelines set out in legislation”.

A revision to section 2 of the *Regulation* is proposed. While this revision focusses on the timeframe within which a meeting to define the separate school establishment area must be held, we recommend that it also address the issue of who is to initiate a meeting.

PROPOSED REVISION:

Subsection 2(1) of the *Regulation* may be deleted or retained. Add the following subsections to the *Regulation*, with renumbering as required:

2(1) The initiating separate school electors shall, in cooperation with the operating separate school division and the public school division, organize a meeting with those school divisions to determine the separate school establishment area under section 101 of the *Act*.

2(2) The initiating separate school electors shall notify the operating separate school division and the public school division in writing of the time, date and location of the meeting referred to in subsection 2(1), at least 5 days prior to the meeting.

2(3) The meeting shall take place

(a) within 21 days of the day on which the notice was provided under section 1, or

(b) November 14,

whichever is earlier.

2(4) Renumbered subsection 2(3).

2(5) Renumbered subsection 2(2).

Division 2 - Community Information Meeting

Section 3 - Timing of the community information meeting

3 A community information meeting to be held under section 103 of the Act must be held not less than 3 weeks before a vote is held under section 104 of the Act.

ANALYSIS:

One of the key outcomes specific to the review of this *Regulation* articulated within the *Terms of Reference* is "enhanced transparency and opportunity for community information sharing". The community information meeting is the primary vehicle by which this enhanced transparency and community information sharing will occur and as such, is one of the critically important pillars of the new establishment process.

The timeframe provided for the community information meeting is contrary to the spirit of *Framework Concept #6*, as well as the key outcome noted above. It was agreed by the *External Working Group* that the last date on which an information meeting could be held should be in the regulations.

The purpose of a community information meeting is to allow the entire community, defined more broadly than those living in the separate school district establishment area (see section 8 below), to be informed about the effects and process of a separate school district establishment.

In addition, as the entire timeframe is currently structured, there could be up to four months between the required notice to the Minister and the community information meeting, December 7 to April 8.

This time could be better utilized by the community if the events (notice to Minister, community information meeting, vote) were more evenly spread out. This holds true even if the date for the vote is moved to the end of March or even the end of February (see section 12 below). There is no justification for holding the community information meeting so late in the process.

PROPOSED REVISION:

Provide that the community information meeting be held not less than 30 days before a vote is held under section 104 of the Act, by deleting “3 weeks” and replacing it with “30 days”.

Section 4 - Notice of community information meeting

4 Notice of a community information meeting must be given in accordance with Part 2 of the Petitions and Public Notices Regulation.

The draft Petitions and Public Notices Regulation, which is a regulation made under the authority of the Education Act, requires that public notice be given by

- (a) publishing the notice at least once a week for 2 consecutive weeks in at least one newspaper that has general circulation in the area in which the municipalities, school divisions and districts interested in the matter are situated, and*
- (b) posting the notice for 10 business days in at least 2 areas that the person who is required to give the notice considers appropriate.*

ANALYSIS:

We believe that the notice required by the *Petition and Public Notices Regulation* aligns with *Framework Concept #6*, which states that the notice could be to “advertise in the local newspaper the date, time and location of the (community information) meeting”. We do however propose one amendment for further clarity below:

PROPOSED REVISION:

- renumber the existing section as section 4(1)
- add section 4(2) Proof of the notice shall be provided to the Minister with the attendance record and minutes of the meeting is described in section 6(2).

Section 5 - Co-chairs of community information meeting

5(1) A community information meeting must be co-chaired by

(a) a representative selected from the operating separate school division, and

(b) a representative selected from the public school division.

(2) If both co-chairs are not selected pursuant to subsection (1), the operating separate school division and the public school division shall select a third party as the chair of the community information meeting.

(3) If the operating separate school division and the public school division are not able to agree on a third party to chair the community information meeting, they shall immediately advise the Minister in writing who shall then appoint a chair of the meeting.

(4) If a chair is required to be selected under subsection (2) or appointed under subsection (3), the selection or appointment of the chair must occur at least 3 weeks before the community information meeting.

(5) If a chair is selected under subsection (2) or appointed under subsection (3), any reference to the co-chairs in sections 6 and 7 shall be read as a reference to the chair.

ANALYSIS:

The Association does not support the provision that the community meeting be co-chaired by representatives from the operating separate school division and the public school division. As noted earlier one of the key outcomes for the review of this *Regulation* is "enhanced transparency and opportunity for community information sharing". In order to assure a fully transparent meeting, unencumbered by any perceived or pre-existing bias, the meeting must be chaired by a third party, whom has no affiliation with either the operating separate school division or public school division.

PROPOSED REVISION:

5(1) A community information meeting must be chaired by a third party selected by and agreeable to the operating separate school division and public school division;

(2) If the operating separate school division and the public school division are not able to agree on a third party to chair the community information meeting, they shall immediately advise the Minister in writing, who shall then appoint a chair of the meeting;

(3) If a chair is required to be appointed under subsection (2), the appointment of the chair must occur at least 3 weeks before the community information meeting.

Section 6 - Appointment of secretary and approval of records and minutes

6(1) The co-chairs shall appoint a secretary to record attendance and the minutes of a community information meeting.

6(2) The co-chairs shall approve the attendance record and minutes, and provide a copy of each document to the Minister.

ANALYSIS:

Further to our comments and proposed revisions to Section 4 and Section 5, thus Section 6 must also be revised, to be in alignment with the *Terms of Reference and Framework*.

PROPOSED REVISIONS:

6(1) The chair shall appoint a secretary to record attendance and the minutes of a community information meeting.

6(2) The chair shall approve the attendance record and minutes, and provide a copy of each document and the proof of notice of meeting as required in section 4(2) to the Minister within 10 days of the meeting.

Section 7 - Reading the petition

7(1) At the commencement of a community information meeting, the co-chairs shall read the petition referred to in section 102 of the Act.

6(2) After the petition is read, the co-chairs shall provide a reasonable time for questions and answers regarding the petition and the potential implications of establishing a separate school district.

ANALYSIS:

Section 7 appears to articulate the entire format of the community information meeting, which is that the co-chairs will read the petition and then provide a reasonable time for questions and answers. It does not indicate to whom the questions should be directed, and who is required to answer the questions. While the section does not prohibit a presentation from each of the boards, it also does not state that it is permissible. *Framework Concept #6* indicates that the public and separate boards will have the opportunity to present at the community information meeting. Throughout the discussions of the *External Working Group*, it was taken as a given that each of the school divisions would have the opportunity to make a presentation with respect to the petition and the implications of an establishment. The *External Working Group* did reach consensus on a number of general principles relating to presentations and information provided at the community information meeting:

- the community information meeting is an information meeting and not a decision making meeting;
- people will be at the community information meeting to seek information for their purposes;
- it is an opportunity for everyone to hear the same messages and information; and
- it is necessary that the *Regulation* provide structures to make sure the information is presented and there is an opportunity to ask questions.

The lack of clarity with respect to the opportunity for the school divisions to make presentations is not in keeping with the *Framework* and the discussions of the *External Working Group*.

In addition, section 7 does not require that the petitioners read the petition or present at the community information meeting. This issue was raised consistently throughout the *External Working Group* meetings and must be addressed in *Regulation*.

PROPOSED REVISIONS:

- rename section 7 to read “Conduct of the meeting”
- revise section 7(1) by deleting “the co-chairs” and substituting “one or more of the petitioners”. There may be more success in achieving this revision if a provision that allows a petitioner to ask a community member to assist him or her is added.
- add a new subsection 7(2) which will provide an opportunity for the school divisions to make a presentation about the petition and the establishment. The new subsection must require that any person making a presentation is not the Chair.
- Re-number subsection 7(2) to 7(3). Add a provision that clarifies that the petitioners and presenters will be present to answer questions.

Section 8 - Participation at meeting

8 The following persons are eligible to attend and participate at a community information meeting:

- (a) residents in the separate school establishment area, including the petitioners;*
- (b) a representative of the operating separate school division;*
- (c) a representative of the public school division;*
- (d) a representative of the Minister.*

ANALYSIS:

This section is perhaps the most problematic section in the *Regulation*. The language used is ambiguous. Instead of opening the door to broad community attendance at and participation in the community information meeting, section 8 could be interpreted restrictively.

The principles of the *Framework* clearly state that the purpose of the meeting is to engage the community in a discussion regarding the establishment of a separate school district. The discussions at the *External Working Group* meetings clearly anticipated broad community involvement in the community information meeting.

One of the key outcomes of the *Terms of Reference* developed with respect to the review of this *Regulation* is “enhanced transparency and opportunity for community information sharing”; this in addition to “improved notification to affected stakeholders”. In communities where the potential loss of students may result in the closure of a local school, how does the exclusion of those affected stakeholders achieve the Government’s outcomes of enhanced transparency and opportunity for community sharing?

The word “eligible” to attend and participate is confusing. Is the intent to limit the attendance only to those persons listed in (a) to (d)? If these persons are eligible to attend, does that make everyone else ineligible to attend? As this section is so ambiguous, and could be interpreted as a limiting provision, the descriptions of the people who are eligible to attend are restrictive, and not within the principle of participation of the wider community. These descriptions must be reviewed through this lens.

Additionally, “participate” is not defined. This is likely to include asking questions, but does it also include making a presentation?

Section 8(a) lists “residents in the separate school establishment area, including the petitioners” as eligible to attend the community information meeting. Limiting the residents who may attend and participate to the residents of the separate school establishment area was not considered or promoted at any stage of the development of the *Regulation* or the *Framework*.

Sections 8(b), (c), and (d) refer to “a representative” of each of the operating separate school division, the public school division, and the Minister. It is not necessary to limit the representative to one each. It is also unclear what the role of the representatives would be at the meeting.

If section 8 is not exhaustive, and is being used to encourage a variety of people to attend, a number of community members have been omitted.

PROPOSED REVISIONS:

Attendance and participation at meeting (title is changed from “participation at meeting”)

8(1) A community information meeting shall be open to the public, and any person interested in attending the meeting and participating in the meeting may attend and participate.

(2) Any person who attends the meeting as a representative of the Minister, a school division, a municipality, a school council, or other organization shall identify themselves as a representative of the organization on the attendance record.

(3) Any person who wishes to make a presentation at the meeting shall note on the attendance record their desire to make a presentation. The Chair will determine the number and length of presentations at their discretion.

Division 3 - Vote Respecting Establishment of Separate School District

ANALYSIS:

The majority of the principles set out in *Framework Concept #7, "Minority faith exercise their right by way of a vote"*, are articulated in the *Education Act*, in sections 104 to 106. While the *Act* does not refer the conduct of the vote to the *Local Authorities Election Act*, the process described in the *Act* and the *Regulation* for holding the vote generally follows the process outlined in the *Local Authorities Election Act*.

Section 12 - Timing of vote

12 A vote must be taken not later than April 30 of the year in which the separate school district is to be established.

ANALYSIS:

Framework Concept #8, "Minister establishes separate school district by ministerial order", provides as follows:

- A completion deadline date (end of February) will be prescribed in legislation for establishments to be effective for the next school year.

A deadline date of April 30 does not align with the principles of the *Framework*, nor does it honour the discussions held at the *External Working Group* meetings. As the end of February is explicitly mentioned in the *Framework*, February 28 is the only date which would truly align with the principles of the *Framework*.

In addition to not aligning with the principles of the *Framework*, April 30 does not properly reflect the discussion at the *External Working Group* meetings. Although there was no consensus on the date, some accommodation should be made between the furthest apart dates, which were February 28 and April 30; to choose one endpoint without any

accommodation for the other endpoint does not honour the process of developing the *Regulation* and details contained in it.

PROPOSED REVISIONS:

Section 12: delete “April 30” and replace with “March 31”.

Section 13 - Conduct of vote

13(1) A separate school elector who wishes to vote shall sign in the presence of the returning officer or a deputy returning officer a declaration in the form prescribed by the Minister stating that the elector is a separate school elector.

(2) A person who has not signed a declaration referred to in subsection (1) is not entitled to vote.

(3) The vote shall be conducted by a poll.

(4) The poll referred to in subsection (3) shall be taken by secret ballot.

(5) The returning officer or deputy returning officer shall preside over the taking of the poll.

ANALYSIS:

The provisions in section 13 address the principle listed in *Framework Concept #7* that the vote respecting establishment must be a vote of separate school electors only, and provide a mechanism (the declaration) by which the returning officer may confirm that the voter is a separate school elector.

The real issue with this section is in relation to the understanding of the meaning of “separate school elector” and the training that the returning officer has had with respect to that meaning. The *Education Act* provides in section 98(d) that a separate school elector is an individual who declares that that individual is a member of the minority faith. This differs from the wording in the *School Act*, which provided that a separate school elector is a person of the minority faith.

Under the *Education Act*, the person’s declaration as to faith is determinative of the issue. It is important in the training for returning officers, and on the declaration in the form prescribed by the Minister, that it is made clear that the declaration of the voter determines his or her faith. As long as the individual declares himself to be of the minority faith, he is a separate school resident. No revision is proposed with respect to section 13 of the *Regulation* however it is important in the training for returning officers, and on the declaration in the form prescribed by the Minister, that it is made clear that the **declaration of the voter** determines his or her faith.

Section 15 – Ineligible voter

~~15 If the returning officer or a deputy returning officer on reasonable and probable grounds believes that a person is not eligible to vote, the returning officer must note in the voting register the reason for the belief and initial it.~~

ANALYSIS:

This section implicitly gives the returning officer the authority to determine that someone is ineligible to vote, and deny that person the opportunity to vote.

The concerns raised, in the analysis of section 13 with respect to the training and knowledge of the returning officer are applicable to section 15 as well. Given that each voter will be required to complete a declaration there is no need for a returning officer or a deputy returning officer to make a decision. Section 15 should be struck.

Section 16 - Voting hours

16(1) Every voting station shall remain open on voting day for 4 consecutive hours or for such longer period as the returning officer directs.

(2) Promptly at the end of the period for which a voting station is to remain open, the deputy returning officer shall declare the voting station closed.

(3) If, when a voting station is declared closed, there is a separate school elector in the voting station who wishes to vote, the elector shall be permitted to do so, but no other person shall be allowed to enter the voting station for that purpose.

ANALYSIS:

Section 16(1) provides for each voting station to remain open on voting day for 4 consecutive hours or for such longer period as the returning office directs. Framework Concept #7 states that the vote would be run as a general election, as described in the Local Authorities Election Act (Section 46(1)). This provision was suggested to ensure that eligible voters are afforded the opportunity to exercise their right to vote; imposing a limitation of 4 consecutive hours or another period as determined by the returning officer does not reflect the language or spirit of the Framework.

PROPOSED REVISION:

Replace Section 16(1), 16(2), 16(3) with language which reflects the language contained within Section 46(1) of the Local Authorities Election Act

16 Every voting station shall be kept continuously open on voting day from 10 a.m. until 8 p.m.

The *Framework* does not specifically address the issue of the public school division being notified about the vote respecting establishment. It was, however, discussed at various *External Working Group* meetings. Greater communication with the public board and other communities is one of the key outcomes referred to in the *Terms of Reference*.

Section 16 of the *Regulation* does not address notifying the public school division; this is required by section 105(c) of the *Education Act*, which requires that notice of a vote respecting establishment must be served on the public school division at least 10 days prior to the date of the vote. We expect that the provision of at least 10 days prior to the date of the vote, would apply as well to an advance vote, as permitted in section 17, below.

Section 17 - Advance vote

17 The returning officer may, if he or she considers it necessary to do so, hold an advance vote in a manner determined by the returning officer.

Section 18 - Wording of question

18 The wording of the question on the ballot is: Do you favour the establishment of the proposed separate school district within the exiting relevant school district boundaries?

ANALYSIS:

The wording proposed in section 18 is confusing, and adds new terminology to the process. It should be clarified, and the term “separate school establishment area” should be used in the question.

PROPOSED REVISION:

Delete “relevant school district boundaries” and replace with “separate school establishment area”.



PUBLIC SCHOOL BOARDS'
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Home Education Policy Statement

The Public School Boards' Association of Alberta believes that Public School Education is the first choice for Alberta's children. In those circumstances where parents / guardians choose to access a Home Education Program, the Association believes that the student(s) must be registered in a Home Education Program provided by a Public School Jurisdiction.

Where parents / guardians choose to access programming from a private or independent service provider, Alberta Education Regulations governing Home Education Programs must provide for the protection of the educational, social, emotional well-being of students, so as to ensure that all students have access to a quality educational program.

The Association also believes that the following principles must be enshrined in Regulation(s) which govern all Home Education Programs:

Program Requirements

All Home Education Programs must:

- follow the Alberta Education Program Guide, Programs of Study, and Curriculum without exception;
- align with the Public School Jurisdiction's policies related to *programming / student assessment and evaluation / reporting student progress*. If the Home Education Program is not delivered by a Public School Jurisdiction, then the Program must align with the policies of the Public School Jurisdiction in which the student is a resident;
- meet the requirements of the *Education Act* including the provisions within *Section 16 Diversity and Respect*; and
- provide the parent/guardian with copies of the Alberta Education Regulation(s) and resident Public School Jurisdiction related policies.

Student Evaluation and Assessment

All Home Education Programs must:

- ensure student participation in the Provincial Achievement and Diploma Exam programs. The only exception to student participation is that which is defined by the Alberta Education regarding Student Exemption from provincial exams;
- ensure that Home Education provincial achievement results are not included in the Public School Jurisdiction results, but are reported by Alberta Education as a

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- separate cohort;
- ensure that students enrolled in grades other than those for which Provincial Achievement / Diploma Exams exist, write final examinations provided by Alberta Education and supervised by the resident Public Board; and
 - ensure that all examinations are written under the direct supervision of a certified teacher.

**Private / Independent Service
Providers**

All Home Education providers receiving public funds in support of Home Education Programs must:

- provide Alberta Education with a detailed report which clearly accounts for the expenditure of those dollars;
- account to Alberta Education for dollars given to parents / guardians for whom English is not the spoken or first language;
- adhere to Alberta Education requirements to ensure that parents/guardians for whom English is not a spoken or first language have support available to ensure that they are able to make an informed decision; and
- on 30 September each year, provide the Resident Public School Board with a list of students whom have registered for a Home Education Program.

Alberta Education

Alberta Education must:

- establish requirements which will ensure that parents / guardians for whom English is not a spoken or first language have access to supports to ensure they are able to make informed consent on behalf of their child(ren);
- closely monitor all Home Education Programs to ensure that all legislated and regulatory requirements are being met by private and independent service providers;
- ensure that Home Education provincial achievement results are not included in the Public School Jurisdiction results, but are reported by Alberta Education as a separate cohort;
- collaborate with and support Public School Jurisdictions in ensuring that all Home Education students have access to a quality Home Education Program; and

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- ensure that students under the age of 17, whom are employed are also enrolled in and are receiving a quality educational program that aligns with the Education Act, Regulations and all relevant Alberta Education policies.

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Alberta education minister aims to restore elected Northlands school board in 2017

David Eggen says he hopes problem-plagued district will have its first elected board since 2010

Michelle Bellefontaine · [CBC News December 27, 2015](#)



Education Minister David Eggen wants to restore the elected board of trustees in the Northlands School Division. (CBC)

93 shares

Education Minister David Eggen wants to hold elections in the Northlands School Division in 2017, which will give the northern school district its first elected board of trustees since 2010.

The division has been run by an official trustee since former education minister Dave Hancock fired all 23 members of the Northlands board in January 2010.

- [Student attendance on the rise across troubled Northland school division](#)
- [Troubled northern Alberta schools still bottom of pack](#)
- [Changes recommended for troubled school division](#)
- [Northern school board dismissed](#)

Hancock made the move over concerns about low student achievement and a high turnover of staff. A majority of students in the district are indigenous.

In a year-end interview with CBC, Eggen says he is aiming for the district to have elections in the 2017 municipal elections.

"It's what people want to do up there, of course. Again, we want to work together on equal footing," he said.

"It's a real sore spot that they've been under suspension for five years and there's so many things we can do to improve student outcomes there if we really try."

In spring 2015, Auditor General Merwan Saher called school attendance rates in the district "unacceptably low. " One-third of students had chronic problems with school absences.

The education department is working on solutions with the departments of human services and aboriginal affairs.

In October, officials from the education department and Northlands School Division told MLAs on the public accounts committee a new attendance improvement initiative is showing results.

Fifteen of 24 schools saw improvements and overall attendance in schools increased by two per cent in the last school year.

Eggen also wants to work with the federal government on ways to improve educational outcomes for Alberta indigenous students, whether they live on or off a reserve.

Although education is a provincial responsibility, schools on reserves are funded by the federal government. However, on-reserve students only receive half the funding of their provincial counterparts. Eggen wants that to change.

"Lots of students will live on reserve and go to off-reserve school," he said. "If artificial boundaries are getting in the way of quality education and completion rates for students, then yeah, there's something I can do about it."

1/15/2016

Northland School Division No. 61 Mail - January 12 HotNews



Northland
School Division No. 61

Krystal Potts <krystal.potts@nsd61.ca>

January 12 HotNews

1 message

ASBA <npownall@asba.ab.ca>
Reply-To: npownall@asba.ab.ca
To: "Northland SD No. 61" <krystal.potts@nsd61.ca>

Tue, Jan 12, 2016 at 11:46 AM

Published by the Alberta School Boards Association

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January 12, 2016

Highlights

Indigenous Shining Student Award

Register for Shaping the Future 2016

Published by the ASBA for school trustees, the superintendent and the secretary-treasurer.

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Heather Massel
ASBA
1200, 9925-109 Street

Indigenous Shining Student Award

Do you know a high school student of First Nations, Métis or Inuit heritage who demonstrates leadership and inspires others, through embracing and respecting an aboriginal perspective or world view from an aboriginal perspective?

If so, consider nominating them for the **2016 Indigenous Shining Student Award**. ASBA has sent a nomination package to all Alberta school board chairs and superintendents. You can also download the nomination form [here](#). The closing date is **March 30, 2016**. For more information, contact **Brian Callaghan**, Education Consultant at 1.780.451.7105.

The award, sponsored by **Xerox**, is presented on behalf of the **Education Partners' Task Force on First Nations, Métis and Inuit Student Success and Wellbeing**.

[Other awards – Nomination forms](#)

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Edmonton AB T5K 2J8
Ph: 1.780.451.7122

coming soon!

The ASBA recognizes excellence in teaching, long-serving trustees, outstanding school boards and Albertans who serve and contribute to public education in our province. Mark your calendar for January 20, 2016 and check the ASBA website for nomination packages for the **Edwin Parr Teacher Award**, the **Friends of Education Award**, the **Honourary Life Membership Award**, **Long Service awards**, the **Premier's Award for School Board Excellence and Innovation**, the **Public Engagement Award** and the **Zone Appreciation Award**. For more information, contact **Teresa Ergezinger**, Administrative Assistant, Corporate Services at 1.780.451.7129.

Register for Shaping the Future 2016

If you're a school trustee or senior school administrator looking for strategies to support your board in promoting positive mental health within your schools, you'll want to know that **Shaping the Future 2016**, the **Mindfulness and Mental Health Pre-Conference**, is still open for registration. This event, sponsored by Ever Active Schools and the ASBA, will be held in Kananaskis on Thursday, January 28, 2016. Noted Edmonton pediatrician **Dr. Tami Masterson** is the keynote speaker. For more information or to register, visit the Ever Active Schools website.

Communications Now – tips on holding an open house

If your school board is looking at holding an open house in the near future, you'll want to include a review of the December/January *Communications Now* publication in your planning activities. Despite the best efforts and hard work of organizers and volunteers, the best open houses can get derailed by special interest

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Northland School Division No. 61 Mail - January 12 HotNews

groups with a very different agenda. Make sure all of your audiences get to have their say, and ensure they feel they were included and heard in your public event.

See the full index of Communications Now articles here.

What's new @ www.asba.ab.ca

Job postings

Direction Générale – Conseil scolaire du Nord-Ouest No 1 (PDF-74K)

Closing date: January 15, 2016

Superintendent of Schools – School District No. 73Kamloops/Thompson (PDF-198K)

Closing date: January 16, 2016

Superintendent of Schools – Living Waters Catholic Regional Division (PDF-113K)

Closing date: January 23, 2016

Secretary-Treasurer – Revelstoke School District No. 19 (PDF-27K)

Closing Date: January 29, 2016

Superintendent/CEO – North Vancouver School District (PDF-281K)

Closing date: February 5, 2016

Superintendent of Schools – Mission Public Schools (PDF-276K)

Closing date: February 12, 2016

Education in the News

Want to know what's making the headlines in education news? Every day we review the top stories from around Canada and post them for you on the ASBA website. Bookmark our home page and check it often to stay informed.

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Here's what's in the news lately:**New school boundaries set**

11/01/16, Daily Herald-Tribune

**Ottawa schools grapple with the Exam
Question: Are they a) outdated or b)
essential?**

08/01/2016, Ottawa Citizen

**Ontario school boards warn parents to
update their kids' immunization records or
face suspension**

08/01/2016, National Post

EIPS looking forward to new school

07/01/16, Sherwood Park News

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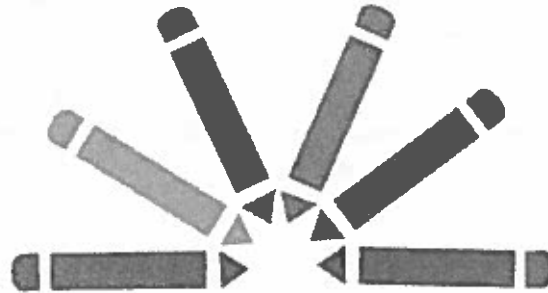
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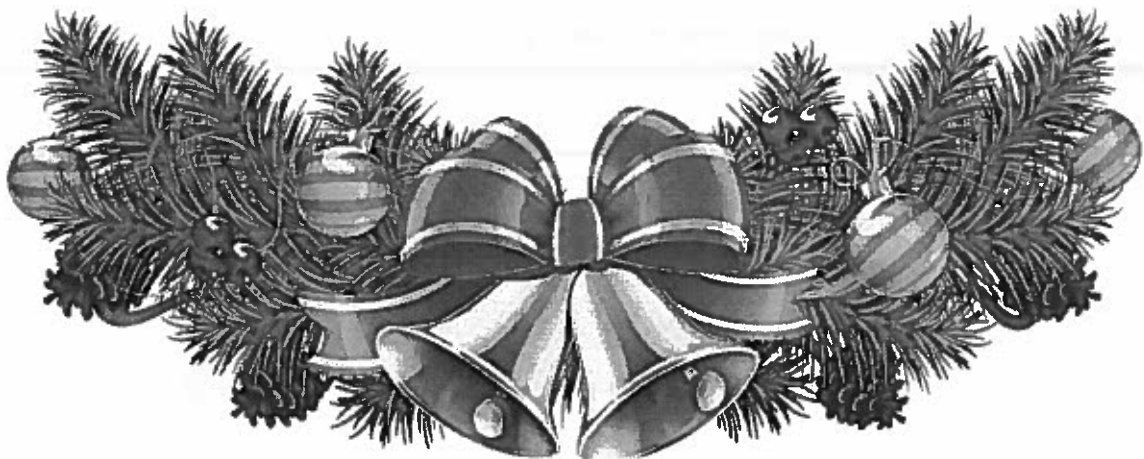
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PUBLIC SCHOOL BOARDS'
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THE ADVOCATE

DECEMBER 2015



Wishing you all the joys of the Holiday Season and every happiness throughout the coming year, from all of the Staff at the Association.

Association Holiday Hours

The Association Office will be closed for the Holiday Season from 3:00 p.m. Wednesday 23 December 2015 to Friday 01 January 2016 inclusive. The Office will re-open at 8:00 a.m. on Monday 04 January 2016.

Should Members require assistance during this time period, please feel welcome to contact Mary Lynne Campbell via Email (execdir@public-schools.ab.ca) or Cell (780 940 6724).

Governance Seminar February 2016

On Thursday 04 February 2016 the Association is hosting a one day Governance Seminar entitled: **Collective Agreement Negotiations in the Public Education Sector of Alberta**, facilitated by Dave Johnson.

The Governance Seminar will take place at the DoubleTree by Hilton Hotel West Edmonton, 16615 109 Ave NW, Edmonton, AB T5P 4K8.

Register for the Governance Seminar now by clicking on the following link:

[Register Here](#)

[Save the Date Flyer](#)

February 2016

News

Lois Hole Hospital for Women Foundation

Click below to read an Article regarding our Donation to the Lois Hole Hospital for Women Foundation.

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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](#)

Association Four Year Calendar

Our Four Year Calendar provides you with an outline of our Upcoming Events for 2016 - 2019.

[View Calendar](#)

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The Advocate December 2015

Public School Boards Council Meeting

The February 2016 Council Meeting will officially kick off with Dinner and Conversation with David Staples, Columnist, Edmonton Journal on Thursday 04 February 2016 beginning with a cash bar at 5:30 p.m., followed by a plated dinner at 6:00 p.m.

The morning of Friday 05 February 2016 our Council Meeting will begin with breakfast at 8:00 a.m. followed by the Business Meeting and our meeting will adjourn at 4:00 p.m.

The Council Meeting will then resume on Saturday 06 February at 9:00 a.m. and adjourn at 11:30 a.m.

Reminder to Council Representatives to please forward your Division's Lord's Prayer or religious instruction policies, on or before 05 January 2016, to: gensec@public-schools.ab.ca

The meeting will take place at the DoubleTree by Hilton Hotel West Edmonton, 16615 109 Ave NW, Edmonton, AB T5P 4K8.

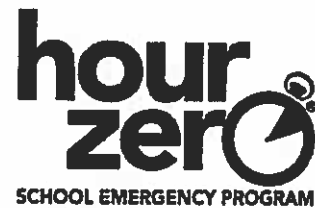
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February 2016 - Governance Seminar**04 February 2016 - DoubleTree by Hilton Hotel, West Edmonton****Register Here****February 2016 - Public School Board Council Meeting****04 - 06 February 2016 - DoubleTree by Hilton Hotel, West Edmonton****Register Here****April 2016 - Public School Board Council Meeting****14 - 16 April 2016 - DoubleTree by Hilton Hotel, West Edmonton****Registration Opening Soon**

Arlene Hrynyk President - Rick Massini First Vice President - Linda Mywaart Second Vice President

Cathy Hogg Director - Kathleen Linder Director



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JANUARY 2016

Governance Seminar: February 2016

On Thursday, 04 February 2016, the Association is hosting a one day Governance Seminar titled: **Collective Agreement Negotiations in the Public Education Sector of Alberta**. This Seminar will be facilitated by Dave Johnson. [Click here to visit the PSBAA website for more information.](#)

The Governance Seminar will take place at the DoubleTree by Hilton Hotel West Edmonton at 16615 109 Avenue NW, Edmonton, AB.

Please register on or before 22 January 2016.

Register for the Governance Seminar

**Council Meeting:
February 2016**

**Government & MLA
Contacts**

The February 2016 Council Meeting will take place on Thursday 04 February 2016 and adjourn on Saturday 06 February 2016.

Please RSVP your attendance to the Council Meeting on or before 22 January 2016.

RSVP your attendance to the Council Meeting

Other news

- [Learn more about our donation to the Lois Hole Hospital for Women Foundation](#)
- [See our Four Year Calendar for an outline of our upcoming events in 2016 through 2019](#)

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Do you need contact information for Premier Notley, Cabinet or an MLA? We have all the information you need available on the PSBAA website.

Are there other ways we can support you in your conversations with government? Reply to this email to let us know how.

Find the contact information you are looking for

Need a to book your hotel for an upcoming meeting?

[Click here to reserve your next stay at the DoubleTree by Hilton West Edmonton.](#)

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What is an open house?

An open house, or open forum, is an opportunity to share the facts and get input in an informal, non-threatening setting. It is designed to accommodate different communication styles – comfortable communicators as well as introverts who do not like the spotlight. It allows participants to be outspoken or discretely leave a note.

The format is not a big open meeting with a formal agenda where people line up at the microphone. That’s the typical public meeting format. In an open house, participants may drop in at their convenience and stay as long as they like. Leaving a comment is not required. It’s okay to just come learn and say nothing. Knowledgeable staff are on hand to greet people, share information, explain details and answer questions.

Key features of an open house

- Don’t set a time for people to arrive; tell invitees they are welcome to drop in at any point during the timespan of the open house – usually about two hours.
- Consider offering refreshments, possibly hosted by a high school culinary class.
- You can do more than one open house on the same topic, giving the public more choices that fit into their schedule to attend.

Also, with an open house, there are no formal presentations or discussions – just casual, face-to-face discussions and displays, handouts or exhibits. Be sure to have staff on hand to explain them.

Hold an open house for calm and fair public involvement

Have you witnessed a special interest group dominate a public hearing or meeting? Most seasoned school board trustees have. School jurisdictions can minimize disruption and conflict with effective communication channels and designing smoothly operating decision-making processes.

If your community expresses frustration at decision points, you may want to consider hosting a school board open house. As the steward of your taxpayers’ investment in education, you owe it to anyone who elected you to make it as easy as possible to engage with you – without letting certain groups dominate, monopolize your limited time, or drive others away.

You can level the playing field with an old-fashioned open house, especially for issues that you anticipate might be contentious, like budget cuts or boundary decisions.

Communications Now is prepared for the Alberta School Boards Association by the Washington State School Directors’ Association and edited for use in Alberta. Members of the ASBA may reproduce and distribute this package as part of a local communications program. Contact ASBA Communications at 1.780.482.7311.



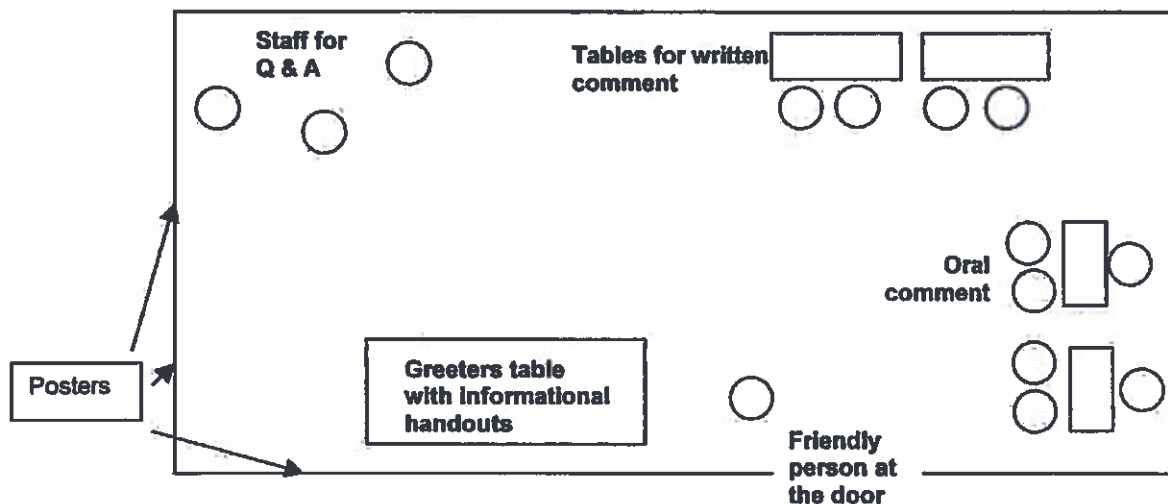
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There are no audience seats – just tables with chairs and staff/board members available to answer questions and take feedback.

Attendees are encouraged to give opinions, comments and preferences, orally or in writing. Include one table with laptops opened to a site with background

information about the topic/issue you're gathering feedback on. Encourage people to leave comments online by including an email address. Or post an online poll to get input about whether the event was effective. This may appeal more to younger "tech savvy" citizens and parents, but it shouldn't replace face-to-face discussions.

Open Forum Room Arrangement



Information sharing

- Information is presented buffet style, allowing people to circulate as they wish to different areas – such as to view graphics, charts and related documents – on the wall, on tables or in displays.
- Staff are present to answer questions.
- Written take-home materials or postcards with websites addresses are available.
- Decision-makers (board members) attend to allow citizens who are uncomfortable with “going on the record” to simply sit and talk. There should be a method of capturing comments and opinions by decision-makers. Make a transcript of comments or feedback summaries available to interested citizens after the event.

Why is this model useful?

Open forums are done in an informal, friendly atmosphere where decision-makers sit face to face with citizens rather than behind a table facing a larger audience.

They encourage participation to “go deeper” into the community, rather than staging traditional forums that are more suited to those who are comfortable speaking at hearings or board meetings.

It's an inexpensive but effective way to disseminate information and get feedback prior to formal board discussion and voting.

Participants have many opportunities to get information and clarifying answers straight from the



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source, rather than rely later on rumors, second-guessing or on social media posts and news stories.

They help school board trustees focus on issues, not political positions. This focus allows participants to consider strategies to help propose solutions.

Inviting participants

Use normal communication channels to invite community members to an open house. Use news releases, fliers, posting on Facebook/twitter, jurisdiction and school-based newsletters.

Include the fact that you take public comment at each board meeting, too, which will send the message that you always seek public opinion and operate with transparency.

Always include your website and contact information. Also, your website should have an online poll that the public can take if unable to attend the open house.

Trustees can also send personal invitations, whether through old-fashioned letter, phone calls or posting on your own social media. Superintendents should send invites to their key communicator network, if they have one.

Follow up

Assign someone – usually a staff member – to take notes at each table. Include at least one table where people can write comments that they can leave anonymously or, preferably, with their names, so you can follow up personally with them. Provide comment cards that allow a choice, but encourage people to leave their names if they'd like you to follow up.

On the record?

Check with your jurisdiction's legal counsel to confirm exactly what information emerging from an open house is considered public record. Be sure to tell participants at the open house how you plan to share information from the meeting (and how it will influence your board's decision).

You may post updates during the open house, either as part of a display or in conversations.

It is a good idea to make the results of the open houses public. Your citizens – taxpayers – should have access to concerns, input and comments made during these sessions because board members are likely to use this information to make decisions affecting their schools.

Contributed by Shannon Priem, APR, communications consultant; and Claudia Stewart, APR, communications director, Newburg (Oregon) School District.



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Rebranding your school to improve public perceptions and increase enrolment

This article is a parent's first-hand account of how he used his expertise in marketing to help revitalize and reverse declining enrollment at his neighborhood high school. The Go Mad! – Madison High School Open Enrollment Marketing Campaign received the Golden Medallion Award this year from the National School Public Relations Association. Read more about the campaign on NSPRA's website: <http://bit.ly/1Q2ScWC>.

When I was in tenth grade I returned to my neighborhood high school, which I had transferred out of my freshman year because it was, by most accounts, a “bad” school. Although I had never actually visited the school, I was told I could expect less rigor, less opportunity, and more of the kind of disruptive, good-grades-are-for-losers attitude among the student body that would hinder my chances of thriving academically and getting into a good college.

Fortunately, after schlepping all the way across town every day for a year to attend the “good” high school, I finally visited my neighborhood high school. A few teachers there encouraged me to ignore the conventional “wisdom” and actually pay attention to what the school had to offer.

That’s when I discovered it was the only high school in town to offer four years of Latin – taught by a Rhodes Scholar, no less. It had by far the strongest theater program in town, the speech-debate team was a state contender, and the students were just, well, kids. There were some who were overachieving, some barely attending, and everything in between.

I ended up having a great experience at my neighborhood high school. I was challenged, there were more opportunities than I could possibly take advantage of, and I met many wonderful people whose friendship I enjoy to this day, some 30 years later.

Indeed, even before I graduated, I came to understand that I was having a much better high

school experience than I likely could have had at the “good” school, which, due to its stellar reputation, was woefully overcrowded.

How absurd, then, that my neighborhood high school should have been so maligned, so widely considered sub-par and a place to be avoided, even if it meant driving all the way across town every morning and starting over with a whole new cohort. Such is the power of image, of unexamined collective opinion, to shape our perceptions and, as the case may be, misdirect us away from something good.

Twenty-five or so years later, as my oldest child neared high-school age, my wife and I faced a dilemma, or so we thought. Do we send our son to the “bad” neighborhood high school or do we cook up some scheme to get him enrolled at one of the “better” neighborhood schools?

What was bad about Madison, our neighborhood school? It wasn’t at all clear. Some people said it was “rough,” full of gangs and otherwise disruptive kids. Some said it lacked academic rigor and opportunity. Others simply cited Madison’s reputation itself, as if a commonly held negative opinion was reason enough to avoid the place.

But few of the people eager to share their low opinions of Madison had ever actually been inside the school. And when my wife and I pressed them for specifics, their response was generally along the lines of, “I don’t really know the specifics...but everyone knows Madison is a bad school.” In other words, it’s bad because it’s bad. Total hearsay.

Meeting with the principal and a handful of teachers quickly disabused us of this prejudice. Here were these bright, totally engaged educators eager to tell my wife and me about all the cool things they were doing at Madison, how invested they were in their students’ success, and how pleased they were to work there.

We learned about innovative new Career and Technical Education (CTE) programs and Madison’s impressive range of Advanced Placement (AP) courses (many unique to Madison), their award-winning music teacher,



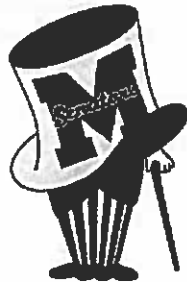
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the longest continuously published student newspaper in Oregon, and two 3D printers.

And this is to say nothing of the remarkably collegial, mutually supportive atmosphere we witnessed among students. It was the opposite of what we had come to expect based on what we had heard.

We enrolled our son, and my wife and I got involved with the school council to try and compensate in some small way for the fact that our school district, like so many in this country, is woefully underfunded. The need was especially acute at Madison, which, like a couple of the district's other high schools, had a disproportionately high percentage of students who qualified for free-and-reduced lunch.

A branding problem



Madison's old visual identity looked dated, homemade, and incoherent, at best—not the image Madison needed to project to counteract negative perceptions of the school.

So, why were so many would-be Madison parents applying for transfers or lying about their addresses to get their kids out of Madison? You guessed it: the prevailing – and apparently unexamined – perception that Madison was a bad school.

We had a branding problem. The prevailing Madison narrative was inaccurate and, on the whole, negative. And it had been allowed to fester uncorrected and to proliferate throughout the neighborhood -- indeed, the city -- to the point where Madison was “bad” simply because it was “bad.”

As president of Madison's school council, I asked principal Petra Callin what the most pressing problem was at the school and her answer was unequivocal: under-enrollment. Although it had been designated a “comprehensive” neighborhood high school by the district, Madison was losing a huge portion – nearly 50 per cent – of eighth-graders from its feeder schools. This meant that Madison was perpetually in danger of dipping below the “viability” enrollment number and thus losing critical funds from the district. A downward spiral was looming, and, ultimately, this meant that despite an abundance of high school-age students within Madison's boundaries, Madison could one day be shuttered.

What could be done? How could we begin chipping away at this undeserved reputation and replace it with real insight into the myriad ways that Madison is, in fact, a really good school – Portland's “best kept secret,” as one parent reviewer put it?

As a branding guy, the answer was obvious to me: We needed to re-brand Madison high school. More specifically, we needed to rewrite the Madison story and develop a new visual identity that would immediately signify that Madison was worth a second look or, for some, a first look.



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MADISON HIGH SCHOOL

Beyond that, it was a matter of identifying what made Madison special: welcoming, mutually supportive atmosphere; more AP classes than any other Portland public high school; CTE programs in Sustainable Agriculture, Engineering, and Biological Sciences; low student-teacher ratio; etc. Then articulating these “selling points” in a way that would resonate with skeptical (I won’t say *prejudiced*) parents and students.

Principal Callin and I spent a long afternoon working out the bones of a messaging platform. This would serve as the foundation for Madison’s new “marketing” materials, which I would produce with the help of the district’s print shop.

But Madison’s story also needed visual punch, a bit of eye candy to call attention to the new narrative and perhaps convey a sense of investment and revitalization. So I set to work designing a comprehensive visual-identity system for the school, with a level of refinement that would explicitly contradict, or at least undermine, whatever negative misperceptions the viewer had of Madison high school.

Madison’s new “logo” is intended to help convey the school’s commitment to academic rigor and preparation for college.

Fixing the Madison narrative would be a fairly straight-forward project. First, we needed to make it clear that, as a comprehensive high school, Madison offered all of the same core programs as the other comprehensive schools.



Madison’s polished new marketing materials begin shifting perceptions of the school almost immediately.



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Overhauling a school’s “look” may sound like a superficial undertaking. In the context of perpetual budget shortfalls, where there may not be enough textbooks or graphing calculators to go around, it may even seem extravagant. However, based on my professional experience re-branding private companies, I knew that a polished and cohesive visual identity could have a profoundly positive effect not only on outsiders’ perceptions of Madison, but also on the Madison community’s collective self-image.

Well-designed newsletters, course catalogs, campus signage, team uniforms, bumper stickers, and other

Madison materials would send a subtle but unequivocal message that Madison had reason to be proud and wanted people to know about it.

Plus, Madison could get all of the design work for free. As a Madison parent, I was happy to do it. And the district, acknowledging that Madison doesn’t have the benefit of a large, parent-funded foundation to bridge the gaps left by short-sided voters, offered to foot the bill for any production costs – printing, etc. – beyond the norm.



A comprehensive new visual-identity system gave Madison teachers and administrators an easy way to spruce up their communications and signal the school’s investment in students’ success.

Madison’s “brand revitalization” – *Go MAD!* – effort is only about 18 months old. But already there are signs of improvement. At our first school council meeting this year, principal Callin reported that this year’s freshman class is the largest she’s seen during her six-year tenure.

And two parents who had recently moved to Portland explained they had looked into all of Portland’s public high schools and had chosen Madison based on all the good things they heard and read about it. This would have been unlikely just two short years ago.



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Madison's new "look" has been applied to a wide variety of student swag. The popularity of these items seems to indicate an increase in school pride among students.

Most of the credit for these apparent and, admittedly, incremental shifts in the way Madison is perceived is due to principal Callin and her staff, who have worked tirelessly over the past six years to shore up Madison's course offering and secure vital funding for attractive, college- and career-oriented programs like its three CTE tracks. But the fruits of their labors are perhaps slightly more visible now and more likely to be perceived at all because a concerted effort was also made to articulate and broadcast Madison's advantages and then present them with a degree of visual style and polish that makes it difficult to believe the "bad school" narrative.

Contributed by Brian Rupp, co-founder of audio branding company, Brand Timbre. His extensive branding experience includes work for corporate clients such as Kodak, Intel, Microsoft, and Portland's own award-winning public transit agency, TriMet. He is a Madison High School parent in Portland, Ore.



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Creating a successful social media policy

Social media is a hot issue in school administration today. Jurisdictions and schools are developing unique ways to use social media to reach out to the community, engage students outside the classroom, and even provide new and exciting teaching material by connecting students across the globe for live discussions of current events. (*See Communicating effectively through social media, October 2015 issue.*)

The other side of this coin is, of course, privacy concerns when students and teachers are engaging with each other and the world outside the classroom.

Safety is the first priority

Cyber security experts suggest starting with social tools developed specifically for education. Leslie Bowman, an online professor and author with a background in private security focusing on child abuse and school violence prevention, says this is step one. She advocates using social media in K-12 classrooms with the caveat that the sites are private, secure, education-oriented and supervised, and monitored by teachers or administrators.

Social media sites designed for classroom use, such as Edmodo or Edutopia, provide a protected social environment similar to the classroom, where young students can share ideas and collaborate on projects under the watchful eye of the teacher. These tools also help students learn online etiquette.

Consider the legal issues

Bowman says there is legal liability to consider when allowing students to go online during school. When most people think of social media, she said, the sites that immediately come to mind are Facebook, Twitter, and Pinterest, which are open to anyone. (Read more:

www.scholastic.com/browse/article.jsp?id=3758300)

“With stalking and bullying and sexual predators, you just don't want to have K-12 students doing collaborative projects on public social-media sites,” she said.

The minimum age for most social media accounts is 13 years. This prohibits websites from collecting information on children younger than 13 years without parental permission. The minimum age to open an account on Facebook, Twitter, Instagram, Pinterest, Tumblr, Kik, and Snapchat is 13. For Vine, Tinder and Yik Yak, it's 17. For YouTube the age is 18, but a 13-year-old can sign up with a parent's permission. Despite these clearly stated and published age restrictions, large and growing numbers of children 12 and under are using social media networks, often with their parent's knowledge and consent. <http://buff.to/1vW69NS>

According to *The Social Age Study* by knowthenet.org.uk, approximately 59 per cent of children have already used a social network by the time they are 10. Facebook has the most users under the age of 13 – 52 percent of 8 to 16-year-olds admit they ignore Facebook's age restriction. <http://bit.ly/1ixcoVmo>

Nearly three-quarters of teens have or have access to a smartphone. Aided by convenience and constant access provided by mobile devices, 92 per cent of teens report going online daily, including 24 per cent who say they go online “almost constantly,” according to an April 2015 Pew Research Center study.

www.pewinternet.org/2015/04/09/teens-social-media-technology-2015

Facebook is the most popular and frequently used social media platform among teens, with 71 per cent of all teens using the site. Half of teens use Instagram and four-in-ten use Snapchat.

School jurisdictions are missing out on opportunities to engage with students and parents if they're not using social media as an outreach tool. Parents of schoolchildren use social media more than ever before, with 74 per cent of parents using Facebook and 94 per cent of those parents sharing, posting and commenting, as opposed to simply viewing and scrolling. *Parents and Social Media*, Pew Research, July 2015,

www.pewinternet.org/files/2015/07/Parents-and-Social-Media-FIN-DRAFT-071515.pdf



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Expand your policy beyond the classroom

What all this social media use means is that a dedicated social media website for students is only one of the elements necessary for the protection of students, staff and board members. A robust social media policy needs to consider all interactions that take place on social media sites where parents, students and teachers congregate.

What is the school jurisdiction policy on teachers communicating on Facebook with students? What about former students? And what is the policy for tagging student athletes in postings of school photos of sports events? Your staff needs to be able to access the school's policy on these questions easily.

Steven Anderson, author of *How to Create Social Media Guidelines for Your School* published in collaboration with Edutopia and Facebook, offers good advice. Anderson, also the director of instructional technology for North Carolina's Winston-Salem/Forsyth County Schools, suggests a simple seven-step process to create the right plan for your jurisdiction.

1. Consider your jurisdiction's culture.
2. Organize a broad-based team.
3. Research various viewpoints on the issue, both nationally and locally.
4. Draft a policy.
5. Get feedback from your community as well as your school board and school attorney.
6. Introduce the new policies to the community.
7. Review the document periodically to keep up with the rapidly changing social media environment.

Educate parents

Also, a certain amount of parent education needs to be a part of the plan. Parents need to be aware of the risks of youth using social media, such as being subject to cyberbullying and online harassment, placing inappropriate content online, Facebook

depression and decreased sleep. The American Academy of Pediatrics recommends no more than 2 hours of screen time per day, which includes time spent watching television, playing video games, or surfing the net. (See Insights for Parents in this issue.)

Social media is a rich and varied landscape with an almost unlimited environment for learning. This limitless landscape includes risks. With the help of your community, you are in a position to create a social media policy that protects your students from abuse, your teachers from having to guess at how to interact with students, and your school jurisdiction from risk.

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



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Think outside the box to engage volunteers

The stronger your volunteer program, the stronger the community support for your school will be. People support things they have ownership in. A volunteer program can encourage a sense of ownership for parents and non-parents. It can help educate people whose only knowledge of schools is based on their own long-ago experiences.

Think of it as an interactive public relations activity, one that will help tell your school's story to broad audiences through a variety of activities while helping to improve students' academic achievement.

Volunteer engagement can be difficult. The demands of modern life continue to reduce free time. Volunteer activities compete with family, work, hobbies and limited do-nothing time. There are likely many people who would like to help out but just don't have the time to participate in traditional volunteer activities within the school building.

How can you develop or revamp a volunteer program to include opportunities for those who want to help your school and students but are unable to make major time commitments?

The ideas in this tip sheet are designed to spark "outside the box" thinking about creating a volunteer program and engaging community members in non-traditional ways. Every contribution of time and talent they make will directly – or indirectly – impact student success.

Generate ideas

Survey your current volunteers

What brings them to your school? What do they do at or for your school? Why do they do it? How long have they volunteered? How many hours a week do they volunteer? What restructuring suggestions do they have for you? Do they have ideas for other ways volunteers could be involved?

Solicit ideas from all staff members

Have a brainstorming session at an all-staff meeting to generate ideas about volunteer tasks. Include grounds and maintenance staff, custodians, bus drivers, educational assistants, administrative assistants and teachers in this session. All ideas should be listed on whiteboards or flip charts. Keep in mind that the volunteer will want to feel he/she has made a meaningful contribution. And because this is a brainstorming session don't discount or rule out any ideas—refining ideas comes later.

A few out-of-the-box ideas to use to kick off that brainstorming:

- Are there non-monetary rewards for a volunteer who is helping at your school? For example, could someone seeking clerical work use some volunteer work hours in the school office to make their resume more current while performing much needed office assistance?
- Are there college students looking for internships who could provide valuable volunteer assistance in the classroom, technology lab, library, health room or other areas?
- Do you have volunteer tasks that someone could do at home? Are there projects that could be completed by a stay-at-home parent such as newsletters, flyers or school website updates?
- Can local businesses commit a certain amount for their employees to volunteer at your school? Could they commit to a set number of hours for a month?
- Do you have a horticulture or gardening club in the community that could adopt some planting beds on your school grounds or work with students to plant and maintain the beds?
- Does a local company have a community service day when they paint, clean, build or plant? If so, could your school be the recipient of their labor one year?
- Could a leadership development training company in town offer training to the officers of your



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parent groups or help your staff in a goal/mission setting exercise?

- Is there a quilting store in town that would donate some time to setting up an afternoon quilting class after school?
- Could you develop a volunteer activity to use the talents of retired professionals in your community or a program to link the senior center and the classroom?
- Are there ways to tap into the cultural and ethnic diversity resources in your community and bring speakers into the school who might lead a session on their culture's foods, lifestyles, music, etc.?

Put the plan into action

Once the brainstorming and research is completed, analyze the results and draft a plan that has both traditional volunteer activities and incorporates a few new ideas. In its introductory stages, keep the plan manageable both in type of volunteer activities and the number of volunteers you hope to involve.

Once you've got a tentative list of activities, make note of staff time involved in supervision, and/or training of volunteers as well as the labor requirements involved.

Further refine your list by number of hours required. Include short, one-time activities like reading a book on Dr. Seuss Day for one hour, a three-hour field trip chaperone activity and once-a-week, long-term commitment activities such as being a mentor or a lunchroom supervisor.

For each task, include a few sentences explaining what is expected of the volunteer and any special requirements, including second languages and security background checks. Note where the task would be performed, whether in the classroom, on school campus or away from the school.

Get the word out

Once you have a plan, begin publicizing your needs to your parent and non-parent communities. Talk about opportunities for involvement everywhere you go, whether standing in the grocery store checkout line or speaking before the school council or Rotary Club.

Talk about it at business organizations, the senior center, churches and religious organizations, civic and social organizations. Develop flyers to promote volunteer opportunities and have businesses display them in your community. Meet with the CEO of any large companies in your area – talk about ways they or the corporation could become involved in your school.

Don't forget that some of the easiest volunteer recruitment is in asking a person face-to-face if they could lend a hand.

Once the program gets under way, it will need to be nurtured. Volunteers need to feel like their efforts are making a difference. Have volunteer name badges for those who are in the school. Make a point to greet them and ask how the experience is going every time you see them. Send thank you notes or letters of thanks to all, especially those you don't see regularly who are performing tasks away from the school. A quick phone call just to say thanks will always be appreciated.

Give back – volunteering works both ways

There is no better recruitment tool for enlarging your volunteer pool than getting out into the community and being a volunteer yourself. When you think you don't have the time, just think about those who make time for your school and then try to find a few hours in your schedule to give back.

Make your volunteer presence known – offer to cook pancakes at a civic fundraiser breakfast; get a team of school staff members to run in a charity race or help with a local environmental cleanup effort. Once people see representatives of your school giving their time to help in the community, they will be more willing to share their time at your school.

Contributed by Jackie Smith, communications consultant



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Weblinks

International Volunteer Day

December 5, 2015

A day to celebrate and promote the contributions of volunteers. The day was established by the United Nations in 1985. For more information, as well as resources:

<http://www.unv.org/what-we-do/intl-volunteer-day.html>

Family Literacy Day

January 27, 2016

The initiative was first celebrated in Canada in 1999. Parents are encouraged to spend at least 15 minutes together with their children in a learning activity.

For more information: www.familyliteracyday.ca

Winter Walk Day

February 3, 2016

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

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

Additional resources:

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

Safer Internet Day

February 9, 2016

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

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

Emerald Award Nominations due

Deadline is February 19, 2016

This award recognizes classrooms, schools or school boards within the formal education system, educational curricula and programs as well as post-secondary programs. It acknowledges nominees that have gone beyond normal practices and shown leadership and creativity in educating students about environmental matters.

Another category – youth – recognizes young people for initiatives that contribute to the future environmental well-being of Alberta.

For more information and applications:

www.emeraldfoundation.ca

Pink Shirt Day

February 24, 2016

People are invited to wear pink on February 24th to “symbolize that we will not tolerate bullying anywhere.” Pink Shirt Day was inspired by two Nova Scotia high school students who stood up for a peer who was being bullied for wearing a pink shirt.

For more information about organizing events and fundraising:

<http://pinkshirtday.ca/#>

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

Random Acts of Kindness Day

February 17, 2016

For more information:

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



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

Resources for Families

Setting limits on screen time

A 2014 Nielsen study found that adults spend an average of 11 hours per day with electronic media. That includes radio, TV, smartphones, Internet, game consoles and DVDs or Blu-Ray. <http://on.mash.to/1bfe8Si>

In Canada, adults spent 39 hours a month browsing the web, and 25-40 year old Canadians spend about 110 hours a month using electronic devices.

<http://www.theglobeandmail.com/technology/mobile/video-and-mobile-use-doubles-canadians-time-spent-online-firm-says/article21551994/>

Additional studies have shown that children are following in the footsteps of their parents. The American Academy of Pediatrics (AAP) estimates that today's children spend an average of seven hours a day on electronic media.

The Canadian Pediatric Society's position on the maximum amount of time a child should spend in front of the television between 1-2 hours per day. AAP takes an even stronger stance, saying that allowable "screen time" shouldn't just take in television, but all devices; smartphones, computers, gaming devices, tablets, etc.

While there is still discussion between experts about the appropriate amount of screen time, experts all agree that it is wise to limit the time children spend on digital activities while finding a balance with other activities.

Making wise choices for our children's media diet

Some guidelines for media consumption in your family could include:

- Monitoring entertainment to ensure age appropriate use and avoiding inappropriate content such as violence, sexual content or tobacco and alcohol use.
- Establishing "screen-free" zones at home, defined as no TVs in the bedroom and turning off television during dinner and homework time. <http://bit.ly/1LXkyCm>

Additional guidelines and resources are at:

- Caringforkids.cps.ca, sponsored by the Canadian Pediatric Society
- SafetyNet.org, sponsored by the American Academy of Pediatrics.

Topics on these sites include:

- How can I set limits on my children's screen time?
- How can I help my child develop healthy electronic media habits? http://www.caringforkids.cps.ca/handouts/limiting_screen_time_at_home
- Talking to Kids and Teens about Social Media and Sexting
- Keeping Kids Safe in Cyberspace
- The Internet and Your Family
- Media Time Family Pledge <http://safetynet.aap.org/>

Harmful effects of too much screen time

There are many reasons to step back from electronics. Reducing use of electronic devices through reasonable limits could make a big difference in students' academic and social



Communications Now

skills by freeing up more time for studies and other pursuits.

There is another important reason to look at the big picture of students' digital activity. Too much digital time may impact our ability to focus.

Consider this headline: "Thanks Social Media – Our Average Attention Span is Shorter than Goldfish."

According to one research group, "the average attention span of a human being has dropped from 12 seconds in 2000 to eight seconds in 2013. This is one second less than the attention span of a goldfish. That's right, goldfish have an attention span of 9 seconds – 1 second more than you and I."

www.digitalistmag.com/sales-marketing/thanks-social-media-average-attention-span-now-shorter-goldfish-01251966

The scientists suggest that the external stimulation from sites like LinkedIn, Facebook, YouTube, Twitter, Pinterest, Instagram, Snapchat and more every day, is causing us to divide our attention.

"Attention span is the amount of concentrated time on a task without becoming distracted. Most educators and psychologists agree that the ability to focus attention on a task is crucial for the achievement of one's goals. It's no surprise attention spans have been decreasing over the past decade with the increase in external stimulation.

Additional statistics on attention spans:

- Seven per cent of people forget their own birthdays from time to time.
- The average office worker checks their email 30 times every hour.
- Typical mobile users check their phones more than 150 times per day.
- Content on the internet tripled between 2010 and 2013.
- Social media sharing has doubled from 2011 to 2013."

Emotional impact of a lot of screen time

In addition to social media-related distractions, other side-effects of too much screen time include increased narcissism, antisocial behavior and aggressive tendencies, susceptibility to anxiety and increased depression, and lower grades among students who check their statuses too often.

www.apa.org/news/press/releases/2011/08/social-kids.aspx

Balance is the key

Social media interactions can be positive if there are limits on online activity. The Pew Research Center's Report, Teens, Technology and Friendships, suggests that social media can have positive effects on teens actual social lives. Many teens report making new friendships online – 57 per cent have developed a friendship through a social platform. Friendships can be strengthened through social media environments.

www.pewinternet.org/files/2015/08/Teens-and-Friendships-FINAL2.pdf

Secretary-Treasurer's Report For the Period Ending December 31, 2015

INTRODUCTION

Happy New Year! In our year-to-date, for the period ending December 31, 2015, Northland School Division's operating costs are in line with the operating budget. The Federal Revenue may still be adjusted, depending on the finalization of the nominal role (confirmation of federal student numbers). We are not expecting any substantial adjustment to our provincial revenues.

REVENUE

- Revenue received to date is in line with historical numbers.
- YTD revenue represents approximately 30% of the June budget (and we are 30% into the fiscal year).

EXPENSES

- Expenses are also in line with historical data.
- YTD expenses represents 30% of the June budget, but maintenance expenses are lower until the summer.

OTHER BUSINESS

Receivables

- Mikisew is continuing to pay the current invoices, and we have a verbal agreement to begin repaying the outstanding receivable, starting in April, at \$125,000 per month September – June for two years.

2015-2016 year-end procedures

- The Finance department held a meeting in January, and has developed a plan to finalize the year-end financial statements according to the timeline set the by the Office of the Auditor General. After the plan has been approved, procedures and processes will be developed to ensure that we meet the timelines.

Conclusion

- Our priorities over the next month will be the preparation of the January update and the start of the 2016-2017 budget process

STATEMENTS OF OPERATIONS

For the Period Ending December 31, 2015 (in dollars)

	Actual 2012-2013	Actual 2013-2014	Actual 2014-2015	Actual YTD Dec 31 2015-2016	Budget 2015-2016 June Approved	Budget 2015-2016 Nov. Revised	Balance to be received or spent
REVENUES							
Alberta Education	\$37,200,087	\$38,136,250	\$39,642,357	\$11,779,731	\$35,134,527	\$37,358,938	\$23,354,796
Other - Government of Alberta	\$966,929	\$774,716	\$477,229	\$147,237	\$930,824	\$930,824	\$783,587
Federal Government and First Nations	\$20,862,392	\$20,838,515	\$22,080,036	\$8,864,472	\$22,175,563	\$22,486,874	\$13,311,091
Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other sales and services	\$656,887	\$1,162,953	\$1,160,007	\$1,275,035	\$3,822,439	\$1,329,483	\$2,547,404
Investment income	\$10,292	\$67,600	\$77,530	\$0	\$40,000	\$40,000	\$40,000
Gifts and donations	\$665,555	\$801,935	\$1,205,389	\$26,045	\$0	\$450,000	(\$26,045)
Rental of facilities	\$973,522	\$832,864	\$883,937	\$323,536	\$1,045,540	\$1,045,540	\$722,004
Fundraising	\$251,134	\$394,866	\$375,109	\$0	\$0	\$0	\$0
Gains (losses) on disposal of capital assets	\$156,458	\$200	\$94,037	\$91,201	\$0	\$0	(\$91,201)
Other revenue	\$0	\$0	\$0	\$121,832	\$1,014,417	\$0	\$892,585
TOTAL REVENUES	\$61,743,256	\$63,009,899	\$65,995,631	\$22,629,090	\$64,163,310	\$63,641,659	\$41,534,221
EXPENSES							
Certificated salaries	\$21,031,068	\$20,878,113	\$20,617,010	\$7,095,936	\$21,740,258	\$20,995,435	\$14,644,322
Certificated benefits	\$4,092,469	\$4,390,192	\$4,569,529	\$1,484,666	\$4,742,909	\$4,630,577	\$3,258,242
Non-certificated salaries and wages	\$13,282,741	\$12,583,963	\$13,408,813	\$4,473,225	\$12,976,830	\$13,089,026	\$8,503,605
Non-certificated benefits	\$2,916,643	\$2,805,020	\$2,968,222	\$1,017,040	\$3,214,034	\$3,309,589	\$2,196,994
SUB - TOTAL SALARIES AND BENEFITS	\$41,322,920	\$40,657,288	\$41,563,574	\$14,070,867	\$42,674,030	\$42,024,627	\$28,603,164
Services, contracts and supplies	\$15,450,160	\$16,819,764	\$17,667,159	\$4,135,264	\$16,946,083	\$17,007,445	\$12,810,819
Amortization of supported tangible capital assets	\$3,192,543	\$3,526,233	\$3,208,958	\$1,191,419	\$3,562,723	\$3,443,090	\$2,371,304
Amortization of unsupported tangible capital assets	\$1,609,872	\$2,232,457	\$1,200,256	\$403,778	\$1,208,944	\$1,208,400	\$805,166
Supported interest on capital debt	\$23,193	\$9,178	\$0	\$0	\$6,838	\$0	\$6,838
Unsupported interest on capital debt	\$433	\$216	\$0	\$0	\$324	\$0	\$324
Other interest and finance charges	\$29,008	\$2,430	\$954	\$919	\$38,000	\$41,137	\$37,081
Losses on disposal of tangible capital assets	\$67,735	\$52,002	\$22,935	\$0	(\$80,029)	\$0	(\$80,029)
Other expense	\$0	\$0	\$2,492,548	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$61,695,864	\$63,299,567	\$66,156,384	\$19,802,247	\$64,356,913	\$63,724,699	\$44,554,666
OPERATING SURPLUS (DEFICIT)	\$47,392	(\$289,668)	(\$160,753)	\$2,826,843	(\$193,603)	(\$83,040)	(\$3,020,446)
EXPENSES							
Instruction	\$39,872,808	\$39,307,282	\$42,362,054	\$12,412,260	\$40,823,304	\$40,261,986	\$27,849,726
Plant operations and maintenance	\$9,696,288	\$11,647,020	\$11,576,495	\$3,590,287	\$10,646,054	\$10,401,915	\$6,811,628
Transportation	\$3,721,237	\$3,741,924	\$3,581,793	\$1,145,831	\$3,582,035	\$3,579,355	\$2,433,524
Administration	\$3,233,159	\$3,510,503	\$3,370,913	\$1,063,206	\$3,793,603	\$3,997,735	\$2,934,529
External services	\$5,172,372	\$5,092,839	\$5,265,129	\$1,590,662	\$5,511,916	\$5,483,708	\$3,893,046
TOTAL EXPENSES	\$61,695,864	\$63,299,568	\$66,156,384	\$19,802,247	\$64,356,913	\$63,724,699	\$43,922,452
OPERATING SURPLUS (DEFICIT)	\$47,392	(\$289,668)	(\$160,753)	\$2,826,843	(\$193,603)	(\$83,040)	(\$2,388,232)

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
Dec-15	-	-	285,284.44	-	772,725.99	-	-	0.45	-	-	1,058,010.88
Nov-15	-	-	285,284.44	-	-	-	-	0.45	-	-	285,284.89
Oct-15	-	-	-	-	-	-	-	0.45	-	-	0.45
Sep-15	-	-	-	-	-	-	-	0.45	-	-	0.45
Aug-15	79,654.70	-	303,816.20	(262,234.70)	(114,969.91)	(68,340.80)	-	(135,844.10)	(161,079.92)	-	(358,998.53)
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
Apr-13	-	-	-	-	-	-	-	-	-	-	-
Mar-13	-	-	-	-	-	-	-	-	-	-	-
Feb-13	-	-	-	-	-	-	-	-	-	-	-
Jan-13	-	-	-	-	-	-	-	-	4,819.88	-	4,819.88
Oct-12	-	-	-	-	-	-	-	-	-	-	-
Sep-12	-	61,333.22	-	-	-	-	-	-	-	-	-
Dec 2005 & older	84,863.30	61,333.22	3,366,932.92	(262,234.70)	694,206.34	(68,340.80)	1.00	(135,840.65)	(156,260.04)	(0.00)	3,584,660.59
Current	-	-	285,284.44	-	772,725.99	-	-	0.45	-	0.00	1,058,010.88
30 days	-	-	285,284.44	-	-	-	-	0.45	-	0.00	285,284.89
60 days	-	-	-	-	-	-	0.50	0.45	-	0.00	0.95
90 days	-	-	-	-	-	-	-	0.45	-	0.00	0.45
120 days	79,654.70	-	303,816.20	(262,234.70)	(114,969.91)	(68,340.80)	-	(135,844.10)	(161,079.92)	0.00	(358,998.53)
180 days	-	-	-	-	36,450.26	-	-	1.35	-	0.00	36,451.61
181 - 365	-	-	1,251,271.66	-	-	-	0.50	0.30	-	0.0	1,251,272.46
1 yr - 2 yr	5,208.60	-	1,241,276.18	-	-	-	-	-	4,819.88	0.00	1,251,304.66
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	84,863.30	61,333.22	3,366,932.92	(262,234.70)	694,206.34	(68,340.80)	1.00	(135,840.65)	(156,260.04)	-	3,584,660.59
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aging	84,863.30	61,333.22	3,366,932.92	(262,234.70)	694,206.34	(68,340.80)	1.00	(135,840.65)	(156,260.04)	-	3,584,660.59