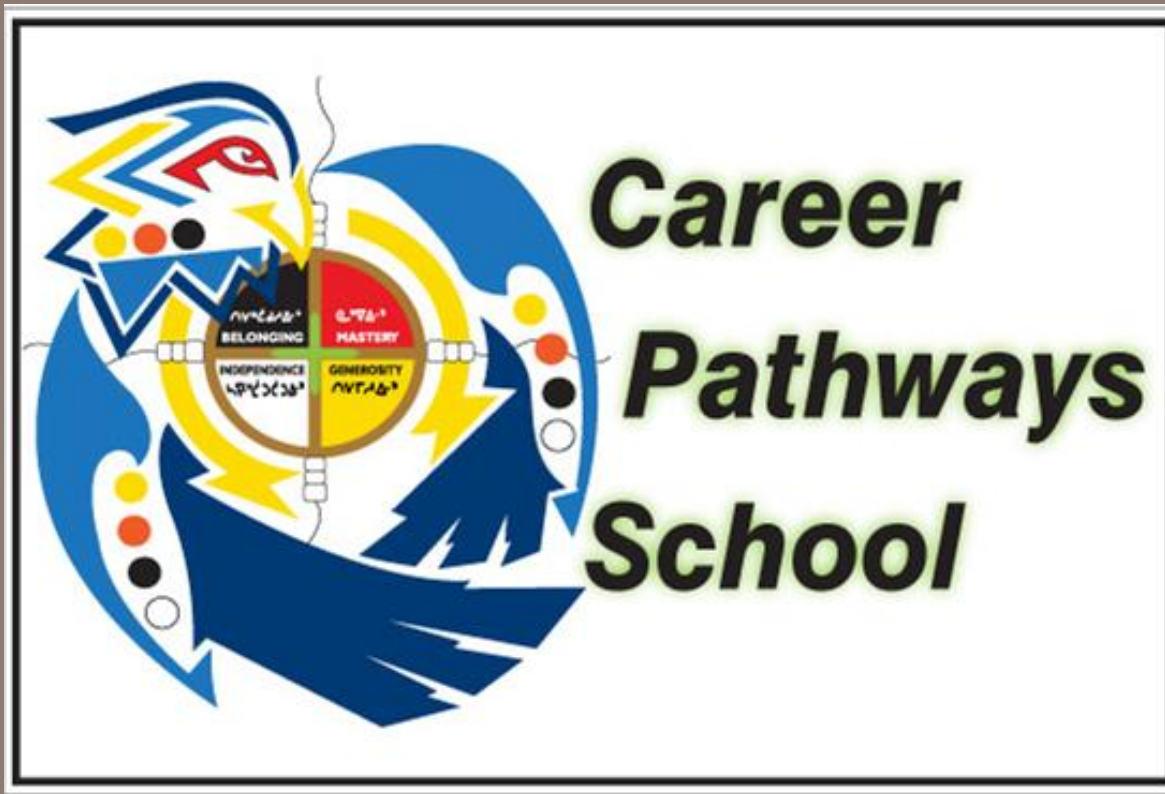


April 22/23, 2016 Board Meeting Attachments

Agenda Item	Motion No.	Page No.
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3. Presentation: 2016-2017 DRAFT Budget		79
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An integrative approach to education



CAREER PATHWAYS SCHOOL





C - Caring, Credentials, Career

P - Purpose, Pathways, Perseverance

S - Safe, School, Solutions
, Success



Vision

Every student shall achieve the highest level of education to provide the greatest happiness and success in life.



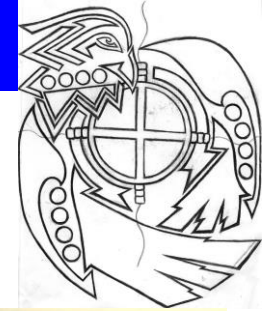
Mission

To ensure that all students have the opportunity to acquire the knowledge, skills and attitudes required to be self-reliant, responsible contributing members of society.

Wahkomakanak

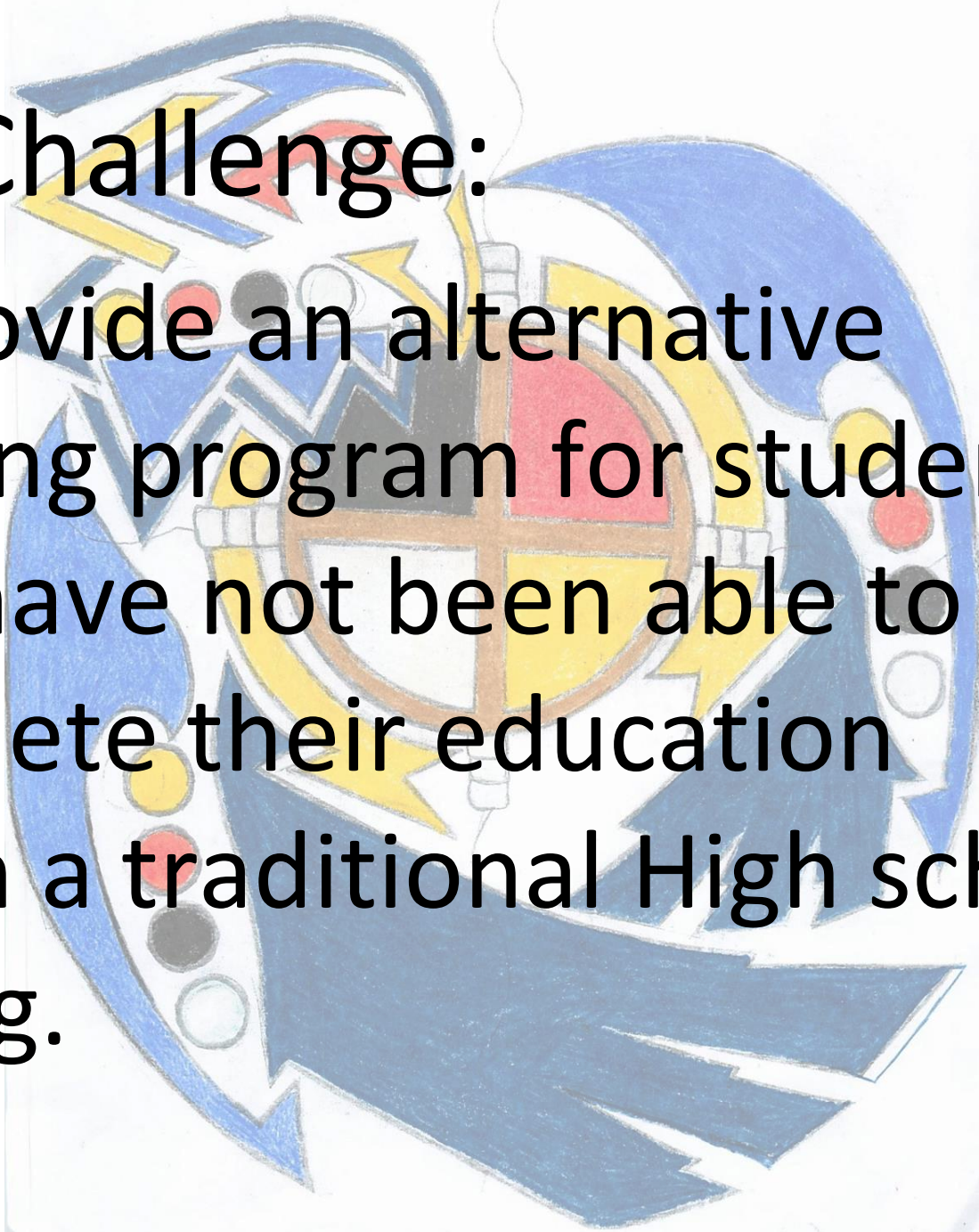


Our Family of Learners



Our Challenge:

To provide an alternative learning program for students who have not been able to complete their education within a traditional High school setting.



“ PROACTIVE SOLUTIONS ”

Career Pathways School is dedicated to the holistic education of our students.

Through integrative learning, hands on education, and core support building we believe any person is capable of creating a successful future.





Relevance In Learning

Mathematics

Careers in Math:

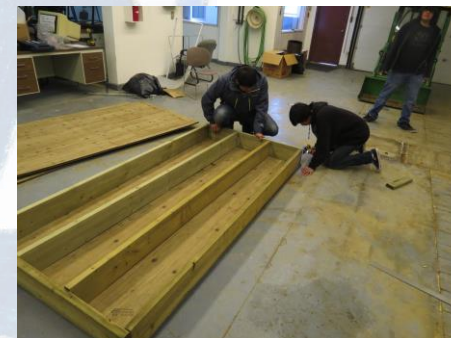
Carpentry
Pipefitting

Welding Baking /Cooking
Business Music

Mechanics
Engineering

Pilot

Our students career plan is focused on the trades. We reiterate how important math is for each career choice they make. We then focus on the basics, directing them towards the skills they'll need for their chosen path.



Careers in English:

Teaching
Editor
Publicist
Administration

Writer
Producer
Blogging

Publisher
Artist

For the students who'd like to pursue other careers outside of the trades, we focus on core completion. With the completion of core English, our students are better equipped to pursue post secondary education at an entry level. **This year's concentration in English and Literacy has been on developing research and writing skills using CAFÉ strategies to assist students in the pursuit of higher education. Further skill development also includes the ability to use GOOGLE APPS for Education and solitary and collaborative situations.**



Careers in Social Studies:

Historian

Politician

Lawyer

Fashion Designer

Curator (Museum)

Anthropologist

Travel Agent

Economist

Environmentalist

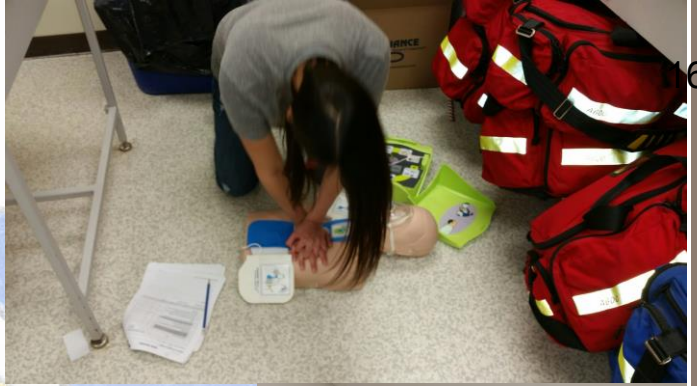
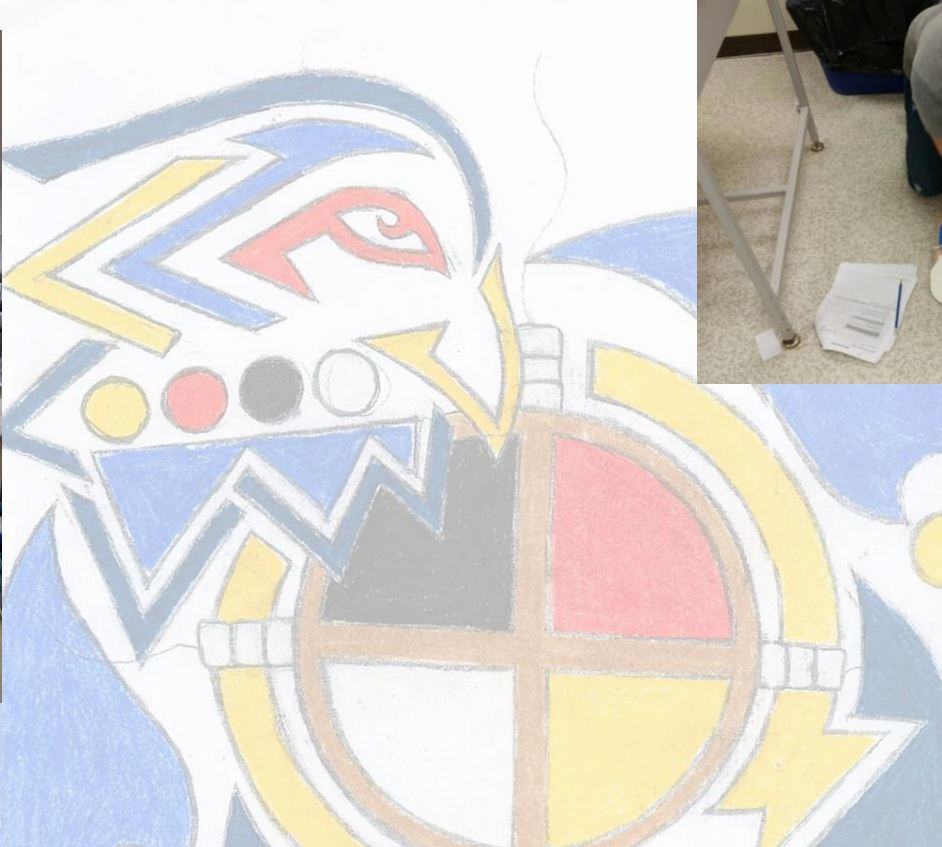
Social Studies or Humanities, helps showcase how the world works and interacts together. Through the completion of these courses our students have a better understanding of how to interact with different environments.



VFX Photography Doctors Environmentalist
Athletes Nursing Forensic Investigator
Mechanic Biologist Psychiatry

We focus on the science's specific to each students career choice. Starting with the basics for each student and working our way up from there. Until they reach their goal specific to their semester outline.





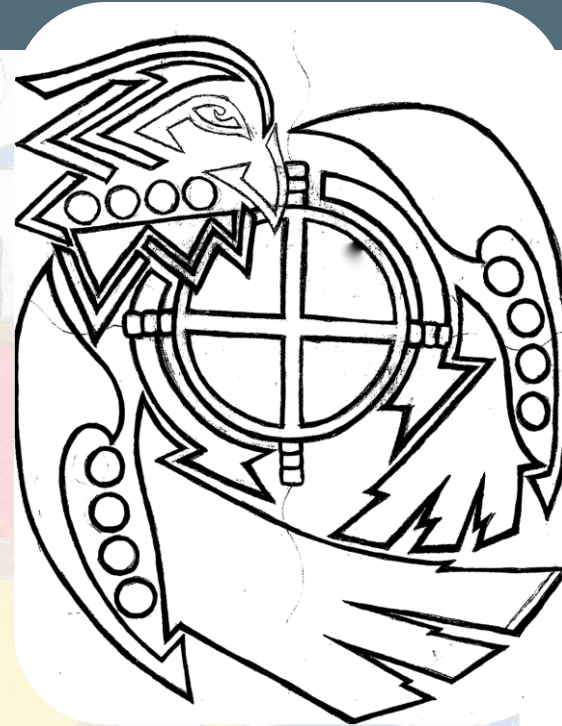
6



CURRICULUM SOLUTIONS



- Art
- Music



Trades

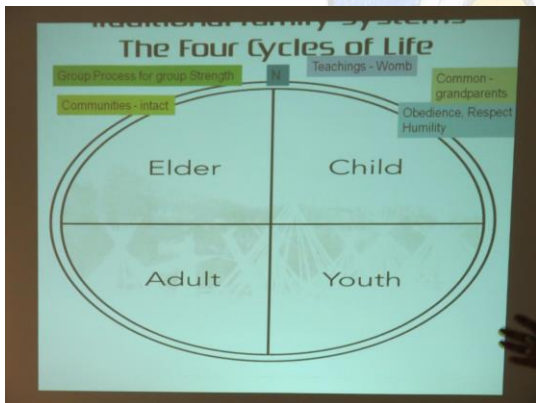


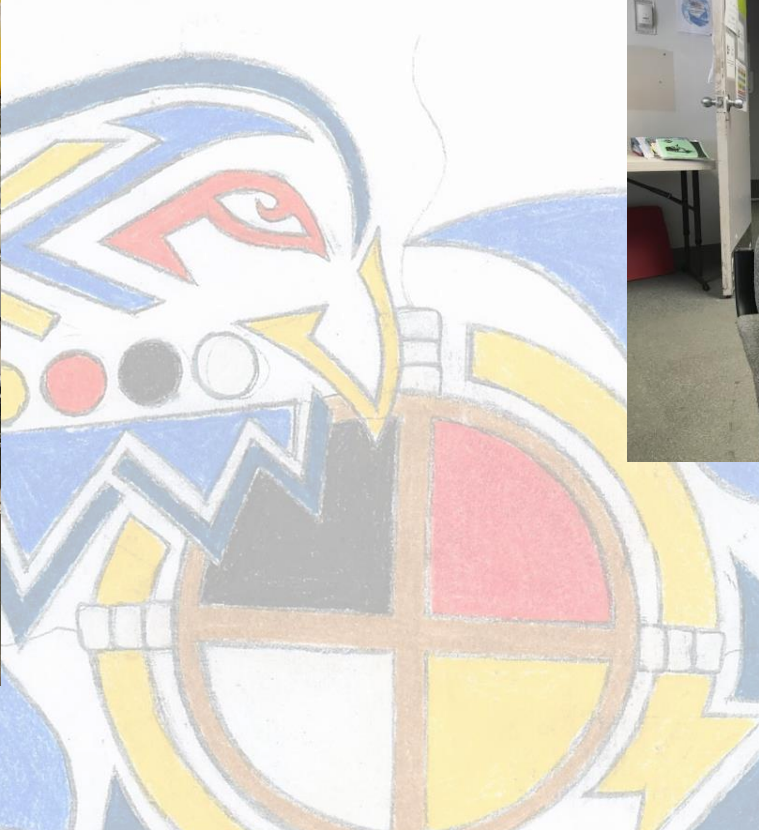
- Foods , Food Safety
- Safety
- Wildlife Outdoor Pursuits
- Red Cross Standard First Aid CPR-C plus AED
- Childcare First Aid





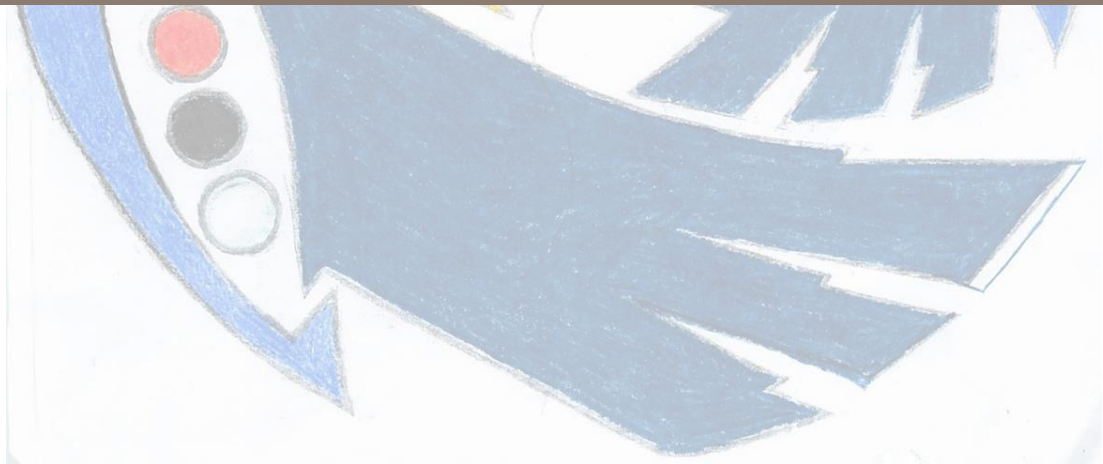
- Cree 10
- Cree 20
- Land Based Learning





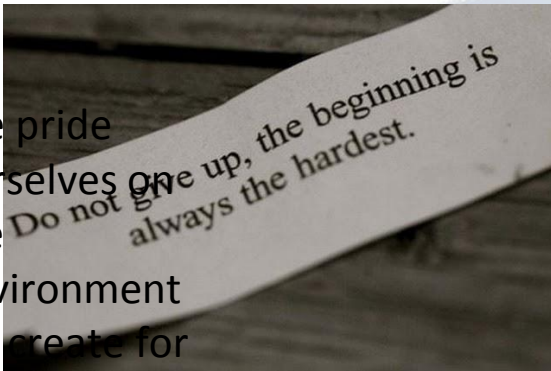
HOLISTIC INTEGRATION





We pride ourselves on the environment we create for our students.

Our students feel safe, at home, and less stressed. Allowing them to excel in their course work.



Based off the needs of the individual student; we are able to create a course load that meets their essentials in education for post secondary or trades work.

We are able to achieve this environment through peer support, trust, and communication.

We understand that each student is an individual, with their own individual needs and stresses.



Our school is different from other Outreach programs due to our approach, flexibilities, and construction of our programs. We understand the needs of our clients (students) and develop a life plan together; Incorporating ATA teaching standards and curriculum.

We work closely with the parents, students and community members in creating programs, curriculum, and projects for our students. Allowing them to be challenged, show independence and grow as a group.



Our school is different from other Outreach programs due to our approach, flexibilities, and construction of our programs. We understand the needs of our clients (students) and develop a life plan together; Incorporating ATA teaching standards and curriculum.

We work closely with the parents, students and community members in creating programs, curriculum, and projects for our students. Allowing them to be challenged, show independence and grow as a group.

Based off the needs of the individual student; we are able to create a course load that meets their essentials in education for post secondary or trades work.

Utilizing local FNMI knowledge to infuse culture and language.

We accomplish this through traditional teachings with elders from the community.



Kapaskwatanak is one of our primary resources in offering traditional teachings; such as cultural protocol, language, and traditional living.



Our Approach to Traditional Integration

Our cree language course is taught by Bigstone Cree Nation Community member, Angela Bigstone. This is very important to us because a majority of our students are also Bigstone Cree Nation Members and we feel this is more conducive to learning the language and culture.



Angela incorporates aboriginal culture in all aspects of her teachings, even in the core curriculum.

With the help of community members, elders and Angela, our youth are able to find and understand their identity as first nations people, not only within our community but also on a larger scale.

Northland School Division #61 Facilities Report

Maintenance

Safety

Construction

Review

- Management commissioned a review of Maintenance in 2013
- Prepared by David van Tamelen and updated in 2015
 - Methodology - Reviewed Documentation, Interviewed Staff with Site Visits
 - Generally accepted by all as an accurate depiction of Maintenance Department existing Operations and Path Forward
 - Made Recommendations – generally accepted by all as direction forward
 - Moving forward with implementation, but implementation of all requires budgetary considerations

January 2015 Recommendations

5 General Areas

- Improving Service Delivery;
- Restructuring Staffing;
- Improving communication on the status of Maintenance Requests and capacity to address needs;
- Reallocate Finances or lobby for additional funds to address facility needs as applicable;
- Increase the use of technology.

Improving Service Delivery

- Increase Staffing levels to enable scheduled ongoing Maintenance work in addition to the emergency/urgent repair function
- Increase management capacity for onsite monitoring, supervision and accountability, including communication and feedback with clients
- Develop a policy and administrative procedures framework for the Maintenance Department and its operations
- Separate management of Teacher Housing from Maintenance
- Adjust the role of Area Supervisors so they function as full time Supervisors with increased capacity for monitoring, site inspection, project planning, and performance accountability, and replace their hands on component with additional area level tradesmen staffing

Improving Service Delivery

- Some staff should work extended days or have stay-over provisions on site for scheduled work program activities to help mitigate travel time overhead
- Establish local capacity for minor maintenance, subject to having in place appropriate standards for such work and effective oversight and monitoring procedures
- So far as possible, add temporary and contract manpower to deal with special projects to minimize the diversion of regular staff away from ongoing duties

Restructure Staffing

- Designate a single executive position to be responsible for maintenance operations, and/or consider consolidating the current three areas into two, each with a full time supervisor as noted in the report and establishing an overall Maintenance Manager position for all PO&M activities who reports to the director of Support Services. However established – have one person in overall charge of the Maintenance Program.
- Adjust the Maintenance Secretary role to be full time Maintenance (re-assign housing functions) and upgrade the role to perform more planning and organizational support to the Manager and Supervisors for program planning and delivery

Restructuring Staffing

- Organize maintenance staffing at 3 levels: site/community, area, and system. Enhance site level capacity for minor maintenance with proper oversight.....increase area level staff particularly in the structural related fields so there is capacity to do ongoing repair work on a scheduled basis.....increase system level trades position for system level trades that are needed in all areas but difficult to source on a regular basis (eg a staff electrician with focus on system inspections and preventative maintenance and a painter to focus on touch up work.

Improving Communication...

- Implement a management process of regular reviews of all outstanding maintenance projects.... to provide a tentative priority ranking of all needs and share with administrative staff
- Implement regularly scheduled visits with Principals ...to review site circumstances and plans
- Update progress on MRR's on a regular frequent basis so that reports more accurately reflect work completion and what remains outstanding and continue to provide these reports on a regular basis.

Reallocate Finances...

- Implementation of most of these foregoing recommendations will require allocation of additional resources... while some organization and structural changes may be accomplished by little additional costs and will improve the effectiveness of existing capacity, significant improvement in maintenance department capacity will require additional manpower, either or both on staff or contracted.
- Lobbying effort for additional funds will be strengthened by the development of a comprehensive inventory of needs, and design of a multi-level program to respond – development of a proactive needs assessment, planning and scheduled maintenance program will better document the funding gap

Increased Use of Technology

- Maintenance management and staff should be the main drivers of the MRR system – their monitoring and assessment of what needs to be done should become the primary source of project planning, rather than leaving the program to be driven by client input.
- Provide additional feedback to principals in addition to the MRR reports currently provided on a periodic basis.
- When staffing capacity has been increased to enable more ongoing work, project planning and scheduling software may be helpful, particularly in conjunction with the revised Maintenance Secretary Role as suggested in recommendations above.

Report Card

- Progress in General
- Housing and School starting to be separated
 - Some guidelines developed for priority work scheduling
- Staffing positions reallocated in certain specific trades/skills
 - HVAC person on staff (Area 3 Carpenter position)
 - New Construction Foreman (Area 1 Supervisor)
 - Maintenance Connection Technician (on contract)

Report Card

- More work done on Maintenance Connection – organized to a point where additional contract help is now in-house to help get it customized and rolled out to staff with training....
- Program is becoming more driven by Maintenance Personnel as opposed to reacting to it. (if it is not is the system we are not doing it)
- Management is still striving for the 3 days on Road, 2 days Office balance

Report Card

- Continuing to use local expertise for minor maintenance
- Contracting out with a **clear scope of work and follow-up**, and supervisory oversight.
 - 32 local persons involved in our 3 areas
 - Over 50 major contracts for a number of projects
 - Over 20 local contractors utilized in the number above
- NOTE: Ads out presently looking for more local contractors

Location: All Schools

Competition #: 4265

Open To: Everyone

Date Posted: April 11th, 2016

Closing Date: Open Ended

Additional Information:

Northland School Division No. 61 is looking for advocates for Indigenous Education and supporters of FNMI language and culture.

Do you have carpentry, electrical, plumbing, gas fitting, drywall, excavation, snow removal or casual labour experience? The division is looking for local skilled contractors, subcontractors and casual labour to support the facilities department on various projects.

Those interested must be willing to work flexible hours. Successful candidates should also have experience with and a passion for promoting success for Aboriginal learners, especially in their indigenous language and culture. Fluency in the language would be an asset.

Interested parties are asked to contact: Tina Schierman, Maintenance & Housing Secretary, Northland School Division No. 61, P.O. Bag 1400, 9809 77 Avenue, Peace River, Alberta, T8S 1V2. Phone: (780) 624-2060 ext. 6140. Fax: (780) 624-5914. Email: Tina.Schierman@nsd61.ca

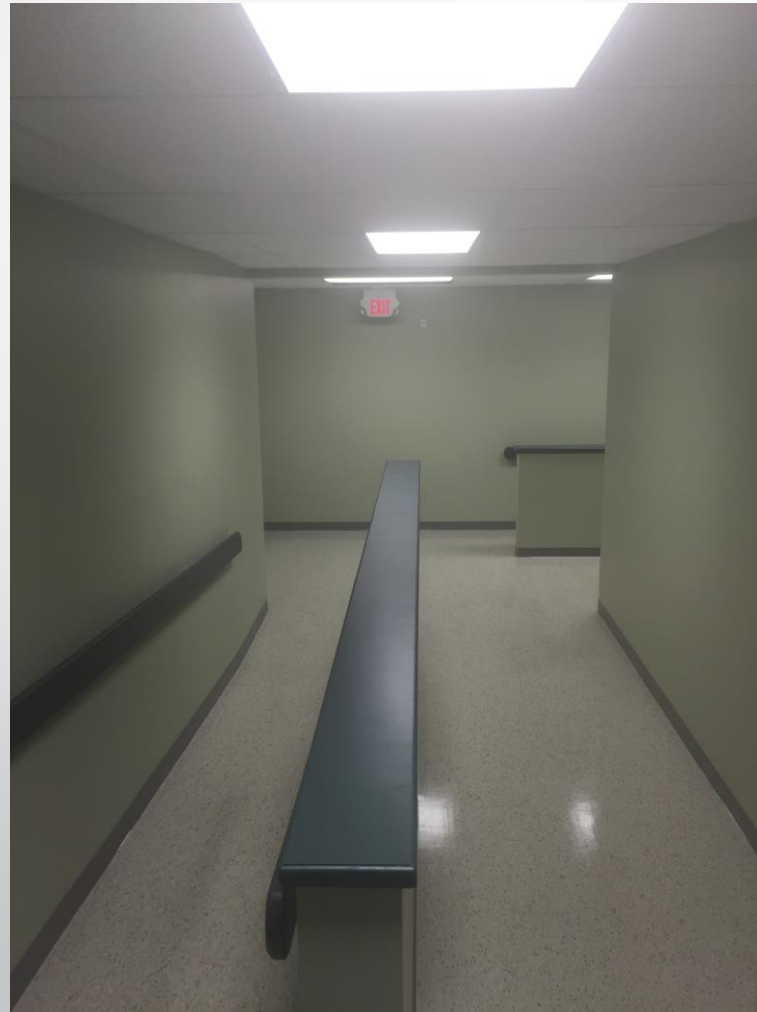
Work for the Year

Infrastructure Maintenance and Renewal

- 48 Projects ongoing last year
- 25 > \$20000 – fairly significant work load
 - 6 HVAC system upgrades, 10 Fire System Upgrades, 8 lighting and Electrical Upgrades
 - Washroom upgrades, Roofing patches, Playground and Fencing Repairs
 - 3 Bat Infestation and Remediation's Projects (~15K)

Year in Review -

- Relocate 3 portables from Gift Lake to Calling Lake with associated setup
- Relocate 4 portables from Bishop Routhier to Paddle Prairie and associated setup at new site, and refurbish/landscape at Bishop Routhier
- Disposal of Portables taken out of Service
- ***All work completed after school closed out for the year, and set up for start of School in September***



Year in Review

- Gift Lake School
 - Significant time spent on getting the deficiency list completed – still ongoing
 - Demolition of old school and reclamation of the site
 - No other project has taken as much Facilities Management time in 2015
 - Important to continue to manage closely so as we can get best possible outcome







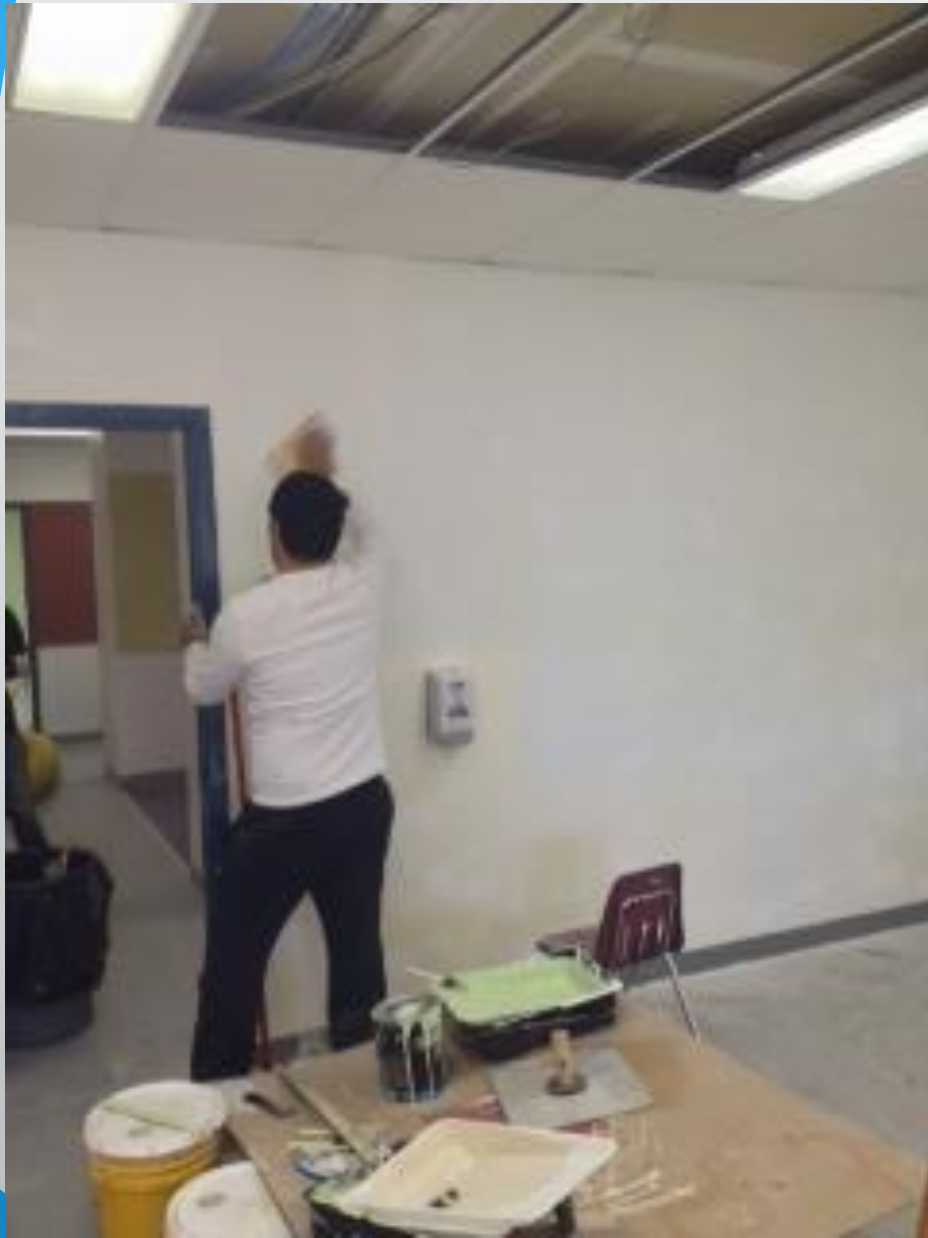
Year in Review

- Modernization of Mistassiniy School
- Modernization of Susa Creek School
- Assisted in installing 25 new housing units
- Father R. Perin School – Entrance, Flooring and Washroom Modernization
- Duct Cleaning at Schools and Teacherages
 - Father R. Perin, Pelican Mountain, Little Buffalo, St. Theresa, Calling Lake, Kateri, Grouard,
- HVAC System Upgrades
 - Bill Woodward, Grouard, ADCS, St. Theresa, Mistassiniy, Calling Lake,



New Roof at Grouard





Year in Review

- Improving Custodial Effectiveness and Accountability
 - Revised check off sheet system
 - Meetings with custodial staff going over work expected
 - Working with Principals to encourage adherence to working schedules
 - Sign in and sign out times starting to be reported
 - Training courses arranged and given in a number of locations
 - Takes a lot of management time and effort

Safety Highlights

25 Accidents and Incidents Reported

2 falls while climbing on chairs (1 leading to 12 days of work missed)

13 slip on ice (1 with 26 days missed so far with partial return to work)

12 WCB claims

4 First Aid Courses arranged at Peerless Lake, Bishop Routhier, Little Buffalo, and Gift Lake – 59 persons trained

Playground Renovated at Dr. Mary Jackson School

Fire Protection Systems, Unsafe conditions investigations, complaint follow-ups ongoing

Attended WHMIS 2015 Training in order to be able to Train others

Air Quality in our Schools

- One of the most important functions of Maintenance is to ensure we have good air quality in our schools
- Provides the basis of a fresh and safe learning environment
- HVAC person now on our Staff
 - Bob Daly now on our staff –
 - Background in HVAC Controls, Safety and Management of Service Industries

Heating and Ventilation in our Schools

- Heating Ventilating and Air Conditioning systems are at the heart of providing quality air for a healthy learning environment in our schools.
- It is a highly technical trade
- We have number of older systems
- In the past we had to rely on outside expertise mostly electricians - not a lot of companies out there that can do the type of work needed on some of our control systems
- Often - we are paying for their learning, and paying for future maintenance issues



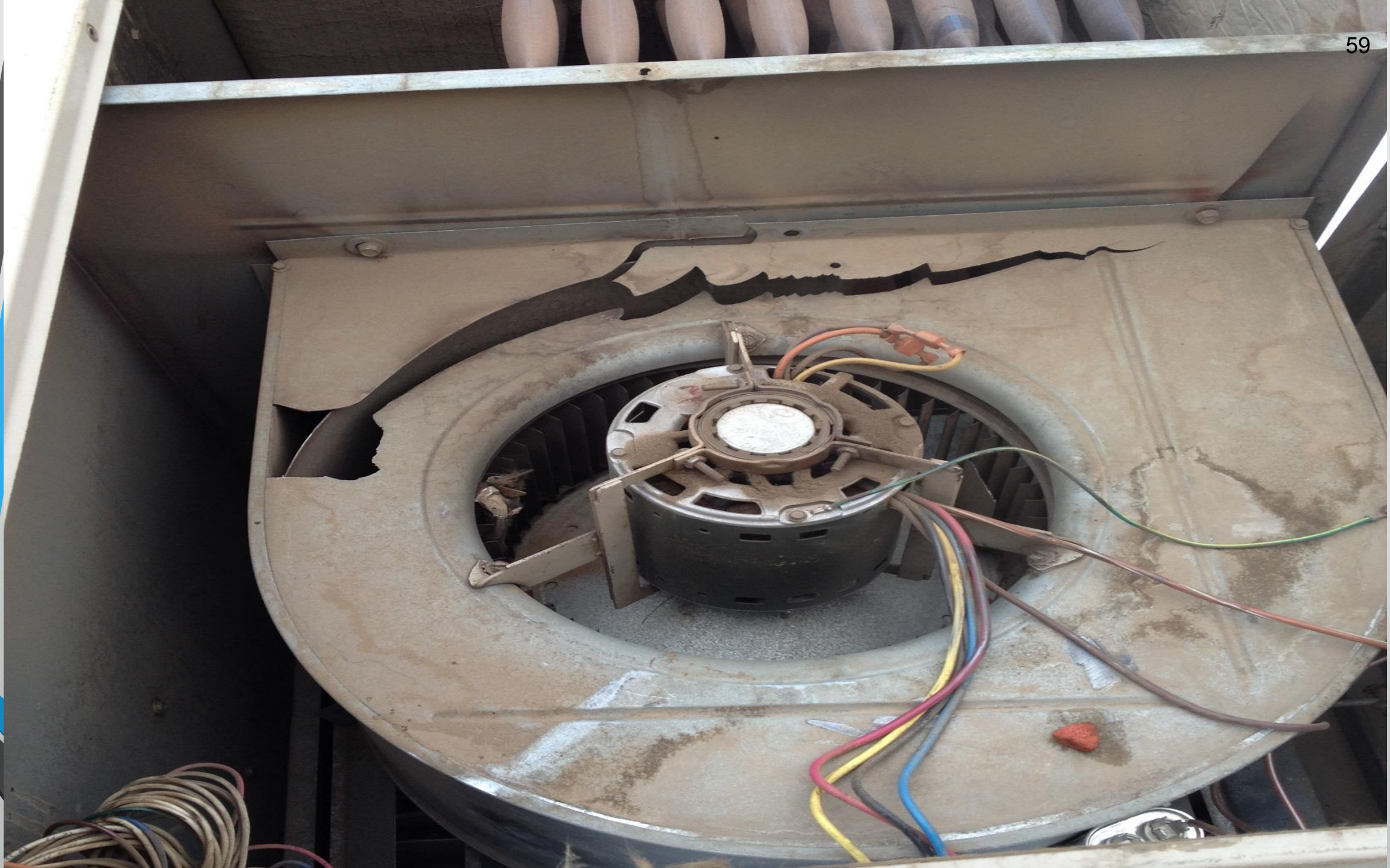
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FITS FILTER SLOT
S'INSÈRE DANS LE
LOGEMENT DU FILTRE
SE ADAPTE À LA





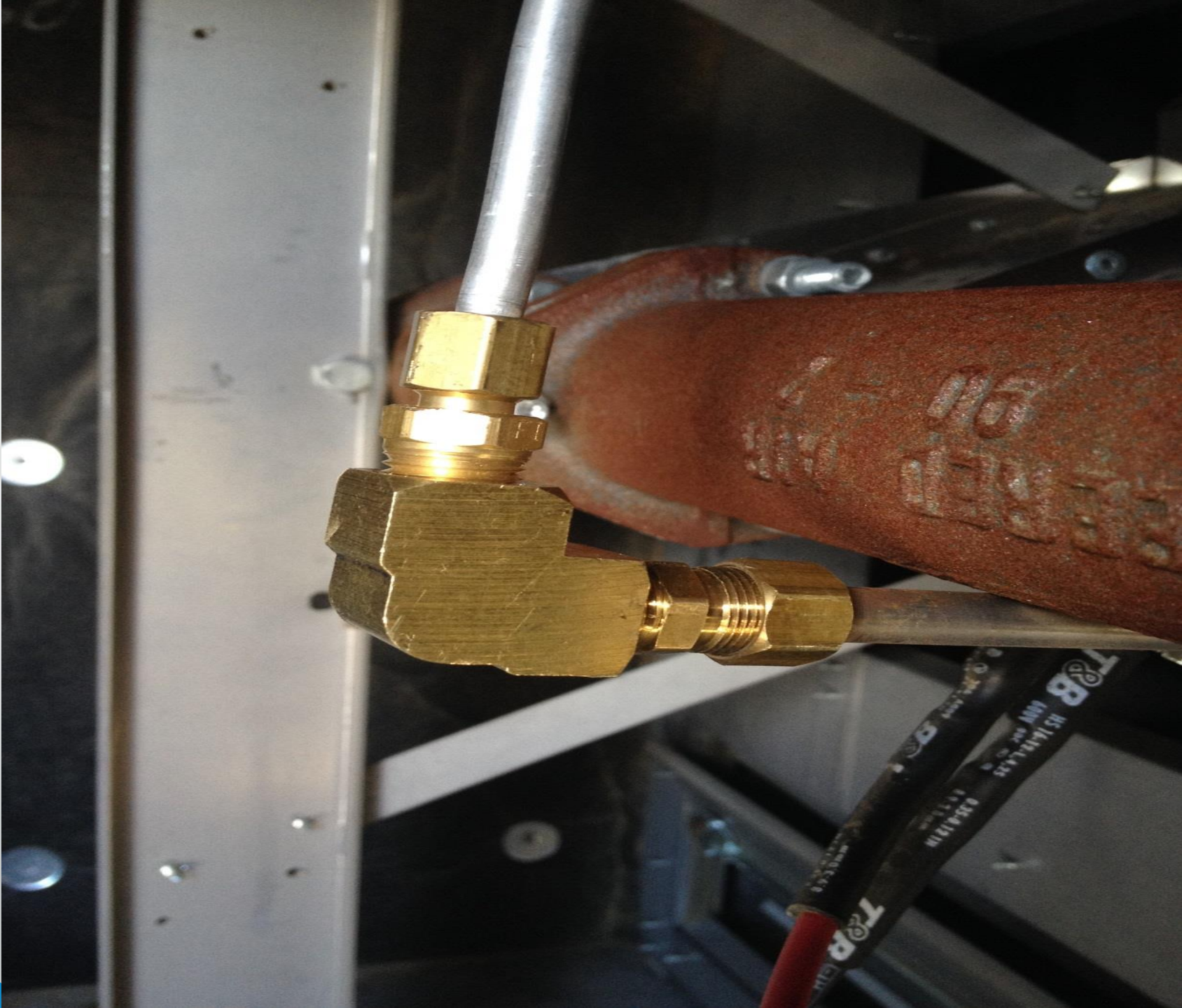














HVAC Path Forward

- Continuing Investigation Repair and Documentation of our Systems
- Working to bring systems back to their “as originally designed” functions
- Scheduled Maintenance/Preventive Maintenance inputs to Maintenance Connections
- Continuing to work with Staff enabling them to better understand the troubleshooting process for HVAC Equipment
- Designing “sequence of operations” sheets for our School HVAC equipment.

Year in Review

- Maintenance Connection Progress
 - Program itself is generally recognized as a leader in Maintenance Software Programs
 - Allows Requests, Asset Inventory and Control, tracking of work performed, costing and time tracking on many levels, and is very Customizable
 - We are using a very small part of the system
 - Scheduled Maintenance/Preventive Maintenance/Predictive Maintenance all there, but requires some customization of input fields to make user friendly before we can roll it out
 - We have to recognize we have some staff with a high RC factor
 - *David van Tamelen comments – slowly introduce changes

**Select an option:****Welcome**

- ▶ [Welcome](#)
- ▶ [Submit Service Request](#)
- ▶ [Service Request Status](#)
- ▶ [Reports](#)
- ▶ [Profile](#)
- ▶ [Change Password](#)
- ▶ [Help](#)
- ▶ [Exit](#)

Welcome to the Northland School Division No. 61
Housing and Maintenance Repair Requests website.

If you have any questions or concerns with submitting your request,
kindly contact Tina Schierman, in Maintenance & Housing
for Northland School Division No. 61.

Phone (780) 624-2060 ext. 6140 or Email: Tina.Schierman@nsdca.

To see which area your school falls in or who to contact in an emergency, please click on the link.
<http://nsd61.ca/departments/maintenance>

Work Order #M-8432



- Details
- Tasks
- Costs
- Attach
- History
- Assign
- Group
- Report

Request Info

Paging Systems - Repair or Replace
test

Problem: Paging Systems
Paging Systems - Repair or Replace

Requester ID: RMSIMPSON

Name: Simpson, Robert

Phone:

Email: robert.simpson@nsd61

Asset / Location **Action**

Area TEST

Details

Procedure:

Target Date: 4/20/2016

Target Hours: 1

Type: RO
Routine

Category: PHONE

Account:

Priority: 2
Normal

Project:

Repair Center: M

Shop:

Shift:

Department:

Customer:

Taken By: RMSIMPSON

Status **Action**

Requested 4/20/2016 9:27 AM
Issued

Sub-Status:

Approval **Action**

(Not Required)

Assignments



New Assignment

Supervisor:

Indicators

- Warranty
- Shutdown Required
- Attachments
- Lockout/Tagout
- Chargeable
- Follow-up Work
- Survey
- Printed / E-Mailed

Work Order #M-8432

Status Dates

Requested:	4/20/2016	9:27 AM	by: RS
Issued:	4/20/2016	9:31 AM	by: RS
<input checked="" type="checkbox"/> Responded:	4/20/2016	2:28 PM	by: RS
<input checked="" type="checkbox"/> Completed:	4/20/2016	2:28 PM	by: RS
<input checked="" type="checkbox"/> Finalized:	4/20/2016	2:28 PM	by: RS
<input checked="" type="checkbox"/> Closed:	4/20/2016	2:28 PM	by: RS

Account / Category

Account: Set All Chargeable

Category: Set All
Phone

Actions

- Set All Tasks Complete Initials:
- Set Actual Labor Hours equal to Estimated Labor Hours
- Set Actual Labor Hours equal to Assigned Labor Hours
- Set Actual Materials equal to Estimated Materials
- Set Actual Other Costs equal to Estimated Other Costs
- Asset Drawing Updates Needed
- Set Downtime

Failure Analysis

Problem: Failed Work Order
Paging Systems - Repair or Replace Create Follow-up WO(s)

Failure Reason:

Assignments

Completed Assignments:


 Simpson, Robert

Labor Hours

Set My Total Labor Hours to:

Meter Readings

Meter 1 Reading: Meter 2 Reading:

Labor (Actuals)

<input checked="" type="checkbox"/>	Date	Labor	Reg Hours	OT Hours	Other Hours
	4/20/2016	Simpson, Robert	1	0	0

Materials (Actuals)

Other Costs (Actuals)

Work Order #M-8432

- Details
- Tasks
- Costs
- Attach
- History
- Assign
- Group
- Report

Paging Systems - Repair or Replace test

Area TEST

Status **Action**

Issued

- Estimates
- Actuals**
- All Costs
- Purchase Orders

Labor (Actuals)

Add Remove

Labor	Reg Hours	OT Hours	Other Hours	Date	Cost	Charge
<input type="checkbox"/> Simpson, Robert	1	0	0	4/20/2016	56.00	25.00
Test						
Actual Labor Totals:	1	0	0		\$ 56.00	\$ 25.00

Materials (Actuals)

Add Remove

Other Costs (Actuals)

Add Remove

Actual Totals:

Cost	Charge
\$ 56.00	\$ 25.00

Please click SAVE or CANCEL when you are finished

Save Cancel Help

Preventive Maint. Explorer

Preventive Maintenance Search

All

PM ID	Name
Filters	Filters S/A
Furn - AZ - 102	Furnace
TEST1	Boiler Quarterly

New Preventive Maintenance

Details Schedule Procedures Assets Automation Attach Reports

Work Order Generation

- Display a notification on the home page 3 days before this PM is due.
- Create Work Orders automatically 3 days before this PM is due.
- Create Work Order Group(s)

New Assets with the below Classifications will be auto-added to this PM Schedule:

Add... Remove

 **Service Requester**
Robert Simpson**Select an option:**

- ▶ [Welcome](#)
- ▶ [Submit Service Request](#)
- ▶ [Service Request Status](#)
- ▶ [Reports](#)
- ▶ [Profile](#)
- ▶ [Change Password](#)
- ▶ [Help](#)
- ▶ [Exit](#)

Service Request Status

If you would like to get more details on a particular Service Request, simply click the Request # of the Service Request you would like to view. To see if there has been any updates to these Service Requests since this page loaded, click the **REFRESH** button.

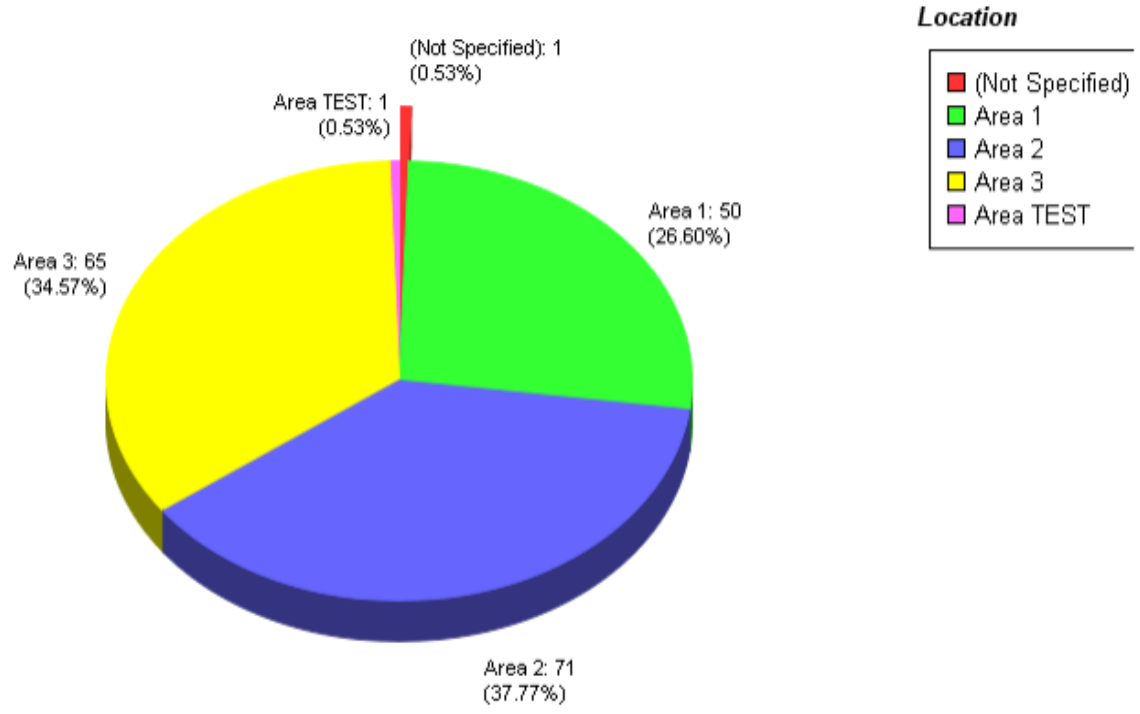
[Refresh](#)[Print](#)Filter by:

! Request/WO #	Reason	Target Date	Location / Asset	Status
M-8432	Paging Systems - Repair or Replace test	4/20/2016	Area TEST	Requested

[◀ Previous](#) Page 1 of 1 [Next ▶](#)

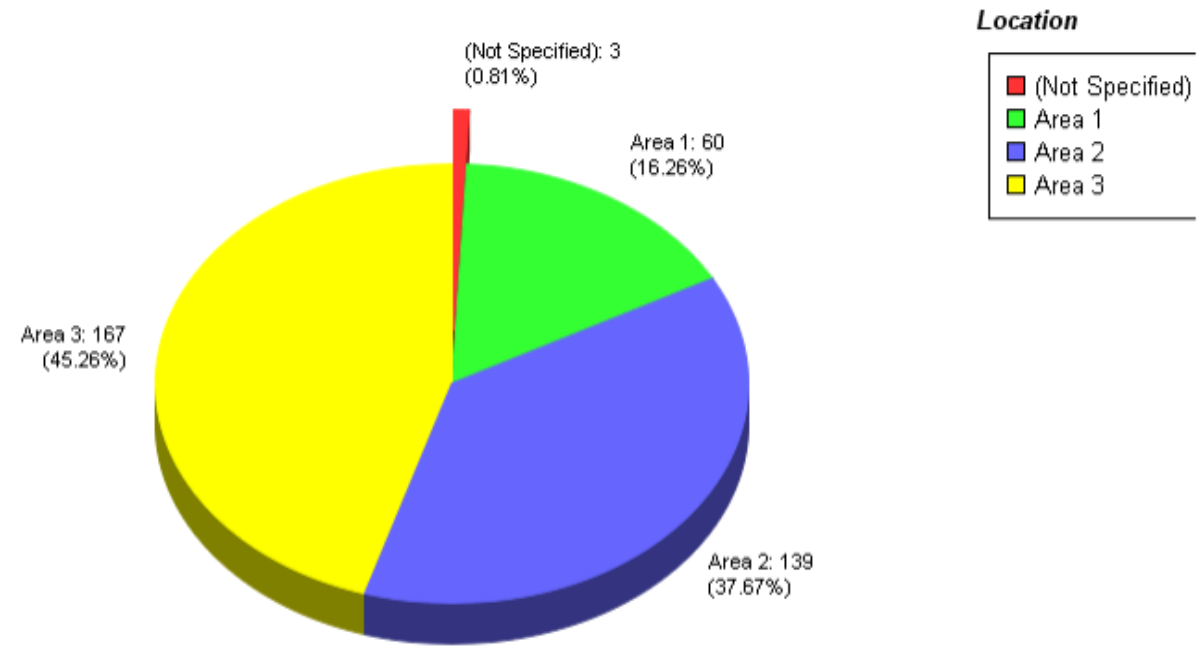
Summary - Maintenance Connection

- Greatly under-utilized for its potential
- Can automate repeating maintenance (filter change outs, belt adjustment and replacements, fire alarm inspections, propane tank regulatory required inspections.....)
- Send email reminders to person responsible, then increase notifications to management until it is addressed.
- Has other potentials as well – vandalism reports, land descriptions and surveys, vehicle maintenance.....
- Reporting functions – very powerful for generating reports



Report Criteria
Target Date is between '1/1/16' AND '04/20/16'

Area	Work Order Count
Area 1	50
Area 2	71
Area 3	65
Area TEST	1



Report Criteria

Target Date is between '1/1/15' AND '12/31/15'

Area	Work Order Count
Area 1	60
Area 2	139
Area 3	167
Grand Total (4 Records):	369

Path Forward

- Continue moving in the direction we have outlined
 - Use Maintenance Connection to guide our work – including Asset recording, tool and spare parts inventory, using technology to plan effectively and to cut down on repeating paperwork.
 - Prioritize the scheduled maintenance function rollout so as all our assets requiring scheduled maintenance is being tracked.
 - Maintain and enhance communication on work activities and priorities as appropriate
 - At an appropriate time, arrange for fan out of information of new menus/improvements that will be available to all users
 - Continue with training of Maintenance Staff to fill gaps in our expertise where possible
 - Continue to search for suitable local contractors and casual labor to assist Maintenance and Construction to fill gaps in service

Pneumatic Training





Questions?

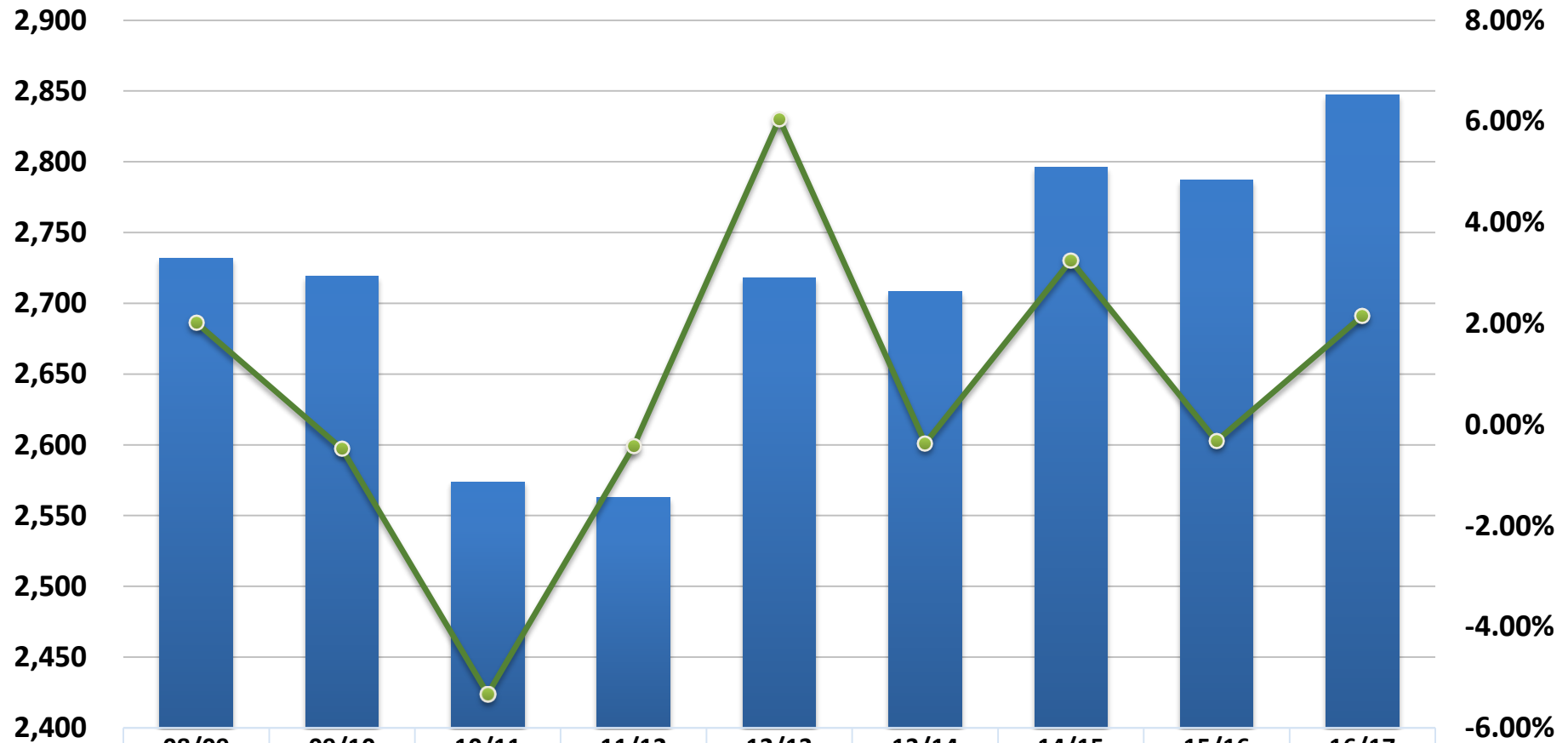


2016-2017 BUDGET PRESENTATION

April 22, 2016

ENROLMENT

STUDENT ENROLMENT VS PERCENT OF INCREASE/DECREASE IN ENROLMENT



■ Total FTE	2,732	2,719	2,574	2,563	2,718	2,708	2,796	2,787	2,847
—●— %change from previous year	2.02%	-0.48%	-5.33%	-0.43%	6.05%	-0.37%	3.25%	-0.32%	2.15%

2016-2017 draft budget	
Revenues	
Provincial base funding (more provincial students)	+ \$800,000
Provincial differential funding	+ \$75,000
Other provincial funding (deferred revenue/one-time funding)	- \$320,000
IMR funding	+ \$250,000
Federal funding (less federal students)	- \$1,150,000
Total change to funding	- \$345,000

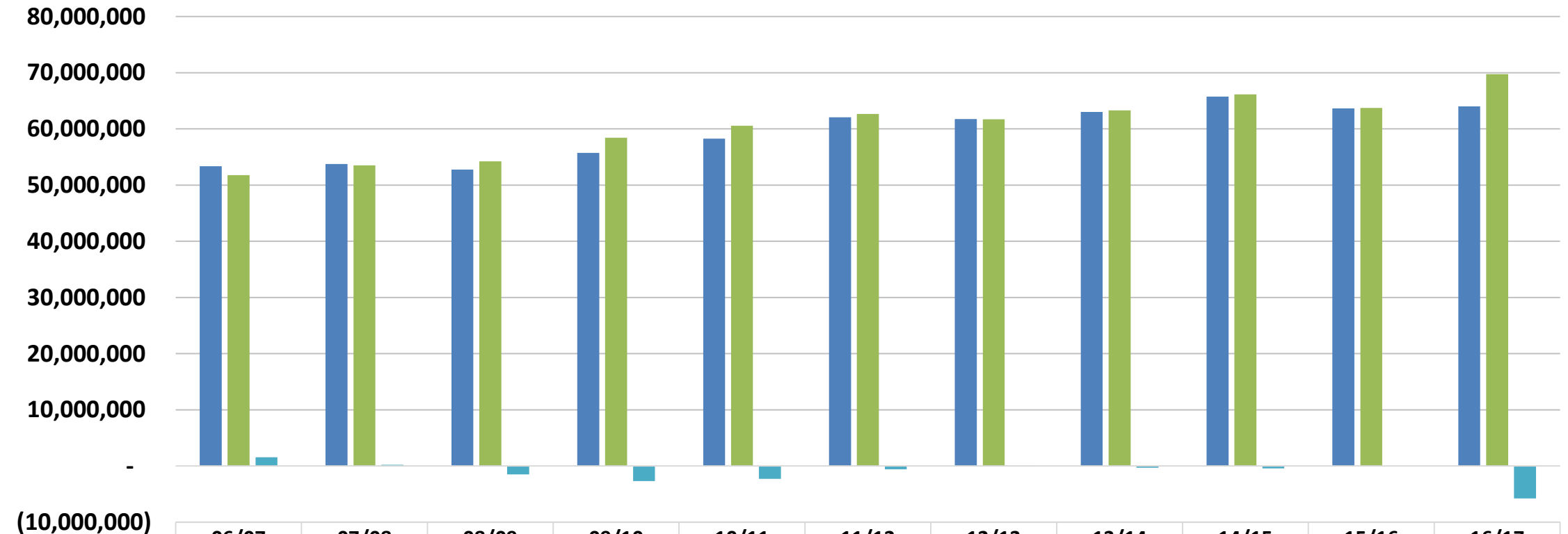
Expenses	
Addition of learning coach positions in the schools:	
Learning coach added:	
Mistassiniy (1)	
Gift Lake (1)	
St. Theresa (1)	
Calling Lake (1)	
Conklin/Janvier (share 1)	
Anzac/Bill Woodward/Fort McKay (share 1)	
Chip Lake/Pelican Mountain (share 1)	
Trout Lake/Peerless Lake (share 1)	
Paddle Prairie/Keg River (share 1)	
Hillview/Bishop Routhier/Grouard (share 1)	
TOTAL 10 learning coaches added (2 schools already had one each)	+ \$1,050,000
Training for learning coaches	+ \$120,000

Expenses	
NSD New Administration and Leadership Program	\$36,000
New Principal Mentorship Program	\$20,000
Trauma Counselling Response	\$40,000
Maintenance – change in job classifications	\$35,000
SFS – small equipment	\$11,000
School-based transportation coordinator (Wabasca/Desmarais)	\$35,000
Transportation Coordinator	\$70,000
**IT Education Classroom Coach + travel	\$150,000
**IT Field Technician + travel	\$115,000
**IT Helpdesk	\$80,000
Blast Trailer and instructor	\$200,000
* Indicates principals' two priorities	

Expenses	
**3 additional pedagogical supervisors (for a total of 5) + travel	\$470,000
Instructional resources for literacy	\$230,000
Library resources/library system/librarian	\$215,000
Professional development for teachers for K-2 strategy	\$200,000
Educational Psychologist	\$125,000
4 culture camps in three areas	\$180,000
Building Collaboration grant and matching expenses	
TOTAL BUDGET DEFICIT	(\$5.8 million)

FINANCIAL HEALTH

Revenue versus expenses

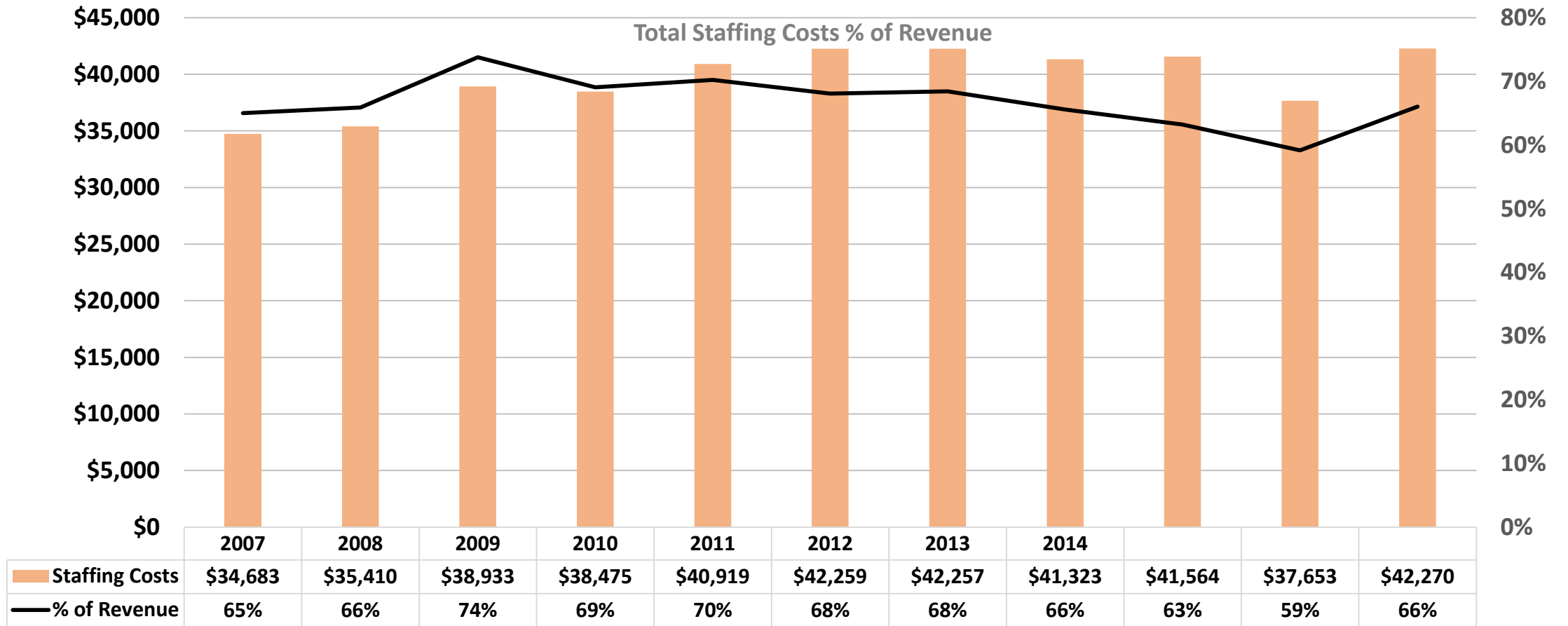


(10,000,000)

	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
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	63,641,659	63,996,923
Expenses	51,785,136	53,517,970	54,238,039	58,410,752	60,557,707	62,676,436	61,695,864	63,299,568	66,156,384	63,724,700	69,770,216
Surplus (deficit)	1,567,975	215,938	(1,475,547)	(2,695,767)	(2,293,274)	(593,446)	47,392	(289,668)	(418,716)	(83,041)	(5,773,293)

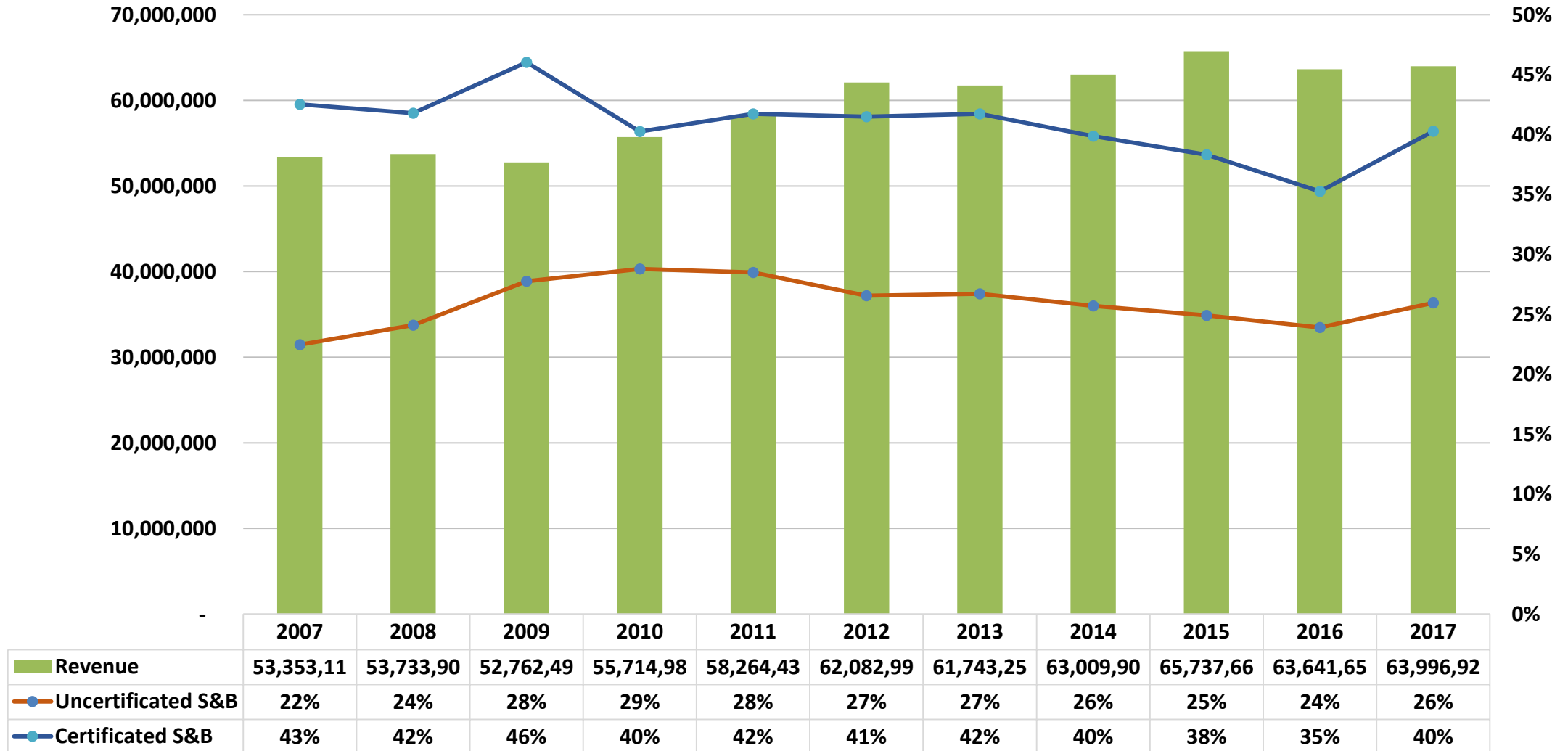
SPENDING TRENDS

PERCENTAGE OF TOTAL REVENUE VS TOTAL STAFFING COSTS



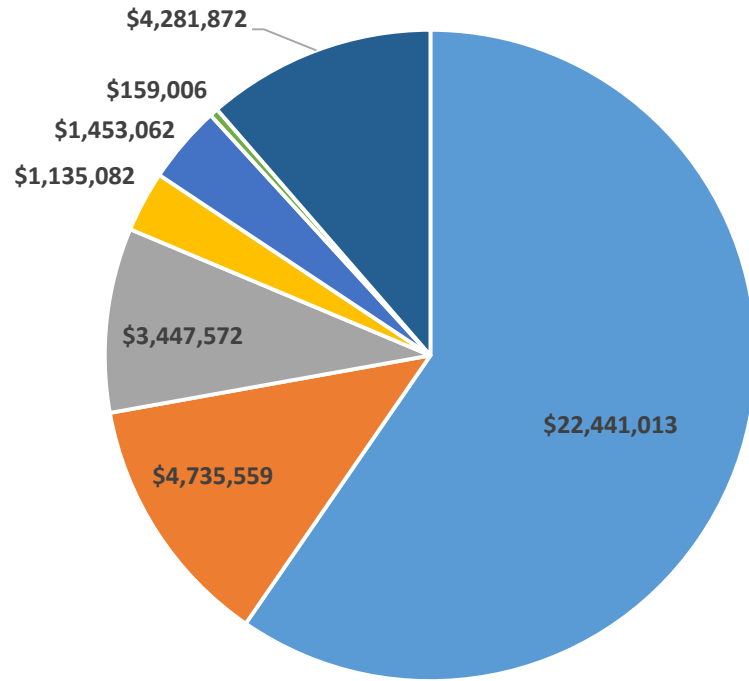
SPENDING TRENDS

PERCENTAGE OF TOTAL REVENUE VS CERTIFICATED & UNCERTIFICATED SALARIES AND BENEFITS

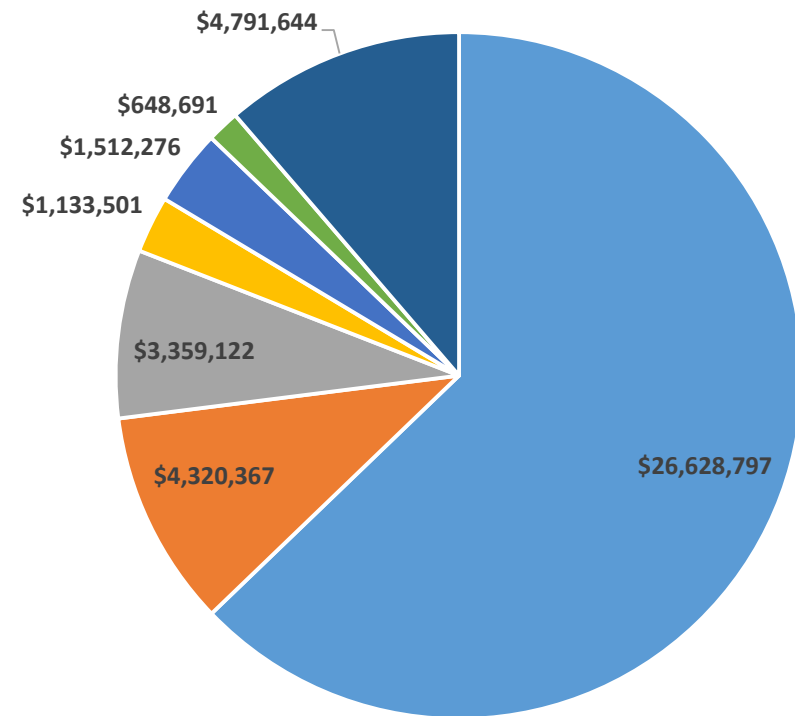


Salary Allocations

2016

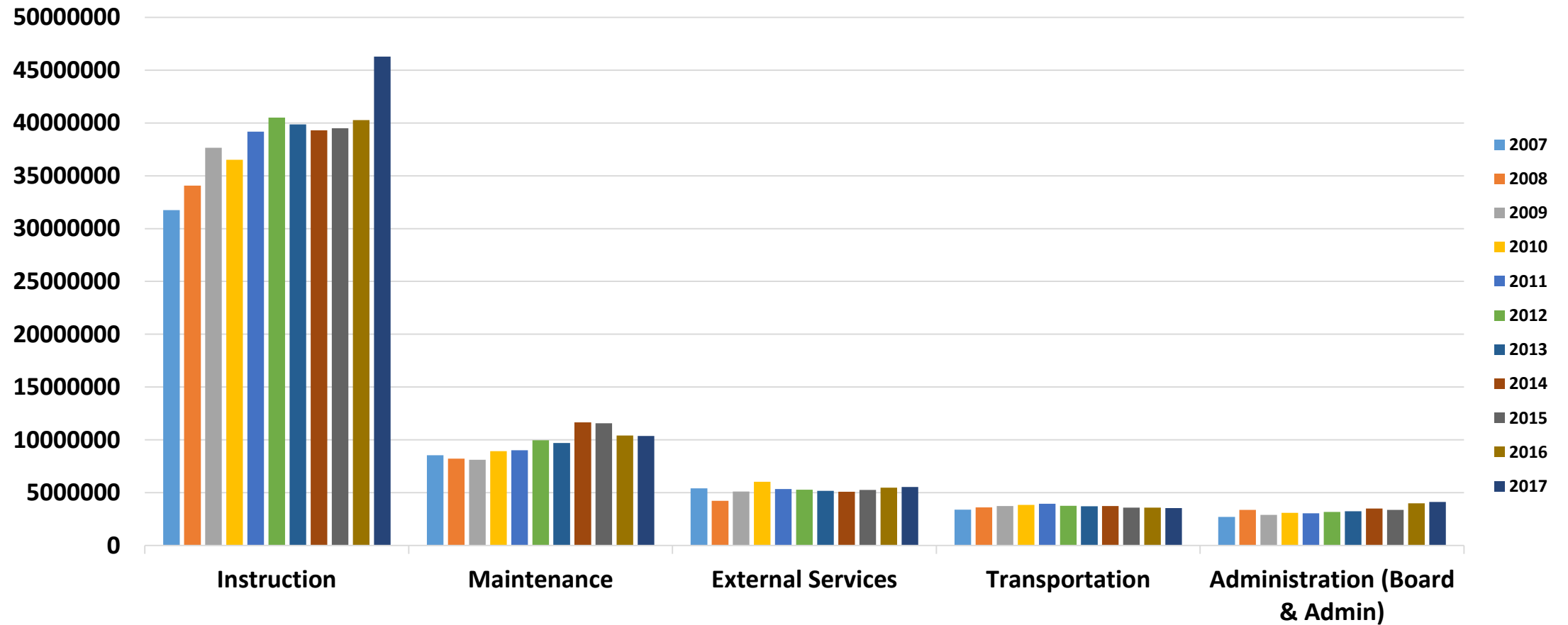


2017



- Certificated
- Uncertificated
- Maintenance
- Transportation
- External Services
- Instructional Support
- Central Office

EXPENSES BY FUNCTION





BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: APRIL 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: 2016 ORIENTATION SCHEDULE

ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION
That the Board of Trustees approve the 2016 new teacher orientation schedule, as attached.

BACKGROUND

Orientation 2016

Sunday August 21, 2016		Monday August 22, 2016		Tuesday August 23, 2016		Wednesday August 24, 2016		Thursday August 25, 2016		Friday August 26, 2016	
		8:00 AM	Breakfast (Bagged) (Bus to Martin Lake)	8:00 AM	Breakfast (Bagged) (Bus to Martin Lake)	8:00 AM	Breakfast St. Theresa School	8:00 AM	Breakfast St. Theresa School	8:00 AM	Breakfast St. Theresa School
		9:45 AM	Opening Ceremonies	9:00 AM	Opening Activities	8:45 AM	Opening Activities	8:45 AM	Opening Activities	8:45 AM	Opening Activities
		10:30 AM	Culture Camp Sessions Lorraine Cardinal-Roy Martin Lake	9:15 AM	FNMI Perspectives & Historical Relations (Bea) Teachers and Administrators Martin Lake	9:00 AM	Literacy Daily 5 K-5 Jr./Sr. High with Randy CIS/CTF	9:00 AM	PM Benchmark Training Learning Services Team	9:00 AM	Head office staff ie Housing, Human Resources
12:00 PM	Lunch for New Administrators	12:00 PM	Lunch Martin Lake	12:00	Lunch Martin Lake	12:00	Lunch St. Theresa School	12:00	Lunch St. Theresa School	10:30	ATA
1:00 PM	New Admin Meetings	1:00 PM	Culture Camp Sessions Lorraine Cardinal-Roy Martin Lake	1:00 PM	Inclusion Stephanie and LST	1:00 PM	Planning and Classroom Management - Learning Services Team	1:00 PM	Guided Reading/Instruction Learning Services Team	12:00 PM	Lunch St. Theresa
4:00 PM	New Admin Meetings	4:00 PM	Culture Camp Sessions Lorraine Cardinal-Roy Martin Lake	4:00 PM	Bus Leaves for Wabasca	4:00 PM	Reflection Time and Closing Activities	4:00 PM	Reflection Time and Closing Activities	1:00 PM	Closing Activities
5:00 PM	Supper St. Theresa School	5:00 PM	Supper Culture Camp	5:00 PM	Supper St. Theresa School	5:00 PM	Supper St. Theresa School	5:00 PM	Supper St. Theresa School		
5:00 PM	New Admin Meetings	6:00 PM	Evening Activities at Culture Camp	6:00 PM	Organized activities that participants may take part in if they wish, golfing, kayaking, fishing etc.	6:00 PM	Organized activities that participants may take part in if they wish, golfing, kayaking, fishing etc.	6:00 PM	Organized activities that participants may take part in if they wish, golfing, kayaking, fishing etc.		
		8:00 PM	Return to the hotel	8:00 PM	Return to the hotel	8:00 PM	Return to the hotel	8:00 PM	Return to the hotel		
	NOTE: New Teachers Arrive for supper at 5PM						NOTE: NSD Administrators arrive for supper at 5PM				
							NOTE: NSD Administrator Meeting begin at 8:30 AM				

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: APRIL 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 100, SAFE & CARING SCHOOLS

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION
That the Board of Trustees, approve in principle, the attached changes to Procedure 100, Safe & Caring Schools.

BACKGROUND

Following the March 31, 2016 Special Board meeting which 1st reading was approved, this procedure was sent in its draft form to Alberta Education for review.



Procedure 100

Safe and Caring and Inclusive Schools

Background

The goal of the division is to develop responsible, caring and respectful members of a just, peaceful and democratic society. In order to achieve this goal, it is essential that all members of the school community: **students, family, staff and community members**, assist and promote the development of a safe and caring school environment.

Creating a safe, caring and inclusive school requires all schools to identify and implement strategies that ensure the safety, belonging and full participation of all members of the school community.

Procedures

- 1. Practices that support safe, caring and inclusive learning environments include:**
 - 1.1 providing supports that respond to a student's individual needs**
 - 1.2 defining appropriate expectations, behaviours, language and actions in order to prevent discrimination, prejudice and harassment through greater awareness of, and responsiveness to, their harmful effects.**
 - 1.3 ensuring that discriminatory behaviours and complaints are taken seriously, documented and dealt with expeditiously.**
 - 1.4 respecting an individual's right to self-identification;**
- 2. Principals shall:**
 - 2.1 ensure all staff members share responsibility for proactively creating and maintaining welcoming, caring, respectful, safe and inclusive learning**



-
- environments that acknowledge and promote understanding and appreciation of the diversity, equity and human rights of all students and families within the school community;
- 2.2 ensure all members of the school community are aware of the expectation to model respectful conduct, inclusive behaviour, and an understanding of and appreciation for diversity, equity and human rights;
 - 2.3 provide equity of opportunity, and equity of access to programs, services, and resources to support all students in realizing their full potential;
 - 2.4 receive, investigate, report on and respond to inappropriate behaviour and actions, such as discrimination, intimidation or bullying;
 - 2.5 create a clear reporting and investigative process and a safe environment for students and parents/guardians to bring concerns forward in a timely manner;
 - 2.6 provide information about these processes, including, if appropriate, supports and strategies to resolve complaints;
 - 2.7 hold everyone accountable for their behaviour and actions such as discrimination, intimidation or bullying;
 - 2.8 ensure dress codes respect an individual's culture, gender identity and gender expression;
 - 2.9 provide professional learning opportunities that build the capacity of staff to understand and support diverse learners;
 - 2.10 use a comprehensive whole-school approach to promote healthy relationships and prevent and respond to bullying behaviour;



Procedure 100

Safe and Caring and Inclusive Schools

- 2.11 work alongside staff, students and families to provide supports and resolve issues and concerns in a timely fashion.**
- 3. Staff shall:**
- 3.1 help all students work to their full potential and develop their sense of self-worth;**
 - 3.2 assist students to be positive contributors to their classroom, school and community by building social, interpersonal, assertiveness, empathy, conflict resolution and leadership skills;**
 - 3.3 maintain consistent standards of behaviour for all students to contribute to a positive school climate;**
 - 3.4 communicate regularly and meaningfully with parents/guardians; and**
 - 3.5 report all incidents of discrimination, intimidation; and bullying, and assist administration when conducting an investigation into such incidents.**
4. The principal shall advise parents of the following expectations for them in the creation of a safe and caring school:
- 4.1 To have input into the development of school policies and procedures.
 - 4.2 To support the school policies and procedures and encourage their children to understand and respect them.
 - 4.3 To encourage their children to pursue their studies diligently.
 - 4.4 To maintain communication with school staff regarding the progress of their children and attend scheduled conferences with their children.
 - ~~4.5 To encourage and support the regular and punctual attendance of their children.~~



Safe and Caring and Inclusive Schools

~~3.6 — To advise the principal and/or the school staff of any problems and issues their children are having with other students or members of the school community.~~

~~5. — The principal and teachers are to advise students that they are expected to:~~

~~4.1 — Be diligent in pursuing their studies.~~

~~4.2 — Attend school regularly and punctually.~~

~~4.3 — Co-operate fully with everyone authorized by the board to provide educational programs and other services.~~

~~4.4 — Comply with the rules of the school.~~

~~4.5 — Respect the rights of others.~~

~~4.6 — Be accountable to the school staff for their own conduct.~~

~~6. — The resolution of any problems or issues arising from the application of these procedures will be dealt with in accordance with the specific procedures established for that issue or problem.~~

Procedures

~~7. — The principal shall work with, and direct, the staff of the school to maintain order and discipline in the school, on school grounds, buses and during school approved activities.~~

~~8. — The principal shall, in cooperation with the Local School Board Committee, strive to:~~

~~2.1 — Ensure that students in the school have the opportunity to achieve provincial standards of education.~~

~~2.2 — Develop an action plan in consultation with all community stakeholders that will:~~

~~8.1.1 — Ensure the development of a basic package of essential information such as class lists, school timetable, student demographics, blue prints and school maps, emergency services and emergency plans.~~



Procedure 100

Safe and Caring and Inclusive Schools

- ~~8.1.2 Contain an identification of the internal and external communication systems necessary to communicate with all components of the division.~~
- ~~8.1.3 Review and update on an annual basis the roles and responsibilities of students, staff, parents and appropriate community agencies to support safe and caring schools.~~
- ~~8.1.4 Ensure crisis management and school disaster plans are in place.~~
- ~~8.1.5 Encourage staff development and training necessary to create a safe and caring school.~~

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: APRIL 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 304, STUDENT CONDUCT

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION
That the Board of Trustees, approve in principle, the attached changes to Procedure 304, Student Conduct.

BACKGROUND

Following the March 31, 2016 Special Board meeting which 1st reading was approved, this procedure was sent in its draft form to Alberta Education for review.



Procedure 304

Student Conduct

Background

If all students are to benefit from the instructional program in school and from the wide variety of activities planned for them by the teaching staff, both inside and outside of the school building, then students must conduct themselves in an acceptable manner. ~~The establishment and enforcement of standards of student conduct and behaviour consistent with the school's mission statement, vision, values, core commitments and goals that support the creation of a favorable learning environment must occur.~~

Procedure

Student Rights and Responsibilities

- 1. Students shall be treated with dignity, respect, and fairness by other students and staff.**
- 2. Students have a right to be provided a learning environment that is free from physical, emotional, social abuse, bullying and cyber bullying.**
- 3. Students and parents shall be informed of the Division's and school's expectations for student behaviour within the school, the school grounds, and during school activities.**
- 4. In the event of student misbehaviour, students and parents shall have the right to offer an explanation, and to be informed about consequences of misbehaviour.**
- 5. Students shall exercise their responsibilities to:**
 - 5.1 use their abilities and talents to gain maximum learning benefits from their school experiences;**
 - 5.2 contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living; and**
 - 5.3 attend school regularly and punctually.**



- 6. Appropriate opportunities for student consultation and involvement in student related matters shall be provided.**

STUDENT BEHAVIOUR AND CONDUCT

The Division supports the endeavours of staff, students, parents, and the community to ensure positive student behaviour and conduct. In addition, the Division expects parents and students to recognize their responsibility in developing student self-discipline.

- 1. Students shall be responsible and accountable for their behaviour and conduct:**
 - 1.1 while involved in school-sponsored or related activities;**
 - 1.2 while on school property;**
 - 1.3 during any recess or lunch periods on or off school property;**
 - 1.4 while travelling to and from school; and**
 - 1.5 beyond the hours of school operation if the behaviour or conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school(s) (*School Act* Sections 24(1)(b) and 24(7)(b)).**
- 2. Parents play a vital role in developing student behaviour and conduct. It is the Division's expectation that parents:**
 - 2.1 be aware of the Division administrative procedures and the school's expectations for student behaviour and conduct;**

**Procedure 304****Student Conduct**

-
- 2.2 review the Division administrative procedures and the school's expectations for student behaviour and conduct with their child(ren);**
 - 2.3 work with the school to resolve student behavioural issues when they affect their child(ren); and**
 - 2.4 co-operate with the school's or Division's recommended course of action prior to re-admission of the student following a student suspension.**
- 3. Students shall show respect for:**
 - 3.1 school authority;**
 - 3.2 others and their property;**
 - 3.3 ethnic, racial, religious, and gender differences;**
 - 3.4 school attendance and punctuality;**
 - 3.5 work habits, assignments and homework;**
 - 3.6 school property;**
 - 3.7 textbooks and equipment;**
 - 3.8 fire alarms and safety equipment; and**
 - 3.9 Division administrative procedures relating to smoking, alcohol, drugs and inhalants.**
 - 4. Failure to meet the expectations for behaviour and conduct shall result in some or all of the following consequences:**
 - 4.1 problem solving, monitoring or reviewing behaviour expectation with student and reprimand;**
 - 4.2 parental involvement;**
 - 4.3 temporary removal of privileges;**
 - 4.4 detention of student;**
 - 4.5 temporary exclusion of student from class;**
 - 4.6 in-school suspension;**
 - 4.7 out-of-school suspension;**
 - 4.8 behaviour contract with student;**



- 4.9** restitution for property damage to an individual or Division;
- 4.10** referral for assessment of student to develop appropriate programming;
- 4.11** referral to Attendance Board;
- 4.12** involvement of police; and
- 4.13** expulsion from a school or all Division's schools.
- 5. Grounds for disciplinary action that could lead to suspension or expulsion exist where a student has demonstrated unacceptable behaviour such as:**
 - 5.1** conduct which threatens the safety of students and/or staff;
 - 5.2** possession of a weapon on a student's person, or in a student's locker or desk, that is dangerous to students and staff. A weapon is anything used, designed to be used or intended for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person.
 - 5.3** displaying or brandishing a weapon in a threatening or intimidating manner;
 - 5.4** assaulting another person;
 - 5.5** possession or use of illegal drugs, alcohol, or inhalants in school and on school property;
 - 5.6** contravention of Division's policies and regulations related to student harassment, smoking, student attendance, and student rights and responsibilities;
 - 5.7** theft;
 - 5.8** wilful disobedience and/or open opposition to authority;
 - 5.9** use or display of improper or profane language;
 - 5.10** wilful damage to school or others' property;
 - 5.11** interfering with the orderly conduct of class(es) or the school;



Procedure 304

Student Conduct

- 5.12** contravention of the code of conduct as set out in the *School Act* Section 12;
- 5.13** contravention of the provisions of Section 27 of the *School Act* related to trespassing, loitering, and causing a disturbance; and/or
- 5.14** use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate.
- 6.** The principal and school staff shall inform students of their responsibility to comply with the requirements identified in Section 12 of the *School Act*.
- 7.** The principal, in consultation with the Local School Division Committee, superintendent and staff, ~~and with the approval of the Local School Division Committee~~ shall develop a code of behaviour and discipline policy for the school consistent with this procedure.
- 8.** The teaching staff shall be guided by "reasonableness" and fair and just treatment of all students when developing classroom rules of conduct and disciplinary measures.
- 9.** The local code of conduct and discipline policy is to focus upon:
- 9.1** developing as far as possible in every student the capacity for intelligent self-control.
- 9.2** establishing clearly understood and reasonable limits to student behaviour that can be consistently respected and updated.



Procedure 304

Student Conduct

9.3 recognizing that the maintenance of effective student behaviour is the responsibility of students, staff and parents.

9.4 establishing regulations and procedures in the school through the cooperative involvement of students, staff and parents.

10. The principal shall be responsible for making parents, staff and students fully aware of the code of behaviour and discipline policy of the school.

11. The teacher shall identify the rules of conduct within the classroom and for identifying disciplinary measures that must conform to the expectations of the school and the division.

Procedures

~~9. The principal and school staff shall inform students of their responsibility to comply with the requirements identified in Section 12 of the *School Act*.~~

~~10. The principal, in consultation with the superintendent and staff, and with the approval of the Local School Division Committee shall develop a code of behaviour and discipline policy for the school.~~

~~11. The local code of conduct and discipline policy should focus upon:~~

~~3.1 Developing as far as possible in every student the capacity for intelligent self-control.~~

~~3.2 Establishing clearly understood and reasonable limits to student behaviour that can be consistently respected and updated.~~

~~3.3 Recognizing that the maintenance of effective student behaviour is the responsibility of students, staff and parents.~~

~~3.4 Establishing regulations and procedures in the school through the cooperative involvement of students, staff and parents.~~



Procedure 304

Student Conduct

- ~~12. The principal shall be responsible for making parents, staff and students fully aware of the code of behaviour and discipline policy of the school.~~
- ~~13. The teacher shall identify the rules of conduct within the classroom and for identifying disciplinary measures that must conform to the expectations of the school and the division.~~
- ~~14. The teaching staff shall be guided by "reasonableness" and fair and just treatment of all students when developing classroom rules of conduct and disciplinary measures.~~
- ~~15. If a principal believes that the school has insufficient resources or expertise to deal with a disciplinary issue, the superintendent must be advised.~~
- ~~16. Teachers should consider the following guidelines when dealing with situations requiring disciplinary measures:~~
 - ~~8.1 Teachers may temporarily remove from their classroom a student whose conduct continues to be detrimental to the work of the class after having been given reasonable warning. The exclusion is to be used temporarily to settle the class down, provide a "cooling off period" if necessary and should be followed up with an individual conference with the student in order to secure the desired behaviour.~~
 - ~~8.2 Penalties or consequences for misbehaviour should be appropriate to the circumstances. Discipline systems that bear a poor relationship to appropriate process and consequence involving the automatic imposition of pre-determined penalties for certain acts should be avoided. Consequences selected should be chosen to encourage the desired changes in student behaviour or attitude.~~
 - ~~8.3 Teachers should avoid getting into power struggles with students. While upholding the dignity and authority of the teacher's position is important, students will generally respond more effectively to a quietly worded request that respects their dignity than strongly voiced public reprimands.~~
 - ~~8.4 A "cooling off" period between the commission of the offense and the imposition of punishment is usually advisable. When either the teacher or students are angry or upset, judgment is often impaired and focusing on issues is more difficult.~~



Procedure 304

Student Conduct

- ~~8.5—Teachers should recognize that “good discipline” often depends on their ability to spot and check unacceptable behaviour in its early stages before it escalates into a disruptive confrontation. This requires constant monitoring of the class throughout the class period. Moving around the class during a lesson is highly recommended.~~
- ~~8.6—As an educational institution the school must provide an environment that allows children’s’ creative talents and abilities to emerge. This implies that students will test the boundaries and make mistakes. Use of positive reinforcement for desired behaviour is a powerful tool that teachers can use to consistently encourage desired growth. The freedom to make mistakes must be respected. Mistakes and their correction are important aspects of learning.~~
- ~~8.7—Unacceptable methods of discipline will not be supported. Examples of these are:~~
- ~~8.7.1—Physical attacks by the teacher upon a student.~~
 - ~~8.7.2—Use of corporal punishment.~~
 - ~~8.7.3—Mass detentions and mass punishments imposed to punish a small number of offenders~~
 - ~~8.7.4—Detaining students for disciplinary purposes in an arbitrary or inflexible fashion that prevents students from meeting other legitimate, important, commitments.~~
 - ~~8.7.5—Verbal attack by a teacher upon a student including such things as name calling, use of sarcasm, profanity, and unfavorable personal references and attempts to belittle the student.~~

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: APRIL 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS
SUBJECT: JOB DESCRIPTION – DIRECTOR OF FNMI LEARNER SUCCESS
ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION

That the Board of Trustees accept the attached job description for the position of Director of First Nations, Metis and Inuit Learner Success, as information.

CURRENT SITUATION: A draft job description has been in development since 2013/14 when the then Supervisor was promoted to Director, but has not been formalized.

BACKGROUND: Roles and responsibilities documents establish the expectations and parameters of positions in school jurisdictions.

With a new Director in place, it is important to update her job description document to both aid her and support the direction of the jurisdiction.

OPTIONS:



**Director of First
Nations, Metis and
Inuit Learner Success**

Draft

IDENTIFYING INFORMATION

POSITION TITLE: Director of First Nations, Metis and Inuit Learner Success

CLASSIFICATION TITLE: Division Level Leadership Position

DEPARTMENT: First Nations, Metis and Inuit Education

IMMEDIATE SUPERVISOR'S TITLE: Superintendent

REASON FOR SUBMISSION: X
 Creation Change Update

Date: March 2016

POSITION SUMMARY

The Director of First Nations, Metis and Inuit Learner Success provides division wide leadership in the development and delivery of First Nations, Metis and Inuit language and culture programming and planning. This includes advocating for language revitalization and leading the weaving of First Nations, Metis and Inuit history and perspectives into curriculum. The Director will foster amicable and effective working relationships with and between the local and school community. Other primary responsibilities include coordination of key actions as determined by the division's Annual Education Plan.

MAJOR DUTIES AND RESPONSIBILITIES:

Fostering Effective Relationships:

1. Promote and support relationship building
2. Implement programs that celebrate student, teacher and staff accomplishments. Incorporate recognition of the role of parents, family members and community contributions to student success.
3. Works in conjunction with the Senior Management Team to implement division plans, projects, and initiatives.
4. Attends Local School Board Committee meetings, as requested, to provide information or resolve concerns in the areas of FNMI content and delivery, instruction, or any other area designated by the Superintendent of Schools.
5. Maintains liaison with other professional, social and community agencies and groups having an interest in the schools.
6. Works cooperatively with all departments to ensure cohesive delivery of education within the Division.

Embodying Visionary Leadership:

7. Provides division leadership in the areas of FNMI language and culture revitalization; weaving First Nations, Metis and Inuit history and perspectives into curriculum; and fostering amicable and effective working relationships with between the local and school community.
8. Provides division leadership and strategies for improving student achievement in the Division as it relates to First Nations, Metis and Inuit Learner Services.
9. Chairs meetings as required to discuss issues, trends and changes in First Nations, Metis and Inuit curriculum development.
10. Coordinate and supervise committee work with regard to First Nations, Metis and Inuit Learner outcomes with Alberta Education/ First Nations, Metis and Inuit Education.
11. Assists with the recruitment of professional staff for the Division.

Leading a Learning Community:

12. Enhance First Nations, Metis and Inuit Professional Development
13. Provide First Nations, Metis and Inuit Language Instructors with training to deliver quality programs and design a rotational process where advanced language instructors can share with other instructors.
14. Respond to requests for program needs as identified by Local School Board Committee.
15. Plan and implement in-services or training programs for Native Language Instructors and teachers.
16. Guides and oversees First Nations, Metis and Inuit in-service to the schools, staff and local school board committees of the Division.

Providing Instructional Leadership:

17. Monitor and evaluate the effectiveness of programs under the department.
18. Assists with the evaluation of Principals, teachers and other staff, as required.
19. Participate in the coordination of school/program evaluations, as requested.
20. Facilitate school access to First Nations, Metis and Inuit Materials, program models, cultural camps, consultants and other resources.
21. Develop approval criteria for First Nations, Metis and Inuit teaching processes, teaching materials, cultural camp content and consultants.

Supporting Application of Foundational Knowledge about First Nations, Metis and Inuit:

22. Communicates to the Superintendent of Schools the requirements and needs of the Division as it relates to FNMI Learner Outcomes.
23. Ensures that First Nations, Metis and Inuit learner initiatives and requirements are communicated to Principals.
24. Establish division guidelines for First Nations, Metis and Inuit English and Numeracy teaching materials, digital resources, artifacts to be acquired for school libraries and classroom resources.
25. Work with principals on establishing, maintaining and evaluate all programming for First Nations, Metis and Inuit content and English Language Learner considerations.
26. Identify viable ways to share resources and program models between schools.

Developing and Facilitating Leadership:

27. Coordinate with principals on establishing, maintaining and evaluating all programs for First Nations, Metis and Inuit considerations.
28. Provide information to assist principals in the supervision of the Native Language Instructors.
29. Access resource people to assist principals/instructors with the Native Language program.
30. Plan and implement in-services or training programs for Native Language Instructors and teachers.

Managing Operations and Resources:

31. Maintain updated inventory of materials and resources to aid incorporation of First Nations, Metis and Inuit content into curriculum.
32. Responsible for the development and administration of the annual budget of the First Nations, Metis and Inuit Learner Services department.
33. Attends Corporate Board and Committee meetings and is responsible for arranging other meetings, as needed.
34. Guide School First Nations, Metis and Inuit Spending and Measure Outcomes

Other:

35. Provides input in the implementation of policies related to the First Nations, Metis and Inuit Learner Services, school and student evaluation.
36. Perform other duties as assigned

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: APRIL 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: JOB DESCRIPTION - TRANSPORTATION MANAGER

ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION

That the Board of Trustees approve the housekeeping changes to the job description for the position of Transportation Manager, as attached.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:

**Transportation
Manager**

IDENTIFYING INFORMATION

POSITION TITLE: Transportation Manager

CLASSIFICATION TITLE: Administration IV

DEPARTMENT: Transportation

IMMEDIATE SUPERVISOR'S TITLE: Superintendent **Secretary-Treasurer**

POSITION SUPERVISES: Transportation Coordinator,
Transportation Administrative Assistant,
Lead Hand(s), School Bus Drivers

REASON FOR SUBMISSION: X X
Creation Change Update

Date: October 2014

POSITION SUMMARY

The Transportation Manager is responsible to the Superintendent **Secretary-Treasurer** to monitor and regulate all aspects of student conveyance and the operation of divisional and contract buses.

General Responsibilities

1. Oversee the school bus transportation department for Northland School Division: planning, budgeting, organizing, staffing and evaluation.
2. Investigate written complaints, receive information from the public, principals, other sources, and resolve issues in the most safe, economic and efficient manner.
3. Act as the Transportation Safety Officer.

Driver Responsibilities

1. Maintain contact with bus and contract drivers throughout the year.



Transportation Manager

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2. ~~Carry out~~ **Confirm that** routine inspections **are completed** to ensure that all divisional policies are being adhered to by all drivers.
 3. Communicate and implement board policy and provide direction to all drivers, as required.
 4. Review driver violations and incidents and prepare a report with recommendations to the Superintendent **Secretary-Treasurer**.
 5. Make recommendations to the Superintendent **Secretary-Treasurer**, in consultation with the principal, to suspend, **discipline and/or terminate**, with just cause, bus drivers.
 - ~~6. Suspend drivers where immediate action is required and safety is a concern.~~
 7. Provide immediate reports regarding the hiring ~~and termination~~ of drivers.
 - 8. Evaluate driver's performance as required. Ensure that driver evaluations are completed.**
 9. Ensure OH&S Compliance.
 10. Establish networks for driver training.
 11. Assist and propose solutions to drivers so as to maintain proper student discipline and behavior while transporting
 12. ~~Conduct~~ **Ensure that semi-annual face-to-face regional** meetings with divisional bus drivers ~~as required~~ **are held** and ensure that minutes of all meetings will be kept and maintained.
 13. Ensure that each school bus driver and contractor receives start up documents and report forms in time for school opening.

Fleet Responsibilities

1. In conjunction with the Transportation Coordinator prepare specifications, tenders, etc. for the purchase of buses.
2. Submit a monthly report to the Superintendent **Secretary-Treasurer** concerning changes in personnel, extra-curricular bus trips, major route changes, recommendation for improvements in the transportation system.
3. Ensure National Safety Code and Carrier Service compliance.
4. Review and implement requirements of the Traffic Safety Act.
5. Investigate all accidents and take appropriate action.

Route Responsibilities

1. Strive to improve the overall safety, efficiency and economy of the student transportation system.
2. Inspect driver's opening reports, to note unusual features respecting loads, capacity, pick up time, drop off time, length of routes and any other features that may cause concern.
3. Consult with the bus drivers/contractors/schools to establish routes and route changes from time to time, as necessary, concurring with student population changes, road conditions, etc.
4. Review annual Route Assessment Checklists and determine follow up actions.
5. Administer procedures when in receipt of Application for Transportation on Private Property.

Fiscal Responsibilities

1. Develop the Transportation Department budget for consideration in the Division's annual budget.
2. Prepare annual Alberta Education grant for submission by the division.
3. Ensure records are received from bus drivers and contractors as well as statistical information from associated jurisdictions to prepare grant claims for Alberta Education.
4. Verify all reports submitted by drivers, monitors and contractors, including time, pay sheets, leave applications and expense claim forms.
5. Verify all supply, repair and fuel invoices.
6. Monitor cost records to ensure compatibility with budget projections
7. Administer the divisional conveyance allowance procedures that are included in Administrative Procedure 513 – Conveyance Allowance

Executive Responsibilities

1. Notify the Superintendent immediately in the event of an emergency or crisis in transportation.



Transportation Manager

2. Liaise with local business, MD's, local councils, local training facilities to promote driver recruitment, retention and training
3. Liaise with neighboring jurisdictions and prepare student transportation agreements as required for presentation to the Superintendent
4. Promote safe student conveyance by organizing safety programs and bus seminars for all transportation personnel and Northland students.
5. Review and maintain the bus driver's handbook, the safety and maintenance plan and preventative maintenance plan in accordance with legislative requirements on an annual basis.
6. Actively promote the school bus industry to local communities.
7. Review transportation policies and procedures to ensure they are complete and up to date
8. Develop or amend current transportation policy, procedures and process for presentation to the Superintendent and board
9. Plan and develop strategies to create efficiencies to best serve the transportation needs of all Northland stakeholders for presentation to the Superintendent and board.
10. Attend board, committee and Local School Board Committee meetings as required in consultation with the Superintendent.
11. Supervise and evaluate the Transportation Administrative Assistant and Transportation Coordinator.
12. Carry out such other duties from time to time as directed by the Superintendent **Secretary-Treasurer.**

Professional Development

1. Attend Student Transportation Association Supervisor and Safety meetings, workshops and seminars.
2. Attend such courses as necessary to stay abreast of new developments in the Transportation Industry.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: APRIL 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, approve, the attached changes to Procedure 501, Budget Transfers.

CURRENT SITUATION:



Procedure 501

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).



Procedure 501

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.**

**Budget Transfers
Reserves**

4. Investment in Tangible Capital Assets

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.**



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	(\$000,000.00)

~~* 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: APRIL 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 approve the attached changes to Procedure 502, Site Based Budgeting.

CURRENT SITUATION:

**Site-Based
Budgeting**

Background

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

Procedures

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



Procedure 502

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**



Procedure 502

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: APRIL 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 approve the attached changes to Procedure 511, Bus Rentals.

CURRENT SITUATION:



Procedure 511

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: APRIL 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 approve 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.



Procedure 524

Investment Procedure

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

Guidelines

1. The investment power of the Division comes from section 60(2)(d) of the School Act (2000), Chapter S-3. In summary, the Board may invest only in investments authorized by Section 5 of the Trustee Act or as otherwise permitted by the Minister.
2. The investment objective is to maximize returns within an acceptable level of risk. The Division will only invest in low risk or safe investments to ensure that the original investment will be returned. This includes investments within the categories of cash/cash equivalents and fixed income investments.
3. Investments may be made in:
 - Government obligations (ie: Treasury Bills ~~Notes~~, Debentures and/or Bonds) 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.**

BOARD OF TRUSTEES

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

DATE: APRIL 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 520, PETTY CASH ACCOUNTS

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION

That the Board of Trustees approve the housekeeping changes to Procedure 520, Petty Cash Accounts, as attached.

CURRENT SITUATION:



**Petty Cash
Accounts**

Background

In order to facilitate some flexibility and ease in the accommodation of minor miscellaneous expenses, petty cash accounts ~~will~~ **may** be established for use within ~~the division~~ **selected schools, upon request.**

Procedures

Schools

1. The Secretary-Treasurer shall establish a \$500.00 petty cash fund for each school.
2. ~~Imprest Accounts will be provided to school principals upon written request. The monies advanced will be deducted from the principal's June pay cheque, or upon resignation or termination of designation.~~
3. All monies expended through the use of the petty cash fund are charged against the school budget.
5. School petty cash is to be used for emergency purchases only. Standard requisitioning procedures must be followed for the purchase of regular supplies.
6. The principal will be reimbursed for the amounts expended upon submitting itemized receipts.
7. As a guideline, a reimbursement claim may be made shortly after 50% of the account has been expended.
8. Petty cash advances to the principal are considered personal cash and as such, are subject to the provisions of the Administrative Procedure 521 dealing with the management of school-based funds.
9. Petty cash funds are to be maintained in a separate cash box or bank account from all other school funds.

BOARD OF TRUSTEES

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

DATE: APRIL 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 521, MANAGEMENT OF SCHOOL BASED FUNDS

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION

That the Board of Trustees approve the housekeeping changes to Procedure 521, Management of School Based Funds, as attached.

CURRENT SITUATION:



Procedure 521

Management Of School Based Funds

Background:

All funds received and expended by the local school, including school-generated funds will be accounted for in a manner consistent with generally acceptable accounting practices and in accordance with direction provided by Alberta Education.

Guidelines:

1. The ~~Director of Finance~~ **Secretary-Treasurer** shall establish procedures for appropriate handling of money in the schools.
2. The principal shall be responsible to see that all monies collected in or for a school are receipted, recorded, accounted for, and taken to the proper location for deposit without delay. Bank deposits must be made as frequently as possible to avoid accumulating cash in schools.
3. During school hours:
 - 3.1 cash shall be kept in a cash register, lockable drawer, or lockable cash box, and access must be restricted to individuals designated by the Principal.
 - 3.2 cash boxes shall be kept out of sight in a secure place when not in visual custody of the person responsible for the money.
4. After normal school hours:
 - 4.1 cash remaining in the school shall be locked in the vault or in as secure a location as possible within the school.
 - 4.2 cash shall not be taken home by staff members, nor carried on staff members' persons for safekeeping.
5. All money collected for school purposes shall be counted, recorded and turned over to the school office each day so that a formal record of all funds received can be prepared.
6. School-collected funds shall be recorded on the revenue (receipts) and expense (disbursements) form on a daily basis and submitted to the Division Office on a monthly basis.



Procedure 521

Management Of School Based Funds

7. A bank account shall be used for the administration of school-collected funds. Two authorized signatures are required for the disbursement of funds; the principal and at least one other staff member shall have signing authority.
8. A school shall not borrow money or make purchases on time payment plans.
9. School accounting records and procedures are subject to an audit or review by internal and external auditors. Principals may contact the ~~internal auditor~~ **finance department** to request an audit of school accounts. **The finance department will audit four schools each year.**
10. All losses of school money or items with monetary value such as equipment and stamps shall be reported to the ~~Director of Finance~~ **Secretary-Treasurer.**

Procedures:

1. All Receipts and Bank Deposits
 - 1.1 Receipt books shall be maintained and dated.
 - 1.2 All cash received by the schools shall be receipted prior to being deposited in the bank account, **if possible. Cash received for such items as bake sales, popcorn sales, may not have individual receipts issued. In these cases, a listing of items sold and amount will be sufficient for auditing purposes.**
 - 1.3 All receipts issued must be balanced to the specific deposit as recorded in the deposit book on a regular (daily) basis.
 - 1.4 All receipts shall be recorded and attached to the appropriate revenue form on a regular (daily) basis.
 - 1.5 All receipts must provide the following details:
 - 1.5.1 total amount received and from which person or group.
 - 1.5.2 purpose for which the cash was received.



Procedure 521

Management Of School Based Funds

- 1.5.3 numbered, dated and signed by the school secretary, principal or designate.
 - 1.5.4 in areas where financial institutions are available receipts should be deposited to the bank account on a daily basis if receipts exceed \$200 and on a weekly basis regardless of amount. In an area where there are no financial institutions, cash should be kept in a lock vault and deposited into the bank account at the first opportunity.
2. Cheque Insurance
 - 2.1 Two signatures (principal and one other staff member).
 - 2.2 Cheques numbered and cross-referenced to invoice.
 3. Disbursements

All cheques issued must be accounted on the expense form as follows:

 - 3.1 an authorized supplier's invoice or receipt attached.
 - 3.2 appropriately classified as to which account(s) are to be charged.
 - 3.3 voided cheques must be noted and kept for review.
 4. Voided Cheques
 - 4.1 Must have signature lines removed and kept for auditing purposes.
 5. No pre-signed cheques are allowed.
 6. School Canteen

All schools shall appoint one person to be responsible for school canteens. This person shall ensure that the following procedures are followed:

 - 6.1 all cash sales to be recorded as to item sold and amount of sale.
 - 6.2 cash to be secured in a locked cash box or cash register.
 - 6.3 cash counts to be completed at least daily and duly recorded and deposited as required.
 - 6.4 sales record sheets must be reconciled with inventory sold at least daily.

**Procedure 521****Management Of
School Based
Funds**

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- 6.5 cash count to be completed daily and turned over to the school secretary and receipted accordingly for deposit.
 - 6.6 cash must be counted in a relatively secure area and under adequate supervision.
 - 6.7 overages and shortages must be recorded daily.
 - 6.8 credit sales must be avoided.
 - 6.9 mark-ups on products sold must be approved by the principal.
 - 6.10 supervision of students working must be provided at all times.
 - 6.11 merchandise must be stored in secure areas when unattended.
 - 6.12 inventory count sheets must be kept on file for review.

BOARD OF TRUSTEES

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

DATE: APRIL 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 528, SCHOOL GENERATED FUNDS

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION

That the Board of Trustees approve the housekeeping changes to Procedure 528, School Generated Funds, as attached.

CURRENT SITUATION:

**School-Generated Funds (SGF)**

Background

The ~~Principal~~ **principal** is charged with the management of school accounts. To ensure that appropriate controls and reporting are in place for the maintenance of ~~School-Generated Funds~~ **school generated funds**, the following definitions and procedures have been developed.

Definitions

School-Generated Funds are funds collected by the school and fall into two main categories:

1. Retained Funds

Retained funds are collected for specific purposes or activities. They are retained at the school and expenditures for these activities are paid by the school. These funds include:

- 1.1 funds collected as voluntary fees where the costs are paid out of funds collected and retained at school. For example, student union and club activity fees, yearbook sales, lock sales, T-shirt sales, graduation fees, field trip fees, and other similar items.
- 1.2 funds including gifts and donations, generated by means of an activity or appeal to the public for a specified education purpose.
- 1.3 funds generated from vending machines
- 1.4 funds generated in the school by the sale of goods and services when costs are paid by the school out of retained funds. For example, book sales, and canteen services.

2. ~~Internal~~ Internally Restricted Funds

~~Internal~~ **Internally** restricted funds are funds that are collected for a specific project or activity and have a value greater than \$5000.00.

- 2.1 These funds are forwarded to Central Office where the amount is included in the school's local revenue account and will not be used to offset expenditures in calculating the surplus or deficit carried forward.
- 2.2 ~~Internal~~ **Internally** restricted funds include but are not limited to major donations from oil companies, ~~Federal, Provincial and~~



School-Generated Funds (SGF)

~~Municipal federal, provincial and municipal governments and First Nations first nations.~~

- 2.3 The expenditures against these projects or activities would include but are not limited to, hiring of specialized staff, increasing of staff compliment, library purchases, CTS project expenses and any related materials and supplies.

Procedures

1. School generated funds shall not be used for the benefit of the school staff.
2. Prior to the collection of funds by means of a voluntary per-student fee. Principals shall ensure that students and/or their parents are informed of the optional nature of such fees.
3. All ~~external~~ **externally** retained funds raised, or donated for a specific purpose, shall be used only for that purpose unless mutually agreed by the ~~Principal~~ **principal** and the fund-raising group or donor. Any surplus funds may be spent on other student-related activities provided this intent is communicated prior to the collection of money.
4. The charitable collection of funds from individual students and staff on school premises is at the discretion of the ~~Principal~~ **principal**.
5. Subject to approval of the Local School Board Committee the ~~Principal's Responsibilities~~ **principal's responsibilities** are:
 - 5.1 any school, staff, and/or student involvement in fund-raising activities conducted by the school.
 - 5.2 consulting with any individual or group raising funds for the school, regarding proposed use of the funds, publicity methods to be used, and the timeliness of the activity.
6. ~~Administration of School-Generated Funds~~ **school generated funds**
 - 6.1 The ~~Principal~~ **principal** shall be responsible for the administration of all school collected funds. The school generated funds shall be administered in accordance with ~~Procedure 521, Management of School-Based Funds~~ **the procedure outlining SGF management.**

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: APRIL 22, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 526, FRAUD

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees, receive as information, the attached changes to Procedure 526, Fraud.

CURRENT SITUATION:

**Fraud**

Background:

Northland School Division is committed to maintaining the highest standards of honesty, integrity and ethical conduct and has adopted this procedure to ensure consistent and effective investigation, reporting and disclosure of fraud occurrences within ~~Northland School Division~~ **the division**. Further, the ~~Division~~ **division** is committed to protecting its revenue, property, information and other assets from any attempt, either by members of the public, contractors, sub-contractors, agents, or its own employees, to gain by deceit, financial or other benefits.

This procedure does not refer to students.

The terms fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

1. Any dishonest or fraudulent act.
2. Forgery or alteration of any document or account belonging to ~~Division~~ **division**.
3. Destruction, alteration, mutilation, concealment, covering up, falsification or making of a false entry in any record, document or tangible object with the intent to impede, obstruct or influence any investigation.
4. The destruction, alteration or concealment of any records used in the conduct of an audit.
5. Forgery or alteration of a cheque, bank draft, or any other financial document.
6. Misappropriation of funds, securities, supplies, equipment, or other assets.
7. Impropriety in the handling or reporting of money or financial transactions.
8. Disclosing confidential and proprietary information to ~~outside~~ **non-divisional employees** or inappropriate parties.



Procedure 526

Fraud

9. Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services to the Division. Exception: ~~gifts less than a nominal amount of \$75.00 or less in value~~ **gifts worth a nominal value of \$75 or less.**
10. Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment.
11. Improperly influencing or attempting to improperly influence the conduct of any audit of the ~~Division's~~ **division's** finances or accounts.
12. Any similar or related irregularity.

Procedures:

1. Management is responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Each member of the management team will be familiar with the types of improprieties that might occur within his or her area of responsibility, and be alert for any indication of irregularity.
2. The Secretary-Treasurer is responsible for ~~the~~ instituting and maintaining a system of internal controls to provide reasonable assurance for the prevention and detection of fraud, misappropriations and other irregularities.
3. Any employee who has knowledge of an occurrence of irregular conduct, or has reason to suspect that a fraud has occurred, shall immediately notify his/her supervisor. If the employee has reason to believe that the employee's supervisor may be involved, the employee shall immediately notify the ~~Superintendent of Schools~~ or the Secretary-Treasurer.
4. It is the ~~Division's~~ **division's** ~~intention~~ **duty** to fully investigate any suspected acts of fraud, misappropriation or other similar irregularity. An objective and impartial investigation will be conducted regardless of the position, title, length of service or relationship with the ~~Division~~ **division** of any party who might be or becomes involved in or becomes the subject of such investigation.



Procedure 526

Fraud

5. The employee shall not discuss the matter with anyone other than his/her supervisor, Superintendent ~~of Schools~~ or the Secretary-Treasurer. Employees who knowingly make false allegations will be subject to discipline up to and including dismissal.
6. Upon notification from an employee of suspected fraud, or if the supervisor has reason to suspect that a fraud has occurred, the supervisor shall immediately notify the Superintendent ~~of Schools~~. The supervisor shall not attempt to investigate the suspected fraud or to discuss the matter with anyone other than the Superintendent ~~of Schools~~ or designate.
7. Once a suspected fraud is reported, the Secretary-Treasurer shall take immediate action to prevent the theft, alteration, or destruction of relevant records. Such actions include, but not limited to, removing the records and placing in a secure location, limiting access to the location where the records currently exist, and preventing the individual suspected of committing the fraud from having access to the records. **The Secretary-Treasurer will co-ordinate the investigation.**
8. The Superintendent ~~of Schools~~ will notify the Chair of the Finance, **Maintenance** and Transportation Committee and the Chair of the Board of a reported allegation of fraudulent or irregular conduct upon the commencement of the investigation to the extent practical. Throughout the investigation these individuals should be informed of pertinent investigative findings.
9. Upon conclusion of the investigation, the results will be reported to Chair of the Finance, **Maintenance** and Transportation Committee and the Chair of the Board.
10. All participants in a fraud investigation shall keep the details and results of the investigation confidential.
11. In all circumstances where there are reasonable grounds to indicate that a fraud may have occurred, the Superintendent ~~of Schools~~, subject to the advice of legal counsel, will **may** contact the RCMP.



Fraud

12. At the conclusion of the investigation, the Secretary-Treasurer will document the results in a confidential memorandum report to the Superintendent of ~~Schools~~. If the report concludes that the allegations are founded, the report will **may** be forwarded to the RCMP.
13. Any staff person or elected official contacted by the media with respect to an audit investigation shall refer the media to the Superintendent of ~~Schools~~. The alleged fraud or audit investigation shall not be discussed with the media by any person other than the Superintendent of ~~Schools~~.
14. Unless exceptional circumstances exist, a person under investigation for fraud shall be given notice in writing of the essential particulars of the allegations following the conclusion of the audit and prior to final disciplinary action being taken. Where notice is given, the person against whom allegations are being made may submit a written explanation to the Superintendent of ~~Schools~~ no later than seven calendar days after the notice is received.
15. If a suspicion of fraud is substantiated by the investigation, disciplinary action, up to and including dismissal, shall be taken by management in consultation with legal counsel.
16. The ~~Division~~ **division** will pursue every reasonable effort, to obtain recovery of the ~~Division's~~ **division's** losses from the offender, or other appropriate sources.
17. The Secretary-Treasurer will be required to make recommendations which will assist in the prevention of future similar occurrences.
18. The Secretary-Treasurer will report to the external auditors all information relating to investigations.
19. (Whistle-Blower Protection) No employer or a person acting on behalf of an employer shall:
 - 17.1 dismiss or threaten to dismiss an employee,
 - 17.2 discipline or suspend or threaten to discipline or suspend an employee,
 - 17.3 impose any penalty upon an employee or,

**Procedure 526****Fraud**

17.4 intimidate or coerce an employee,

because the employee has acted in accordance with the requirements of this procedure. The violation of this section will result in discipline up to and including dismissal.

- ~~20. Any fraud that is detected or suspected must be reported immediately to the Superintendent of Schools or, alternatively, to the Secretary-Treasurer.~~
- ~~21. Management should be familiar with the types of improprieties that might occur within their area of responsibility and be alert for any indication of such conduct.~~
- ~~22. The Superintendent of Schools or designate has the primary responsibility for the investigation.~~
- ~~23. Upon notification or discovery of a suspected fraud, the Superintendent of Schools will promptly investigate the fraud. In all circumstances where there appears to be reasonable grounds for suspecting that a fraud has taken place, the Superintendent of Schools, in consultation with legal counsel, will contact the RCMP.~~
- ~~24. After the initial review and determination that the suspected fraud warrants additional investigation, the Superintendent of Schools will notify the Chair of the Finance and Transportation Committee and the Chair of the Board of the allegations. The Secretary-Treasurer shall co-ordinate the investigation.~~



Superintendent's Report

April 23, 2016

February, 2016

22	Edmonton	Teleconference with Athabasca Tribal Council Re: Collaboration Grant
23	Fort McMurray	Meeting with Athabasca Tribal Council Re: Collaboration Grant
29	Peace River	Kee Tas Kee Now Tribal Council/Northland School Division Principal Meeting

March, 2016

1	Edmonton	Cross-Ministry Steering Committee Meeting
2	Edmonton	Financial and Program Evaluation Working Committee Meeting
4	Edmonton	Teleconference with APPLE Schools Re: Expansion
	Fort McMurray	Meeting with Athabasca Tribal Council Re: Collaboration Grant
7	Peace River	Budget Meeting
8	Peace River	Policy Review with Brian Callaghan and the Official Trustee
9 (PM)	Edmonton	College of Alberta School Superintendents Conference
10	Edmonton	Financial and Program Evaluation Working Committee Meeting
15	Peace River	Budget Meeting
17	Edmonton	Policy Review with Brian Callaghan
18	Edmonton	Financial and Program Evaluation Working Committee Meeting
21	Peace River	Teleconference with Careers Next Generation
	Peace River	Video Conference with Transition Principals
21	Grouard	Grouard Community Meeting Re: Junior High Program Closure
22	Edmonton	Cross-Ministry Steering Committee Meeting
23	Edmonton	Meeting with Mikisew Cree Nation Chief and Council
24	Edmonton	Meeting with Alberta Education Staff
31	Edmonton	Special Corporate Board Meeting via Teleconference

April, 2016

4	Edmonton	Teleconference with CCI Research Re: Annual Superintendent's Survey
5	Edmonton	Cross-Ministry Steering Committee Meeting
		Financial and Program Evaluation Working Committee Meeting
		Northland School Division Assessing Digital Capacity Meeting
6	Peace River	Budget Meeting
7	Peace River	Committee Meetings and Agenda Review
8	Edmonton	Financial and Program Evaluation Working Committee Meeting
		Promising Practices in Northland School Division Meeting
11	Susa Creek	School Visit and Local School Board Committee Meeting
13	Wabasca	Long Term Education Meeting
14	High Prairie	Transitions Administrators' Meeting
15	Edmonton	Esquao Awards
18	Fishing Lake	Meeting with Fishing Lake Settlement
		Meeting with JF Dion Local School Board Committee
20	Peace River	Regional Collaborative Service Delivery Teleconference Re: Expansion for First Nations
		Meeting with KTC Re: Collaboration Grant
22	Peace River	Interview with Dot Negropontes
22-23	Peace River	Northland School Division Corporate Board Meeting



February 23, 2016

Post-Secondary Partnership Program
Ministry of Indigenous and Northern Affairs

To Whom It May Concern:

Re: Letter of Support for the Foundational Learning Initiative - Northern Lakes College

I am writing to convey my support for the Foundational Learning Initiative being proposed by Northern Lakes College. This proposal will allow adult students from several of our communities to take part in Adult Basic Education online, at the basic education levels (BEL) 101 and 201.

Foundational learning plays a key role in allowing our community members to achieve a basic level of literacy to enter the workforce or continue to a higher level of education. Obviously, entering the workforce or furthering ones education can have a positive impact on quality of life for themselves, family members, and even the community as a whole. Leaving the community for training is not practical for many students due to the cost of travel, distance to nearest facility, lack of transportation, and family commitments. Research supports that students learn best when they are able to stay close to their families, friends, and general support networks when trying to achieve excellence academically.

I believe this initiative to make BEL programming available online, can have a positive impact in communities in our region and is worthy of funding.

Please feel free to contact me should you wish to discuss this further.

Sincerely,

A handwritten signature in cursive script that reads "Donna Barrett".

Donna Barrett
Superintendent of Schools
Northland School Division No. 61

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



Sports

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www.highprairie.com

Saints, Hurricanes win first league titles

Chris Clegg
South Peace News

They were the best teams during the regular season, and they were the best teams in the league championship tournament.

The St. Andrew's Saints girls' team and the Gift Lake Hurricanes boys' team won the Smoky River Junior High School Basketball League titles Feb. 26-27 in Slave Lake. In doing so, each school claimed their first league title.

Saints win close battle

The girls' teams competed in a round-robin with St. Andrew's, Prairie River Junior High School, Kinuso School and Donnelly G.P. Vanier School. The Vipers lost all three games to St. Andrew's 28-6, PRJH 31-10 and Kinuso 42-32.

It's when things got interesting. The other three teams split their games with Kinuso defeating PRJH 32-26, St. Andrew's defeating Kinuso 34-26, and PRJH defeating St. Andrew's 16-13. To break the three-way tie, points for and against in the games involving the schools was used. St. Andrew's placed first 47-42, Kinuso second 58-60 and PRJH third 42-45, setting up the A Final with St. Andrew's against Kinuso and Vanier and PRJH in the B Final.

In the A final, the Saints trailed most of the game but they rallied to tie the game 28-28 before winning 32-30. The team was led by Grace Pardell's 16 points, but it was Daisy Porisky's basket which proved to be the game-winner.

The Saints also won the High Prairie School Division title with the victory.

In the B Final, PRJH defeated GPV 31-10. Kaley Delorme scored 10 points and Mackenzie Calhoon eight to lead PRJH while Danilka Cunningham led GPV with six points. Angel Blais added four.

In their first game, St.

Andrew's defeated GPV 28-6 as they broke open a close game with 16 fourth quarter points.

Kinuso defeated PRJH 32-26.

St. Andrew's all but assured a trip to the final with a 34-26 win over Kinuso. Grace Pardell scored 12 points to lead the Saints while Preslee Wild responded with 14 for the Knights.

PRJH kept alive their chances of a finals berth with a 30-9 over GPV. Mackenzie Calhoon scored six of PRJH's 18 first quarter points in the win.

Angel Blais scored six of GPV's nine points.

Kinuso then tripped GPV 42-32 as Preslee Wild scored 22 points.

Angel Blais scored 14 points for Vanier.

It set up the final game in round-robin play between St. Andrew's and PRJH with PRJH needing to win by five points to advance. However, they fell a scant two points short in a 16-13 win.

Six PRJH players scored in the game but none more than four points. St. Andrew's suffered the same scoring drought as only one player scored more than four points - Grace Pardell netted five - all on free throws.

Hurricanes perfect

The Gift Lake Hurricanes concluded a perfect season with 10-0 regular season and 4-0 record at the league tournament.

In the opening game, Gift Lake defeated Slave Lake St. Francis 61-19. Evan Anderson scored 14 first quarter points and 20 for the game to lead the team. Kye Anderson added 12.

Dominic Bonde replied with nine points to lead St. Francis.

PRJH defeated GPV 47-35. Seven different players scored for PRJH, led by Brandin Bissell's 11 points and Cole Issac's 10.

Dorian Adams scored 22 points to lead GPV, including 14 in the fourth quarter when PRJH played several backup players with the game

well in hand.



The Gift Lake Hurricanes concluded a perfect season after winning the Smoky River Junior High School Basketball League title. In the front row, left-right, are Jimmy Anderson-Loonekin, Jerrick Anderson, Benny Yellowknee, Jay Anderson, Calga Anderson and Sheldon Anderson. In the back row, left-right, are coach Andrew Bots, Kolby Anderson, Evan Anderson, Kye Anderson, Colten Calahason and coach Megan Tipler.

Evan Anderson's 14-point effort led Gift Lake past Kinuso 45-34. Kase Sloan's 17 points led Kinuso in a near upset win of the regular season champs.

PRJH then defeated St. Andrew's 50-45, led by Brandin Bissell's 16 points. Most of St. Andrew's first line fouled out and they completed the game with only four players on the court. Iver Paulino replied with 20 points for St. Andrew's.

Kinuso defeated St. Francis 39-31 as they scored 20 second half points.

St. Andrew's defeated GPV 60-57 as Iver

Paulino exploded for 35 points including a three-pointer in the waning seconds to seal the win. Andres Scarborough added 14.

Dorian Adams replied with 27 points for GPV.

The Consolation Final pitted GPV against St. Francis, who had not won a game all season. However, St. Francis won 44-37 as Lynsle Chalifoux scored 20 points.

Dorian Adams replied with 25 points for GPV.

St. Andrew's defeated Kinuso 45-40 in the Bronze Medal Game. St. Andrew's trailed most of the game but rallied late to win. Iver Paulino scored 24 points to lead

the Saints.

The final was no contest. Gift Lake took a big lead before PRJH played their bench the second half. The result was a 97-30 win for Gift Lake.

Evan Anderson scored 25 points to lead Gift Lake. Other top scorers were Colten Calahason with 18, Benny Yellowknee with 14, and Kye Anderson with 10.

Smoky River Champions

Girls' Division

- 1998 - Valleyview Hillside
- 1999 - Valleyview Hillside
- 2000 - Prairie River
- 2001 - Prairie River
- 2002 - Valleyview St. Stephen's
- 2003 - Prairie River
- 2004 - Prairie River
- 2005 - Prairie River
- 2006 - Prairie River
- 2007 - Prairie River
- 2008 - Valleyview Hillside
- 2009 - Prairie River
- 2010 - Valleyview Hillside
- 2011 - McLennan Providence
- 2012 - Prairie River
- 2013 - Prairie River
- 2014 - Prairie River
- 2015 - Prairie River
- 2016 - St. Andrew's

Boys' Division

- 1998 - Valleyview Hillside
- 1999 - Prairie River
- 2000 - Prairie River
- 2001 - Prairie River
- 2002 - Valleyview St. Stephen's
- 2003 - Prairie River
- 2004 - St. Andrew's
- 2005 - Donnelly G.P. Vanier
- 2006 - St. Andrew's
- 2007 - Prairie River
- 2008 - Valleyview Hillside
- 2009 - St. Andrew's
- 2010 - Valleyview Hillside
- 2011 - Prairie River
- 2012 - St. Andrew's
- 2013 - Prairie River
- 2014 - Prairie River
- 2015 - Prairie River
- 2016 - Gift Lake



Field Services
Program and System Support
44 Capital Boulevard
10044 – 108 Street
Edmonton, Alberta T5J 5E6
Canada
www.education.alberta.ca

March 24, 2016

Donna Barrett
Superintendent
Northland School Division
P.O. Bag 1400
9809 77 Avenue
Peace River Alberta T8S 1V2

Dear Donna:

Thank you and Lorraine Cardinal-Roy for meeting with Trish Randolph-Beaver and me to discuss Northland School Division's *2015/2016-2017/2018 Three Year Education Plan and 2014/2015 Annual Education Results Report* on February 2, 2016. We appreciated the dialogue focused on your plan and results for continuous improvement in the jurisdiction.

We appreciated the information you provided and our discussion on current initiatives, significant accomplishments, and challenges within the jurisdiction. We commend the jurisdiction for its efforts in addressing student learning through the division wide literacy initiative and your continued efforts to embed practice within the Northland teaching culture. We were pleased to hear of the progress in utilizing data to inform division wide and school based decision making. We agree that a focus on leadership development and promoting high levels of engagement in common professional learning opportunities for all staff around literacy may prove to be a high leverage initiative. A continued focus on strengthening Cree and Dene language and culture will also be well received by Northland communities.

As per our discussion on February 2, 2016, Alberta Education looks forward to supporting your efforts in targeted areas of improvement you have identified, including a continued focus on the literacy initiative, on-going support for improving attendance, and excellence in student learning outcomes. We are looking forward to learning more about ways in which the division can add numeracy as an academic focus area and how experiential learning, especially land-based learning, will add to the cultural mosaic of student engagement opportunities. Hopefully the division can build on the insights you gather after your first year of the High School Redesign initiative and your ongoing efforts around relationships between and with students, staff, parents, and community all contributing to cultural foundations that will underpin your learning communities.

.../2

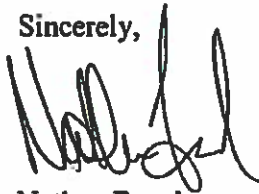
**FILED IN
DOCUSHARE**

Donna Barrett
Page Two

From my review, the planning and reporting processes established by the jurisdiction are aligned with the planning and reporting requirements established by the Ministry of Education in the *Policy and Requirements for School Board Planning and Results Reporting April 2015*. The plan and annual report include all required elements. Please express our appreciation to those who coordinated and assisted in the creation of the thoughtful and detailed plan and report. We hope that our ongoing dialogue will support your efforts to enhance student success and continuous improvement in your jurisdiction.

If we can be of assistance in your planning or reporting process or any other matter, please do not hesitate to contact Trish at 780-415-1347 or by email at Trish.Randolph-Beaver@gov.ab.ca or me at 780-422-0795 or by email at Nathan.freed@gov.ab.ca.

Sincerely,



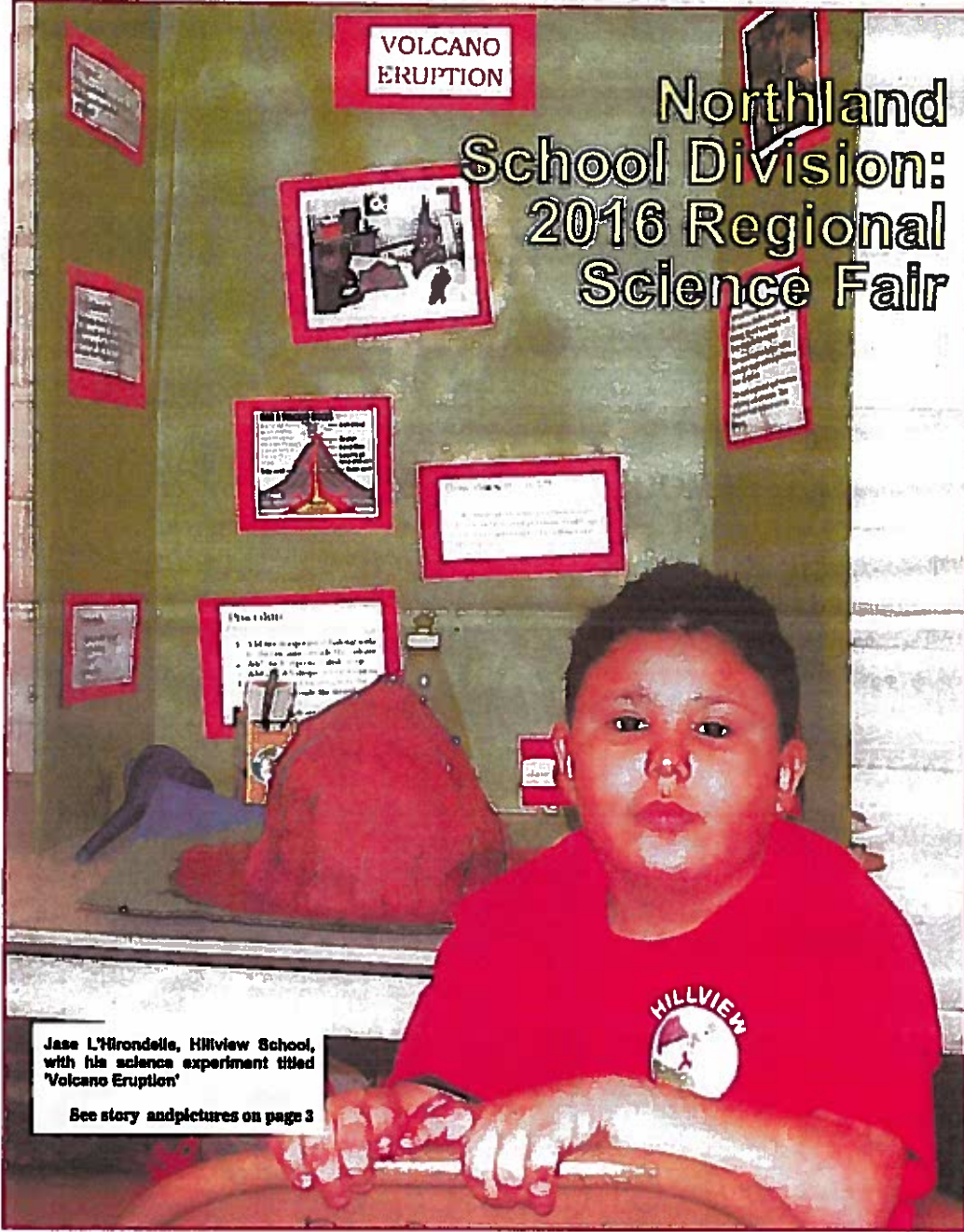
Nathan Freed
Director,
North Services Branch

cc: Colin Kelly, Official Trustee
Trish Randolph-Beaver, Education Manager, Collaboration and Learning Supports
Branch



Spotlight

Wednesday, March 30, 2016



Northland School Division: 2016 Regional Science Fair

Jase L'Hirondelle, Hillview School, with his science experiment titled 'Volcano Eruption'

See story and pictures on page 3

Northland School Division's 2016 Regional Science Fair

Curtis Walty

Have you ever wondered how taste buds work or how to make your own flash light? Northland School Division's Regional Science Fair provided those answers and more on March 15th at Bishop Routhier School. The school's gymnasium was packed with over 50 students, staff and parents from Bishop Routhier School (Peavine Métis Settlement), Grouard Northland School, Hillview School (East Prairie Métis Settlement) and St. Theresa School (Wabasca-Desmarais). Regional Science Fair judges Kaylyn Jackson, Lesser Slave Watershed Council, Levi Ness, High Prairie-RCMP, Don Cunningham, Bishop Routhier Local School Board Committee, Janis

Cunningham, Bishop Routhier School Substitute Teacher and Volunteer reviewed 48 projects who placed 1st or 2nd place in local science fairs.

Whether it was watching how a storm forms, or learning which energy drink creates the most electricity, the judges had their hands full deciding on who deserves 1st, 2nd and 3rd place for students in grades 1-7. Bishop Routhier School Teacher and Regional Science Fair Organizer Heather Hempstock says she was impressed with every student Regional Science Fair. She would also like to thank all of the volunteers who made the Regional Science Fair a success.

Congratulations to 1st, 2nd and 3rd place winners!

Grade 1 Winners:

- 1st - Egg Tastic - Wyatt Evoy, St. Theresa School
- 2nd - How do plants drink water? - Summer Gladue and Sadie Gladue, St. Theresa School
- 3rd - Water Lily - Elyssa Gladue and Aliyah LHirondelle, Grouard Northland School
- Freaky Flowers - Leslie Grey and Teajence Sutherland, Grouard Northland School

Grade 2 Winners:

- 1st - How to make Playdough - Ashley Auger, St. Theresa School
- 2nd - Optical Illusions - Darby Bissell, St. Theresa School
- 3rd - The Volcano - Jase LHirondelle and Tyrus Bone, Hillview School

Grade 3 Winners:

- 1st - Glow in the Dark Lava Lamp - Hayden Sinclair and Ava Cardinal, St. Theresa School
- 2nd - How to make Slime - Tyranny Bedard and Frank Fei, Hillview School
- 3rd - Penny Experiment - Ingrid Mindel and Markada Thunder, Grouard Northland School

Grade 4 Winners:

- 1st - Why do we taste? - Julie Rathbone and Georgia Malloy, St. Theresa School
- 2nd - Balloon Rocket - Elijah Supernault and Hayden Okemow, Grouard Northland School
- 3rd - Meltdown - Hayden Gaze and Kilo Sutherland, Grouard Northland School

Grade 5 Winners:

- 1st - Acids and Bases - Nick Auger, St. Theresa School
- 2nd - Is lead a good conductor? - Paris Anderson and Kailleen Nanooch, Grouard Northland School
- Bouncy Eggs - Madison Chailleux and Chezny Noskiye, St. Theresa School
- 3rd - Walking Water - Holly Durose, St. Theresa School

Grade 6 Winners:

- 1st - How a Storm is Formed - Linden Rathbone, St. Theresa School
- 2nd - Solid or Liquid - Anna Fritz and Eva Houle, St. Theresa School
- Static Flyer - Tyler and Theron Mindel, Grouard Northland School
- 3rd - Egg Drop - Madison Noskiye and Autumn Supernault, St. Theresa School

Grade 7 Winners:

- 1st - Electric Energy Drinks - Danielle Lamoche, Grouard Northland School
- 2nd - Robotic Hands - Chase Halcrow, Grouard Northland School
- 3rd - Magic Milk - Aaron Mindel, Grouard Northland School



Tyler and Theron Mindel, Grouard Northland School, Grouard 'Static Flyer'



Danielle Lamoche, Grouard Northland School 'Electric Energy Drinks'



Tyranny Bedard and Frank Fei, Hillview School 'How to make Slime'



Ingrid Mindel & Markada Thunder, Grouard Northland School, 'Penny Experiment'

Red Road Gala

*Reprinted with permission from
Northlands School Division
Author Credit: Curtis Walty
Photo Credit: Jaeda Feddema*

The 4th Annual Red Road Gala will be one to remember. The event, hosted by the Asenwuche Winewak Nation's (AWN) Aboriginal Youth Council, carried on despite a power outage November 21st at the Grande Cache Legion. The council, which includes students from Susa Creek School, provided a night filled with dancing and drumming while wearing traditional clothing. The event helps to raise money for the youth council and promote healthy lifestyle choices for youth.



Kyleigh Wanyandie, "It was really fun and I was glad everyone was having a good time. My favourite part was the dancing. I thought the show was going to stop when the power went out but when I heard that the show was going to keep going I was happy. Having a show in the dark, I could barely see, and I was a little afraid that I was going to fall off the stage when I was dancing. I enjoyed dancing."

Devina Daire, "It was nice, my favourite part was when the lights went out and we kept it going, working together as a community. It was different dancing and modelling in the dark. It was nice to see the new outfits and it was cool to hear the sound of the jingles to the beat of the drum."

Rhythm Hallock, "It was fun when I went there. When I first got there I was happy. I was happy that I got to perform and I was happy to see most of my family and walk (model) with my cousin. The silliest part is the when the power went off and on but I liked it when it went off. It was nice

you could still see with the candles on the stage. I liked seeing everyone laugh and seeing everyone happy."

Rebecca Wanyandie, "It was fun because we got to model and dance. It was fun when I got to dance fancy."





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→ Teaching healthy habits: kids' wellness program to be expanded across rural and Northern Canada through federal-private sector partnership

News Release



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Teaching healthy habits: kids' wellness program to be expanded across rural and Northern Canada through federal-private sector partnership

More children and youth in remote communities will benefit from a program aimed at improving physical activity, nutrition and mental health, thanks to the expansion of APPLE Schools into rural Alberta, Manitoba and the Northwest Territories. The announcement was made today by the Honourable Jane Philpott, Minister of Health, to mark World Health Day.

APPLE Schools has been operating successfully in northern Alberta since 2008, reaching over 16,500 kids to date. Results from these schools show that kids in this program eat more fruits and vegetables, are 35 percent more active and are 40 percent less likely to be obese than other students in Alberta. These positive health behaviours are proven to lead to less chronic disease and higher academic performance. New programming will focus on communities with representation from Indigenous or immigrant populations. Northland and Northern Lights School Divisions will be the first school divisions in which expansion will occur.

APPLE Schools is delivered in partnership between the Public Health Agency of Canada, Canadian Natural Resources Limited, Inter Pipeline, The Joyce Foundation, Pembina Pipeline Corporation, and Allan P. Markin. Other financial contributors are HDF Insurance, TransCanada Pipelines and StatoilCanada. This is one of many partnership projects under the Government of Canada's *Multi-sectoral Partnerships to Promote Healthy Living and Prevent Chronic Disease* program that helps kids develop the skills necessary to lead more active and healthier lives.

Quick Facts

- The Public Health Agency of Canada is investing \$2.4 million in this program. With additional funding from Canadian Natural Resources Limited, Inter Pipeline, The Joyce Foundation, Pembina Pipeline, Allan P. Markin, HDF Insurance, Statoil Canada, TransCanada Pipelines, APPLE Schools will receive a total investment of over \$4.5 million, over six years.
- The Public Health Agency of Canada's *Multi-Sectoral Partnership Approach to Healthy Living and Chronic Disease Prevention* invests approximately \$20 million each year in innovative partnerships and projects to promote healthy living and help prevent chronic diseases, injuries and obesity.
- Nearly one in three children in Canada are overweight or obese, increasing their chances of developing a chronic disease, such as Type 2 diabetes, cancer and heart disease later in life.
- The economic costs of obesity were estimated at \$4.6 billion in 2008, up about 19% from \$3.9 billion in 2000, based on costs associated with the eight chronic diseases most consistently linked to obesity.
- Factors that influence obesity include physical activity, diet, socioeconomic status, ethnicity, immigration, and environmental factors.

Quotes

"Knowing that physical activity and healthy eating habits increase quality of life, self-esteem, social interactions and academic performance in kids, I'm delighted to announce that APPLE Schools will expand into more communities and schools across Canada. This will give more kids in rural and remote communities the tools they need to make eating healthy and exercising part of their daily lives. With today's World Health Day focus on diabetes, I am happy to bring attention to a program that is working to prevent diabetes and other chronic diseases."

*The Honourable Jane Philpott, P.C., M.P.
Minister of Health*

"APPLE Schools is pleased to continue to make a difference in children's lives in collaboration with school jurisdictions, industry partners and charitable organizations. Together we are committed to ensure that underserved children and youth are provided with opportunities to eat well, move more, and feel engaged and positive at school. We strive for

healthy kids in healthy schools and are looking forward to seeing the school communities come alive with healthy living initiatives determined by their own communities."

Dr. Lory Laing, Chair of The APPLE Schools Foundation

Associated Links

[APPLE Schools](#)

[Public Health Agency of Canada](#)

- 30 -

Contacts

Public Inquiries:

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Hon. Jane Philpott

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High Prairie,
Alberta

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Junior high program facing extinction

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for South Peace News

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Find Out Whats
New Around The
Town Of High
Prairie

The few dozen people attending a public meeting to discuss the possible closure of the junior high program at Grouard Northland see the writing on the wall.

Instead of arguing over keeping the program going, most seemed concerned with the transition of the students attending High Prairie in the future.

However, Frank Sutherland and Dan Lamouche Jr. agreed it was the first step toward closing the school entirely.

“Once you take the junior high away, it’s only matter of time before elementary is taken away,” he said. “I can see it.”

Sutherland also serves as a councillor for Big Lakes County.

“It’s the first step towards closing the whole school down, he said.

The meeting was called by Northland brass to let the public know the division was considering the move. Supt. Donna Barrett first told the audience that closing junior high was only a proposal and nothing was written in stone.

“At this point, no decisions have been made,” she said.

Anytime a division closes three straight grades it is called a school closure under the School Act, and a public process must be followed.

“We are required to have at least one public meeting...we may have more,” said Barrett.

Four other points must be followed, of which three have already occurred:

- the school board must pass a motion indicating its intent to consider the closure.
- parents and/or guardians of each student in the school must be notified who are significantly impacted by the closure.
- parents in the community must be notified of the board’s intention and advertise a public meeting.
- a board decision must be made on the closure of the junior high program.

Northland’s decision to consider closure is based on low enrolment. This year, there are only eight students in Grades 7-9. In 2011-12, there were 32 students.

Barrett said it was difficult and costly to offer programs with so few students.

Northland’s official trustee, Colin Kelly, agreed it was a serious issue, but he reminded people the proposal had nothing to do with the local school board committee.

“They did not initiate this process,” said Kelly.

“The decision will not be made tonight and it will not be made lightly,” he added.

As the process evolves, Northland employees will be going door to door to get everyone’s opinion.

“Will there be more community meetings?” asked resident Fern Welch.

Barrett and Kelly promised another public meeting would be held. Welch suggested it should occur before the door-to-door interviews.

“I agree,” said Kelly. “We need to give people time to think about the information. It’s a lot to think about.”

Residents were told if the program is closed, students would be bused to High Prairie for free.

And if the junior high program closes, it doesn’t mean it’s permanent.

“Once a program is closed, it doesn’t mean it can’t re-open,” said Barrett.

Discussion also occurred about why enrolment was dropping. Jennifer Auger

said it was because of a low high school graduation rate and the lack of much-needed extra-curricular programs.

Barrett agreed there was a lack of programs but said she didn't have graduation numbers.

"We could try to access [the numbers], she said.

Parents also wanted assurances their children would be helped with the transition to High Prairie. Often, they said, students find the move to another town difficult for various reasons including culture, peer pressure and not being prepared to face the education challenges of junior high.

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Donna Barrett <donna.barrett@nsd61.ca>

Office of the Auditor General's review of school-building program

1 message

Education Minister <Education.Minister@gov.ab.ca>
Cc: Brian Mason - Infrastructure <brian.mason@gov.ab.ca>

Tue, Apr 12, 2016 at 3:39 PM

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

In October 2015, I asked the Office of the Auditor General (OAG) to examine the processes used to plan school projects announced in 2013 and 2014.

That review is now complete. While the OAG recognizes the departments of Education and Infrastructure have made improvements in recent months, they found that further improvements are needed so that adequate systems to plan, deliver, and report on the school-building program are in place.

Both departments have accepted all of the recommendations in the report and agree they will help improve processes and ensure more accountability. Education will now work with Infrastructure to prepare a detailed implementation plan to address the OAG recommendations. The implementation plan will be finalized and submitted to the Office of the Auditor General no later than July 15, 2016.

In light of the OAG report, I'd like to, once again, ask you to participate in the capital planning review that is currently underway. Education previously provided details on this review to board chairs and superintendents on March 24, but I want to stress how important this review is to improving our practices.

When KPMG contacts you, I ask that you please participate fully and provide any information you feel is significant to this review exercise. We need and value your participation because you are an important part of the capital planning process.

Thank you again for taking the time to contribute to this important initiative designed to help improve our school-building program.

Sincerely,

David Eggen

Minister of Education

cc: Honourable Brian Mason, Minister of Infrastructure

Superintendents of Public, Separate, Francophone and Charter School Boards

Secretary Treasurers of Public, Separate, Francophone and Charter School Boards

Communications Contacts at School Divisions

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the Director's Report

MARCH 2016

FIELD SERVICES

Important Dates

- March 31, 2016 – Deadline for school authorities to submit policies and procedures that address their responsibilities under sections 45.1 and 16.1 of the *School Act*, as per the Minister's emails.
- April 1, 2016 – 2017-2020 Capital Plan Submission

2017-2020 Capital Plan Submission

Every school authority is required to review and update all capital projects in its submission to ensure that the data in the Web-based Application Program is current and accurate. All projects submitted in the first year of the plan must contain as much detail as possible, including information regarding any potential partnerships. This will enable department staff to fully understand the scope of each project and the criteria that supports the urgency of the priority so it can be properly evaluated.

Following are the requirements for this year's submission:

- The submission deadline is April 1, 2016.
- All components of a project must be included in a single submission (e.g., a modernization with a small addition and a partial demolition of a school is considered one project).
- All projects, regardless of category, must be prioritized into a single list from highest to lowest priority.
- Be sure to append all required attachments, including site checklists.

Accuracy in capital plans is essential as recommendations for project approval are based on the most recent information and priorities provided in these submissions. Advocacy for jurisdiction projects is possible only to the extent that a strong and compelling case has been made in the capital plan submission.

For more information, please contact Michael Ediger, Director, North Region, Capital Planning, at michael.ediger@gov.ab.ca or at 780-427-2083 or Avi Habinski, Director, South Region, Capital Planning, at avi.habinski@gov.ab.ca or at 780-427-2272. Dial 310-0000 first for toll free access in Alberta.

Provincial Diploma Exam Writing Centres

For each diploma exam administration, Alberta Education operates two provincial diploma exam writing centres — one in Calgary (SAIT, Symposium Room in the Campus Centre Building) and one in Edmonton (University of Alberta, Dentistry/Pharmacy Building). The provincial diploma exam writing centres provide students who are not enrolled in a local high school with access to writing diploma exams.

Students who may write diploma exams at the provincial diploma exam writing centres are:

- mature students who are not enrolled in a local high school; or
- distance education students who are not enrolled in a local high school.

Examples of mature students who are not enrolled in a local high school include:

- adults who are challenging diploma exams;
- and/or Grade 12 students who are rewriting diploma exams in August and are no longer enrolled at a local high school.

Students who are enrolled in a distance education course and are also enrolled at a local high school are expected to write diploma exams at their local high school.

For August administrations of diploma exams, high schools that operate summer-school programs are also expected to administer diploma exams at their local high school.

For further information, please contact Dan Karas, Director, Exam Administration Branch, at dan.karas@gov.ab.ca or at 780-492-1425. Dial 310-0000 first for toll-free access in Alberta.

Student Attendance

Research identifies a number of risk and protective factors that may provide guidance to school authorities and schools in planning strategies to increase attendance. Data informed decisions about early interventions can have a positive impact on student attendance.

Resources to help school leaders promote attendance and create strategies for attendance issues are available on the Alberta Education website (<https://education.alberta.ca>).

For further information, please contact Joy Malloch, Senior Manager, School and Community Supports for Children and Youth Branch, at joy.malloch@gov.ab.ca or at 780-427-5401. Dial 310-0000 first for toll-free access in Alberta.

Inclusive Education Policy Framework

An engagement process is underway to consult on Alberta's draft *Inclusive Education Policy Framework*. The framework, along 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.

Members of Alberta Education's Advisory Committee for Building an Inclusive Education System met on January 8, 2016 to review the draft framework. This group represents over 30 community and professional organizations across the province, including the Alberta School Boards Association, the Alberta Teachers Association and several community groups.

Advisory representatives have the opportunity to extend the engagement process by hosting follow-up facilitated conversations with their home agencies and groups. Alberta Education is supporting several of the stakeholder groups with their individual review sessions.

Engagement sessions have also been held with key Ministry staff.

A working group of community partners will review all feedback in April. The *Inclusive Education Policy Framework* is scheduled to be completed in May 2016.

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.

Valuing Mental Health: Report of the Alberta Mental Health Review

In June 2015, Premier Notley called for a comprehensive review of Alberta's addiction and mental health system. Public and stakeholder consultations on the Mental Health Review took place in the fall of 2015 and the committee received feedback from around 3,000 people through written submissions, presentations and an online questionnaire. Various Education stakeholders were consulted throughout the review.

The *Valuing Mental Health: Report of the Alberta Mental Health Review Committee* was released on February 22, 2016.

The recommendations in the report will guide our work in building a better system of addiction and mental health care. We recognize this will require a collaborative approach between Government ministries and stakeholders, including education partners.

The Valuing Mental Health report is now available on the [Alberta Health](#) website.

For further information, please contact Marni Pearce, School and Community Supports for Children and Youth Branch, at marni.pearce@gov.ab.ca or at 780-422-5045. Dial 310-0000 first for toll-free access in Alberta.

Robyn Allen Leadership Award: Nomination Deadline March 11, 2016

The Allen Family along with Food Allergy Canada is pleased to announce they are accepting nominations for the Robyn Allen Leadership Award.

This award is a tribute to Robyn Allen, who sadly succumbed to an anaphylactic reaction in 1990. The Robyn Allen Award is given by the Allen family in appreciation to those who champion anaphylaxis-related causes through awareness building and influencing change that impacts quality of life through improved policies, research, education, and advocacy.

If you have a suitable candidate or group in mind, contact Jane Holden, Member Services, Food Allergy Canada, at info@foodallergycanada.ca to receive a nomination form.

the Director's Report

APRIL 2016

FIELD SERVICES

Important Dates

- April 14, 2016 – Announcement of Budget 2016
- May 2-6, 2016 – Education Week; the theme is Learning Together

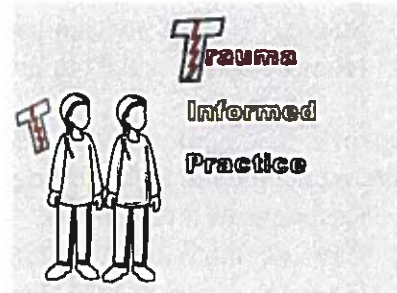
Trauma-Informed Practice

Students who experience severe or chronic trauma may be at risk for difficulties with learning, memory or social-emotional skills. They may demonstrate a range of actions from extreme aggression to withdrawal. By understanding how trauma affects the developing brain, we can avoid unknowingly causing a student to feel unsafe. We can select strategies that show empathy and help to create a safe environment where learning positive ways of handling emotions and relating to others can begin.

Web resources to support trauma-informed practice in schools:

1. Alberta Education

- Trauma-Informed Practice (<https://education.alberta.ca/trauma-informed-practice/overview/everyone/other-sites/>). This webpage includes resources to support trauma-informed practice in schools. Included is a new video and conversation guide to support professional learning.



2. Alberta Centre For Child, Family & Community Research: *Supporting Every Student Learning Series*

- Trauma-informed Practice Webinar (<http://www.research4children.com/theme/common/page.cfm?i=10003043>). This webinar includes a conversation guide on the essential elements for building trauma-sensitive schools.
- Other webinar topics (with more to come) in the *Supporting Every Student Learning Series* include: Supporting Refugee Students, Brain Development and the Effects of Bullying on Children.

3. The Trauma Informed Care Project (TIC) Alberta Health Services

- What is Trauma Informed Care? E-module (<https://dl.dropboxusercontent.com/u/466896042/Trauma%20Informed%20Care%20eLearning%20Module/TIC%20E-Learning%20Module%20A1%20-%20What%20is%20Trauma%20Informed%20Care/story.html>). This introductory learning module introduces key concepts and practices of trauma informed care. It is intended for all service providers, regardless of their role. To get access to the module, email tic@ahs.ca.

Note: Please ensure you run the module in Internet Explorer or the certificate may not print correctly.

- TICbyte Newsletter (<http://www.mailoutinteractive.com/Industry/View.aspx?id=759564&q=978245188&qz=734dba%20-%20article2044393>). The TIC Byte newsletter features articles on related topics, practice tips, upcoming events, and updates on the trauma-informed care project. Please email tic@ahs.ca if you would like to receive the link to subscribe to the TIC Byte.

For further information, please contact Dena Davis, 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.

Creating a Welcoming, Caring, Respectful, Safe Learning Environment: A Whole School Approach

Just as a house needs a sturdy foundation, all students need a positive, supportive environment where they feel connected, valued and safe. A whole-school approach is the most effective way to build a strong foundation for student success and well-being. A whole-school approach is when the following four components work in harmony to improve students' social, emotional and academic growth:

- Policies and Practices;
- Teaching and Learning;
- School Culture/Environment; and
- Home, School, and Community Partnerships.

Frameworks that support a whole school approach for developing social-emotional competencies, promoting positive mental health and building welcoming, caring, respectful and safe environments include:

- Response to Intervention;
- Positive Behaviour Supports; and
- Comprehensive School Health.

Alberta Education resources and tools to support implementing a whole-school approach are accessible at <https://education.alberta.ca/safe-and-caring-schools/whole-school-approach/>.

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

Regional Collaborative Service Delivery Expansion to First Nations

Regional Collaborative Service Delivery (RCSD) is an approach to help children, youth and their families access supports they need to be successful at home, in school and in their communities. It's about using resources already in place more efficiently by working together. This can include, but is not limited to, mental health supports, speech-language and occupational therapy. RCSD is a partnership between school authorities, Alberta Health Services, Alberta Human Services and other community partners. There are 17 RCSD regions across the province, 14 of which have First Nations communities within their regional boundaries.

As part of its commitment under the Memorandum of Understanding for First Nations Education in Alberta to extend select provincial initiatives to First Nations; Alberta is supporting the expansion of RCSD to include

children, youth and their families, living and attending school in First Nations communities. The expansion of RCSD to interested First Nations has begun through initial engagement and relationship building with full expansion targeted for August 31, 2018.

To raise awareness about the expansion of RCSD with First Nations, Collaborative Planning Workshops were held across the province in January 2016. The workshops were hosted by the First Nations, Métis and Inuit Education Division with First Nations representatives and other partners in attendance. RCSD regions have received a funding allocation as well as tools and resources to support the initial engagement with interested First Nations. A series of video conference sessions were held with the RCSD regions were held to discuss the work moving forward.

For further information, please contact the Regional Collaborative Service Provincial Office at EDC.RCSD@gov.ab.ca or at 780-422-6548. Dial 310-0000 first for toll-free access in Alberta.

Standards for Teachers, School Leaders and School Authority Leaders

Quality of leadership in our schools and at the school authority level is a key factor for supporting quality teaching and student success. The *Teaching and Leadership Excellence in Alberta Initiative* is a collaborative effort between Alberta Education and education partners to ensure that there is an excellent teacher in every classroom and excellent leaders in the education system.

To ensure consistency and currency of practice across Alberta, ministry staff from the System Excellence Division have been working together with education partners from across the province on standards for teachers, school leaders, and school authority leaders. In addition to setting professional practice standards, standards guide teacher and leader preparation programming, supervision, evaluation and professional development, as well as offering public assurance of the high standard to which all teachers and leaders in the province are held accountable.

In collaboration with education stakeholders, the Ministry is undertaking the following work:

- revising the 1997 *Teaching Quality Standard* to ensure that teacher competencies are current, relevant, and appropriate for the teaching profession in Alberta today;
- developing a *School Leader Standard* (for principals, assistant, associate and vice principals), closely based on the 2009 *Principal Quality Practice Guidelines*; and
- developing a *School Authority Leader Standard* (for superintendents, deputy superintendents and senior central-office leaders holding teacher certification).

All three draft standards are expected to be recommended to the Minister for authorization by Summer or Fall 2016. An implementation plan is being developed to support the standards, and it is expected that a reasonable timeline for implementation of the standards will be determined.

For further information, please contact Carmen Somers, Director, Teacher Excellence and Certification, at carmen.somers@gov.ab.ca or at 780-422-3210 or Randy Clarke, Director, Leadership Excellence Branch, at randy.clarke@gov.ab.ca or at 780-427-4370.

Public Education Collective Bargaining Act

On December 11, 2015, the *Public Education Collective Bargaining Act* received Royal Assent and came into force on January 1, 2016.

The legislation implements a two-table model for teacher bargaining. Two-table teacher bargaining allows for a centralized component to the collective agreement that is consistent across the province; but also allows for items that are by their nature reflective of local conditions to remain to be bargained at the local level.

The legislation also establishes the Teachers' Employer Bargaining Association (TEBA). TEBA has the exclusive authority, and is the sole party, to bargain collectively with the Alberta Teachers' Association on behalf of the 61 publicly funded school boards and the Government of Alberta with respect to the items at the central table.

There are now three stages to reaching collective agreements between teachers and school boards in the province.

- TEBA will negotiate with the Alberta Teachers' Association (ATA) over which items will be bargained centrally, for all teachers, and which will be bargained locally.
- TEBA and the ATA will bargain over the central items. A notice to commence central bargaining by TEBA or ATA must be served not less than 15 and not more than 30 days after the central and local matters have been determined.
- After the central agreement has been ratified, local bargaining will begin. This will see each school authority and their teachers settling a final agreement that includes the central terms and ratified local terms and conditions. A notice to commence local bargaining by an employer of the ATA must be served after, but not more than 60 days after the central agreement has been ratified or the central terms have been otherwise settled.

Effective February 24, 2016, TEBA began operations as the *Public Education Collective Bargaining Regulation* came into effect. The Regulation also officially began operations for the TEBA Board of Directors.

TEBA is made up of a Representative Committee that includes trustee representatives from each school board and a Board of Directors consisting of eight government appointed and six trustee representatives. The Board of Directors members are:

- John Acheson, Edmonton Catholic Separate School District;
- Amber Stewart, Calgary School District;
- Linda Wellman, Calgary Roman Catholic School District;
- Colleen Munro, Rocky View School Division;
- Peter Grad, Medicine Hat Catholic Separate Division;
- Tammy Henkel, High Prairie School Division;
- Lorna Rosen, Deputy Minister of Alberta Education (Acting Chair);
- Philip Bryden, Deputy Minister of Alberta Justice and Solicitor General;
- Ray Gilmour, Deputy Minister of Alberta Treasury Board and Finance;
- Lana Lougheed, Deputy Minister of Corporate Human Resources and Public Service Commissioner;
- Jessica Bowering, Assistant Deputy Minister, Community Policy and Regulations Coordination, Policy Coordination Office, Executive Branch, Government of Alberta;
- Kevin Davediuk, Chief Advisor on Negotiations, Alberta Treasury Board and Finance;
- Gene Williams, Assistant Deputy Minister, System Excellence, Alberta Education (Chair); and

- Doug Aitkenhead, Executive Director, Research, System Assurance, Engagement and Teacher Relations Sector, Alberta Education.

Negotiations between TEBA and the ATA on the determination of central and local matters will commence shortly.

For further information, please contact Lila Borhot, Director of Teacher Relations Branch, at lila.borhot@gov.ab.ca or at 780-644-2596. Dial 310-0000 first for toll-free access in Alberta.

Questions from the Field

Q: What is happening with the reestablishment of a Northland School Division Board of Trustees?

A: A cross-ministry steering committee has been established by the Minister to provide ongoing oversight and strategic guidance to Northland School Division in support of its efforts to improve its educational outcomes and to transition the division to an elected board. The committee has representation from across government including Education, Health, Human Services, Aboriginal Relations, and Advanced Education. The department is developing a strategic plan to support Northland to ensure that government's approach addresses the school division's complex challenges. The strategic plan will:

- Provide a holistic approach to support Northland that takes into account systemic challenges within the community related to health, social wellbeing, the legacy of residential schools and socioeconomic indicators; and
- Inform and support the work of the official trustee and provide guidance on transitioning the division to an elected board by October 2017. The cross-ministry steering committee will provide oversight and strategic guidance to the official trustee during the transition period.

Q: From a department perspective, is there a projected teacher shortage?

A: The department is not aware of a projected teacher shortage. There are some difficulties finding certain specialists including French Immersion teachers.

Q: Will coding be part of the revised K-9 curriculum? Coding is what makes it possible for people to create computer software, apps and websites.

A: As Alberta's economy continues to grow and diversify, computer science is an increasingly important field of study. Consideration will certainly be given for "coding" as an explicit focus in future programs of study.

Background

The K-12 Information and Communication Technology curriculum provides a broad perspective on the nature of technology and is infused within core courses and programs. In this program, students are expected to demonstrate an understanding of the general concepts of computer programming and the algorithms that enable technological devices to perform operations and solve problems.

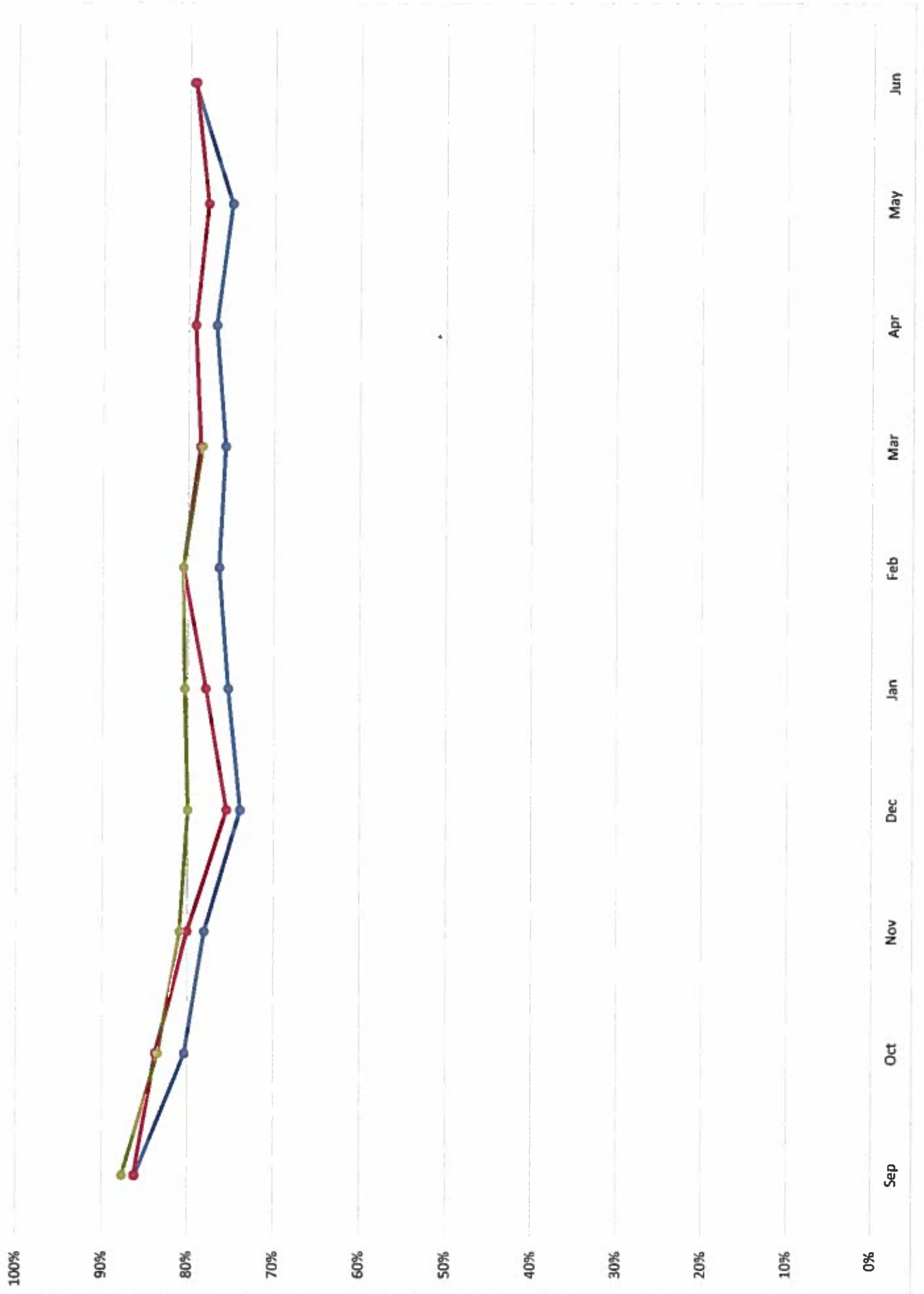
To be introduced in September 2016, for Grades 5 to 9, there is a new optional Career and Technology Foundations (CTF) program designed by Alberta Education in collaboration with teachers to ensure students are given the flexibility to pursue areas of interest, including computer programming. CTF enables students to design, explore and create solutions for relevant and meaningful challenges.

Within the current high school Career and Technology Studies (CTS) curriculum, the ministry has developed courses in Computing Science. These courses are independent of any specific programming language in order to give teachers the flexibility to meet student interests and needs. There are also opportunities within CTS for students to achieve external certifications related to computer studies. The quality of Alberta's curriculum and our commitment to the computing sciences is recognized by our post-secondary institutions. High school CTS Computer Science courses are accepted as the science requirement for entrance into select bachelor degree programs at many Alberta post-secondary institutions.

For further information, please contact Merla Bolender, Executive Director, Programs of Study and Resources, at merla.bolender@gov.ab.ca or 780-644-2530 or Cheryl Przybilla, Director, Citizenship and Career Pathways, at cheryl.przybilla@gov.ab.ca or 780-422-3282.

NSD61 Division Attendance

2013-2014 2014-2015 2015-2016



2015-2016 Division Attendance

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
September 2014	1347 (48%)	347 (12%)	470 (17%)	272 (10%)	149 (5%)	82 (3%)	146 (5%)	2807
September 2015	1445 (52%)	305 (11%)	450 (16%)	249 (9%)	127 (5%)	79 (3%)	116 (4%)	2771
October 2014	1168 (42%)	390 (14%)	496 (18%)	294 (10%)	170 (6%)	84 (3%)	204 (7%)	2806
October 2015	1229 (45%)	245 (9%)	516 (19%)	287 (10%)	152 (6%)	101 (4%)	228 (8%)	2758
November 2014	793 (28%)	456 (16%)	579 (21%)	316 (11%)	235 (8%)	133 (5%)	271 (10%)	2783
November 2015	873 (32%)	399 (14%)	603 (22%)	303 (11%)	184 (7%)	121 (4%)	270 (10%)	2753
December 2014	596 (21%)	439 (16%)	531 (19%)	355 (13%)	290 (10%)	161 (6%)	426 (15%)	2798
December 2015	895 (32%)	396 (14%)	478 (17%)	362 (13%)	212 (8%)	129 (5%)	283 (10%)	2755
January 2015	902 (32%)	223 (8%)	529 (19%)	372 (13%)	249 (9%)	173 (6%)	338 (12%)	2798
January 2016	846 (31%)	402 (15%)	554 (20%)	305 (11%)	250 (9%)	128 (5%)	267 (10%)	2752
February 2015	793 (29%)	430 (16%)	536 (19%)	350 (13%)	239 (9%)	174 (6%)	240 (9%)	2762
February 2016	909 (34%)	393 (15%)	527 (20%)	295 (11%)	228 (9%)	114 (4%)	200 (8%)	2666
March 2015	873 (32%)	296 (11%)	569 (21%)	352 (13%)	225 (8%)	146 (5%)	296 (11%)	2557
March 2016	603 (23%)	424 (16%)	577 (22%)	395 (15%)	229 (9%)	178 (7%)	262 (10%)	2665

*Does not include Outreach

DIVISION ATTENDANCE FEBRUARY 2016

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	87	35	68	34	27	9	21	281
Gr. 1	89	44	58	29	31	11	12	274
Gr. 2	87	38	59	34	19	13	17	267
Gr. 3	102	40	56	25	20	9	8	260
Gr. 4	75	53	46	29	15	10	7	235
Gr. 5	92	39	45	24	18	9	11	238
Gr. 6	78	40	60	30	15	7	15	245
Gr. 7	66	40	31	22	25	8	19	211
Gr. 8	67	26	43	24	10	7	16	193
Gr. 9	38	25	27	16	16	7	31	160
Gr. 10	50	5	17	12	10	11	12	117
Gr. 11	38	6	12	9	12	8	20	105
Gr. 12	40	2	5	7	10	5	11	80
Student Totals	909	393	527	295	228	114	200	2666

*Does not include Outreach

DIVISION ATTENDANCE MARCH 2016

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	54	40	64	43	33	28	20	282
Gr. 1	57	49	62	48	22	19	17	274
Gr. 2	63	42	66	38	24	14	21	268
Gr. 3	77	52	58	28	22	13	14	264
Gr. 4	62	47	54	32	20	12	7	234
Gr. 5	68	49	46	34	18	12	11	238
Gr. 6	65	38	61	24	20	19	17	244
Gr. 7	36	32	49	45	12	13	25	212
Gr. 8	37	27	47	28	15	13	26	193
Gr. 9	16	16	19	35	17	12	43	158
Gr. 10	22	13	22	12	14	8	26	117
Gr. 11	17	14	17	15	9	10	23	105
Gr. 12	29	5	12	10	3	5	12	76
Student Totals	603	424	577	392	229	178	262	2665

*Does not include Outreach

February 2016 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	30 (35%)	0 (0%)	33 (38%)	9 (10%)	6 (7%)	5 (6%)	2 (2%)	85
ADCS	74 (32%)	5 (2%)	33 (14%)	25 (11%)	26 (11%)	21 (9%)	49 (21%)	233
Bill Woodward School	81 (70%)	4 (3%)	15 (13%)	7 (6%)	4 (3%)	1 (1%)	0 (0%)	112
Bishop Routhier School	14 (23%)	7 (11%)	14 (23%)	5 (8%)	10 (16%)	4 (6%)	8 (13%)	62
Calling Lake School	36 (32%)	12 (11%)	22 (19%)	25 (22%)	9 (8%)	2 (2%)	14 (12%)	120
Chipewyan Lake School	1 (3%)	11 (35%)	3 (10%)	3 (10%)	3 (10%)	1 (3%)	2 (6%)	24
Conklin Community School	20 (50%)	0 (0%)	16 (40%)	3 (8%)	2 (5%)	0 (0%)	0 (0%)	41
Dr. Mary Jackson School	19 (56%)	1 (3%)	8 (24%)	3 (9%)	0 (0%)	1 (3%)	0 (0%)	32
Elizabeth School	63 (45%)	22 (16%)	30 (22%)	11 (8%)	7 (5%)	6 (4%)	1 (1%)	140
Father R. Perin School	21 (26%)	16 (20%)	21 (26%)	13 (16%)	6 (7%)	4 (5%)	1 (1%)	82
Fort McKay School	24 (27%)	26 (29%)	17 (19%)	7 (8%)	8 (9%)	4 (4%)	5 (6%)	91
Gift Lake School	45 (25%)	28 (16%)	33 (19%)	18 (10%)	23 (13%)	10 (6%)	7 (4%)	164
Grouard Northland School	27 (33%)	10 (12%)	13 (16%)	12 (15%)	8 (10%)	5 (6%)	3 (4%)	78
Hillview School	13 (43%)	6 (20%)	7 (23%)	2 (7%)	2 (7%)	0 (0%)	1 (3%)	31
JF Dion School	39 (45%)	20 (23%)	14 (16%)	3 (3%)	7 (8%)	1 (1%)	2 (2%)	86
Kateri School	30 (32%)	16 (17%)	15 (16%)	8 (9%)	4 (4%)	7 (7%)	9 (10%)	89
Little Buffalo School	62 (34%)	19 (11%)	26 (14%)	20 (11%)	14 (8%)	10 (6%)	22 (12%)	173
Mistassiniy School	59 (17%)	46 (13%)	64 (18%)	37 (11%)	38 (11%)	21 (6%)	49 (14%)	314
Paddle Prairie School	44 (38%)	18 (15%)	23 (20%)	12 (10%)	12 (10%)	3 (3%)	1 (1%)	113
Peerless Lake School	50 (40%)	19 (15%)	20 (16%)	9 (7%)	13 (10%)	0 (0%)	8 (6%)	119
Pelican Mountain School	5 (23%)	4 (18%)	6 (27%)	5 (23%)	2 (9%)	1 (5%)	0 (0%)	23
St. Theresa School	137 (33%)	88 (21%)	88 (21%)	50 (12%)	23 (6%)	7 (2%)	16 (4%)	409
Susa Creek School	15 (31%)	15 (31%)	6 (12%)	8 (16%)	1 (2%)	0 (0%)	0 (0%)	45

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	33 (36%)	1 (1%)	5 (5%)	12 (13%)	6 (7%)	10 (11%)	32 (35%)	99
Calling Lake Outreach School	3 (19%)	1 (6%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	4 (25%)	9

March 2016 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	12 (14%)	15 (18%)	18 (21%)	18 (21%)	12 (14%)	7 (8%)	3 (4%)	85
ADCS	42 (18%)	12 (5%)	38 (16%)	32 (14%)	19 (8%)	30 (13%)	58 (25%)	231
Bill Woodward School	2 (2%)	12 (11%)	37 (33%)	25 (23%)	20 (18%)	9 (8%)	6 (5%)	111
Bishop Routhier School	11 (18%)	6 (10%)	11 (18%)	13 (21%)	6 (10%)	7 (11%)	8 (13%)	62
Calling Lake School	24 (20%)	24 (20%)	27 (23%)	16 (13%)	10 (8%)	7 (6%)	12 (10%)	120
Chipewyan Lake School	1 (4%)	3 (13%)	8 (33%)	6 (25%)	5 (21%)	0 (0%)	1 (4%)	24
Conklin Community School	8 (20%)	10 (24%)	11 (27%)	5 (12%)	3 (7%)	2 (5%)	2 (5%)	41
Dr. Mary Jackson School	7 (22%)	10 (31%)	9 (28%)	4 (13%)	0 (0%)	1 (3%)	1 (3%)	32
Elizabeth School	60 (43%)	22 (16%)	31 (22%)	17 (12%)	2 (1%)	6 (4%)	2 (1%)	140
Father R. Perin School	21 (26%)	14 (18%)	24 (30%)	8 (10%)	0 (0%)	9 (11%)	4 (5%)	80
Fort McKay School	29 (32%)	10 (11%)	19 (21%)	11 (12%)	13 (14%)	2 (2%)	7 (8%)	91
Gift Lake School	37 (23%)	17 (10%)	43 (26%)	28 (17%)	21 (13%)	13 (8%)	5 (3%)	164
Grouard Northland School	28 (34%)	14 (17%)	14 (17%)	14 (17%)	5 (6%)	5 (6%)	2 (2%)	82
Hillview School	10 (32%)	8 (26%)	3 (10%)	6 (19%)	2 (6%)	1 (3%)	1 (3%)	31
JF Dion School	29 (34%)	20 (23%)	20 (23%)	5 (6%)	7 (8%)	3 (3%)	2 (2%)	86
Kateri School	16 (18%)	13 (15%)	14 (16%)	11 (13%)	9 (10%)	4 (5%)	20 (23%)	87
Little Buffalo School	45 (26%)	31 (18%)	34 (20%)	8 (5%)	14 (8%)	11 (6%)	27 (16%)	170
Mistassiniy School	30 (9%)	48 (15%)	50 (16%)	64 (20%)	22 (7%)	28 (9%)	74 (23%)	316
Paddle Prairie School	41 (36%)	21 (18%)	22 (19%)	15 (13%)	5 (4%)	6 (5%)	3 (3%)	113
Peerless Lake School	42 (35%)	22 (18%)	23 (19%)	16 (13%)	11 (9%)	4 (3%)	3 (2%)	121
Pelican Mountain School	1 (4%)	6 (25%)	6 (25%)	5 (21%)	3 (13%)	2 (8%)	1 (4%)	24
St. Theresa School	94 (23%)	79 (19%)	99 (24%)	59 (14%)	27 (7%)	27 (7%)	24 (6%)	409
Susa Creek School	13 (29%)	7 (16%)	16 (36%)	6 (13%)	3 (7%)	0 (0%)	0 (0%)	45

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	19 (19%)	3 (3%)	4 (4%)	5 (5%)	5 (5%)	9 (9%)	54 (55%)	99
Calling Lake Outreach School	6 (67%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (33%)	0 (0%)	9



Chairman's Report

April 22, 2016

February, 2016

17	Edmonton	Meeting with Alberta Infrastructure and Group2 Architects
		Follow-up Meeting with Northland School Division Maintenance
		Meeting with the CEO, KEE TAS KEE NOW Tribal Council
18	Edmonton	Métis Settlements of Alberta and Government of Alberta Long Term Agreement (LTA) Meeting
19	Peace River	Travel
		Corporate Board Meeting, Northland School Division No. 61
20	Peace River	Corporate Board Meeting, Northland School Division No. 61
23 (PM)	Edmonton	McLennan-Ross Legal <ul style="list-style-type: none"> · Joint Use Agreement · Peavine School Demolition · Fort McKay Land Transfer · ASBA, Northland School Division No. 61 Update/Policy
24	Edmonton	Teachers' Employer Bargaining Association (TEBA)
	Red Earth	Travel/Overnight
25	Peerless Lake	Meeting with Chief and Council, Peerless/Trout First Nation School Visit
	Trout Lake	School Visit
26	Edmonton	Meeting with Indigenous Affairs and Northern Development Canada (INAC)
		McLennan – Ross Legal Re: Gift Lake Community Education Centre Joint Use Agreement

March, 2016

1	Peace River	Office <ul style="list-style-type: none"> · Policy and Procedure Work · Signing
2	Peace River	Office <ul style="list-style-type: none"> · Policy Work and Review
	High Prairie	Travel/Overnight
3	Peavine	School Visit
		Meeting with Chairperson, Local School Board Committee
		Old School Tour
	Gift Lake	School Visit <ul style="list-style-type: none"> · Construction Deficiencies
4	Edmonton	Meeting with Northern Lakes College Re: Gift Lake Joint Use Agreement and Marten Lake use/agreement
6 (PM)	High Prairie	Travel/Overnight
7	Gift Lake	Meeting with Settlement Council, School Principal, Local School Board Committee and community representatives Re: Long Term Agreement (LTA)
	Peace River	Travel/Overnight
8	Peace River	Policy and Procedure work/drafting/review with Alberta School Boards Association Consultant
		Review of Principals Report Format



Chairman's Report

April 22, 2016

9	Peace River	Office · Policy Review and Office Work
	Grouard	Meeting with President and Board Chair, Northern Lakes College Re: Signing of Joint Use Agreement
	Slave Lake	Travel/Overnight
10	Wabasca	Community Visit
		Meeting with Chairperson Trout Lake Local School Board Committee
		Meeting with Member of Mistassiniy Local School Board Committee
		Meeting with Housing Supervisor
	Sandy Lake	School Visit
11	Edmonton	Edmonton Journal Interview
		Meeting with Indigenous Affairs and Northern Development Canada (INAC)
14 (PM)	Peace River	Travel
15	Peace River	Pre-budget Meeting Re: Setting of Priorities
16	Peace River	Office · Quarterly Report · Regional High School Proposal Drafting · Orientation Package Development
17	Edmonton	Alberta School Boards Association (ASBA) Policy Review Indigenous Affairs and Northern Development Canada (INAC) Meeting Re: Finances and Inclusion Process
18	Edmonton	Meeting with the CEO, Kee Tas Kee Now Tribal Council Meeting with Alberta Education
21	Grouard	Community Meeting Re: Future of Junior High Program at Grouard Northland School
23	Edmonton	Meeting with the Chief of Mikisew Cree First Nation, Assistant Deputy Minister, FNMI Services, and Superintendent, Northland School Division No. 61 Meeting with Maintenance Gift Lake Representative (via phone) Re: Gift Lake Waster Water Issue/Concern
24	Edmonton	Meeting with Alberta Infrastructure Re: Gift Lake School Meeting with Curriculum Consultant Re: Northland Instruction Proposal
30	Edmonton	McLennan-Ross Legal Re: Changes to Gift Lake Joint Use Agreement
	Peace River	Office · LGBTQ Policy/Guidelines Review
31	Peace River	Office · LGBTQ Policy/Guidelines · Special Meeting, Corporate Board, Northland School Division No. 61

April, 2016

1	Peace River	Office · Quarterly Report
	Leduc	Travel
4	Edmonton	Meeting with McLennan-Ross Legal



Chairman's Report

April 22, 2016

		Meeting with Alberta Education
5	Leduc	Conference Call with Insurer
	Peace River	Travel Office
6	Peace River	2016/2017 Budget Meeting
7	Peace River	Committee Meetings and Agenda Review
	High Prairie	Travel/Overnight
8	Peavine	Meeting with the Peavine Métis Settlement Council and Peavine Enterprises
	Gift Lake	School Visit
9 (AM)	Edmonton	Meeting with Education Consultants Fort McKay First Nations
11 (AM)	Edmonton	McLennan-Ross Legal ·Changes to Peavine Demolition Agreement ·Updates on Joint Use Agreement
13	Edmonton	Meeting with the Peavine Métis Settlement Council
14	Leduc	Completion of Draft Regional/Virtual High School Proposal
		Ministerial Conference Call Re: Budget
	Hinton	Travel
15	Grande Cache/ Susa Creek	Meeting with the CEO, Aseniwuche Development Corporation
		Meeting with Chairperson, Susa Creek Local School Board Committee

NORTHLAND SCHOOL DIVISION NO. 61
 LOCAL SCHOOL BOARD COMMITTEE REPORT
 2015/2016 SCHOOL YEAR
 PERIOD ENDING - MARCH 31, 2016

	Future Pay Out	Paid During Yr.	Total Pd. & Committed			Percent Expended
				Budget	Difference	
<u>Anzac</u>						
Quarterly Honorarium	3,424.50	1,161.07	4,585.57	4,920.00	334.43	
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	3,424.50	1,161.07	4,585.57	18,081.00	13,495.43	25.4%
<u>Athabasca Delta</u>						
Quarterly Honorarium	2,436.00	1,682.78	4,118.78	4,920.00	801.22	
Travel & Subsistence		329.95	329.95	5,340.00	5,010.05	
In - Service			-		-	
Prior Year Carryover			-	9,265.00	9,265.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,436.00	2,012.73	4,448.73	19,775.00	15,326.27	22.5%
<u>Bishop Routhier</u>						
Quarterly Honorarium	2,700.75	2,459.50	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	2,700.75	3,959.50	6,660.25	10,639.00	3,978.75	62.6%
<u>Calling Lake</u>						
Quarterly Honorarium	2,057.43	2,700.75	4,758.18	4,920.00	161.82	
Travel & Subsistence		-	-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-	10,040.00	10,040.00	
Casual Labour, Supplies & Awards		584.32	584.32	250.00	(334.32)	
Total	2,057.43	3,285.07	5,342.50	18,270.00	12,927.50	29.2%
<u>Chipewyan Lakes</u>						
Quarterly Honorarium	1,494.50	1,494.50	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	1,494.50	1,494.50	2,989.00	18,034.00	15,045.00	16.6%
<u>Conklin</u>						
Quarterly Honorarium	2,298.67	2,459.50	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		508.68	508.68	250.00	(258.68)	
Total	2,298.67	2,968.18	5,266.85	18,681.00	13,414.15	28.2%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	2,942.00	1,977.00	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		562.74	562.74	250.00	(312.74)	
Total	2,942.00	2,539.74	5,481.74	9,998.00	4,516.26	54.8%
<u>East Prairie</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence		1,650.00	1,650.00	2,128.00	478.00	
In - Service				-	-	
Prior Year Carryover				2,528.00	2,528.00	
Casual Labour, Supplies & Awards		300.00	300.00	250.00	(50.00)	
Total	2,459.50	4,409.50	6,869.00	9,826.00	2,957.00	69.9%
<u>Elizabeth</u>						
Quarterly Honorarium	1,704.44	2,436.00	4,140.44	4,920.00	779.56	
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	1,704.44	3,036.00	4,740.44	16,473.00	11,732.56	28.8%
<u>Father R Perin</u>						
Quarterly Honorarium	2,459.50	2,459.50	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	2,459.50	2,459.50	4,919.00	13,583.00	8,664.00	36.2%
<u>Fort McKay</u>						
Quarterly Honorarium	1,471.00	1,471.00	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	1,471.00	2,802.96	4,273.96	21,275.00	17,001.04	20.1%
<u>Gift Lake</u>						
Quarterly Honorarium	2,194.75	2,286.92	4,481.67	4,920.00	438.33	
Travel & Subsistence		1,500.00	1,500.00	2,292.00	792.00	
In - Service				-	-	
Prior Year Carryover				4,874.00	4,874.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,194.75	3,786.92	5,981.67	12,336.00	6,354.33	48.5%
<u>Grouard</u>						
Quarterly Honorarium	2,137.84	2,918.50	5,056.34	4,920.00	(136.34)	
Travel & Subsistence		1,365.60	1,365.60	2,028.00	662.40	
In - Service				-	-	
Prior Year Carryover				5,713.00	5,713.00	
Casual Labour, Supplies & Awards		266.81	266.81	250.00	(16.81)	
Total	2,137.84	4,550.91	6,688.75	12,911.00	6,222.25	51.8%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>J.F. Dion</u>						
Quarterly Honorarium	2,459.50	2,459.50	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		712.15	712.15	250.00	(462.15)	
Total	2,459.50	4,071.65	6,531.15	15,880.00	9,348.85	41.1%
<u>Kateri</u>						
Quarterly Honorarium	3,195.00	1,237.59	4,432.59	4,920.00	487.41	
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	3,195.00	1,237.59	4,432.59	15,296.00	10,863.41	29.0%
<u>Little Buffalo</u>						
Quarterly Honorarium	2,436.00	2,436.00	4,872.00	4,920.00	48.00	
Travel & Subsistence		763.10	763.10	1,880.00	1,116.90	
In - Service			-		-	
Prior Year Carryover			-	288.00	288.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,436.00	3,199.10	5,635.10	7,338.00	1,702.90	76.8%
<u>Mistassini</u>						
Quarterly Honorarium	2,459.50	2,436.00	4,895.50	4,920.00	24.50	
Travel & Subsistence			-	2,836.00	2,836.00	
In - Service			-		-	
Prior Year Carryover			-	1,040.00	1,040.00	
Casual Labour, Supplies & Awards		1,831.62	1,831.62	250.00	(1,581.62)	
Total	2,459.50	4,267.62	6,727.12	9,046.00	2,318.88	74.4%
<u>Paddle Prairie</u>						
Quarterly Honorarium	2,712.50	1,567.08	4,279.58	4,920.00	640.42	
Travel & Subsistence	-	2,050.00	2,050.00	2,288.00	238.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	6,907.00	6,907.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	2,712.50	3,617.08	6,329.58	14,365.00	8,035.42	44.1%
<u>Peerless Lake</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence		80.00	80.00	2,340.00	2,260.00	
In - Service			-		-	
Prior Year Carryover			-	1,474.00	1,474.00	
Casual Labour, Supplies & Awards		477.43	477.43	250.00	(227.43)	
Total	2,459.50	3,016.93	5,476.43	8,984.00	3,507.57	61.0%
<u>Pelican Mountain</u>						
Quarterly Honorarium	1,494.50	1,494.50	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		1,383.08	1,383.08	250.00	(1,133.08)	
Total	1,494.50	3,155.62	4,650.12	14,609.00	9,958.88	31.8%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed			Percent Expended
				Budget	Difference	
St. Theresa						
Quarterly Honorarium	2,459.50	2,459.50	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		657.58	657.58	250.00	(407.58)	
Total	2,459.50	3,117.08	5,576.58	9,267.00	3,690.42	60.2%
Susa Creek						
Quarterly Honorarium	1,153.26	2,459.50	3,612.76	4,920.00	1,307.24	
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	1,153.26	2,553.11	3,706.37	16,238.00	12,531.63	22.8%
GRAND TOTAL	50,610.14	66,702.36	117,312.50	310,905.00	193,592.50	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	193,592.50
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	<u>22</u>	<u>193,592.50</u>

NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2015/2016 SCHOOL YEAR
PERIOD ENDING - MARCH 31, 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	2,196.62	-	(2,196.62)
OFFICE SUPPLIES--ELECTIONS	-	-	-
SUB-TOTAL	3,781.73	80,000.00	76,218.27
<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	7,371.00	30,000.00	22,629.00
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	328.17	-	(328.17)
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	822.63	-	(822.63)
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	8,671.88	-	(8,671.88)
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - MENTAL HEALTH INITIATIVE	740.50	-	(740.50)
SUB-TOTAL	17,934.18	30,000.00	12,065.82
<u>OTHER EXPENSES</u>			
REMUNERATION TRUSTEES	-	-	-
REMUNERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	3,436.51	4,000.00	563.49
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	54,275.89	200,000.00	145,724.11
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	14,737.96	25,000.00	10,262.04
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	52.67	-	(52.67)
TELEPHONE - TRUSTEE	294.14	3,000.00	2,705.86
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	31,158.37	40,000.00	8,841.63
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - RETREAT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	35,711.36	38,000.00	2,288.64
PRINTING & BINDING	986.99	3,500.00	2,513.01
INSURANCE - BOARD OF TRUSTEES	169.28	250.00	80.72
ADVERTISING - BOARD	639.42	3,000.00	2,360.58
OFFICE SUPPLIES	896.62	5,000.00	4,103.38
AWARDS	1,595.08	25,000.00	23,404.92
POSTAGE - BOARD	114.31	4,000.00	3,885.69
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	144,161.76	411,750.00	267,588.24
TOTAL	165,877.67	521,750.00	355,872.33

Letter to the Editor on education:

Local school chair calls for communities to have say in Northland

I understand that our provincial government is looking to hire a new "one member corporate board" to continue running the education system for Northland School Division.

Over a hundred years ago, government decided it knew better how to raise and educate children in our communities and started Indian residential schools, where children were taken away from their families.

Finally in 1983, a Northland School Act was passed, giving local communities the hard-fought right to elect their own local school boards, which then sent one representative to sit on the corporate board. Finally each community had a say in their education system.

This "basic right" was

once again taken away in January 2010, with the corporate board being fired, and the provincial government appointing a one-man board.

To my knowledge, no other jurisdiction has had to wait any longer than one year in order to elect a new school board. We have been waiting over 6 years.

It is my belief that the reason was because the graduation results of our communities are substantially lower than the provincial average and was embarrassing the provincial government.

Rather than help communities address the issues that are affecting the success rates, as we have been asking for many years, it appeared the government wanted to break up Northland School Division by sending us to neighboring

school jurisdictions which would effectively dilute the statistics.

Sure the receiving school jurisdictions' success rate would drop a little bit but it would make it that much easier for the government to carry on ignoring the issues, many of which were created by residential schools.

It is long overdue for our communities to decide if education is important.

For far too long Northland has been blamed for their low graduation rates, and the quality of the graduates.

Attendance the problem

Attendance is the biggest factor affecting students success rate.

For example, attendance at Mistassiniy School this school year to the end of January: Grade 10 average attendance of 69.2% - the average student is missing 1.5 day a week; Grade 11 - 60.2% meaning missing 2 days a week; and Grade 12 - only 47.4%, which translates to missing 2.5 days each week.

We have students who have great attendance. These students will do just fine.

How often are students who are struggling, coming to school? One day a week?

The fact is, no matter how good our teachers are, if students are not in the class, their education can not succeed.

Parents must be involved

It's time that every parent, every level of government and every community organization look at ways to help out.

It's time to quit blaming Northland School Division and, instead ask, "What can we do to help?"

It's time for all of our communities to decide to get serious about our future generations and make it known that education is important.

It's time for the provincial government to do the right thing. Reinstate the Northland act as it was written.

Our communities are too spread out to implement a ward system. Each commu-

nity must have a say in what is needed in their respective communities.

I urge our provincial government to let our communities have the say that they deserve, and to provide the help that our communities so desperately need.

Robin Guild

**Local School Board Chair
St. Theresa School
Wabasca Alberta**

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The Advocate: Volume 3 - Issue 13

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THE ADVOCATE

March 2016

April 2016 Public School Boards Council Meeting

The April 2016 Council Meeting will officially kick off with Dinner and a Conversation with *Luke Fevin* on Thursday 14 April 2016 at 5:30 p.m. in the Rundle Ballroom at the DoubleTree by Hilton Hotel.

The morning of Friday 15 April 2016 our Council Meeting will begin with breakfast at 8:00 a.m. and the Business Meeting at 9:00 a.m. in the SBCC #7 Room. Immediately following lunch at 1:15 p.m. we have a presentation with Ellen Hambrook, Assistant Deputy Minister, we then adjourn at 4:00 p.m.

The Council Meeting will resume on Saturday 16 April 2016, at 9:00 a.m. in the SBCC #7 Room, following the deluxe continental breakfast. There will be a presentation by *Muriel Stanley Venne, Chair, Aboriginal Commission on Human Rights & Justice*. The meeting will adjourn at 11:30 a.m.

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

Spring General Assembly 2016

The Spring General Assembly begins the evening of Friday 03 June 2016 and will conclude at noon on Sunday 05 June 2016. Our program, **A Celebration of Public School Education in Alberta: *Every day heroes in the lives of our Students***, includes many exciting guest speakers and breakout sessions, more information can be found in the Save the Date Brochure below. Our Spring General Assembly will be hosted at the Sheraton Red Deer Hotel, 3310 – 50th Ave., Red Deer, AB.

[View our Save the Date Brochure](#)

[Register now!](#)

Governance Seminar June 2016

On Friday 03 June 2016 the Association is hosting a one day Governance Seminar entitled: ***Update Your Dispute Resolution Policy*** facilitated by Maurice Fritze. The Governance Seminar will take place at the Sheraton Red Deer Hotel, 3310 50 Ave, Red Deer, AB T4N 3X9

[More Information](#)

[Register now!](#)

Labour Information
Sharing Alliance Session

Other news

ATA: Myth-busting needed in

On 14 April 2016 at 4:00 p.m. - 6:00 p.m. the Association will be hosting a free of charge Labour Information Sharing Alliance (LISA) Session facilitated by Dave Johnson. The meeting will take place at the DoubleTree by Hilton Hotel West Edmonton, 16615 109 Ave NW, Edmonton, AB T5P 4K8.

Register now!

LGBTQ debate

Please find below a link from the ATA site regarding the Government's Guidelines for Best Practices related to including LGBTQ students. [Click here.](#)

Government & MLA Contacts

If you need the contact information for Premier Notley, Cabinet or any MLAs, just click [here](#).

Public School Boards'

Association's Four Year Calendar

Our [Four Year Calendar](#) provides you with an outline of our Upcoming Events for 2016 - 2019.

Sponsors



If you have unionized employees and require the services of an expert labour relations professional, get in touch for a free consultation.

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A · S · B · A
 Alberta School Boards
 Association

For members of the Alberta School Boards Association

Communications Now

March 2016

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In *Resources for Families*

Creating a lifetime of success... through strong reading skills

Join the infographics revolution

The average person is bombarded with information that could fill 174 newspapers every day. A study found that we are surrounded by data from the Internet, 24-hour TV, mobile phones and print at a rate of five times the information we saw in 1986. It's a wonder that anything sticks.

As media – print, online and “on ear” – compete for the attention of parents, staff, taxpayers and students, it is more important than ever to stand out and be remembered.

Infographics: Getting attention with words and images

An easy, popular way to capture attention and get more retention is to use infographics – graphics that include brief but striking facts and figures. Let's face it, in the world of Twitter and hashtags, fewer people actually read long blocks of text, and that includes your jurisdiction's “thought leaders” or key communicators. Readers tend to spend a few seconds on your message before moving on to something else.

Many services offer infographic tools if you don't have a graphic designer on staff or on contract. Piktochart (www.piktochart.com) is one example of an easy-to-use infographic tool.

We could tell you why infographics works...but it may be more effective if you glance at the infographics following the article.

How can school jurisdictions and boards use infographics?

They can accompany almost any information you need to share, from proposed budgets to annual reports, administrative cost ratios, and student achievement gains. In some cases, they can replace the stories you write about these topics.

Post them online and include links in key communicator and staff emails. Have copies available at board meetings, forums, news briefings, staff in-service sessions, or just about any gathering you organize. Turn them into large posters and display in lobbies and at meetings, and events.

About Piktochart: It has a special deal for an “educational pro package”, but try the service for free at first. Templates

(<http://piktochart.com/templates/>) help you turn any type of information into graphics. Here's a link to explore and sign up:

<http://piktochart.com/pricing/education-2/>

Contributed by Shannon Priem, APR, communications consultant; school infographics courtesy of North Clackamas Schools, Milwaukie, Oregon.

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.



5 reasons schools should use infographics



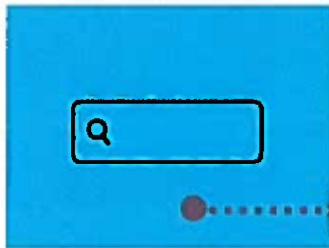
Capture

It takes one-fourth of a second to understand visual information.



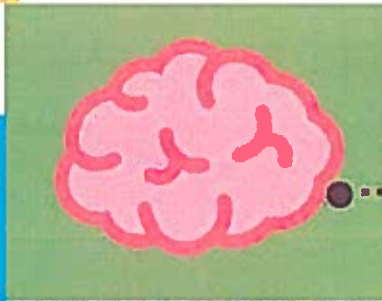
Awareness

Use your district's colors, fonts, photos to remind patrons of your "brand."



Retention

Readers process images 60,000 times faster than words.



SEO

Search Engine Optimization: graphics increase traffic to your website by 12 percent.



Credibility

Professional graphics increase confidence. Reach key communicators quickly and build confidence.



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ASSESSMENT TYPES

All of the different assessment types work together to provide a complete, valid, reliable, and fair picture of a student's abilities.



Diagnostic

Assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction.



Formative

Assesses a student's performance during instruction, and usually occurs regularly throughout the instruction process.



Summative

Measures a student's achievement at the end of instruction.



Norm-Referenced

Compares a student's performance against a national or other "norm" group.



Criterion-Referenced

Measures a student's performance against a goal, specific objective, or standard.



Interim/Benchmark

Evaluates student performance at periodic intervals, frequently at the end of a grading period. Can predict student performance on end-of-year summative tests.



LEVELS OF ENGAGEMENT

According to Phillip Schlechty, there are five ways that students respond or adapt to school-related tasks and activities.



ENGAGEMENT

HIGH ATTENTION - HIGH COMMITMENT

The student associates the task with a result or product that has meaning and value for the student. The student will persist in the face of difficulty and will learn at high and profound levels.



STRATEGIC COMPLIANCE

HIGH ATTENTION - LOW COMMITMENT

The task has little inherent or direct value to the student, but the student associates it with outcomes or results that do have value to the student (such as grades). Student will abandon work if extrinsic goals are not realized and will not retain what is learned.



RITUAL COMPLIANCE

LOW ATTENTION - LOW COMMITMENT

The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. The student will learn at low and superficial levels.



RETREATISM

NO ATTENTION - NO COMMITMENT

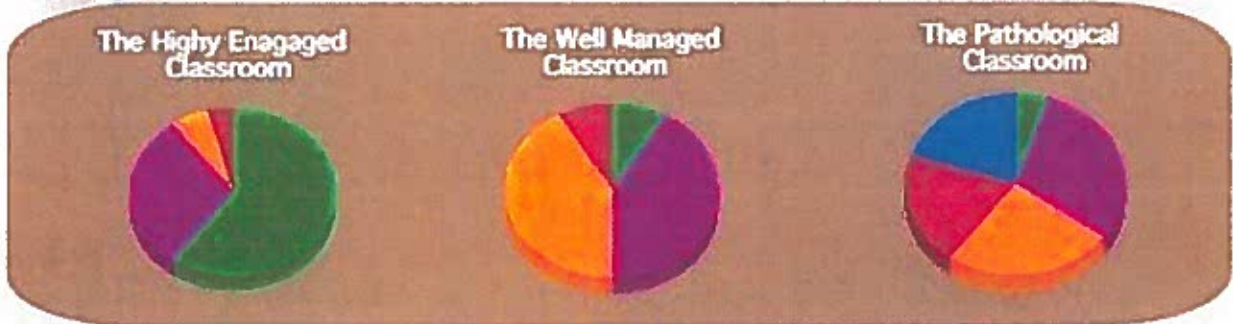
The student is disengaged from the task and does not attempt to comply with its demands, but does not try to disrupt the work or substitute other activities for it. The student does not participate and learns little or nothing from the task.



REBELLION

DIVERTED ATTENTION - NO COMMITMENT

The student refuses to do the work, acts in ways to disrupt others, or substitutes tasks and activities to which he or she is committed. Student develops poor work sometimes negative attitudes towards formal education and intellectual tasks.





Communications Now

How to know which communication tool to use, and when?

You have a toolbox full of communication tools, but how do you know which one to use in a given situation?

It's important to know because communication tools are like construction tools – they are most effective when you use them for the right jobs. You don't use a hammer to dig a hole, but a hammer works beautifully to pound a nail. Likewise, you don't use Twitter to explain your school jurisdiction's budget, but it's a fine method for offering an interesting headline and directing readers to your website for more information.

Often, the tool you use depends on what you're trying to communicate. If school is cancelled because of weather, a text message or Twitter works well. If you're sharing information about curriculum or something that requires some explanation, then your webpage is the right tool. On your website, you can include comprehensive information and links to other resources.

While using the right tool is important, smart communicators know that there's no "one tool" to get the job done. Parents use such a wide variety of news sources that you can't just post information on one site and be assured that the majority of stakeholders are seeing it. Some parents rely on the jurisdiction website for information while others prefer Facebook. Some like getting electronic newsletters. Others want the immediacy of an auto dialer call.

A coordinated approach often yields the best results. For instance, you could post the full story with all the details on your website. Then post a photo on Facebook, along with a link to the website. Also consider a short headline on twitter to grab people's attention and refer them to the website to read the article. Include the information in your parent newsletter. Rely on all of your tools, but tailor your message to the tool you're using.

Here are some guidelines for when and how to use different communication tools:

Electronic communications

The beauty of electronic communication is that you can share the news as soon as it happens. At one time, jurisdictions commonly produced a printed quarterly newsletter to tell their stories. Now many have moved away from formal newsletters altogether and send weekly electronic bulletins with their news highlights. Some jurisdictions don't have a regular production schedule – they send out electronic bulletins whenever they have news to share.

Parents like the immediacy of electronic communications. On a 2011 survey by the National School Public Relations Association, parents said their top five methods of receiving communications from their school and jurisdiction are email, online parent portals, e-newsletters, jurisdiction and school websites and telephone/auto dialer.

Electronic newsletters take many forms. They can be as simple as an email to parents. Some jurisdictions subscribe to services such as Constant Contact (www.constantcontact.com) that offer a variety of templates and formats for sending electronic messages.

One of the benefits of this type of service is that allows you to track the number of people who open your email and even how many click on the links, so you can measure the effectiveness of your communications. Constant Contact, and similar e-newsletter services, will also suggest the most effective time to send your message, so you get the best results. The monthly fee is based on the number of subscribers and allows you to send an unlimited number of newsletters.

Blogs are another popular tool because they are short, friendly and conversational. You can include text and photos as well as links to other resources. Many principals find them easier than newsletters because the formatting is simple or automated, and



Communications Now

they can communicate with parents as soon as things happen. There are a number of free blog templates available through sites such as Weebly and Word Press.

Peachjar, a digital system for delivering flyers to parents, is another electronic tool (www.peachjar.com). Through this tool, flyers are emailed to parents and also automatically posted on each school's website. There is no cost to schools, but outside organizations who wish to post flyers pay a small service fee (and the flyer is only delivered with school approval). Flyers can be scheduled for the exact day of an event or for a strategic period of time when an activity is happening.

The key to electronic communications is to send your communication pieces regularly and with news that is up to date. The purpose of any communication is to be read, and parents will learn not to open electronic communications that aren't current.

Social media

Facebook, Twitter and other social media are great tools to communicate quickly with a wide audience and to get help from followers in delivering your message. Parents often will share or retweet your messages, greatly expanding your reach.

Facebook can be an effective tool for schools because it allows for two-way communication. Your followers can respond to your posts, giving you valuable feedback.

The best time to post on Facebook is usually in the afternoon between 1-4 p.m. Research shows posts during that timeframe result in the highest click rate. The worst time to post is before 8 a.m. and after 8 p.m. when people presumably have other things to do. For more information, check your page insights. Your engagement trend may be slightly different.

With **Twitter**, an optimum time to post is around lunchtime. Peak posting days are Wednesday and Thursday. After 3 p.m. on Friday, most people have

officially checked out and you're better off waiting until Monday to post again.

Social media is a good spot for photos and short news briefs linking people to material on your website. Also, social media is a great place for photos and short news stories that typically don't make your webpage.

For example, you can post a photo of kids working on a science experiment without a story to go with it. Or link to a news story about the big football game.

Text messages

Texting is an effective way to deliver emergency messages, such as school closure information. While many parents prefer text messages, there can be a cost involved, depending on the recipient's phone plan.

Remind 101 is a texting service that a number of school divisions and other organizations are using successfully. The tool allows teachers or parent groups to reach students and their families in a format very similar to regular texting. www.remind.com

Auto dialer

Many parents still like getting a telephone call with important information, especially with time-sensitive information such as school closures or reminders about concerts, conferences and other events. With emergency information, the call should be made immediately. With other calls, parents prefer receiving them in the evening.

An advantage of auto dialers is that the messages can be scheduled to be delivered at specific times and automatically translated into a variety of languages.

Printed communications

While electronic communications are increasingly preferred, there is still a place for printed messages. Schools often send printed letters or flyers home with students when the message is critical and they want to make sure every family receives it.



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For example, if there was an incident at school requiring a lockdown, many schools will send home a printed communication as well as post it on the website and send through other electronic tools. If flyers are sent electronically, it's helpful to print out a copy and post it on a bulletin board in the entry where parents can easily see it.

Websites and mobile apps

Your website should be the anchor of all of your communications. You can include detailed information on your website and direct stakeholders there through posts on other electronic media.

Ideally, your website should tie to a mobile app that stakeholders can easily access through their smartphones. About two-thirds of Canadians own a smartphone, according to the Canadian Radio-television and Telecommunications Commission (<http://www.cbc.ca/news/business/crtc-telecom-report-1.3290603>), so mobile apps are quickly becoming a preferred source of school information.

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

Get rid of jargon

"The well-meaning communicator, in opting for jargon, has lost a valuable opportunity to communicate. Knowingly or unknowingly, jargon has become the lazy man's way to avoid wrestling with how to communicate clearly, concisely and with passion to others who may not understand the concepts that some of us live and breathe each day." —Joan Lowery, *Cut the Jargon*

(www.thefreelibrary.com/Cut+the+jargon%3a+It+has+become+a+public+relations+nighmare+leading+to...-a080506757)

It's a little ironic that many educators have difficulty explaining things outside of a classroom. They may teach their subjects clearly to students but struggle to share information with parents or community members. When they talk about educational topics, they often fall back on 'eduspeak', or jargon.

Jargon is not effective for communicating and can be alienating. Jargon has the consequence of having the listener believe he or she doesn't belong in the conversation. Also, not only is jargon difficult for non-educators to understand, it may cause confusion among fellow educators who may have a different or incomplete understanding of the terms.

This is not a new problem, nor is it entirely the fault of educators. Educational jargon often starts with educational reform efforts. By the time new initiatives reach classrooms, educators have been trained in the jargon of the issue. They use it to convey the program or reform to parents and community members. By then, it's not jargon to the educators; it's familiar language, so they don't even realize they are using jargon in their communications.

Consider this example by author and educational correspondent John Merrow:

"Aligned instruction with buy-in by highly qualified teachers for authentic inquiry-based learning and student engagement in professional learning communities will produce 21st Century skills in our youngsters." (www.takingnote.learningmatters.tv)

Does this make perfect sense to you? Does this sound like something you would say? Now consider how much of this sentence you would understand as a parent or visitor to the school.

Liz Dwyer, education editor for Good Magazine, commented on that very quote in an online post:

"No one – not even the academic policy wonks that have convinced teachers and principals that this is how you have to talk in order to sound competent and professional – *really* knows what that means. It's no wonder many parents skip coffee with the principal or dread the bi-annual parent-teacher conference. Understanding this stuff is like translating a foreign language." (www.good.is/posts/is-the-education-reform-world-filled-with-too-much-jargon/)



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If you don't use big words, how will people know how educated you are?

Every field has its own jargon. The challenge for any field that requires **regular** communication with the public is to ensure that the public can understand.

Doctors are trained in complex medical terminology, but we are most confident in the ones who can put us at ease by explaining our particular medical concerns in plain language.

But, you might say, using complex terms makes the communicator sound smart. Unfortunately, the opposite is often true. These words can result in suspicion of educators and often mask a lack of understanding.

“Do some educators obfuscate because they think it makes them sound more professional? Are some educators so deep in the weeds of their profession that they have forgotten how to communicate with ordinary folks? And are some being duplicitous, saying, “We know what works” when in fact they do not? I suspect it’s “Yes” to all of the above.” – John Merrow, educational correspondent.

You can use jargon if your audience knows the jargon

Joan Lowery suggests a simple solution to the jargon problem: Know your audience. “Effective communicators in any environment must understand the knowledge base of their audience.” When speaking to colleagues, feel free to speak in jargon. On the other hand, you’ll have an easier time establishing a habit of plain language if you try to speak plainly most of the time.

Please remember that school board trustees and education reporters may not understand eduspeak. In reports and meetings, it is important to define your terms and avoid too many buzzwords.

FYI: Replace acronyms with real words

Acronyms are SOP (standard operating procedure) in education. They are AKA (also known as) jargon.

To be completely PC (politically correct) and ensure maximum understanding, don’t use this “alphabet soup” as your MO (modus operandi or method of operation). If you do, be sure to be available for Q&A (questions and answer) sessions or provide a list of FAQs (frequently answered questions) to your community.

Seriously, most people probably know what a PD (professional development) Day is, but FNMI (First Nations Metis Inuit) – even this many years of being in use – may be gibberish to non-educators.

Laughing at us, not with us?

Some regular observers of school jurisdiction business have found humor in trying to keep up with changing buzzwords. They have produced tools to help show the absurdity of too much jargon.

“Reporter Jackie Borchardt of the *Casper Star-Tribune* made a school board bingo card last year that included “literacy,” “goal team,” “rigor,” “pathways,” “research-based,” “engaged,” “high-access,” “what’s best for kids,” “cohort,” “strategic plan,” and “21st century education.” She didn’t say whether she called out “Bingo” during a School Board meeting!” (Merrow)

There is an online Educational Jargon Generator that can help you “generate and leverage impactful interfaces in your conversations” (*please note: this sentence contains jargon*). The author developed it to “Amaze your colleagues with finely crafted phrases of educational nonsense!”

(<http://www.sciencegeek.net/lingo.html>)

Learn how to make short words longer and long-words shorter with acronyms. For a humorous, tongue-in-cheek look at jargon in the business world, see this video interview at DailyIdea.tv:

(www.youtube.com/watch?feature=player_embedded&v=8O9m92CA00o#!)

Decoding the jargon

Educational jargon may differ slightly among states for some state-related programs, but the standard words are likely to be found everywhere. An online



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search of educational jargon yields translation tools that may help clarify terms for non-educators.

A lexicon of learning: what educators mean when they say...

<http://www.ascd.org/Publications/Lexicon-of-Learning.aspx>

Dictionary of educational jargon

<http://www.teachermission.fen.com/pro-dev/new-teacher/48466.html>

Rockyview School Division list of education jargon

<http://www.rockyview.ab.ca/families/education-jargon>

Contributed by Marcia Latta, communications consultant



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Six steps to building consensus

Change is necessary for any institution, but a lack of consensus about change is one of the biggest hurdles to implementing new plans. It's not enough to have a plan – your team needs to be on board.

The process of building consensus can actually improve group relationships – on your school board or in your community. Resentment and rivalry between winners and losers is minimized when everyone feels they have participated in the outcome.

For school jurisdictions, consensus building is essential. Top-down decisions without community support, can have disastrous results.

Consensus decision making involves a collaborative discussion, rather than an adversarial debate. Thus, a consensus process is more likely to result in all parties reaching common ground or common understanding. The result is better decisions because all perspectives are taken into account and all concerns are addressed.

Make sure everyone knows the importance of their contribution

Consensus-based decision making processes should include the people who will be affected by the decision. Invite everyone to the table. You will have not only a more effective decision that takes all perspectives into account, but you will have more support implementing due to a sense of ownership from the process.

This can backfire if the meeting is led by a stakeholder. A stakeholder who might think of consensus as a way to get everyone to come around to their way of thinking, but a perspective like this can block progress.

A leader with a strong opinion about the potential outcome would do best to step aside during the process. For big decisions with high stakes, consider hiring an outside facilitator to mediate the discussion.

Decide how the group will agree on the final decision

A consensus process allows a group to generate as much agreement as possible, but the final decision doesn't have to be by vote.

While some decisions may require everyone to agree to the proposal, others may only need a super-majority of the group, a simple majority vote, or even the judgment of the leader. Making sure that everyone understands how the decision will be made leads to more understanding and, ultimately, acceptance of the result. (*See tips on final decision rules, below.*)

Make sure everyone understands what it means to give consent

Consenting to a proposal does not necessarily mean it is your first choice. This should be explained to stakeholders, and people should be encouraged to think about the good of the whole group. This may mean accepting a popular proposal that is not a personal preference.

In consensus, decision-making participants voice their concerns during the discussion, so their ideas can be included. In the end, however, they often decide to accept the best effort of the group rather than create factions or an “us against them” mentality.

List all of the concerns people want addressed

Typically, each stakeholder has different interests and concerns and defines the problem somewhat differently. A more complete picture of the problem will emerge as more stakeholders share their perceptions and come to understand how all their concerns and interests are interrelated.

Recognizing this interdependence is crucial to consensus building. This recognition ensures that each interested party will have at least some power in the negotiation. For more information, see *Collaborating: Finding Common Ground for Multiparty Problems*, by Barbara Gray.



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If the consensus you are trying to build doesn't involve a meeting, this can increase your chance of success. Roger Fisher, Bill Ury, and Bruce Patton, in their book, *Getting to Yes*, suggested the phrase, "single text" negotiation.

Rather than having each party propose its own version of an ideal agreement, a neutral party carries a single version of a possible agreement from party to party seeking "improvements" that will make it acceptable to the next person on the list.

Take a straw poll

Before attempting a lengthy discussion in a meeting setting, find out how much support a proposal has. If everyone agrees on a position, move on to finalizing and implementing the decision.

If there is disagreement, discuss the concerns that are not met by the proposal. Then adapt the proposal, if possible, to make it more broadly agreeable.

Sometimes a solution is reached by finding a middle ground between all parties. Even better is a proposal that is shaped to meet as many needs as possible (win-win) rather than compromising to meet needs. Remember to listen to each dissenter.

Apply your final decision rule

After a strong attempt has been made to get full agreement, poll the group to find out if the support in the group is sufficient to pass the proposal. At that point, apply your final decision rule.

The threshold of necessary support depends on the group's choice of decision rule. The decision rule used by your group should be decided well in advance of any contentious proposal being brought before it.

If the consensus you are trying to build is with a large group, it is likely there will always be holdouts. Within a community, there may be an entire faction of people who continue to disagree with the decision.

If you have followed all of the above steps, you have done your best to make sure their concerns and interests were considered in the process. This is to their advantage as well, as holdouts may become "spoilers," who try to block implementation of any agreement that is reached.

www.beyondintractability.org/essay/consensus-building

When widespread agreement is achieved and everyone has participated in the process, there is usually a strong level of cooperation in follow through.

What if the outcome isn't what I wanted?

The catch with making decisions as a group is that the leader is only a facilitator. You can try to direct the group toward your preferred outcome by using good arguments and supporting them with research but, with consensus, other people may have more compelling needs or arguments.

If you try to control the discussion, people may accurately sense that you are not trying to build consensus. They may perceive that you are trying to get everyone to come around to your way of thinking. If the result of the consensus happens to be something you disagree with, you are going to have to step back and allow it to happen.

Final Decision Rules

One dissenter means that all participants support the decision except for one. The individual dissenter usually can't block the decision, but may be able to prolong. Due to their skepticism, the lone dissenter makes a good evaluator of the outcome of the decision because they can view it with a critical eye and spot negative consequences before others would.

Two dissenters also can't block a decision, but they are more effective at prolonging debate and obtaining a third dissenter, which may result in blocking a decision if they agree on what is wrong with the proposal.



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Three dissenters generally constitutes non-consensus, but this can vary between decision-making bodies, especially in a small group.

Rough consensus doesn't specifically define how much agreement is enough. The working group leader, or even the group itself, must decide when a consensus has been reached, although this can create additional disagreement when consensus cannot be reached about coming to a consensus.

This places increased responsibility on the leader and can stir further debate if the leader's judgment is questioned.

Unanimity

Super-majority (55% to 90% agreement)

Simple Majority

Referred to a committee or leader for final ruling

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



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Weblinks

International Children's Book Day

April 2, 2016

Theme: "Once upon a time..."

www.ibby.org (click on activities, then on International Children's Book Day)

"Shakespeare Selfie" youth writing challenge

April 11 – April 29, 2016

The challenge is to write a modern-day soliloquy or monologue by a Shakespearean characters. Modern syntax or iambic pentameter accepted.

The CBC "Canada writes" is for students in grades 7-9 or 10-12. The competition will be judged by Kenneth Opiel, a writer from British Columbia. Prizes include iPad minis.

For more information:

<http://www.cbc.ca/books/2015/10/the-2016-shakespeare-selfie-writing-challenge-for-students.html>

Earth Day

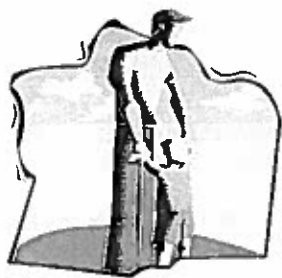
April 22, 2016

www.earthday.ca

Administrative Professionals' Week

April 24-30, 2016

www.iaap-hq.org



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

Resources for Families

Creating a lifetime of success... through strong reading skills

There is a strong connection between school success and reading skills in the early grades. A general guideline is for students to read proficiently by grade three. Students who struggle with reading by mid-elementary school are more likely to continue struggling academically and face a widening achievement gap.

A study by the Annie E. Casey Foundation confirmed that grade three is an important milestone for student success:

“A student’s ability to read at grade level by the third grade is the number one indicator whether or not that student will complete high school.”

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

According to researchers, there is “a link between failure to read proficiently by the end of third grade, ongoing academic difficulties in school, failure to graduate from high school on time and chances of succeeding economically later in life – including individuals’ ability to break the cycle of intergenerational poverty... ability to ensure global competitiveness, general productivity and national security.”

It is easy to underestimate the value of the easy reader books for young readers, but study after study shows that third-grade reading skills are critical for overall school success.

Age-appropriate books like Magic Treehouse books or *Cloudy with a Chance of Meatballs* may not seem like a critical part of student success, but they are. These are the books that students should be able to read.

Access to books is critical

Learning to read requires access to books at school and at home. The more students read, the better they become at comprehension, vocabulary and fluency. Students need reading materials that they can and want to read, but many – especially those in low-income families – do not have access to age-appropriate reading materials at home.

Researchers have found that the number of books available to kids was lowest in homes with the lowest household incomes. This book gap continues to be a problem that includes any age-appropriate books, printed materials or digital texts.

- One study found that in middle income neighbourhoods, the estimated ratio is 13 books per child; in low-income neighbourhoods, the ratio is equal to only one book for every 300 children.
- Children from low-income families lack early interactions that lead to language development, including being read to. New data show that children from low-income families have one-fourth the vocabulary of children from wealthier homes.
- By the time children from low-income families enter kindergarten, they are 12-14 months below national norms in language and pre-reading skills.

<http://www.firstbookcanada.org/images/pdf/Statistics-on-Literacy.pdf>

What can parents do?

Schools are recognizing the importance of books for the youngest kids. Some are developing programs for parents of children ages birth to five to emphasize the value of early access to books and help them build



their early reader library with books they can take home.

Community programs are important sources of reading help, often donating early reader books at programs and events. Education foundations often provide free books to families. Also, most local libraries sponsor weekly story time for preschool children.

Read aloud, provide materials, model reading

Some of the most important things you can do to help your child become a great reader include:

- Reading to your child every day
- Read with your child
- Be a role model (let children see you reading)
- Create a reading space
- Limit screen time
- Use rhymes, games and songs
- Focus on meaning
 - Talk about the text – ask questions
 - Look at the pictures to help figure out hard words

http://www.caringforkids.cps.ca/handouts/promoting_reading_in_school_aged_children

- When reading a book where the print is large, point word by word as you read. This will help the child learn that reading goes from left to right and understand that the word he or she says is the word he or she sees.
- Read a child's favorite book over and over again.
- Read many stories with rhyming words and lines that repeat. Invite the child to join in on these parts. Point, word by word, as he or she reads along with you.
- Discuss new words. For example, "This big house is called a palace. Who do you think lives in a palace?"
- Stop and ask about the pictures and about what is happening in the story.
- Read from a variety of children's books, including fairy tales, song books, poems, and information books.

<http://1.usa.gov/1ZJMleg>

There are some helpful resources and tips for parents who want to help their children build reading skills, on this website:

<http://www2.ed.gov/parents/read/resources/readingtips/index.html>



A · S · B · A
Alberta School Boards
Association

For members of the Alberta School Boards Association

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Helping your child manage stress

Total users:

- Facebook, 1,591 billion
- Snapchat, 100 million
- Oovoo, 135 million
- Kik, 2.475 million

<http://expandedramblings.com/index.php/resource-how-many-people-use-the-top-social-media>

It may seem that everyone is already – or has been – on Facebook, but there are still some holdouts. It's not a bad thing to be a late adopter, but it may be time – finally – to join the growing ranks of social media users.

If your jurisdiction is still hesitating, you might consider the benefits of joining and learn how to get started.

Why be social?

The basic features are the same for most social networks: providing an information hub for a network of followers, broadcasting information to your network that they can share with their own networks, listening to conversations with and about your jurisdiction, and responding to comments.

Social tools are also excellent news feeds, especially for sharing the little stories that may not warrant bigger headlines on your website's featured headlines page.

How to set up and use social networks to promote your jurisdiction

By now, Facebook is old hat. So old, that many members of younger generations have shunned it in favor of newer, cooler networks like Snapchat, Oovoo and Kik.

If you don't know those names, don't worry. New social networks come and go every day, and they may have useful features worth your consideration, but Facebook still sets the standard as one of the best ways to share information online with your supporters.

Facebook, the largest social network is still going strong. The network grew 12 per cent from 2014-2015, has more than 1.44 billion monthly active users, and almost half of them log in to their account on any given day. www.statisticbrain.com/facebook-statistics/

To understand the reach of the largest social network, take a look at the user statistics compared to the three "younger" networks mentioned above.

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The nuts and bolts of getting started

Setting up your online presence is the easiest part of using social media.

To use Facebook, you will be setting up and managing a public page that is separate from but attached to a personal account.

The personal Facebook page needs a real name and a functional email address. If you already have a personal account, you may want to set up a separate page associated with your new jurisdiction page. This helps to keep your personal and work pages separate, and it makes it easier to transfer ownership or management if you leave the position or no longer have social media as a job responsibility.

If you only plan to use your new personal account to manage your jurisdiction page, you can set your privacy settings so the page isn't visible to the public.

The process for getting started is not difficult. First log in, then go to www.facebook.com/pages/create.php. Then select Company, Organization or Institution. Choose Education as your category and add your jurisdiction name. Finally, check the box to agree to Facebook's terms.

Now you are ready to populate your page. Follow the prompts on Facebook. Start by uploading a photo that represents your jurisdiction. A photo showing student learning is a great cover photo. Be sure to follow Freedom of Information and Protection of Privacy (FOIP) and your jurisdiction's protocol for receiving permission from parents for photo use. Then check the skip ads box and save your information.

In the page admin panel, you can edit the page and update your information. Add contact information, mission statements, descriptions, etc. Feel free to leave some questions on the form empty, but provide enough information about your jurisdiction that visitors learn who you are, what you stand for and where to find you.

The next step is to add others, so you can share content responsibilities. Go to Page Roles to invite

others as an administrator, editor, moderator or analyst. To assign permissions, those people will also need personal Facebook accounts.

You can browse through the Settings menu to select options for page visibility, visitor posts, age, country and language settings. You can set Page Moderation to block certain words or individuals from the page. You can allow visitors to post to your timeline with or without post moderation, which allows you to review posts prior to making them public.

There are many options for page set-up and management. Start getting familiar with them by browsing the menu.

For a helpful step-by-step tutorial about setting up your page, see video by Pasco County (Fla) Schools on YouTube: www.youtube.com/watch?v=Uwib1Tudci7c

Maintaining your page

Facebook is all about engagement: You post something, your followers like the post or comment on it, then they ask questions and you respond. To be effective, your site must be active. You need a steady stream of new content about people and activities in your jurisdiction.

Easy content ideas include upcoming events in the jurisdiction and in schools, links to positive stories in the news media – simply share from the story to your page, photos of events or students, awards and congratulations to students and staff for achievements. There are numerous possibilities. Do not worry too much about whether your content seems trivial or unimportant. Aim for sharing your important stories *and* showing glimpses of your schools and students to help connect with community members who don't have kids in school or a reason to look inside your buildings.

Best practices are to post regularly, generally several times a week. Include photos, which are more engaging than text alone. Don't flood your page with too many posts in a 24-hour period. Watch your insights to see when most of your audience logs on.



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For schools, afternoon and evening posts usually generate more interest than early morning activity.

As you start to use your page, you can see the analytics that show the number of people reached, new page likes, engagement levels for your page and individual posts. Go to Insights to see this data and more. This section is very helpful in understanding your audience – their ages, where they are, and what they engaged with most.

Considerations and cautions

There are cautions that you should know related to social media activity. If your jurisdiction doesn't have a social media policy, it should. Consider policies to address staff and student social media use.

In the meantime, let common sense be your guide. Safety should be your number one priority. Be clear about the legal limitations regarding.

Communicate in a friendly but professional manner. The tone for posts doesn't have to be as formal as other forms of jurisdiction communication, but it should be appropriate and respectful. And staff should maintain professional distance from students. No staff member should engage too closely with individual students, either through the student's Facebook page or in private messages. The intent may be harmless, but the perception can raise concerns.

How to respond to negative comments

Don't be afraid of negative comments. Facebook can help you build trust with your audiences if you communicate consistently and authentically. One of the best ways to do that is to be transparent. Be sure to respond quickly, especially if the comment is critical. Just as you would for other communications, be sure to apologize and accept responsibility if warranted.

Be careful about blocking your naysayers. Although you can block users, you should reserve that response for abusive or inflammatory posts. Users who express criticism provide a good opportunity to understand sentiment in your community. If the

criticism is unreasonable, your other followers will often jump to your defense, which gives you third-party credibility and can help build your network of supporters.

Resources

There are many online resources that can help you set up and effectively use social media in general, and Facebook in particular. A few school-specific links are listed below:

- **Creating a Dynamic Facebook Page for Your School**
www.edutopia.org/blog/creating-dynamic-facebook-page-your-school-anne-obrien
- **The 7 Essential Elements of Effective Social Media Marketing**
www.copyblogger.com/social-media-marketing-steps/
- **School Public Schools Use Facebook? Pros and Cons**
www.publicschoolreview.com/blog/should-public-schools-use-facebooks-pros-and-cons
- **Social media for schools: a guide to Twitter, Facebook and Pinterest**
www.theguardian.com/teacher-network/2012/jul/26/social-media-teacher-guide
- **Ten ways schools are using social media effectively**
www.eschoolnews.com/2011/10/21/ten-ways-schools-are-using-social-media-effectively/

Contributed by Marcia Latta, communications consultant



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The Power of networking for school leaders

Building a powerful network is not a game of passing out cards at an occasional event. There's no short-cut or trick. It takes time and personal contact – with the right people, at the right time – consistently and over time. Here are some tips for building your network.

Use existing networks

While every jurisdiction is unique, but most have similar networks in place. They are also known as rotary clubs, chambers of commerce, city clubs, government leaders, police, clergy and, of course, school based groups such as school councils.

To build a strong network, ask yourself a few key questions:

- Are you keeping in touch with leaders in these groups? More important, are you going to *their* events and meetings, or are you just inviting them to yours?
- If you have a key communicator program, dust it off and rekindle it if it's lapsed or gotten stale for lack of feeding. If you haven't kept in touch lately with messages, calls or gatherings, consider a pulse-check with a quick online survey like Survey Monkey. Or, start planning lunch or coffee just to catch up.

Increase your connections before you need to or it will feel like the old high school buddy who shows up out of the blue just to catch up...then pitches you for something he needs.

Find your strength

However you network, it needs to dovetail with your personality. If you're not a gregarious person, don't force yourself to be outgoing. You can still establish rapport quietly with a few key influencers. Don't try to be someone you're not. Find your strength and use it naturally. You don't have to do a lot of public

speaking or appearances. If that lands you out of your comfort zone, your audience will know it.

Examples are: If you love to read, share what you're reading with others. Keep in touch online via email or blogposts. If you love sports, that's easy – high school games are usually the biggest parties in every small town. Reach out to fellow spectators.

Take advantage of your position to applaud others – give credit to certain folks who impressed you during the week with a special “kudos” at board meetings. Look for examples where people weren't trying to be noticed. That shows them you notice things that really matter to them – and not just because they want credit.

Get creative and informal

Most people see attending events or playing golf as the only way to network. Get creative with how you meet up with people. One superintendent hosted a popular “Second cup” hour for parents to drop in during the late morning for their second cup of coffee to share rumors, ideas and concerns.

Hold private dinner parties, or meet folks at local restaurants, which builds business connections and loyalty from your food service industry as well. Be generous – connect other influential people to each other. For instance, if you were to meet new parents in your jurisdiction who love animals, you could suggest a good vet and make an introduction. They'll see you as an asset, which builds loyalty for your causes.

Make friends with the gatekeepers

Who are the air traffic controllers of any organization? The executive assistants and office managers. They hold the quiet power of access to other leaders. Always loop them in. If you have an assistant, ask them to create this information for you – peer to peer.

Do your homework



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Before meeting someone (or re-connecting), learn what they support, find out their passions, charities, etc. Pay attention to birthdays or work anniversaries. Remember how, when and where you meet people. When you recall something about that person later, it shows them they matter to you. One of the best tips comes from a very popular governor in Oregon, Mark Hatfield. He amassed an index card collection (yes, it was decades ago) so he could brief himself before meeting people on campaign stops. He would actually say things like, “So, Helen, how is your daughter Susan doing at the U of O?”

This inside knowledge will also help you connect others, which makes you a valuable insider. Unless you know the parties, send separate private emails to see if they would like an introduction to connect. This gives them the “opt out” chance before exposing them both.

Do the real work, in person

The creators of LinkedIn, Facebook, and Twitter built their empires on the assumption that their tools build networks that connect people more easily. Do these social networks, by making connecting easier, make leaders more powerful?

The answer is no. While valuable, because they amplify your messages and boost engagement, they're just tools. Authentic relationships and becoming a trusted source of information, inspiration and solutions takes old-fashioned work over time.

We talked to an expert and got three tips. Chuck Bennett, long-time Government Relations Director for the Confederation of Oregon School Administrators and Salem city councilor, has three basic rules for networking:

- **No phony events:** Don't set up “relationship building” events like monthly lunches with key people and then not attend, or let them dwindle. “Go every time,” he says, “even if you don't have an issue to discuss, get to know each other and talk

about the little things, like parking problems, or how much you liked the school play. I've seen these ideas fail, which is worse than not doing them at all.”

- **Stay positive:** Regardless of the issue, make every interaction positive and respectful, especially with elected officials. Build on what's going right, not wrong. Over the years Bennett admits he's heard a lot of griping at the state level, about everything from education funding to local control. “Complaining isn't okay. Why would an elected official want to listen to you with that attitude?”
- **Keep in touch quickly:** Don't just focus on the latest social media technology to keep in touch. Stay simple with timely call-backs or emails. “Even if you don't have all the answers, reply quickly and keep it short,” Bennett says. “That tells them you know they're important.”

Contributed by Shannon Priem, APR, communications consultant and former public information director of the Oregon School Boards Association



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Hiring and retaining qualified candidates

Saying, 'You're hired,' is one of the most critical decisions a school administrator can make. There are a lot of elements that make up a well-functioning school system, such as buildings, lesson plans, and new technology, but people will always be the most critical component. Being able to attract and retain the best people can make a bigger difference than you may *think*.

Negatives of staff turnover

Studies that examined teacher turnover in schools have pointed to negative effects, both directly for students and indirectly, through financial costs to school jurisdictions.

When jurisdictions spend precious dollars constantly training new staff, those dollars don't get invested in improving teaching quality, or on teaching resources such as textbooks or technology.

(<http://files.eric.ed.gov/fulltext/ED497176.pdf>).

Students also feel an impact when teacher attrition occurs. Often, it is teachers within the first five years of their profession who leave. These newer teachers can still be in the skill development stage of their career. When they leave, they are often replaced with others who are also in the development stage. As a result, students are not exposed to teachers who have become stable in their skills.

(<http://karsenti.ca/archives/10.5923/j.edu.20130303.01.pdf>)

Turnover among non-instructional staff is also costly. Training a new communications director to use the jurisdiction website, for instance, requires more time than compiling media releases about your high school's amazing new paperless classroom.

So, what can we do to hire candidates who are more aware of the requirements of the job when they apply and more likely to stay on once they're hired?

Toot your own horn

What are you doing to let qualified candidates know that your schools are doing really great things? Dr.

Jacqueline Jacoby, Education and Search Consultant at the Connecticut Association of the Boards of Education says, "There is nothing like evidence of repeated jurisdiction success across a myriad of measures to become a magnet that draws candidates."

If you haven't made the effort to create relationships with local reporters, there's no better time than now. Find out what stories they are interested in, and start sending out positive media releases.

Be positive, but also be truthful

If you're *hiring* for a position that has been hard to fill, don't sugarcoat it. Your new employee is going to find out that they will be working under a director who isn't open to suggestions, so it's best to discuss it frankly in the interview. If a top-down management approach doesn't work for this potential hire, wouldn't you rather know now?

On the other hand, if the new hire is on the fence about working with someone difficult, maybe there's an outside project you can assign that will give them some measure of control over their environment, given the limitations of the position. The last thing you want is to find your new hire regretting their decision by week two of their new job.

Know what you want, and *communicate* what you want

When a new position opens, it's easy to let the desire to fill the spot quickly override the great opportunity that's been presented. While it may be sad to lose a gifted employee, it's also likely that person wasn't a *perfect* fit for the position – because who is?

A recently vacated position is a good time to take a look at the job with a fresh eye. Would it be better if the new candidate had *more* creativity than the previous employee? What if the position required social media savvy – would that be helpful? Maybe the previous employee did a bang-up job in every area except reporting their results. Making regular reports might be a good addition to the job description.



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Whatever you eventually decide the position should entail, everyone in the hiring process needs to be on the same page. Make sure your job description, job posting, and selection criteria are consistent. And it's best if those are aligned with the evaluation process.

the position will help. This process takes effort and time, but the impact on morale will be worth it.

Contributed by Megan J. Wilson, commercial freelance writer and blogger

The interview

When everyone is on the same page about the qualifications for the position, and your candidate is being interviewed, use the opportunity to find out how your interviewee deals with situations that might come up in the job environment.

Generally, the best predictor of future performance is past performance, meaning that finding out how a potential hire reacted to a work situation in the *past* is what you're looking for, rather than their ideas of how they *might* react to a theoretical problem. "Ask good, behavior-based questions tied to prior experience," says Ramming.

Use language such as "Tell me about a time..." or "Describe a situation..." This kind of wording encourages the candidate to think back to a real life situation that will demonstrate the competency you're looking for.

Once you have them, hold on tight!

Most people don't leave a job for financial reasons. They leave because the job isn't working out due to a variety of reasons including lack of leadership, an uncertain path to advancement, or other concerns. The most important aspect of retaining key staff is that they are happy in their work. If your jurisdiction wants to make the retention of qualified staff a key priority, it's going to mean paying attention.

Having an open-door policy where staff can discuss their concerns means that resentments don't have a chance to fester. And feeling like their needs are met means your qualified staff will stay longer.

Changing your hiring and retention processes is not simple. A new focus on being clear about what you want, being sure that you have the right candidate, and communicating honestly about the challenges of



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Sample Graduation Speech

This speech (it starts below at the “Pay it Forward” heading) was delivered by Alan Tenreiro, a principal in Rhode Island, who was awarded Principal of the Year in 2016 by an American organization (National Association of Secondary School Principals). The speech was given in 2015, focusing around the theme “Pay it Forward”.

One of the reasons for the success of Tenreiro’s school, Cumberland High School, in recent years has been the community’s annual initiative to embrace a school-wide concept and incorporate it into every day of the school year. Not only does this endeavor strengthen the community as a whole, but more importantly, the practice has proven to help students find purpose and meaning in their own high school experience.

As part of this, the community read the same summer reading book as an entire community. In 2014 a focus on the “power of one” theme inspired a \$25,000 fundraising achievement for the RI Leukemia and Lymphoma Society. This year’s “pay it forward” theme has led to multiple random acts of kindness and goodwill by all members of the school community.

Pay it forward

Thank you, (*Name of person who introduced you*).

(*Thank other appropriate presenters and dignitaries.*)

Thank you and congratulations.

Good evening. I would like to welcome each of you here this evening to celebrate the graduation of the (*insert High School*) class of 2016.

I look out at all of you with your caps and your gowns – on the cusp, on the precipice of good and great things.

Right now, you are sitting there, and you’re thinking about the celebration this evening, or this weekend,

and that you’re finally on your way into the real world.

And you can’t wait to step out and live your life and chase your dreams. And you’re thinking about your future. And that’s good and great.

I want you to think about the present though. I want you to reflect on the past, on the journey you’ve been on these last 17 or 18 years.

How did you get here? Who helped you get here?

Your parents?

Your family?

Your friends?

Your teachers?

Your coaches?

I want you to think about the past year and how we all learned what it means to pay it forward. And how this means something different to me than it does to you. And how it might mean something different to you than it does to your best friends.

Paying it forward is what your family and friends did in helping you get to this very place in time.

Paying it forward is what your teacher did because he had a teacher who inspired him and made him want to show others how to learn and it made a difference in his life.

Paying it forward is what your coach did because she had a coach who made a difference in her life.

Paying it forward for some was simply an act of kindness to others,

a donation to a charity,

spending time at a soup kitchen,

delivering turkey baskets,

shoveling the snow out of a neighbor’s walkway.



Communications Now

In the book our school community read this year, paying it forward was one boy's idea – an idea that sparked a movement.

Contributed by Alan Tenreiro, principal, Cumberland High School, Cumberland Rhode Island, and 2016 National Principal of the Year

Think of an idea for world change and put it into action

Think of an idea for community change and put it into action.

We spent the year, your senior year, thinking about and acting on ideas that would help change our school, our community. This was our senior class assignment. The assignment continues.

When you get out into the real world tomorrow, when you set foot on campus this fall or start your first full-time job, I want you to continue to pay it forward.

I want you to continue to show kindness to others.

Stand up for someone.

Set a good example every day.

Offer sincere, kind words to someone who's hurting.

I want you to choose the better story. I want you to think and act upon ideas that can help your family, your friends, your neighbors, and your community. Our community.

Your teachers, your coaches and I will see you next year or two years from now or six years from now. And when one of us does, we're going to ask you what you've been up to. We're going to want to know about college and adventures and jobs and the like. And we're also going to want to know what you've been doing to pay it forward.

(High School name) has done a great job of preparing you for the real world. Now go out and create a better one.

Congratulations.



Communications Now

Weblinks

International Children's Book Day

April 2, 2016

Theme: "Once upon a time..."

www.ibby.org (click on activities, then on International Children's Book Day)

World Health Day

April 7, 2016

Theme "Beat diabetes"

For more information:

<http://www.who.int/campaigns/world-health-day/2016/how-to-get-involved/en/>

Alberta Volunteer Week

April 10 – 16, 2016

Communities throughout Alberta and Canada celebrate the important contributions of volunteers during this week, with events and awareness campaigns.

Last year, Volunteer Alberta launched "Volunteerville", which is an interactive social media-based campaign celebrating volunteers. People can share their own stories of volunteerism on Volunteerville. Use #volunteerville to share your story.

For more information:

<http://culture.alberta.ca/community/events-and-recognition/national-volunteer-week/>

"Shakespeare Selfie" youth writing challenge

April 11 – April 29, 2016

The challenge is to write a modern-day soliloquy or monologue by a Shakespearean characters. Modern syntax or iambic pentameter accepted.

The CBC "Canada writes" is for students in grades 7-9 or 10-12. The competition will be judged by Kenneth Oppel, a writer from British Columbia. Prizes include iPad minis.

For more information:

<http://www.cbc.ca/books/2015/10/the-2016-shakespeare-selfie-writing-challenge-for-students.html>

Earth Day

April 22, 2015

www.earthday.ca

Administrative Professionals' Week

April 24-30, 2016

www.iaap-bq.org

International Dance Day

April 29, 2016

Established by UNESCO to celebrate dance around the world.

For more information: www.cda-acd.ca/en/programs-services/international-dance-day/index.htm

Education Week 2015

Theme: We are Teachers

May 2 – May 6, 2016

Shine a light on Alberta's education system.

www.teachers.ab.ca/News%20Room/IssuesandCampaigns/Pages/Education-Week.aspx

Science Odyssey

May 6 – 15, 2016

This is a collaborative event, designed to "engage and inspire Canadians of all ages with activities in science, technology and engineering, and mathematics.

Events include anything from science-to-the-streets type of celebrations, to visits to labs, science fairs, talks / conferences, school field trips, encounters with researchers, museums and science centres special exhibits, and more.

Science Odyssey evolved from the National Science and Technology Week, into what is now a celebration of science from the whole Canadian scientific community.



Communications Now

Anyone can participate by taking part in the hundreds of activities planned.

For more information:

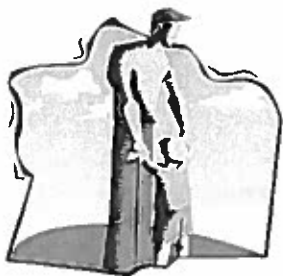
<http://www.science.gc.ca/default.asp?lang=En&n=F90AC2D1-1>

National Aboriginal Day

June 21, 2015

National Aboriginal is a special day to celebrate the unique heritage, diverse culture and achievements of First Nations, Inuit and Metis peoples in Canada.

<http://www.aadnc-aandc.gc.ca/eng/1100100013248/1100100013249>



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

Resources for Families

Helping your child manage stress

Stress is a part of daily life for most adults and a growing number of kids. Higher expectations and busy extracurricular schedules have resulted in higher levels of stress, especially among older students who juggle activities, school work and college preparation.

Stress related to school and work isn't going away. It is important for students to learn tools for managing stress so they can succeed, even when they face challenging situations.

School-related stress

The pressure to succeed in school is a big source of stress and anxiety for some students. If they learn to manage these feelings now, they will develop skills for work-related stress after graduation. The skill of managing stress will also help students perform well in their current situation – the classroom.

Research shows that too much stress is unhealthy, mentally and physically. Children who are anxious about their learning, their abilities, their homework – almost anything – will have elevated levels of cortisol, the hormone associated with stress.

Though cortisol has its benefits, a perpetual state of elevated cortisol levels, or even regular spikes in levels are damaging to the body in numerous ways, including impaired cognitive abilities.

Studies also show that increased instances of elevated cortisol levels leads to lowered cortisol levels down the road, which is also problematic. The other, more immediate effect is that the physiological energy needed for the body to regulate stress hormone levels detracts from the energy available to focus on learning.

Mental state, then, has a big impact on learning ability. Students who are too stressed can't focus and won't perform as well in school.

Tips to help younger students reduce classroom stress

A student's environment can play a big role in stress levels. Classrooms can be a source of calm for students or add to anxiety. The following tips are based on recommendations from psychologists and may help parents understand their child's classroom environment:

- Avoid clutter and too much visual stimulation.
- Allow for movement and fidgeting. Too much sitting can affect concentration and focus.
- Reduce noise. Too many hard surfaces bounce noise around the room. Keep the music station in a corner of the classroom.
- Some kids have difficulty moving to new activities. Build in transition time to help them adjust.

www.teachthought.com/uncategorized/5-easy-ways-to-reduce-student-stress-in-the-classroom/

Tips to help older students reduce classroom stress

In upper grades, time management plays a key role in stress management. Here are some strategies for teachers that could also apply to work and home environments:

- **Make expectations clear**
Do students understand the course requirements? If your child seems anxious about school, it may help to discuss the class syllabus and assignments and help them plan a study strategy.
- **Talk about relevant past experiences and strategies**
Your personal experience may provide valuable tips that your own children can use. Share what worked for you as a student – and



Resources for Families

what didn't work. There is also wisdom in mistakes. Your child might appreciate that you also struggled or had challenges to overcome.

If you can't remember your own student days, the following study tactics may help: make flash cards, explain concepts through pictures or on a poster board, make a study plan and timeline.

- **Help students do a self-evaluation**
Talk to your child about their learning style. It may help them to understand how they learn, so they can base study habits on their learning style. Is their style visual, auditory or tactile? Do they learn better by watching, listening or doing?
- **Create a calm environment**
Exam and study environments should be calm. Consider playing calming music during homework.

Suggest destressing techniques, such as deep breathing, visualizing something unrelated to the stress of the moment, and have your child tell himself /herself to be calm while taking deep breaths.
- **Encourage peer collaboration and mentoring**
Encourage your child to connect with others in the class. They can share concerns with each other, provide reassurance or share notes during study time.
- **Start with easy questions**
To build confidence, suggest that they start study time with easy work. Get the less difficult assignments out of the way first.
- **Create a "we're all in this together" environment**
Remind your child that their peers are likely feeling the same way they are. If they are stressed out, chances are good that their

classmates are, too. And if they feel unprepared, they are probably in good company.

- **Teach students to channel stress energy into something positive**

Homework and exam stress are not all bad. They can be effective motivators for working hard and preparing. Encourage students to plan-the-work and then work-the-plan by organizing time, planning ahead, reflecting on what worked in prior classes and seeking information from teachers when they are confused. <http://teaching.berkeley.edu/alleriating-students-stress>

Good stress vs. bad stress

When students are feeling overwhelmed or stressed about school, remind them that some stress – not chronic stress – is actually a good motivator and can push us to optimal levels of alertness and performance.

Researchers have found that stress hormones from short-lived stress can help our brains adapt. "I think the ultimate message is an optimistic one," said Daniela Kaufer, associate professor of integrative biology at UC Berkeley.

"Stress can be something that makes you better, but it is a question of how much, how long and how you interpret or perceive it."

<http://news.berkeley.edu/2013/04/16/researchers-find-out-why-some-stress-is-good-for-you/>

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

INTRODUCTION

In our year-to-date, for the period ending January 31, 2016, Northland School Division's operating costs are in line with the operating budget.

REVENUE

- Revenue received to date is in line with historical numbers and the budget.
- Confirmation of provincial numbers has been made, and no substantial changes to the budget need to be made.

EXPENSES

- Expenses are also in line with historical data and the budget.
- YTD expenses overall are about 58% expensed. Total salaries and benefits are slightly higher than budgeted, and may end the year about \$100,000 higher than budgeted. However, other costs are slightly under budget, so the budget may be met.

-

OTHER BUSINESS

Receivables

- Mikisew paid the September and October invoices, but has November, December and January still outstanding. The First Nations now has outstanding receivable of \$4.2 million, and is 150 days in arrears. The band has committed to paying about \$800,000 by the end of April, and a plan for repayment of the \$3.4 outstanding receivable by the end of May.

Cashflow

- A cashflow analysis was completed, as the receivable to Mikisew grows, the division's cashflow gets tighter. More frequent monitoring of bank balances increases as the amount of cash to months of payroll begins to fall under two. As of April, our cashflow falls to 1.76 months of payroll, and the division will be using the \$3 million line of credit in July, and will be overdrawn in August. If Mikisew repays \$800,000 as promised, this will help the cashflow, but the division will have to make some arrangements for additional credit if no other cash is forthcoming from the First Nations.

School Jurisdiction Code: 1280
STATEMENTS OF OPERATIONS
 For the Period Ending March 31, 2016 (in dollars)

	Actual 2012-2013	Actual 2013-2014	Actual 2014-2015	Actual YTD Mar 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	\$21,132,570	\$35,134,527	\$37,358,938	\$14,001,957
Other - Government of Alberta	\$966,929	\$774,716	\$477,229	\$359,294	\$930,824	\$930,824	\$571,530
Federal Government and First Nations	\$20,862,392	\$20,838,515	\$22,080,036	\$15,775,522	\$22,175,563	\$22,486,874	\$6,400,041
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	\$2,191,453	\$3,822,439	\$1,329,483	\$1,630,986
Investment income	\$10,292	\$67,600	\$77,590	\$32,266	\$40,000	\$40,000	\$7,734
Gifts and donations	\$665,565	\$801,935	\$1,205,389	\$79,472	\$0	\$450,000	(\$79,472)
Rental of facilities	\$979,522	\$832,864	\$883,937	\$572,857	\$1,045,540	\$1,045,540	\$472,683
Fundraising	\$251,134	\$394,866	\$375,109	\$0	\$0	\$0	\$0
Gains (losses) on disposal of capital assets	\$156,458	\$200	\$94,037	\$157,285	\$0	\$0	(\$157,285)
Other revenue	\$0	\$0	\$0	\$221,986	\$1,014,417	\$0	\$792,431
TOTAL REVENUES	\$61,743,256	\$63,009,899	\$65,995,631	\$40,522,705	\$64,163,310	\$63,641,659	\$23,640,606
EXPENSES							
Certificated salaries	\$21,031,068	\$20,878,193	\$20,617,010	\$12,308,661	\$21,740,258	\$20,995,435	\$9,431,597
Certificated benefits	\$4,092,469	\$4,390,192	\$4,569,529	\$2,687,723	\$4,742,909	\$4,630,577	\$2,055,186
Non-certificated salaries and wages	\$13,282,744	\$12,583,963	\$13,408,813	\$7,855,740	\$12,976,830	\$13,089,026	\$5,121,090
Non-certificated benefits	\$2,916,643	\$2,805,020	\$2,968,222	\$1,788,584	\$3,214,034	\$3,309,589	\$1,425,450
SUB - TOTAL SALARIES AND BENEFITS	\$41,322,920	\$40,657,288	\$41,563,574	\$24,640,707	\$42,674,030	\$42,024,627	\$18,033,323
Services, contracts and supplies	\$15,450,160	\$16,819,764	\$17,667,159	\$8,916,472	\$16,946,083	\$17,007,445	\$8,029,611
Amortization of supported tangible capital assets	\$3,192,543	\$3,526,733	\$3,708,958	\$2,088,165	\$3,562,723	\$3,443,090	\$1,474,558
Amortization of unsupported tangible capital assets	\$1,609,872	\$2,232,457	\$1,200,256	\$714,590	\$1,208,944	\$1,208,400	\$494,354
Unsupported interest on capital debt	\$29,193	\$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	\$1,506	\$38,000	\$41,137	\$36,494
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	\$36,361,439	\$64,356,913	\$63,724,699	\$27,995,474
OPERATING SURPLUS (DEFICIT)	\$47,392	(\$289,668)	(\$160,753)	\$4,161,266	(\$193,603)	(\$83,040)	(\$4,354,869)
EXPENSES							
Instruction	\$39,872,808	\$39,307,282	\$42,362,054	\$22,769,437	\$40,823,304	\$40,261,986	\$17,492,549
Plant operations and maintenance	\$9,696,288	\$11,647,020	\$14,576,495	\$6,460,363	\$10,646,054	\$10,401,915	\$3,941,552
Transportation	\$3,721,237	\$3,741,924	\$3,581,793	\$2,049,122	\$3,582,035	\$3,579,355	\$1,530,233
Administration	\$3,233,159	\$3,510,503	\$3,370,913	\$1,940,565	\$3,799,603	\$3,997,735	\$2,057,170
External services	\$5,172,372	\$5,092,839	\$5,265,129	\$3,141,952	\$5,511,916	\$5,483,708	\$2,341,756
TOTAL EXPENSES	\$61,695,864	\$63,299,568	\$66,156,384	\$36,361,439	\$64,356,913	\$63,724,699	\$27,363,260
OPERATING SURPLUS (DEFICIT)	\$47,392	(\$289,668)	(\$160,753)	\$4,161,266	(\$193,603)	(\$83,040)	(\$3,722,654)

Accounts Receivable
Federal Government and First Nations

15-16 Student Count Reg	Student Counts E.C.S.	Prior to & 2004/2005	Outstanding Aug-2012 2011/2012	Outstanding Aug-2013 2012/2013	Outstanding Aug-2014 2013/2014	Outstanding Aug-2015 2014/2015	Outstanding Mar-2016 2015/2016	Mins O/S	Total Outstanding	Monthly Billing	REG rate	ECS Rate
126	21	-	0.00	4,819.88	(0.00)	(117,006.68)	39,865.50	(0.3)	(72,321.30)	244,087.83	1,779.48	946.35
8	0	-	-	-	-	1.00	13,254.86	1.5	13,255.86	9,079.93	1,134.99	476.44
463	30	-	-	-	-	399,869.35	2,022,834.48	2.8	2,422,703.83	852,289.74	1,779.48	946.35
0	0	61,333.22	-	-	-	-	-	-	61,333.22	-	-	-
30	6	-	-	5,208.60	-	55,758.29	-	0.9	60,966.89	67,533.84	2,124.31	634.09
136	0	-	-	-	1,241,276.18	1,555,087.86	1,451,775.33	14.7	4,248,139.37	288,906.16	2,124.31	634.09
42	0	-	(0.00)	-	-	-	523,167.12	7.0	523,167.12	74,738.16	1,779.48	946.35
100	0	-	-	-	0.00	(95,090.87)	-	(0.5)	(95,090.87)	177,948.00	1,779.48	946.35
70	6	-	0.00	0.00	0.00	(47,838.56)	(0.00)	(0.4)	(47,838.56)	130,241.70	1,779.48	946.35
209	18	-	-	-	0.00	(183,564.29)	-	(0.5)	(183,564.29)	388,945.62	1,779.48	946.35
1184	81											
		61,333.22	0.00	10,028.48	1,241,276.18	1,567,216.10	4,050,897.29		6,930,751.27			

Althabasca Chip
Peerless Trout
Chipewyan Prairie
Lubicon
INAC
LSLIRC
Bigstone Cree

Adj, Feb-Mar 2016
Adj, Feb-Mar 2016
Adj, Feb-Mar 2016
Adj, Feb-Mar 2016
Adj, Feb-Mar 2016
Feb 2016
Jan 2016

Bigstone #'s does not include Career Pathways
Career Pathway is being paid by CEU's earned by the students
Liaison - Bigstone Cree
Liaison - Mikisew paid by INAC

2,115,954.86

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
Mar-16	-	-	288,906.16	-	852,289.74	-	13,254.86	-	-	74,738.16	1,229,188.92
Feb-16	-	-	289,906.16	-	852,289.74	-	-	-	-	74,738.16	1,215,934.06
Jan-16	-	-	303,394.13	-	318,255.00	-	-	0.00	39,865.50	373,690.80	1,035,205.43
Dec-15	-	-	285,284.44	-	-	-	-	0.00	-	-	285,284.44
Nov-15	-	-	285,284.44	-	-	-	-	0.00	-	-	285,284.44
Oct-15	-	-	-	-	-	-	-	0.00	-	-	0.00
Sep-15	-	-	-	-	-	-	-	0.00	-	-	0.00
Aug-15	55,758.29	-	303,816.20	(183,564.29)	363,419.09	(47,838.56)	-	(95,090.87)	(117,006.68)	-	279,493.18
Jul-15	-	-	-	-	36,450.26	-	-	0.00	-	-	36,450.26
Jun-15	-	-	-	-	-	-	0.50	-	-	-	0.50
May-15	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	0.00	-	-	248,573.14
May-14	-	-	248,573.14	-	-	-	-	-	-	-	248,573.14
Apr-14	-	-	-	-	-	-	-	-	-	-	-
Mar-14	-	-	249,482.56	-	-	-	-	-	-	-	249,482.56
Feb-14	-	-	249,482.56	-	-	-	-	-	-	-	249,482.56
Jan-14	-	-	23,164.18	-	-	-	-	-	-	-	23,164.18
Sep-13	5,208.60	-	-	-	-	-	-	-	-	-	5,208.60
Feb-13	-	-	-	-	-	-	-	-	4,819.88	-	4,819.88
Sep-12	-	-	-	-	-	-	-	-	-	-	-
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	61,333.22
	60,966.89	61,333.22	4,248,139.37	(183,564.29)	2,422,703.83	(47,838.56)	13,255.86	(95,090.87)	(72,321.30)	523,167.12	6,930,751.27
Current	-	-	288,906.16	-	852,289.74	-	13,254.86	-	-	74,738.16	1,229,188.92
30 days	-	-	289,906.16	-	852,289.74	-	-	-	-	74,738.16	1,215,934.06
60 days	-	-	303,394.13	-	318,255.00	-	-	-	39,865.50	373,690.80	1,035,205.43
90 days	-	-	285,284.44	-	-	-	-	0.00	-	-	285,284.44
120 days	-	-	285,284.44	-	-	-	-	0.00	-	-	285,284.44
180 days	55,758.29	-	-	-	-	-	-	0.00	-	-	55,758.29
181 - 365	-	-	1,555,087.86	(183,564.29)	-	(47,838.56)	1.00	(95,090.87)	(117,006.68)	0.0	1,111,588.46
1 yr - 2 yr	5,208.60	-	1,241,276.18	-	399,869.35	-	-	0.00	4,819.88	0.00	1,651,174.01
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	60,966.89	61,333.22	4,248,139.37	(183,564.29)	2,422,703.83	(47,838.56)	13,255.86	(95,090.87)	(72,321.30)	523,167.12	6,930,751.27
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aging	60,966.89	61,333.22	4,248,139.37	(183,564.29)	2,422,703.83	(47,838.56)	13,255.86	(95,090.87)	(72,321.30)	523,167.12	6,930,751.27