

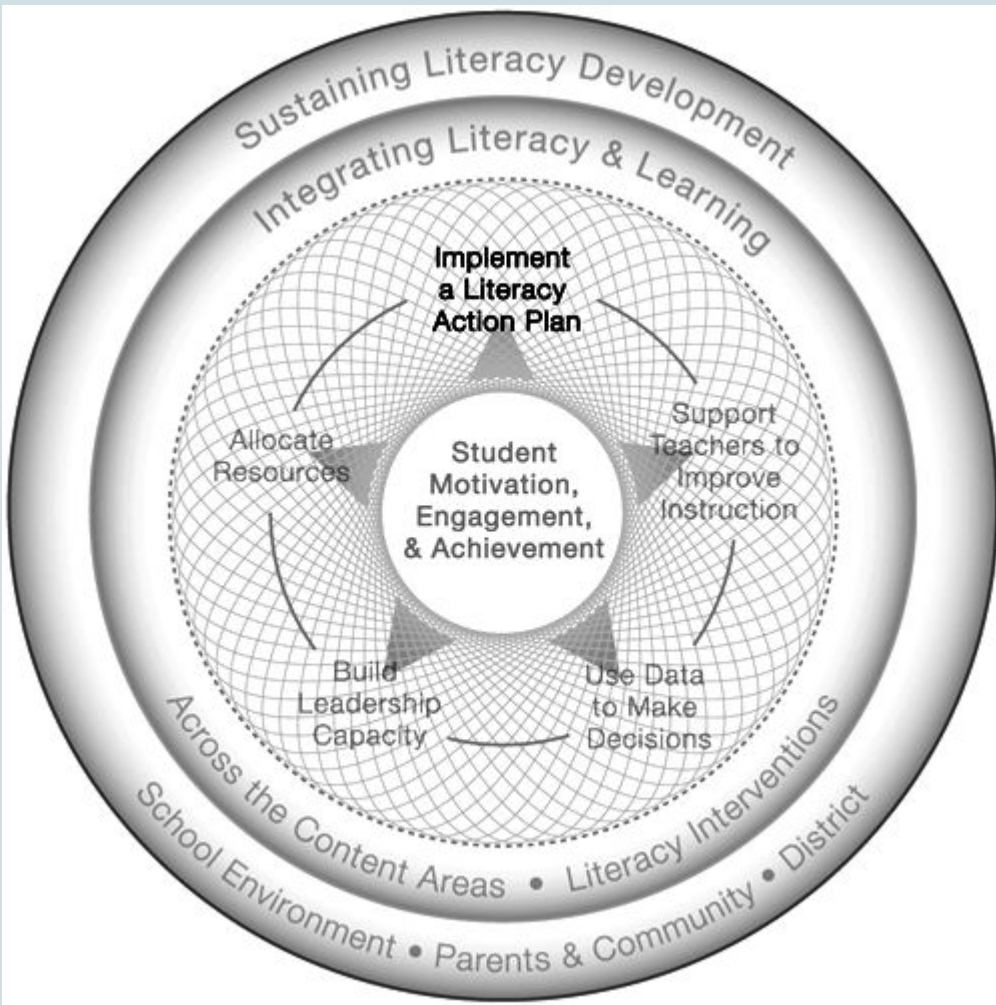
**June 24/25, 2016  
Board Meeting  
Attachments**

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# Northland School Division

Literacy Data June 2016



We are working at the heart of this model to increase student motivation, engagement and achievement through allocating resources, building leadership capacity, using data to make decisions and supporting teachers to improve instruction.

At the last NSD 61 Board meeting we talked at length about resources, building leadership capacity and supporting teachers to improve instruction. All of those elements need to continue.

Tonight we will examine the data.

# What Data are We Using?

- Attendance for each student
- Student individual PM Benchmarks, Jerry Johns or Fountas and Pinnell assessments.
- All schools are included with the exception of Fort McKay, Father Perin, Anzac and Bill Woodward and Career Pathways.

# What are the Major Trends in the Data?

- The students in this district are improving!
- In 14/18 schools we saw consistent improvement which averaged between 7% and 8% which tells us that our students are improving.
- We noted a trend that shows that the longer the students are with us the better they do!

# Data Presentation

- We have prepared class graphs for each school demonstrating the individual student growth over the course of the year.
- We have prepared pie graphs demonstrating how many students are reading at or above grade level and how many are reading below grade level.

# Data

- We have prepared a comparison of fall, winter and spring results indicating the percentage of growth. This chart shows us how well each school is doing.

# All School Results

SCHOOL	% OCT 2015	% FEB 2016	% JUNE 2016	CHANGE
Athabasca Delta C.S.	23	20.77	31.22	8.22%
Anzac/Bill Woodward	55	53.66	n/a	n/a
Bill Woodward	N/A	NA	n/a	n/a
BishopRouthier	46	36.36	36.96	-9.04%
Calling Lake	27	37.23	46.43	20.43%
Career Pathways		19.44	n/a	n/a
Chipewyan Lake	1	13.04	57.89	56.89%
Conklin	26	27.03	18.92	-7.08
Dr. Mary Jackson	25	22.22	24	-1%



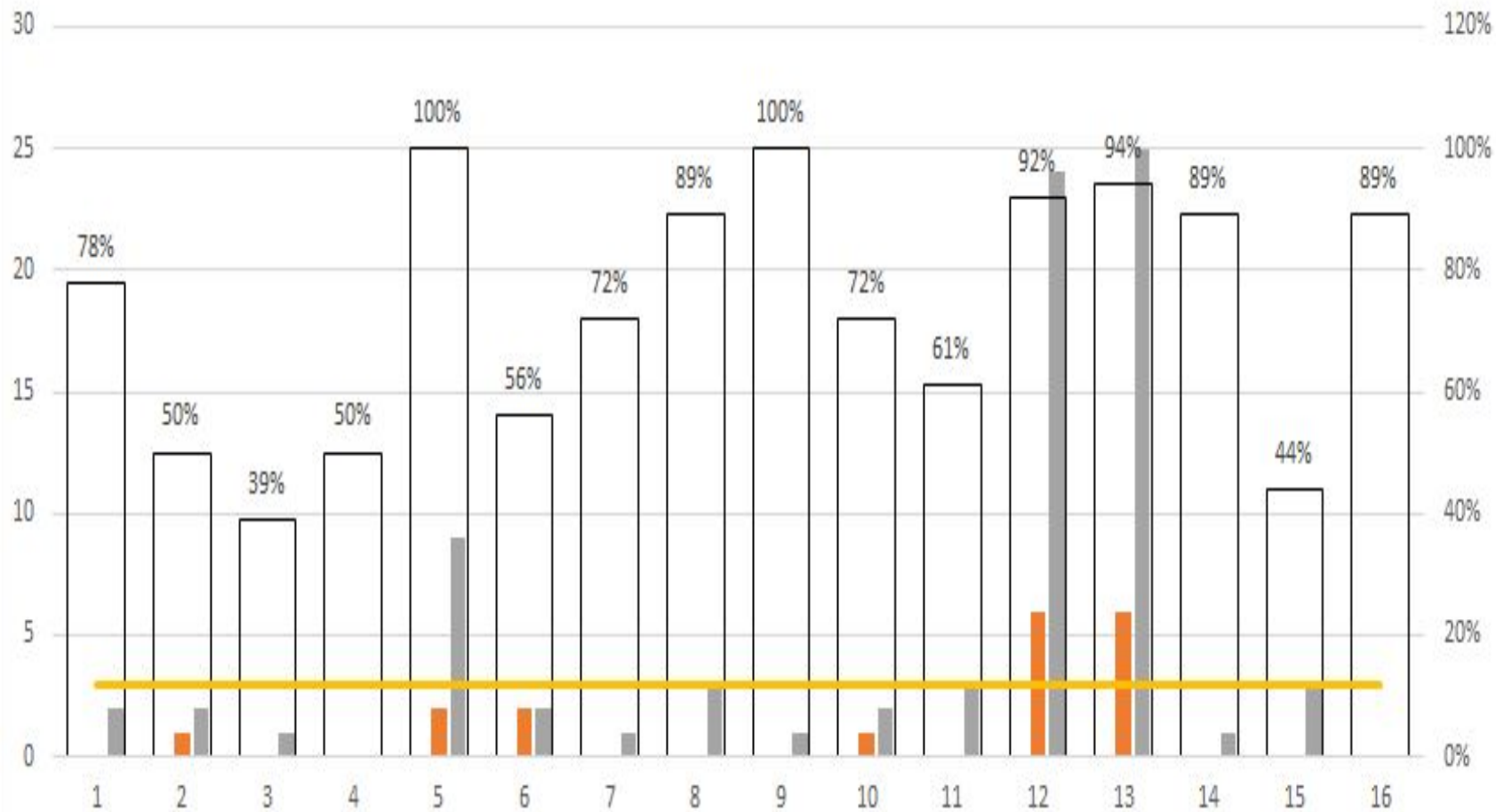
# All School Results

Elizabeth	34	29.66	43.2	9.20%
Father R Perin	23	19.7	n/a	n/a
Ft. McKay	22	16.22	n/a	n/a
Gift Lake	20	14.55	26.71	6.71%
Grouard	13	12.3	20.63	7.63%
Hillview	32	22.73	39.13	7.13%
JF Dion	42	35.71	48.57	6.57%
Kateri	21	20.31	27.87	6.87%
Mistassiniy	40	40	43.61	3.61%
Little Buffalo	12	10.32	17.81	5.81%
Paddle Prairie	50	47.57	49.48	0.52%

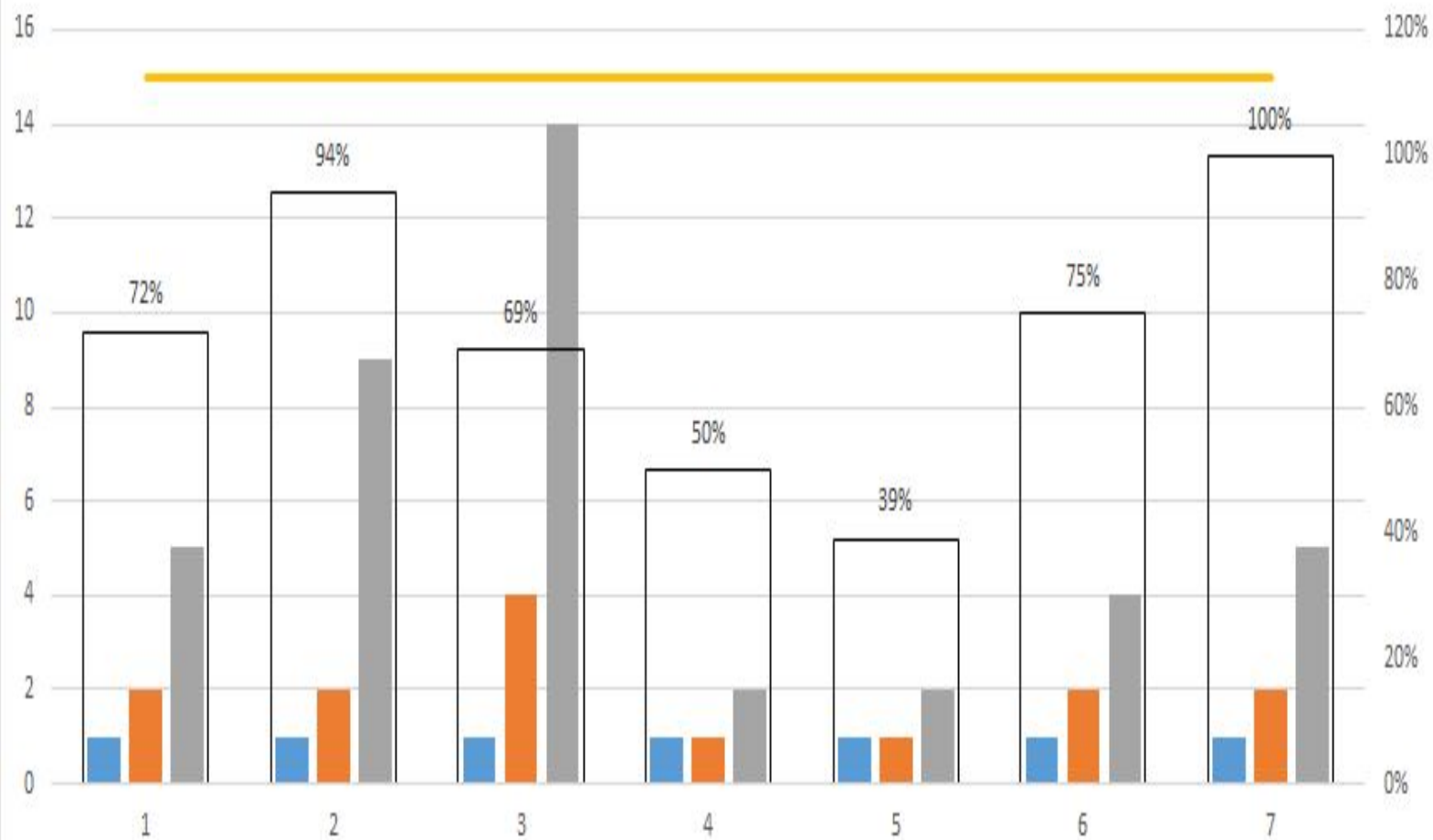
# All School Results

Peerless Lake	23	21.7	35.45	12.45%
Pelican Mountain	32	38.89	50	18%
St. Theresa	24	18.54	22.25	-1.25%
Susa Creek	48	45.45	55.04	7.04%

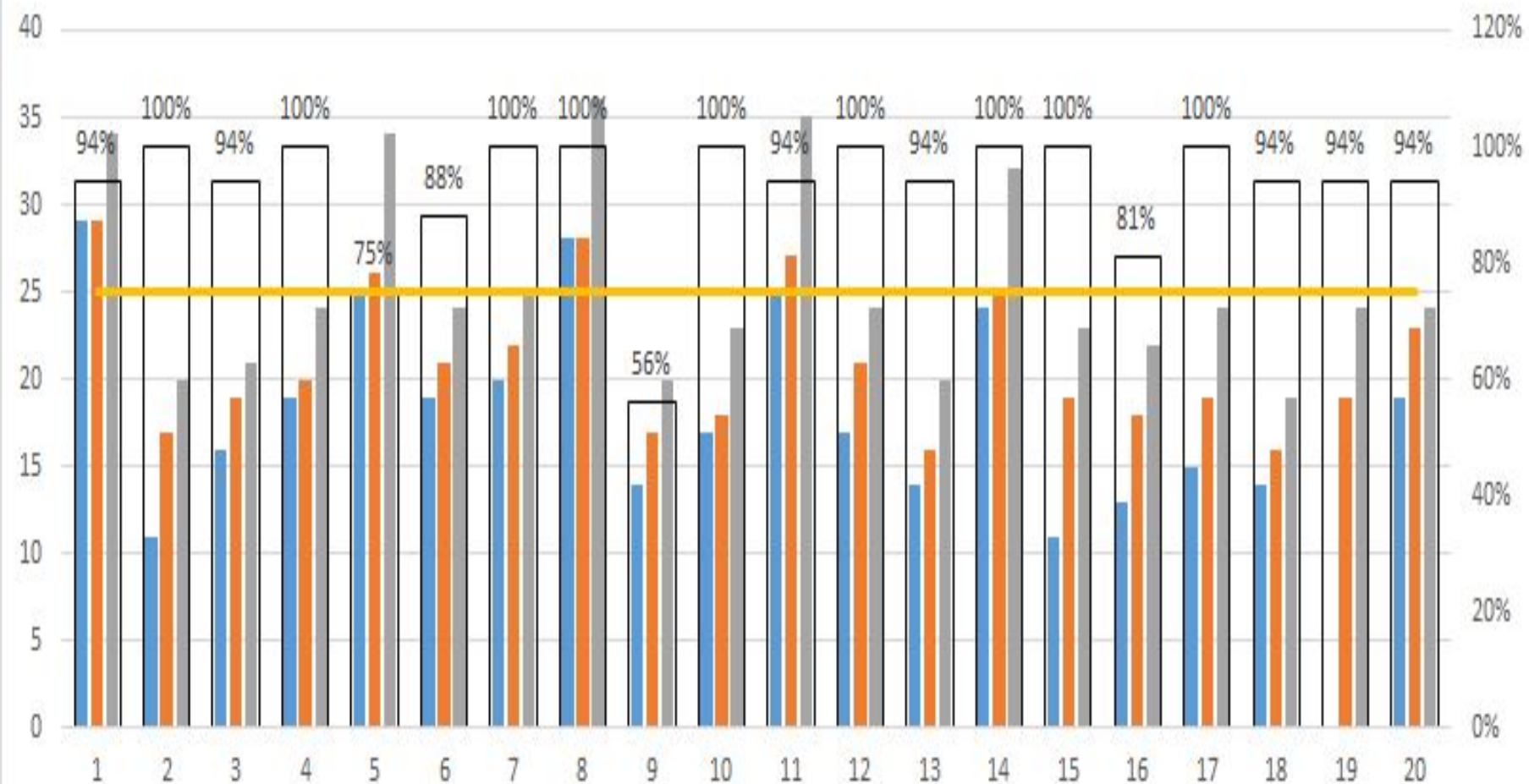
# ADCSECS



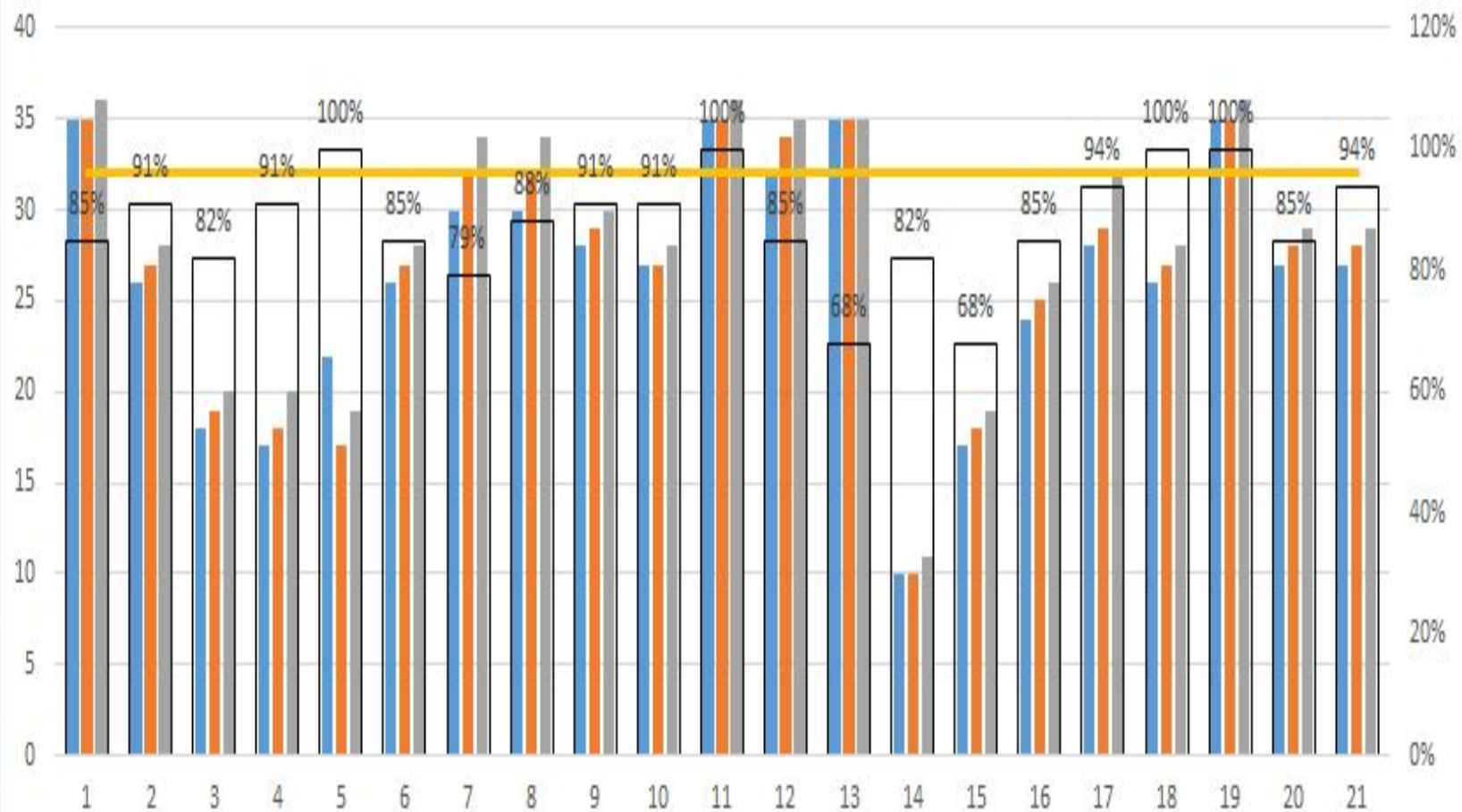
# Kateri School Grade 1



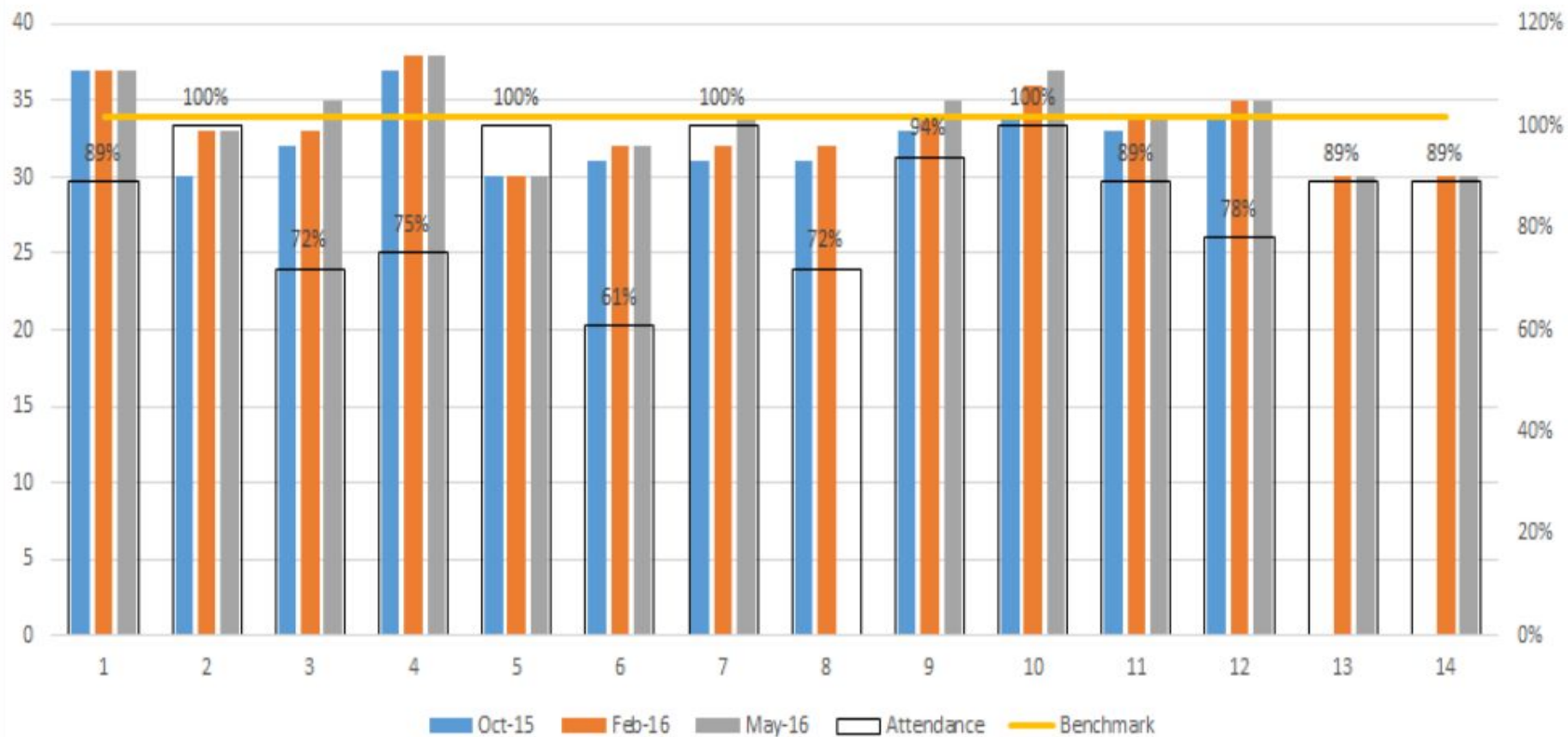
# Elizabeth School Grade 3



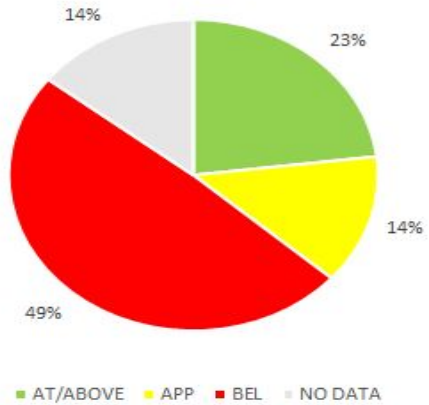
# STS-Grade 6



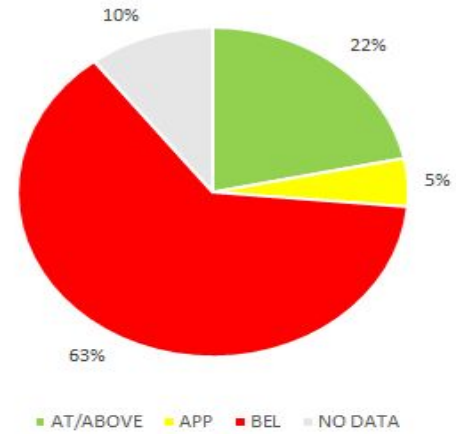
## Gift Lake Grade 7



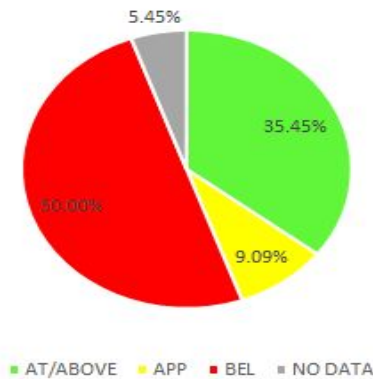
### PEERLESS LAKE - OCT 2015 BENCHMARKING



### PEERLESS LAKE - February 2016 BENCHMARKING



### Peerless Lake June 2016





# We are Encouraged

Overall our schools are showing improvement, our students are making progress and we have a positive energy flowing throughout the Division with regards to Literacy.

**WE CAN IMPROVE EVEN  
MORE!!**

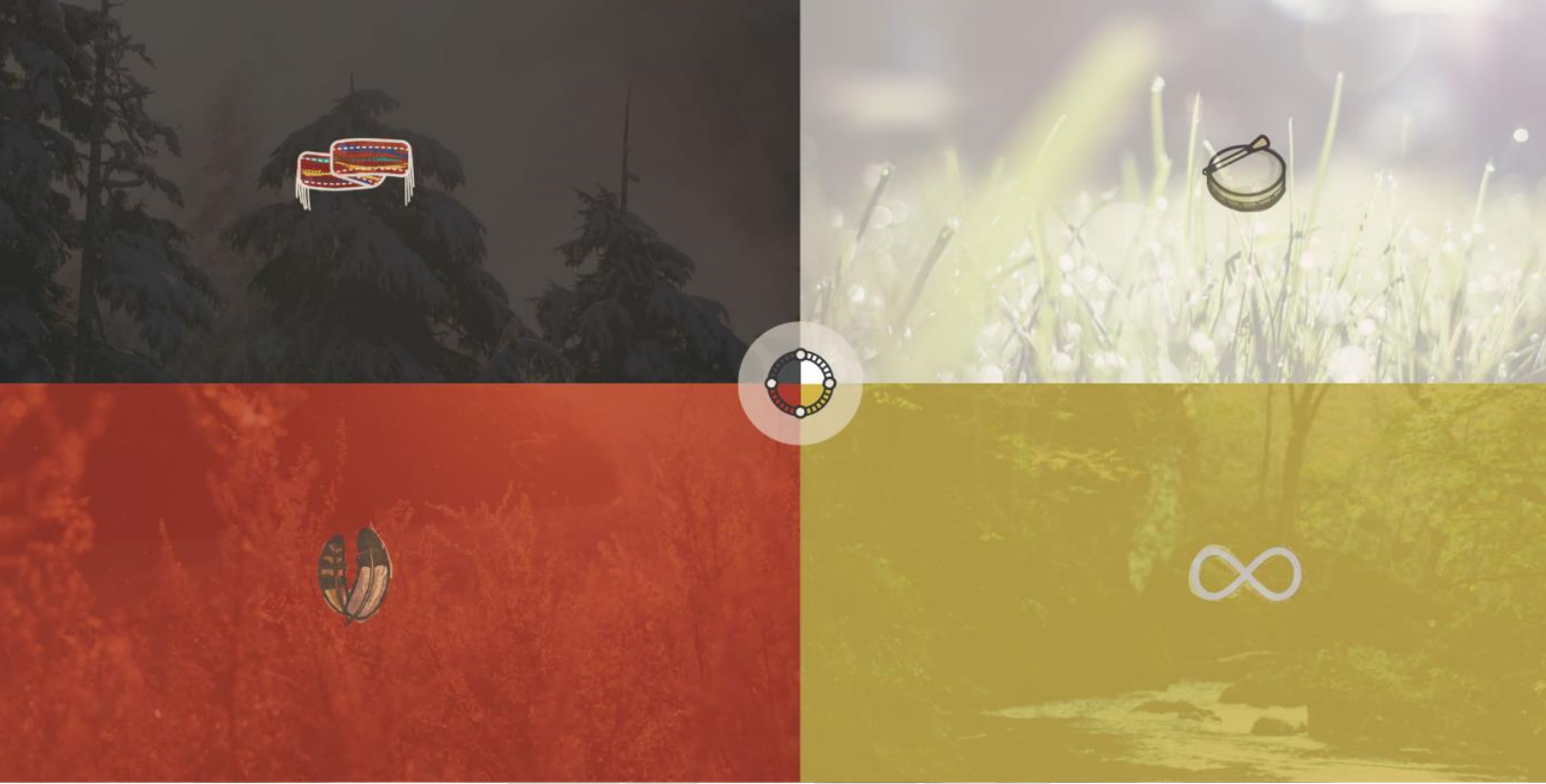
# What are the Next Steps?

- Review data with school administration in August and develop plans for improvement.
- Continue with teacher training.
- Invite Headstart instructors to workshops to help increase capacity with Early Literacy.
- Continue to focus on Daily 5 and Cafe strategie and renew our commitment to the Literacy initiative.

# What are the Reasons We are Seeing Improvement?

- Training in the assessment for teachers and administrators
- Clear focus on guided reading and implementation of the Daily 5 and Cafe Strategies.
- Renewed focus on developing leadership capacity with Literacy Leads and Principals
- Training in Early Literacy for Kindergarten and Grade One teachers.
- Organization and management of resources.
- Using data to inform instruction.

Questions?



# COMMUNICATIONS REPORT

## JUNE 24, 2016



**NORTHLAND SCHOOL DIVISION NO.61**

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## Communications Coordinator Job Description

The Communications Coordinator is responsible for the implementation of the Division's communications and public relations initiatives for the Division including coordination of the Division's internal and external communications initiatives to stakeholders and audiences, management of the divisional website, and assisting in media relations Division-wide.

### Major Duties and Responsibilities:

- Facilitate a strong, positive, collaborative relationship with Northland School Division schools and Northland communities in the procuring of information for communication, public relations and initiatives for the Division.
- Gather information, organize and produce a monthly electronic newsletter.
- Assist in media relations Division-wide, prepare public relations material, fact sheets, and articles and coordination of media requests.
- Showcase the outstanding work of the Division's students and staff.
- Develop policy and procedures for communication strategies and plans for the Division's schools.

## Who do we communicate with?

### Internal:

Students, central office staff, school staff, Local School Board Committees, education partners **(Kee Tas Kee Now Tribal Council, Bigstone Cree Nation, Alberta Education)**.

### External:

Students, Parents/Guardians, Local School Board Committee's, Elders, community members, community leadership, KTC, Bigstone Cree Nation, Northern Lakes College, Sustainable Communities Initiative, Treaty 8 First Nations of Alberta, Alberta Distance Learning, Alberta Government and Education contacts and media.

## How do we communicate internally?

### Building and maintain relationships:

Communications Coordinator continues to build and maintain relationships with school staff and Local School Board Committee members by providing communication support (attending school events, media relations, Facebook, website, etc).

### **Provide support for Superintendent and Official Trustee:**

Communications Coordinator provides support to Superintendent and Official Trustee by developing fact sheets, briefings and speeches for meetings. Also help to gather stories from schools that align with Divisional priorities (First Nations, Métis Language and Culture, land-based learning, literacy, student attendance and mental health).

### **Provide support to central office departments:**

Communications Coordinator support departments such as Human Resources to advertise jobs and prepare materials for recruitment fairs.

### **The Communique:**

Internal publication to keep central office staff and school staff informed about important deadlines, notices, professional development opportunities and education resources. This publication is shared with Kee Tas Kee Now Tribal Council administration, Oski Pasikoniwew Kamik School (Bigstone Community School) principal and Nathan Freed (Alberta Education).

### **How do we communicate externally?**

- deliver in-person, mail, email, post invitation to events,
- media coverage,
- advertising,
- division website,
- school websites
- division Facebook page,
- division Twitter page,
- school Facebook pages and groups,
- community Facebook groups,
- Corporate Board Highlights,
- *Achimowin News Flash*,
- *Achimowin News (mailed to Local School Board Committees after each Corporate Board Meeting)*, and
- *Combined Three Year Education Plan and Annual Education Results Report*.



## Strategies to improve division-wide communication plan

### **Division Communication Focus for 2016-2017 school year:**

Draft and present Division Communication Focus for 2016-2017 school year.

### **Communications Survey:**

Draft a communications survey to find out how students, parents, staff and community members prefer to receive information and determine best methods based on feedback. This will help us improve the way Northland delivers content.

### **Increase promotional materials:**

Look at developing promotional materials to promote division-wide focuses such as First Nations, Métis Language and Culture, land-based learning, student attendance, literacy and mental health to stakeholders.

### **Continue to provide communications support to schools**

Assist principals with school communication plans and provide support with communication tools such as website, Facebook and newsletter.

### **Attendance Improvement Initiative Video:**

Develop a plan for producing a video to increase awareness for the Attendance Improvement Initiative “Every Day Counts”. The idea was discussed at the June 18, 2016 Attendance Improvement Committee Meeting.

### **Student reporters:**

Develop a student reporter pilot program. Students with assistance from teachers would submit stories happening at the schools to local community newsletters and media.

### **Staff Connect**

Start the process of migrating content from the division’s network resource drive to the division’s new internal website called Staff Connect. Staff Connect would be the new location for storing internal forms, teaching resources and internal communication announcements.

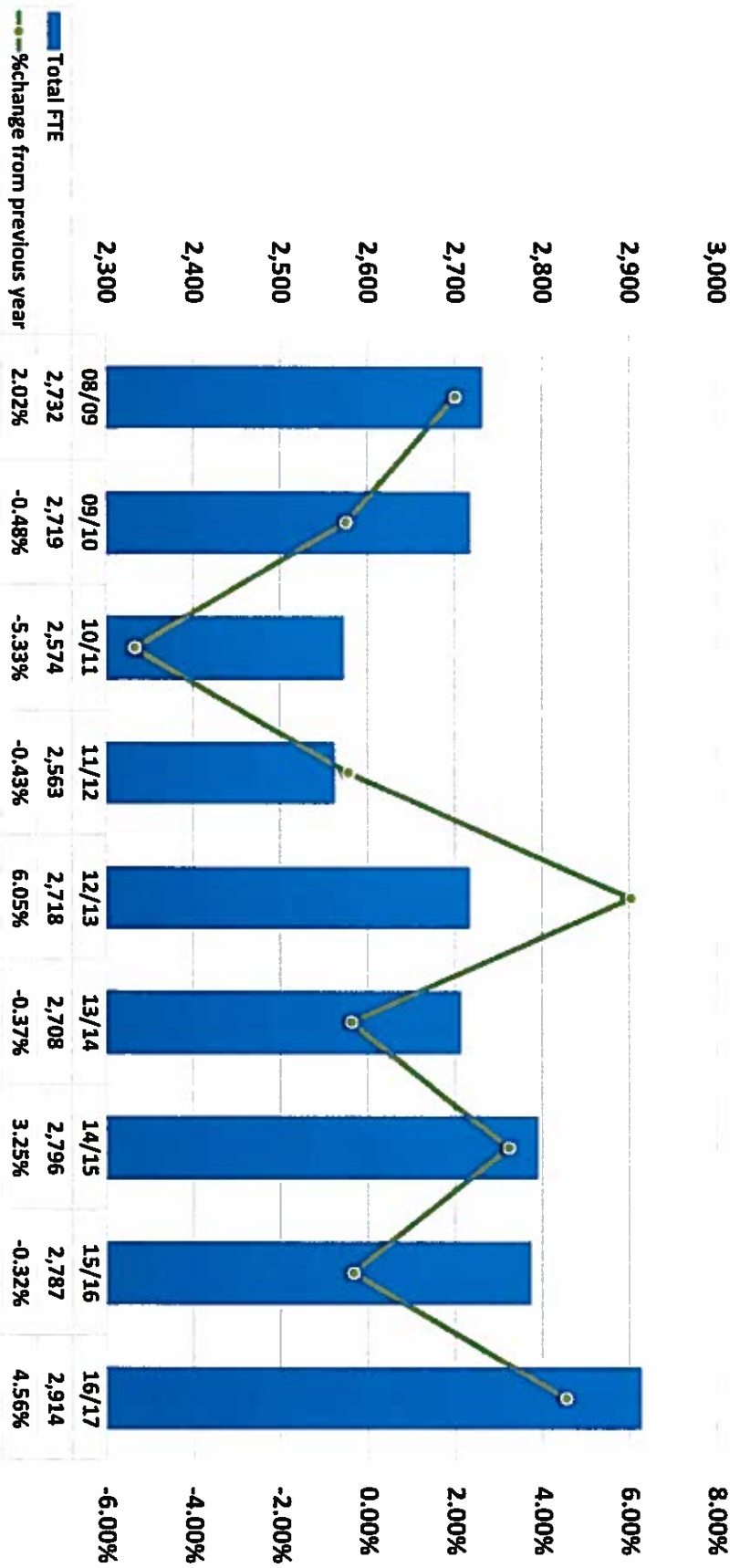


# 2016-2017 BUDGET PRESENTATION

June 25, 2016

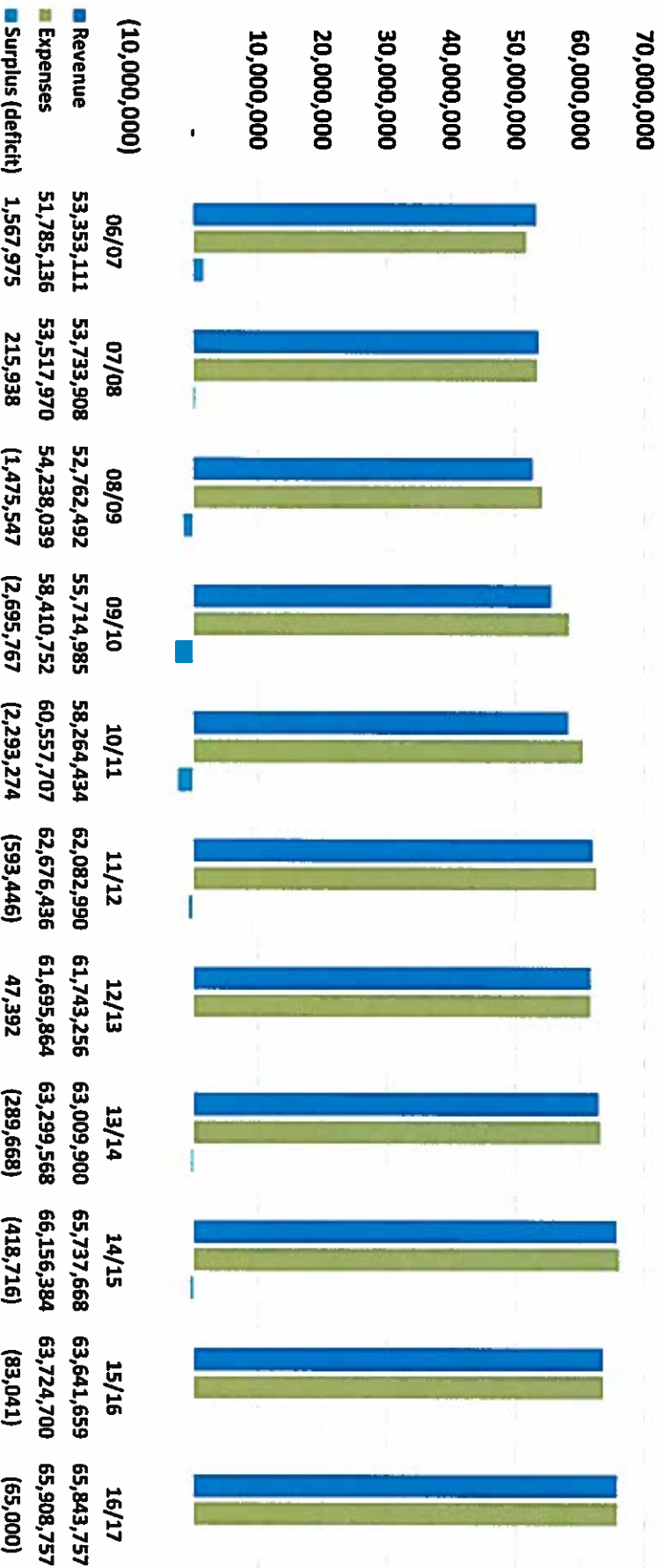
# ENROLLMENT

## STUDENT ENROLLMENT VS PERCENT OF INCREASE/DECREASE IN ENROLLMENT



# FINANCIAL HEALTH

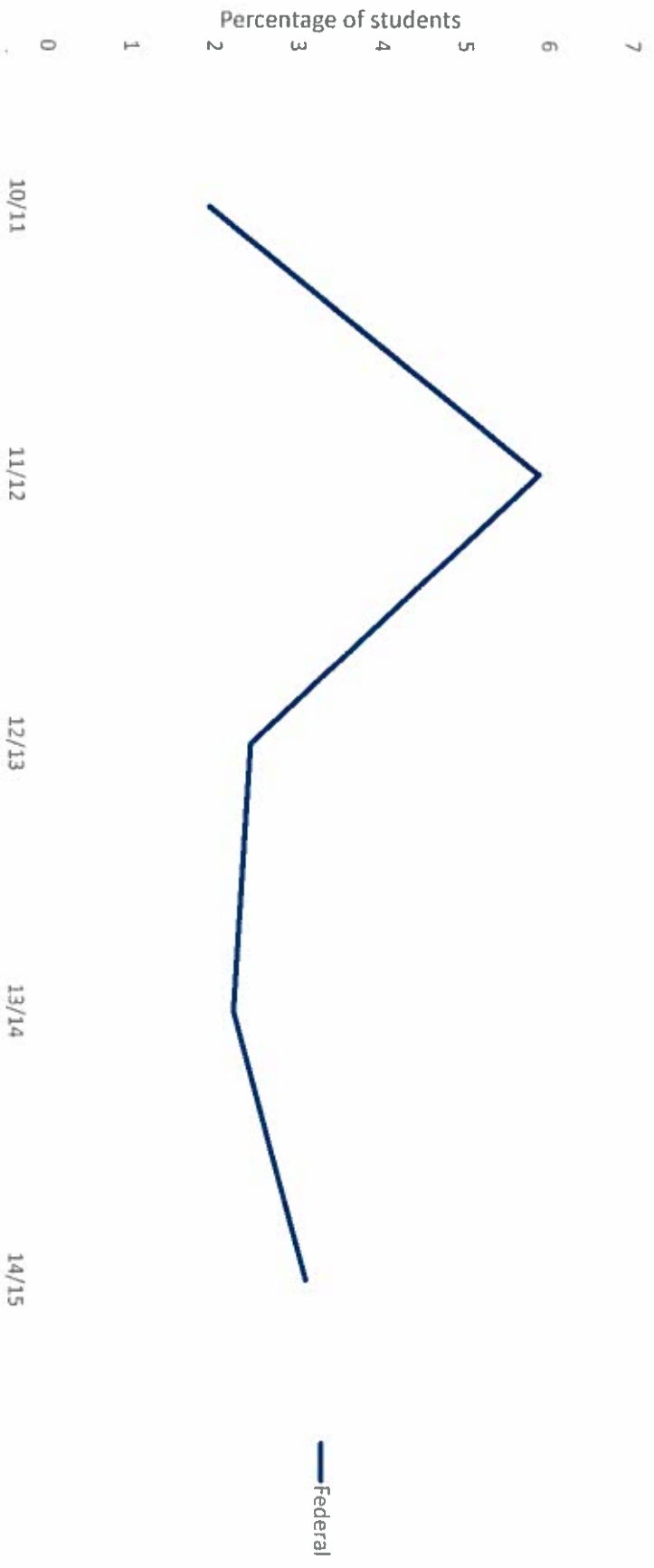
Revenue versus expenses



## 2016-2017 draft budget

Changes to revenue:	
* Add: provincial base funding	+\$825,000
* Add: differential funding	+\$130,000
* Add: increase in federal funding	+\$775,000
Add: RCSD funding	+\$100,000
Add: Collaboration grants	+\$670,000
Add: increase in IMR funding	+\$250,000
Subtract: Deferred revenue change and other provincial funding	-\$315,000
Subtract: other funding (deferred revenue, to be adjusted in Nov)	-\$186,000
<b>Total change to revenue</b>	<b>+\$2,200,000</b>

# Reduction of federally-funded students







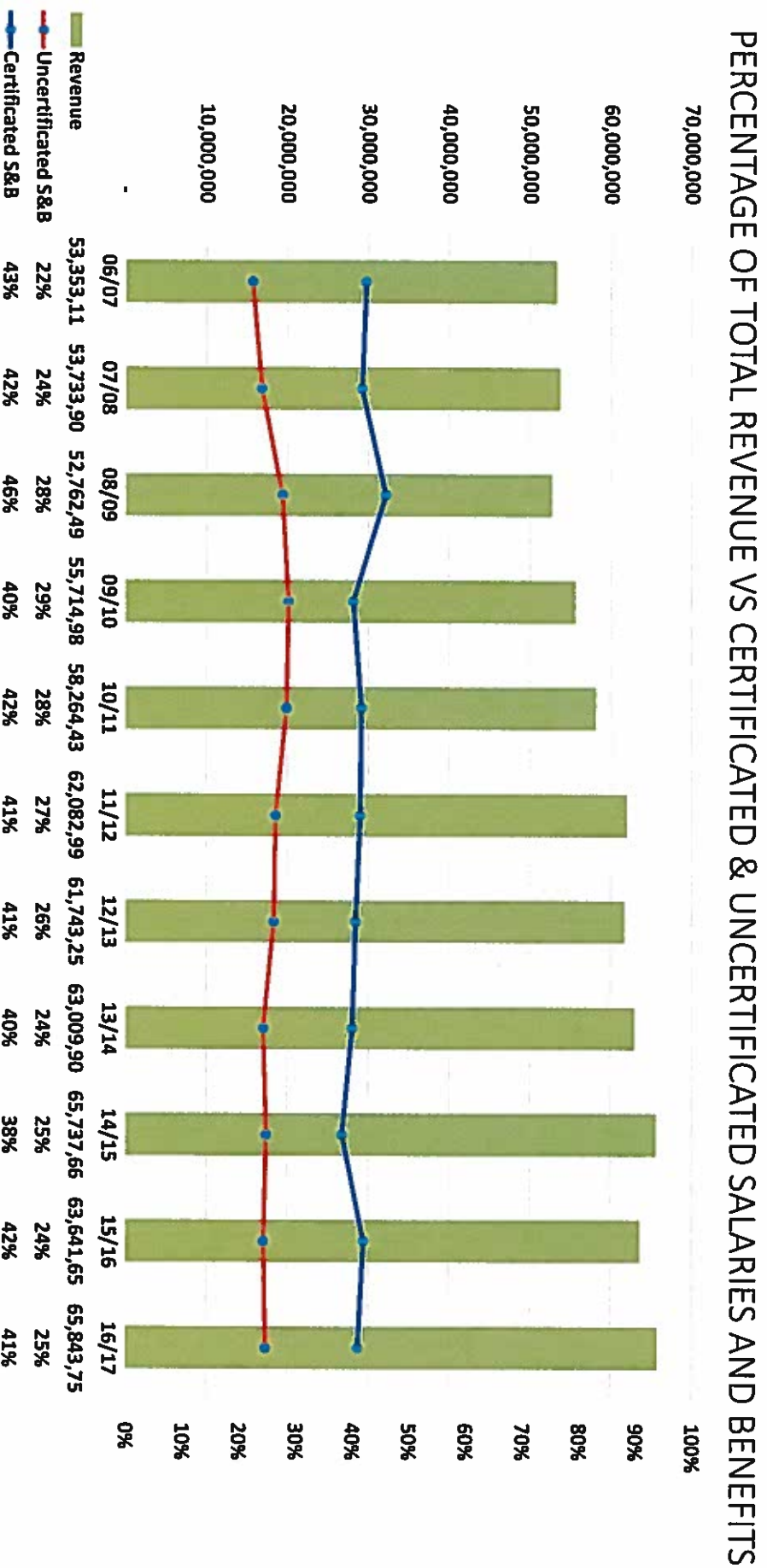


# SPENDING TRENDS

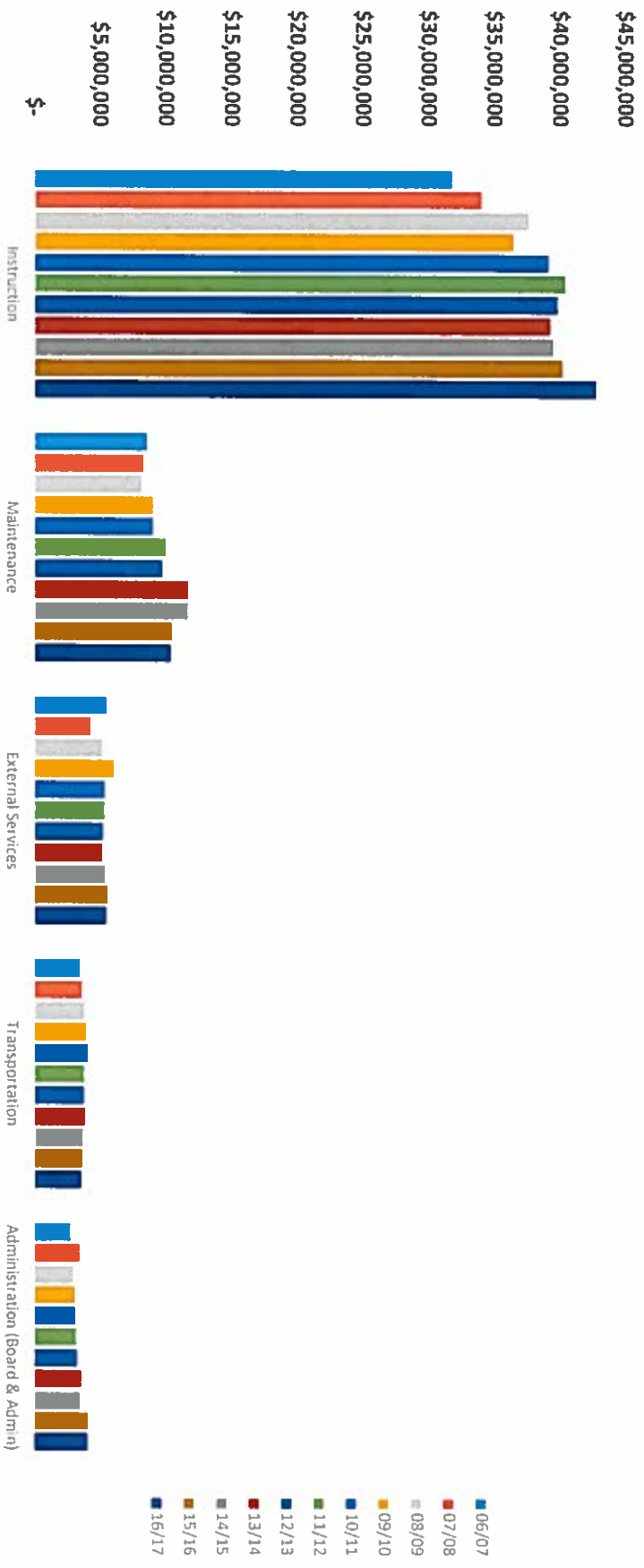
## PERCENTAGE OF TOTAL REVENUE VS TOTAL STAFFING COSTS



# SPENDING TRENDS



# EXPENSES BY FUNCTION



**Included in the budget:**

Trauma counselling response	\$40,000
Transportation coordinator	\$70,000
Culture camp (will use Collaborative Grant \$)	\$180,000
Professional development for teachers for K-2 strategy (Cenovus)	\$125,000
Pedagogical supervisor	\$125,000

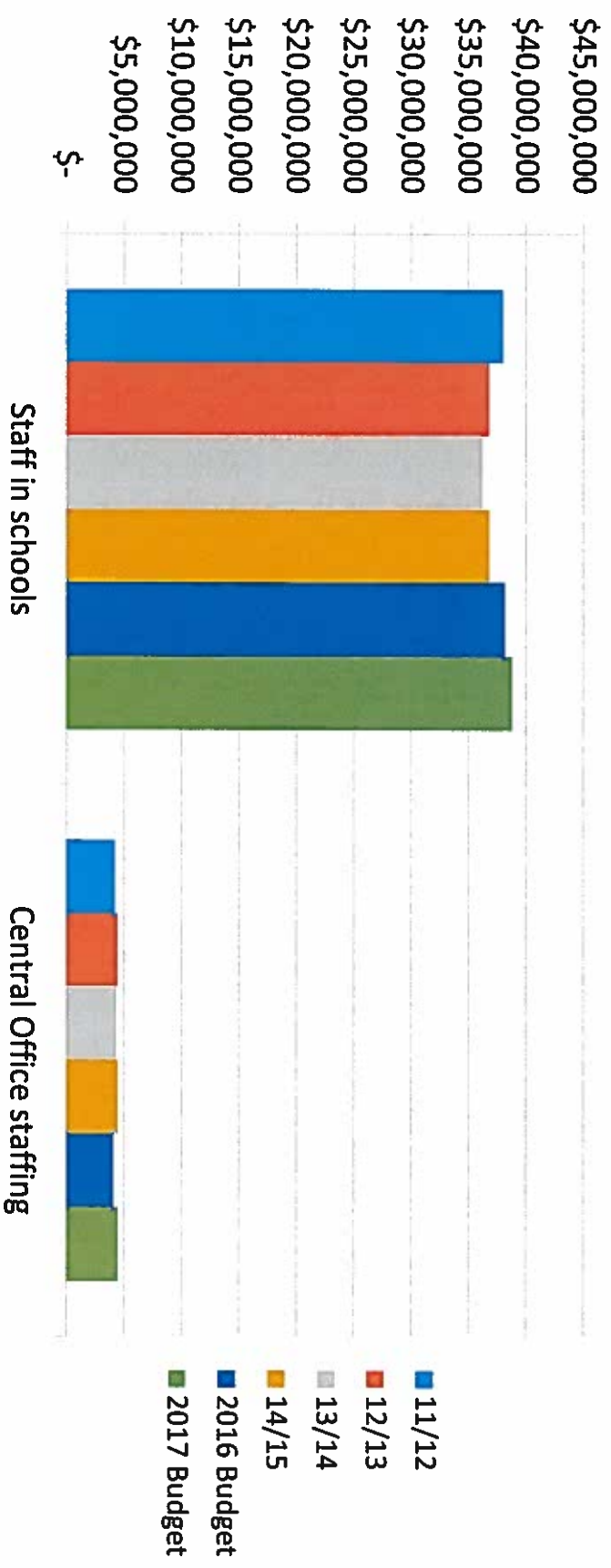
**Not included in the budget:**

<b>10 learning coaches and training</b>	<b>\$1,170,000</b>
<b>IT staff (technician, Helpdesk, coach)</b>	<b>\$345,000</b>
<b>Additional 2 pedagogical supervisors and travel</b>	<b>\$320,000</b>
<b>New Administrator and Leadership Program</b>	<b>\$36,000</b>
<b>New Principal Mentorship Program</b>	<b>\$20,000</b>
<b>Maintenance – change in job classifications</b>	<b>\$35,000</b>
<b>SFS – small equipment</b>	<b>\$11,000</b>
<b>Instructional resources for literacy</b>	<b>\$230,000</b>
<b>Library resources/library system/librarian</b>	<b>\$215,000</b>
<b>Blast trailer and instructor</b>	<b>\$200,000</b>
<b>Wabasca transportation coordinator</b>	<b>\$35,000</b>

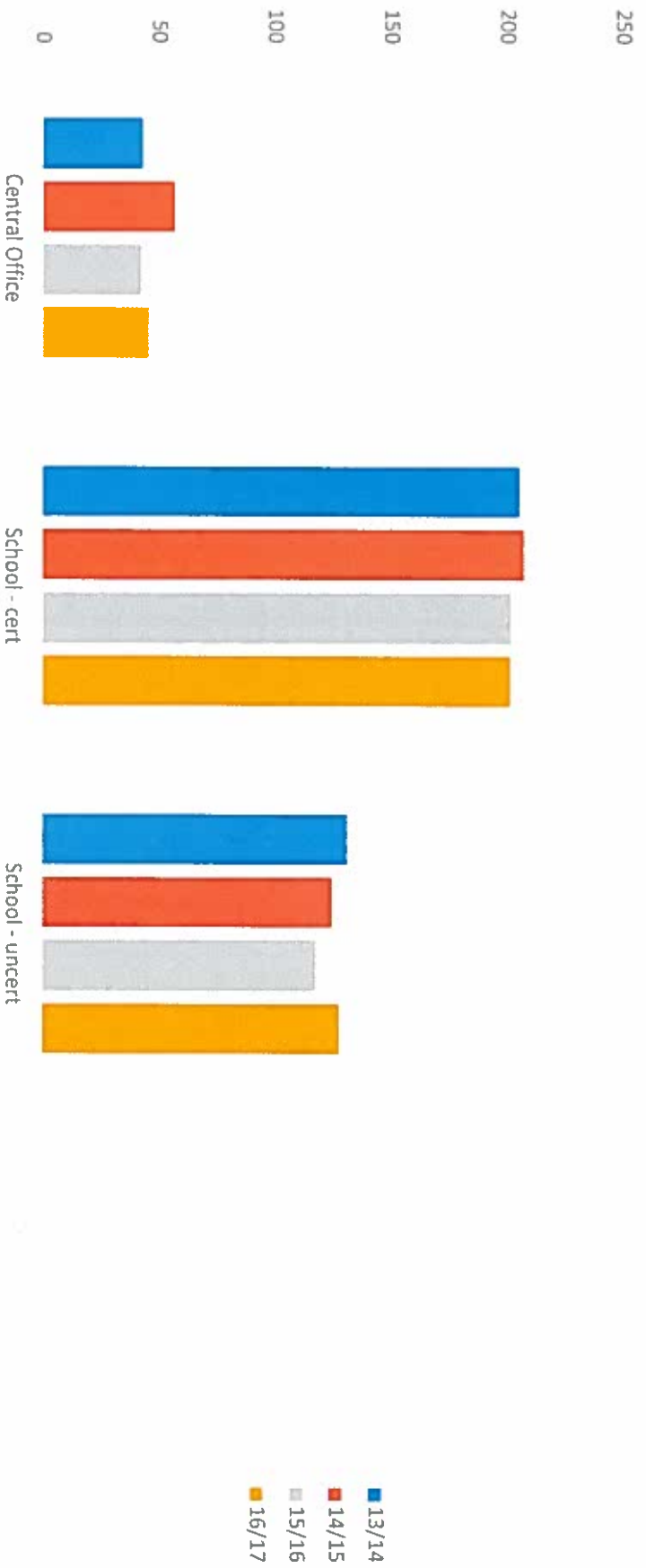
## Other considerations:

- Reduction of one Program Consultant with SFS (not filling a vacant position)
- Expenses will be reduced at Central office through staff attrition
- Reduction of \$100,000 in maintenance budget
- Reduction of \$100,000 supply teacher budget

# Staffing cost distribution



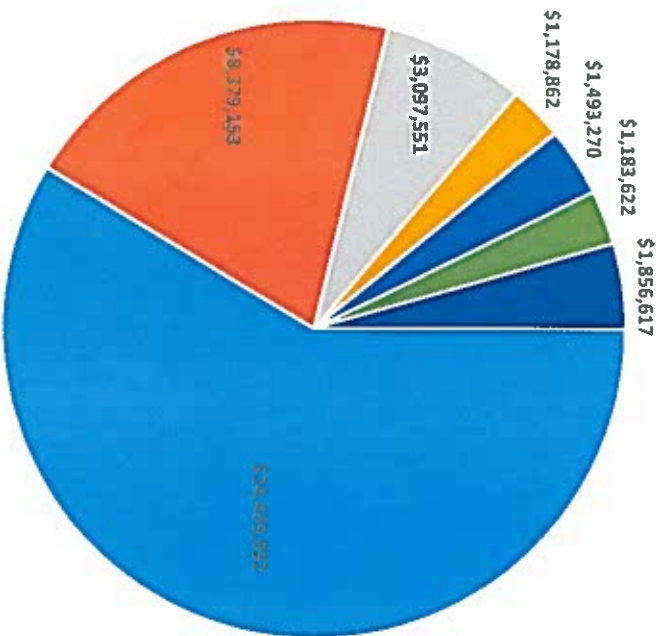
# Historical staffing numbers





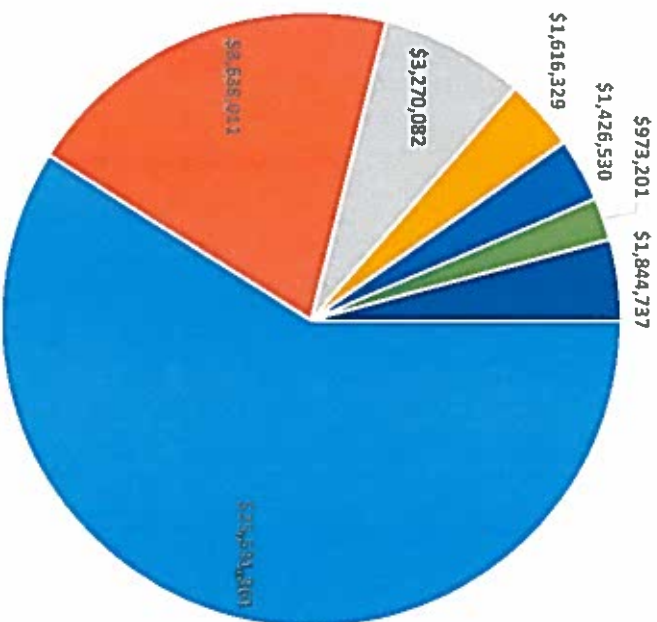
# Salary Allocations

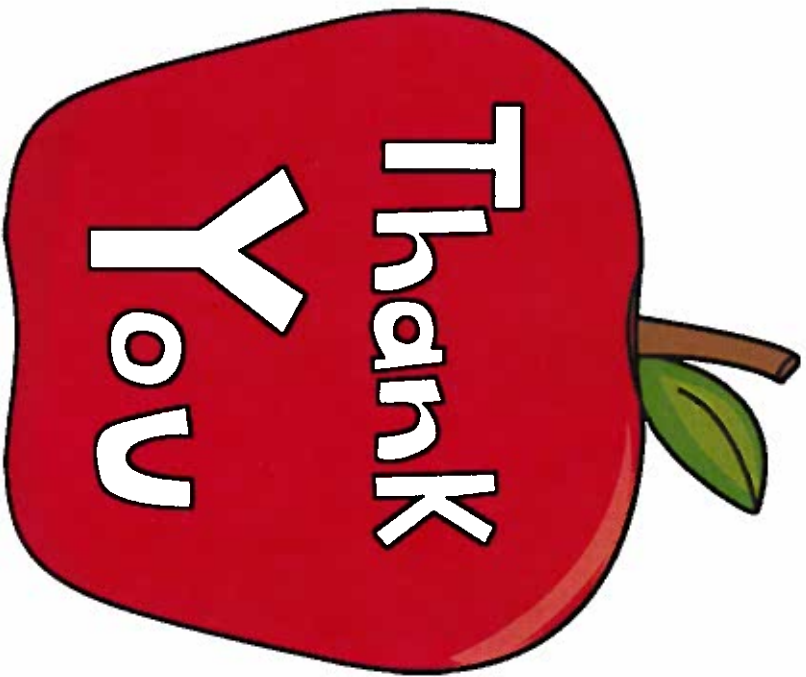
2016



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

2017





## **Update on Fire-affected Schools and Teacher Housing**

In May, 2016, Ft. McMurray and the surrounding area was evacuated due to a wild fire. Although Northland School Division does not have any schools in the municipality of Ft. McMurray, there are four schools in the surrounding area – Fort McKay School in Fort McKay, Anzac Community School and Bill Woodward in Anzac and Father R. Perin in Janvier, as well as 20 teacherages in two communities. The three communities were affected in different ways – one was evacuated and the other two were affected with smoke and air quality issues. The wild fire moved on from the area in early June, and the Division's insurance company began clean-up work on the affected schools and teacherages.

### **Schools**

The schools are approximately 75% done, and will be completed within the next two to three weeks. The furnace and duct cleaning has been inspected, and some additional work will be done. The Ft. McKay school has had additional cleaning staff assigned to it, so that it will be done in the same time as the other three.

No issues, injuries or delays have been reported.

Occupational Health and Safety was on-site and spot-inspected one of the schools, and no issues or concerns were noted.

The only issue that has been encountered is the replacement of walk-in cooler and freezer at Bill Woodward. The appliances were cleaned, but the cleaning staff were unable to remove the odor. The appliances will be replaced, and, at this date, they will be in place by mid-August. They will be covered 100% by the insurance.

When the schools are 100% complete, the restoration company will provide health and air quality test (clearance tests) results. After that point, the test results will be available for us to submit to Alberta Health Services for further testing and authorization to open the schools.

### **Teacher housing**

The teacher housing has all been cleaned, and the smoke sealing has been done. The insulation in the attics has been replaced, and all the water lines will be flushed by this weekend. The only outstanding item will be the repainting of some of the ceilings, and the restoration company will work with the tenants to complete the work.

The fridges were delayed until Friday (June 24), and we will pick them up and install them in the teacher housing next week.

## BOARD OF TRUSTEES

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: JUNE 24, 2016**

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

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**ORIGINATOR:** PERSONNEL COMMITTEE

<b>RECOMMENDATION</b>
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<p>That the Board of Trustees approve the attached job description for the position of Director of First Nations, Metis and Inuit Learner Success.</p>
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**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.

The feedback received from Local School Board Members is attached.

**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:**

## FEEDBACK: Job Description - Director of First Nations, Metis and Inuit Learner Success

### Feedback on Director of FNMI learner success



Inbox x



**Candice Calliou**

9:04 AM (2 hours ago)



to me -

Hi ... I reviewed this job description and I informed my board they are pleased to hear about the position and we have no changes to the draft.  
Thanks

...



**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: JUNE 24, 2016**

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

**SUBJECT:** PROCEDURE 404 – RECRUITMENT AND RE-ASSIGNMENT OF  
CERTIFICATED STAFF

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**ORIGINATOR:** PERSONNEL COMMITTEE MEETING

<b>RECOMMENDATION</b>
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That the Board of Trustees approve in principle the attached changes to Procedure 404 – Recruitment and Re-Assignment of Certified Staff.
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**BACKGROUND:** Following the May 27/28, 2016 Board meeting, copies of this procedure was sent to all Local School Board Committee Chairs and principals with a request for feedback.



## Procedure 404

### Recruitment and Re-Assignment of Certificated Staff

#### Background

The selection and appropriate assignment of certificated staff members is essential to providing a high quality educational program to the students of the division. As certificated staff will be working in local communities it is also vital that opportunities for community input into the selection process be provided.

Wherever possible, the ~~Board~~ **Superintendent** will provide opportunity for local interviews of certificated staff.

#### Procedures

1. The Superintendent shall **will** ensure that an effective recruitment process is developed and implemented in order to ensure that quality applicants are attracted to the division.
2. Advertisements for vacant positions shall be posted within the province of Alberta. Advertisements will be made outside of the province, if necessary.
3. All advertisements shall provide some background information about the division and/or a specific location where a specific vacancy may exist. In addition advertisements shall describe the multi-cultural nature of the division.
4. Applicants shall be directed to submit their application to the ~~superintendent, or designate~~ **Director of Human Resources**, who will ensure that all applicant files are carefully reviewed for interviews.
5. **The Human Resources department will collect and review all applicants for certificated positions.**
  - 5.1 The review of the applicant's file **for certificated positions** shall consist of a consideration of:
  - 5.2 Competency in **the Alberta Teaching Quality Standard, including** classroom routines and management, teacher/student/ **parent** relations, and lesson development and delivery.



## Procedure 404

### Recruitment and Re-Assignment of Certificated Staff

- 5.3 **Relevant or successful experience related to the**
  - 5.4 **teaching assignment.**
  - 5.5 **Proficiency, knowledge and/or skills in First Nations, Métis and Inuit language and cultural settings.**
  - 5.6 Academic preparation, including overall achievement and program content.
  - 5.7 Coursework in **English as a Second Language Learning, multicultural indigenous education, experiential learning, inclusive instruction** and individual differences.
  - 5.8 Previous employment history based on assessment reports and letter of recommendation.
  - 5.9 Overall suitability based on areas of expertise and personal background including philosophy of education, extracurricular and community interests.
  - 5.10 The principal may, in consultation with the Local School Board Committee, advise the ~~human resources department~~ **Director of Human Resources** of any special qualifications or considerations for vacant positions prior to the selection of candidates for a local interview.
6. ~~8~~ **Whenever possible**, preliminary interviews shall be conducted by interview teams **approved by the Superintendent** in order to determine the overall suitability of each candidate. **Interview teams shall be representative of the Division's and/or community's First Nations, Metis and/or Inuit makeup.** A summary statement of each interview shall be submitted to the ~~human resources department~~ **Director of Human Resources.**
- 6.1 ~~7~~ Candidates that have been selected for a preliminary interview shall be provided with a career information package that will be updated annually and contains:



## Procedure 404

### Recruitment and Re-Assignment of Certificated Staff

- 6.1.1 A map of the Northland School Division.
  - 6.1.2 Information of the governance and administrative structure.
  - 6.1.3 Information on school facilities and the curriculum being offered.
  - 6.1.4 A copy of the Collective Agreement outlining salary and benefits.
  - 6.1.5 Information on selection procedures
- 7. The Human Resources department will forward suitable applications to the principal or supervisor of the open position for consideration at the local interview level. Human Resources will also inform the principal or supervisor whether any of the applicants have a recent reference check on file.**
- 8. Principals or supervisors should review the applications provided by the Human Resources department and shortlist for local interviews.**
- 8.1 Whenever possible, a minimum of three candidates should be considered.**
  - 8.2 If a shortlisted candidate does not have a reference check on file with Human Resources, whenever possible, reference checks should be conducted by the principal or supervisor to assist with the shortlist. If reference checks cannot be done until after the interview, then only the preferred candidate(s) reference(s) need to be completed.**
    - 8.2.1 All reference checks need to be submitted to Human Resources when they are completed.**
- 9. Local interviews for certificated staff shall be conducted in the following manner:**
- 9.1 Whenever possible, interviews shall take place on a face-to-face setting. Should face-to-face setting not be available, then alternate media such as video-conferencing or teleconferencing shall be used. A Northland senior administrative officer may be**



## Procedure 404

### Recruitment and Re-Assignment of Certificated Staff

- designated by the Superintendent to participate with the local interview committee and may accompany qualified candidates to the local interview.**
- 9.2 The interview shall be conducted by a committee consisting of the principal and Local School Board Committee members. At the discretion of the **Superintendent and/or** Local School Board Committee, a representative of any respective First Nations Band, Local Métis Settlement and/or Local Community Association may be present.
- 9.3 Any individual that is in a conflict of interest with any of the candidates shall be excluded from the interview and selection process.
- 9.4 **Interviews need to occur in a timely manner.** The Principal or a Northland senior administrative representative shall notify all of the members of the interview committee of the interview date and time once it has been agreed to by the chairperson, principal and senior administrative staff.
- 9.4.1 **Should a date be set and the interview committee members are not available, the interviews shall proceed as scheduled with the principal and a senior administrative staff person, who will then inform the Local School Board Committee of the recommendation.**
- 9.4.2 **Should the local interview committee be unable to set a timely date, the principal in consultation with a Northland senior administrator shall act in place of the local interview committee, set a date, conduct the interviews, and then inform the Local School Board Committee of the recommendation.**
- 9.4.3 The interview committee will recommend **in order their preferred a candidate(s)** to the Superintendent for employment based upon overall suitability. **The local interview committee shall, where all other factors are equal, preference will be given to candidates with the requisite First Nations, Metis and/or Inuit language and cultural skills and/or knowledge.** Whenever possible, the recommendation should be arrived at by consensus. In the



## Procedure 404

### Recruitment and Re-Assignment of Certificated Staff

- event that this is not possible, the recommendation will be based upon a majority vote.
- 9.5 Suitable candidates, as well as teachers currently on staff seeking reassignment, may be given a local interview. Whenever possible, it is desirable to have three applicants for each position attend a local interview.
- 9 A Local School Board Committee may nominate a teacher for a position in the school in accordance with the following:
- 9.1 The nominated candidate will be required to submit a complete resume to the human resources department.
- 9.2 The resume will be reviewed and references checked.
- 10 The Superintendent will review the recommendation of the local interview committee and make the final determination.
- 11 The Superintendent ~~shall~~ **will** make the written offer of employment which will include:
- 11.1 Assignment;**
- 11.2 Salary range, estimated allowance and benefits;**
- and**
- 11.3 Start date.**
15. For all staff new to the division the offer of employment shall not exceed one full school year.

## BOARD OF TRUSTEES

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

**DATE: JUNE 24, 2016**

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

**SUBJECT:** PROCEDURE 431 – EMPLOYEE BENEFITS

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**ORIGINATOR:** PERSONNEL COMMITTEE MEETING

<b>RECOMMENDATION</b>
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That the Board of Trustees approve in principle the attached changes to Procedure 431 – Employee Benefits.
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\*\*\*\*\*

**CURRENT SITUATION:** Teaching couples under the current collective agreement are allowed to choose which benefit plan (single or family) under Alberta School Board Employee Benefit Plan (ASEBP) they want. Non-teaching staff are restricted one of the pair can choose the Family plan while the other must elect the single plan.

**BACKGROUND:** In the last round of collective bargaining, the Board and the ATA agreed to remove the restriction of only one ASEBP family plan per teaching couple. NSD usually parallels the intent of the collective agreement with relevant policies and procedures.

This requires removing section 2.2.1 of Procedure 431 Employee Benefits.

**OPTIONS:**





## Procedure 431

### Employee Benefits

The Board recognizes that benefits, in addition to salary, are an integral part of the total compensation plan for employees. These benefits are intended to promote employees' economic security and include a comprehensive health insurance program.

A number of health benefits are established through negotiations with the Alberta Teachers' Association. In an effort to be fair, health benefits granted to teachers will generally be granted to other employee groups, as detailed in the guidelines.

#### Guidelines

#### 1. Alberta Health Care

The Board shall pay the premiums with accordance with the percentages prescribed by the current collective agreement for Alberta Health Care for all employees, except those classified as casual.

#### 2. Alberta School Employee Benefit Plans

2.1 The Board shall pay the premiums, in accordance with the percentages prescribed by the current collective agreement, for:

- 2.1.1 Alberta School Employee Benefit Plan Extended Health Care
- 2.1.2 Alberta School Employee Benefit Plan Dental Care
- 2.1.3 Alberta School Employee Benefit Plan Vision Care
- 2.1.4 Alberta School Employee Benefit Plan Life Insurance
- 2.1.5 Alberta School Employee Benefit Plan Long Term Disability

for all employees except those classified as casual, provided that they meet the Alberta School Employee Benefit Plan eligibility requirements.

2.2 Participation in the plans shall be a condition of employment unless the employee has Treaty Indian status and wishes to exercise the option of waiving Extended Health Care, Dental Care, and Vision Care only, or the employee has spousal coverage through Northland School Division.



## Procedure 431

### Employee Benefits

~~2.2.1 In the case where the spouse is a teacher or employed in another capacity with the Board, couples have the option of choosing whose cheque their benefits will be deducted from, or either spouse may select single coverage only, but not a combination of family and single coverage.~~

- 2.3 All premiums for Alberta Health Care and ASEBP in excess of the Board's contribution shall be paid for by the employee through Payroll Deduction.
- 2.4 Effective September 1, 1999, employees employed on a temporary contract are not eligible for the Alberta Health Care and ASEBP coverage outlined herein until they have provided service on a continuous basis for one full calendar month. The coverage will begin on the first day of the following month. Where an employee is employed on a temporary contract and wishes to be covered under the ASEBP, such employees may apply for coverage and shall be responsible for the total cost of all premiums for the first month. Should an employee be hired for more than one temporary period per school year or consecutive temporary periods of employment, they will be required to adhere to the one (1) month waiting period, once.
- 2.5 For staff who have made application for EDB benefits and who do not have enough accumulated sick days to extend through the 90 day waiting period, the Board will be responsible for the EDB, Life Insurance, EHC, Dental, Vision and AHC premiums for those months without pay to the 90<sup>th</sup> day. After the 90<sup>th</sup> day, the employee will be responsible for all premiums.

### 3. Pension Plan

- 3.1 The Board shall enroll each employee who holds an Alberta Teacher's Certificate in the Teachers' Retirement Fund Pension Plan.
- 3.1.1 Contributions to this plan shall be made solely by the teacher.



## Procedure 431

### Employee Benefits

3.2 The Board shall enroll, and pay employer contributions, for all eligible non-teaching staff in the Local Authorities Pension Plan.

3.2.1 For purposes of this clause, eligibility is determined by the Local Authorities Pension Plan on the basis of a minimum 30 hours worked per week, and who do not have a predetermined-end date.

3.2.2. Participating classes are: Administrative staff not covered by the New Teachers' Salary Agreement, Support Staff (Divisional Office Secretaries, Clerks and School Secretaries) Caretakers and Paraprofessional staff excluding Special Assistants who have a pre-determined end date and bus drivers.

3.2.3 Staff serving a probationary period and who qualify to contribute to LAPP shall participate.

3.2.4. During an approved leave of absence without salary or on approved Extended Disability Benefits or receiving WCB payments and no salary from the employer, no contribution to LAPP will be made by the employer unless the plan member purchases their leave. The Local Authority Pension Plan guidelines will be followed.

3.2.5 All employees currently receiving a monthly pension from LAPP are excluded from membership.

3.2.6 All employees 71 years of age and older are excluded from LAPP membership

#### 4. Voluntary Life Insurance

4.1 The Board shall make available the Alberta School Employee Benefit Plan Voluntary Life Insurance Plan for all interested eligible employees; however, the Board is not responsible to administer the plan in any respect.

#### 5. Worker's Compensation

5.1 The Board shall pay 100% of the premiums for Worker's Compensation Benefits to designated employees.

**Procedure 431****Employee  
Benefits**

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- 5.2 If in the event of injury, an employee's sick leave will be debited and full salary paid until sick leave accrued is completely utilized, up to and including 90 calendar days.
- 5.2.1 After 90 calendar days or upon the expiry of accrued sick leave, the employee receives benefits directly from Worker's Compensation and sick leave is no longer debited.
- 5.2.2 In the event the illness causes the employee to be relieved from his duties beyond 90 calendar days, an application shall be made for Long Term Disability Benefits to begin upon expiration of Worker's Compensation Benefits.

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: JUNE 24, 2016**

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

**SUBJECT: 2016-2017 BUDGET**

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**ORIGINATOR: FINANCE, MAINTENANCE, TRANSPORTATION COMMITTEE**

<b>RECOMMENDATION</b>
That the Board of Trustees approve the 2016-2017 budget as attached.

\*\*\*\*\*

**CURRENT SITUATION:** This budget is due to Alberta Education by June 30, 2016.

**BACKGROUND:**

**BUDGET  
REPORT  
FOR THE YEAR ENDING AUGUST 31, 2017**

[School Act, Sections 147(2)(b) and 276]

**Northland School Division No. 61**

**Legal Name of School Jurisdiction**

Bag 1400, 9809-77 Avenue, Peace River, AB. T8S 1V2

**Telephone & Fax Numbers, Email Address**

**BOARD CHAIR**

Dr. Colin J. Kelly

Name



Signature

**SUPERINTENDENT**

Dr. Donna S. Barrett

Name



Signature

**SECRETARY TREASURER or TREASURER**

Trudy Rasmuson, CMA

Name



Signature

**Certified as an accurate summary of the year's budget as approved by the Board  
of Trustees at its meeting held on June 24, 2016  
Date**

Version: 160422

c.c. Alberta Education  
c/o Robert Mah, Financial Reporting & Accountability Branch  
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5

E-MAIL: Robert.Mah@gov.ab.ca (780-427-3855)

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**Color coded cells:**

blue cells: require the input of data/descriptors wherever applicable.	grey cells: data not applicable - protected
salmon cells: contain referenced juris. information - protected	white cells: within text boxes REQUIRE the input of points and data.
green cells: populated based on information previously submitted	yellow cells: to be completed when yellow only.

### HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2016/2017 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

#### **Budget Highlights, Plans & Assumptions:**

1. Northland School Division will continue to place sustained emphasis on strengthening language (English and Aboriginal) by using multiple strategies that are tailored to the contextual needs of the community.
2. The Division will continue to implement the actions outlined in the Every Day Counts Attendance Initiative report.
3. Staff will continue to be provided with professional learning opportunities that support the Northland literacy initiative, experiential learning and culturally-appropriate programming.
4. Resources will continue to be directed to support capacity-building in indigenous languages and cultural programming, including land-based learning and curriculum weaving.
5. Schools continue to work with staff and their school communities, using school-based data to determine priorities, develop plans and monitor progress to improve outcomes for students in literacy, numeracy, attendance and successful course completion through the use of culturally -relevant programming.
6. The New Teacher Orientation will continue to support new/beginning teachers to become familiar with the Northland context and to provide quality teacher and learning opportunities. All schools will host community suppers and special events and focus on community engagement throughout the year.
7. Implementation of the 2013 maintenance review recommendations will continue, providing a safe and caring learning environment for teachers and staff.
8. Leadership staff will continue to work on community-based partnerships with the First Nations and Metis communities.
9. Divisional staff will support the transition for the anticipated return of an elected Board of Trustees.

#### **Significant Business and Financial Risks:**

- The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010), supporting improvements in the division. However, the current provincial funding formula creates a major financial burden on the division, with the costs of operating small schools, particularly small high schools. The high school CEU completion rate is low, which affects the funding of the Division's high schools. With the current funding model, the Division's high school program is unsustainable. As well, the lack of funding for full-day kindergarten impedes our ability to provide sufficient resources to support student learning. In addition, the Division does not collect any school fees of any kind. In total, there is a funding shortfall of approximately \$2.8 million.
- Although the Division received 30 mobile home units to replace some aging teacherages, the grant money received from the province to move the units was about 50% of what was required. Even with the additional units, there still remains a shortfall between the rents received and the costs associated with the moves and maintaining the teacherages.
- There is a potential for a significant reduction in federal revenue if the First Nations adopt the provincial funding model for Educational Service Agreements.
- Maintenance funding is status quo. However, as the building infrastructure continues to deteriorate, there is increased potential for unexpected emergencies. These situations create health and safety issues and disrupt the education of students who have no alternate location for instruction when schools are not operational.
- The collection of outstanding receivables from First Nations is becoming a challenge. As a result, many of the construction projects the Division would normally carry out over the summer have been postponed due to dwindling cash resources.

**BUDGETED STATEMENT OF OPERATIONS**  
for the Year Ending August 31

	Approved Budget 2016/2017	Fall Budget Update 2015/2016	Actual 2014/2015
<b>REVENUES</b>			
Alberta Education	\$38,871,772	\$37,358,938	\$39,642,357
Other - Government of Alberta	\$1,030,824	\$930,824	\$477,229
Federal Government and First Nations	\$23,262,246	\$22,486,874	\$21,822,073
Other Alberta school authorities		\$0	\$0
Out of province authorities		\$0	\$0
Alberta Municipalities-special tax levies		\$0	\$0
Property taxes		\$0	\$0
Fees	\$0	\$0	\$0
Other sales and services	\$943,375	\$1,329,483	\$1,160,007
Investment income	\$40,000	\$40,000	\$77,530
Gifts and donations	\$650,000	\$450,000	\$1,205,389
Rental of facilities	\$1,045,540	\$1,045,540	\$883,937
Fundraising		\$0	\$375,109
Gains on disposal of capital assets		\$0	\$94,037
Other revenue		\$0	\$0
<b>TOTAL REVENUES</b>	\$65,843,757	\$63,641,659	\$65,737,668
<b>EXPENSES</b>			
Instruction - Early Childhood Services	\$1,816,586	\$1,727,747	\$2,376,996
Instruction - Grades 1-12	\$40,755,065	\$38,534,239	\$39,985,058
Plant operations & maintenance	\$10,186,557	\$10,401,915	\$11,576,495
Transportation	\$3,553,135	\$3,579,355	\$3,581,793
Administration	\$4,068,702	\$3,997,735	\$3,370,913
External Services	\$5,529,359	\$5,483,708	\$5,265,129
<b>TOTAL EXPENSES</b>	\$65,909,404	\$63,724,699	\$66,156,384
<b>ANNUAL SURPLUS (DEFICIT)</b>	(\$65,647)	(\$63,040)	(\$418,716)

**BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)**  
for the Year Ending August 31

	Approved Budget 2016/2017	Fall Budget Update 2015/2016	Actual 2014/2015
<b>EXPENSES</b>			
Certificated salaries	\$22,086,286	\$20,995,435	\$20,617,010
Certificated benefits	\$4,755,616	\$4,630,577	\$4,569,529
Non-certificated salaries and wages	\$13,397,687	\$13,089,026	\$13,408,813
Non-certificated benefits	\$3,533,616	\$3,309,589	\$2,968,222
Services, contracts, and supplies	\$17,431,872	\$17,007,445	\$17,667,159
<b>Capital and debt services</b>			
<b>Amortization of capital assets</b>			
Supported	\$3,368,786		\$3,208,958
Unsupported	\$1,294,704	\$4,651,490	\$1,200,256
<b>Interest on capital debt</b>			
Supported			\$0
Unsupported		\$0	\$0
Other interest and finance charges	\$40,837	\$41,137	\$954
Losses on disposal of capital assets		\$0	\$22,935
Other expenses		\$0	\$2,492,548
<b>TOTAL EXPENSES</b>	\$65,909,404	\$63,724,699	\$66,156,384



**BUDGETED SCHEDULE OF FEE REVENUE  
for the Year Ending August 31**

	Approved Budget 2016/2017	Fall Budget Update 2015/2016	Actual 2014/2015
<b>FEEES</b>			
TRANSPORTATION	\$0	\$0	\$0
BASIC INSTRUCTION SUPPLIES	\$0	\$0	\$0
<b>FEEES TO ENHANCE BASIC INSTRUCTION</b>			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$0
Fees for optional courses	\$0	\$0	\$0
Activity fees	\$0	\$0	\$0
ECS Enhanced program fees	\$0	\$0	\$0
Other enhancement fees (describe)	\$0	\$0	\$0
Other enhancement fees (describe)	\$0	\$0	\$0
Other enhancement fees (describe)	\$0	\$0	\$0
Other enhancement fees (describe)	\$0	\$0	\$0
Other enhancement fees (describe)	\$0	\$0	\$0
<b>NON-CURRICULAR FEES</b>			
Extra-curricular fees	\$0	\$0	\$0
Non-curricular travel	\$0	\$0	\$0
Lunch supervision fees	\$0	\$0	\$0
Non-curricular supplies and materials	\$0	\$0	\$0
Other non-curricular fees (describe)*	\$0	\$0	\$0
Other non-curricular fees (describe)*	\$0	\$0	\$0
Other non-curricular fees (describe)*	\$0	\$0	\$0
Other non-curricular fees (describe)*	\$0	\$0	\$0
Other non-curricular fees (describe)*	\$0	\$0	\$0
<b>TOTAL FEES</b>	\$0	\$0	\$0

\*PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Other sales and services" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2016/2017	Fall Budget Update 2015/2016	Actual 2014/2015
Cafeteria sales, hot lunch, milk programs	\$0	\$0	\$0
Special events	\$0	\$0	\$0
Sales or rentals of other supplies/services	\$0	\$0	\$0
Out of district student revenue	\$0	\$0	\$0
International and out of province student revenue	\$0	\$0	\$0
Adult education revenue	\$0	\$0	\$0
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
<b>TOTAL</b>	\$0	\$0	\$0

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)  
for the Year Ending August 31

	(1) ACCUMULATED OPERATING SURPLUS (2+3+4+7)	(2) INVESTMENT IN TANGIBLE CAPITAL ASSETS	(3) ENDOWMENTS	(4) ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	(5) UNRESTRICTED SURPLUS	(6) INTERNALLY RESTRICTED OPERATING RESERVES	(7) CAPITAL RESERVES
Actual balances per AFS at August 31, 2015	\$9,343,744	\$7,345,158	\$0	\$925,416	\$925,416	\$0	\$1,073,170
<b>2015/2016 Estimated Impact to AOS for:</b>							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus (deficit)	(\$83,040)			(\$83,040)	(\$83,040)		
Estimated Board funded capital asset additions		\$770,000		(\$770,000)	(\$770,000)		\$0
Estimated Disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$4,651,490)		\$4,651,490	\$4,651,490		
Estimated capital revenue recognized - Alberta Education		\$3,368,786		(\$3,368,786)	(\$3,368,786)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated Unsupported debt principal repayment		\$0		\$0	\$0		
Estimated reserve transfers (net)				\$0	\$0		\$0
Estimated Assumptions/Transfers of Operations (Explain)	\$0			\$0	\$0		\$0
Estimated Balances for August 31, 2016	\$9,260,704	\$6,632,454	\$0	\$1,355,080	\$1,355,080	\$0	\$1,073,170
<b>2016/2017 Budget projections for:</b>							
Budgeted surplus (deficit)	(\$65,647)			(\$65,647)	(\$65,647)		
Projected Board funded capital asset additions		\$1,572,000		(\$1,515,000)	(\$1,515,000)		(\$57,000)
Budgeted Disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted Amortization of capital assets (expense)		(\$4,663,490)		\$4,663,490	\$4,663,490		
Budgeted capital revenue recognized - Alberta Education		\$3,368,786		(\$3,368,786)	(\$3,368,786)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted Unsupported debt principal repayment		\$0		\$0	\$0		\$0
Projected reserve transfers (net)				\$0	\$0		\$0
Projected Assumptions/Transfers of Operations (Explain)	\$0			\$0	\$0		\$0
Projected Balances for August 31, 2017	\$9,195,057	\$7,109,750	\$0	\$1,069,137	\$1,069,137	\$0	\$1,016,170

**SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES**  
for the Year Ending August 31

	Unrestricted Surplus Usage		Operating Reserves Usage		Capital Reserves Usage	
	31-Aug-2017	31-Aug-2018	31-Aug-2017	31-Aug-2018	31-Aug-2017	31-Aug-2018
Projected opening balance	\$1,355,000	\$1,134,784	\$0	\$0	\$1,073,170	\$1,016,170
Projected access of revenues over expenses (surplus only)	\$0	\$0				
Explanation: additional space available AOS2 tab						
Budgeted disposal of unsupported tangible capital assets	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Budgeted amortization of capital assets (expense)	\$4,083,490	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Budgeted capital revenue recognized	(\$3,368,706)	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Budgeted changes in Endowments	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Budgeted unsupported debt principal repayment	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Projected reserves transfers (net)	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Projected assumptions/transfers of operations	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Increase in (use of) school generated funds	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
New school start-up costs	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Decentralized school reserves	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Non-recurring certificated remuneration	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Non-recurring non-certificated remuneration	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Non-recurring contracts, supplies & services	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Professional development, training & support	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Salary negotiations	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Full-day kindergarten	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
English language learners	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
First nations, Métis, Inuit	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
OHA&S / wellness programs	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
B & S Administration organization / reorganization	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Debt repayment	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Flood related costs (unfunded)	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
(Non-salary related programming costs (explain))	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Repairs & maintenance - School building & land	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Repairs & maintenance - Technology	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Repairs & maintenance - Vehicle & transportation	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Repairs & maintenance - Administration building	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Repairs & maintenance - PCM building & equipment	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Repairs & maintenance - Other (explain)	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Capital costs - School land & building	(\$665,000)	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Capital costs - School modularization	(\$200,000)	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Capital costs - School modular & additions	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Capital costs - School building partnership projects	(\$50,000)	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Capital costs - Technology	(\$600,000)	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Capital costs - Vehicle & transportation	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Capital costs - Administration building	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Capital costs - PCM building & equipment	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Capital costs - Other	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Building leases	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Other 1 - please use this row only if no other row is appropriate	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Other 2 - please use this row only if no other row is appropriate	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Other 3 - please use this row only if no other row is appropriate	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Other 4 - please use this row only if no other row is appropriate	\$0	\$0	\$0	\$0	\$0	\$0
Explanation: additional space available AOS2 tab						
Estimated closing balance for operating contingency	\$1,134,784	\$1,134,784	\$0	\$0	\$1,016,170	\$1,016,170

Total surplus is a percentage of 2017 Expenses 3.26%  
ASO is a percentage of 2017 Expenses 1.72%

**ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS (SUPPLEMENTARY DETAIL)  
for the Year Ending August 31**

The following provides further explanation of the anticipated changes to each component of AOS for the 2015/2016, 2016/2017, 2017/2018, and 2018/2019 years as outlined on pages 5 and 6. Please provide information on the acquisition of significant unsupported capital, non-recurring project expenditures, and intended use of funds as at August 31, 2019. Note that unrestricted surplus, operating reserves, and/or capital reserves should include the jurisdiction's contingency for unexpected or emergent issues.

**Additional detail on uses of Accumulated Operating Surplus:**

**2015/2016**

Provide an explanation of material changes from the budget originally submitted in the spring of 2015 for annual operating surplus (deficit), capital acquisitions, endowments, and/or other changes affecting unrestricted surplus, operating reserves, and capital reserves.

**2016/2017**

Please provide additional detail regarding uses of Unrestricted Surplus, Operating Reserves, and Capital Reserves not described on pages 5 and 6.

**Capital purchases/projects**

4 buses replaced - \$440,000  
 4 fleet vehicle replaced - \$160,000  
 ADCS school renovations - \$75,000  
 Hardware upgrade for maintenance system - \$50,000  
 A/C in portables at Gift Lake - \$20,000  
 Hallway divider at Gift Lake - \$20,000  
 New hallway flooring at Gift Lake - \$100,000  
 Teacherage fencing at Gift Lake - \$12,000  
 Teacherage shutters at Little Buffalo - \$45,000  
 2 bathrooms at Paddle Prairie - \$50,000  
 Parking lot at St. Theresa - \$400,000  
 Modernization of divisional facilities - \$200,000  
 Board funded additions: \$1,572,000

**Major projects which will likely be funded through IMR:**

Public address system upgrade for 8 schools - \$100,000  
 Video door station at 15 schools - \$90,000  
 Security camera upgrades and installations - \$150,000  
 Refinish gym floors at 3 schools - \$20,000  
 Replace fire alarm system at Paddle Prairie school - \$45,000  
 Replace rooftop unit over gym at Little Buffalo school - \$30,000  
 Total - \$435,000

**ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS (SUPPLEMENTARY DETAIL)**  
**for the Year Ending August 31**

The following provides further explanation of the anticipated changes to each component of AOS for the 2015/2016, 2016/2017, 2017/2018, and 2018/2019 years as outlined on pages 5 and 6. Please provide information on the acquisition of significant unsupported capital, non-recurring project expenditures, and intended use of funds as at August 31, 2019. Note that unrestricted surplus, operating reserves, and/or capital reserves should include the jurisdiction's contingency for unexpected or emergent issues.

**Additional detail on uses of Accumulated Operating Surplus:**

**2017/2018**

Please provide additional detail regarding uses of Unrestricted Surplus, Operating Reserves, and Capital Reserves not described on pages 5 and 6.

**2018/2019**

Please provide additional detail regarding uses of Unrestricted Surplus, Operating Reserves, and Capital Reserves not described on pages 5 and 6.

**August 31, 2019**

Describe the jurisdiction's intended use of unrestricted surplus, operating reserves, and capital reserves balances expected as at August 31, 2019.

**PROJECTED STUDENT STATISTICS  
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2016/2017 (Note 2)	Actual 2015/2016	Actual 2014/2015	Notes
<b>GRADES 1 TO 12</b>				
<b>Eligible Funded Students:</b>				
Grades 1 to 9	1,232	1,131	1,169	Head count
Grades 10 to 12	82	78	70	Note 3
<b>Total</b>	<b>1,314</b>	<b>1,209</b>	<b>1,239</b>	Grades 1-12 students eligible for base instruction funding from Alberta Education.
Percentage Change	8.7%	-2.4%		
<b>Other Students:</b>				
<b>Total</b>	<b>1,232</b>	<b>1,250</b>	<b>1,165</b>	Note 4
<b>Total Net Enrolled Students</b>	<b>2,546</b>	<b>2,459</b>	<b>2,404</b>	
Home Ed and Blended Program Students	10	15	7	Note 5
<b>Total Enrolled Students, Grades 1-12</b>	<b>2,556</b>	<b>2,474</b>	<b>2,411</b>	
Percentage Change	3.3%	2.6%		
<b>Of the Eligible Funded Students:</b>				
Students with Severe Disabilities	50	36	79	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	130	131	122	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

**EARLY CHILDHOOD SERVICES (ECS)**

Eligible Funded Children	199	191	204	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	84	81	79	ECS children not eligible for ECS base instruction funding from Alberta Education.
<b>Total Enrolled Children - ECS</b>	<b>283</b>	<b>272</b>	<b>283</b>	
Program Hours	997	997	997	Minimum: 475 Hours
FTE Ratio	1.049	1.049	1.049	Actual hours divided by 950
<b>FTE's Enrolled, ECS</b>	<b>297</b>	<b>285</b>	<b>297</b>	
Percentage Change	4.0%	-3.9%		
<b>Of the Eligible Funded Children:</b>				
Students with Severe Disabilities	35	29	35	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	15	14	8	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

**NOTES:**

- Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
- Budgeted enrolment is to be based on best information available at time of the 2016/2017 budget report preparation.
- The # of FTE grade 10-12 students is determined by taking the total # of students' credits / 35; where 35 CEU's = 1 FTE.
- Other Grade 1-12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.
- Because they are funded separately, Home Education students are not included with total net enrolled students. In the blended program, funding per student is pro-rated on the percentage of the student's program which is taken at school and at home; home education students are assigned a weighting of 0.25 FTE for base funding.

**PROJECTED STAFFING STATISTICS  
FULL TIME EQUIVALENT (FTE) PERSONNEL**

School Jurisdiction Code: 1290

Budgeted	Actual	Fall Budget	Actual	Notes
2016/2017	2015/2016	2015/2016	2014/2015	

**CERTIFICATED STAFF**

School Based	200.6	200.5	203.5	210.6	Teacher certification required for performing functions at the school level.
Non-School Based	14.0	11.0	10.2	12.0	Teacher certification required for performing functions at the system/central office level.
<b>Total Certificated Staff FTE</b>	<b>214.6</b>	<b>211.5</b>	<b>213.7</b>	<b>222.6</b>	<b>FTE for personnel possessing a valid Alberta teaching certificate or equivalency.</b>
Percentage change from prior period	1.5%	-5.0%	0.4%	-4.0%	

If an average standard cost is used, please disclose rate:  
 Student F.T.E. per certificated Staff \$ 95,000 \$ 97,000 \$ 91,785  
 Certificated Staffing Change due to: 1328.5% 1304.7% 122

Enrollment Change	3.1	(2.1)	(8.0)	(8.0)	If negative change impact, the small class size initiative is to include any/all teachers related.
Small Class Size Initiative	-	-	-	-	If enrollment change impact on teacher FTEs is negative, include any/all teachers retained.
Other Factors	-	-	-	-	Contract Renewal
<b>Total Change</b>	<b>3.1</b>	<b>(2.1)</b>	<b>(8.0)</b>	<b>(8.0)</b>	<b>Year-over-year change in Certificated FTE</b>

**Breakdown, where total change is Negative:**

Continuous contracts terminated	-	-	-	-	FTEs
Non-permanent contracts not being renewed	-	(2.1)	(8.0)	(8.0)	FTEs
Other (retirement, attrition, etc.)	-	-	-	-	Contract Renewal
<b>Total Negative Change in Certificated FTEs</b>	<b>-</b>	<b>(2.1)</b>	<b>(8.0)</b>	<b>(8.0)</b>	<b>Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.</b>

Please Allocate Please Allocate

**NON-CERTIFICATED STAFF**

Instructional	131.8	147.1	121.8	142.7	Personnel providing instruction support for schools under 'instruction' program areas.
Plant Operations & Maintenance	57.1	52.9	57.3	57.5	Personnel providing support to maintain school facilities
Transportation	43.3	41.0	43.0	37.5	Personnel providing direct support to the transportation of students to and from school
Other	58.5	59.0	56.2	53.9	Personnel in Board & System Admin. and External service areas.
<b>Total Non-Certificated Staff FTE</b>	<b>290.7</b>	<b>300.0</b>	<b>278.3</b>	<b>281.6</b>	<b>FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.</b>
Percentage Change	-3.1%	2.3%	4.5%	-4.6%	

Explanation of Changes:

**Additional Information**

Are non-certificated staff subject to a collective agreement?  No  
 Please provide terms of contract for 2015/16 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTEs.

## BOARD OF TRUSTEES

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: JUNE 24, 2016**

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

**SUBJECT:** PROCEDURE 526, FRAUD

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**ORIGINATOR:** FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

<b>RECOMMENDATION</b>
That the Board of Trustees approve the attached changes to Procedure 526, Fraud.

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**CURRENT SITUATION:** At the April 22, 2016 Board meeting Official Trustee, Colin Kelly requested administration obtain legal advice on the use of will and may on Section 11 in Procedure 526, Fraud.

Legal came back with the following response, "Reporting Fraud to the RCMP is discretionary".



**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

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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

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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.



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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**

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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.~~

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: JUNE 24, 2016**

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

**SUBJECT: PROCEDURE 505, DONATIONS**

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**ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE**

<b>RECOMMENDATION</b>
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That the Board of Trustees approve the attached changes to Procedure 505, Donations.
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**CURRENT SITUATION:** Third reading was tabled at the February 19/20, 2016 Regular Board meeting with a request that the procedure be reviewed for what would be considered acceptable amounts to be accepted by Central Office for SGF. After consultation with principals, third reading was brought back to the June 2016 FMT meeting.



## Procedure 505

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

#### **Background**

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

#### **Procedures**

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



## Procedure 505

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

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





## Superintendent's Report June 24, 2016

### June, 2016

1	Peace River	Teleconference with Alberta Education Re: Fort McMurray Fire Update
2	Peace River	Meeting with Woodland Cree Chief and Council
3	Wabasca	Housing Meeting
5	Red Deer	Alberta School Board's Association Spring General Meeting
6	Red Deer	Alberta School Board's Association Spring General Meeting
7	Red Deer	Alberta School Board's Association Spring General Meeting
	Calling Lake	Calling Lake Local School Board Meeting
8	Peace River	Committee Meetings and Agenda Review
	Loon River	Loon River First Nation Graduation and Education Celebration
9	Red Earth	Teleconference with Alberta Education Re: Fort McMurray Fire Update
		Special Board Meeting, Board of Trustees Northland School Division No. 61
		Teleconference with Alberta Infrastructure Re: Mistassiniy School Value Scoping
	Peerless Lake	Meeting with Peerless Trout First Nation Chief and Council
10	Grouard	Grouard Northland School Principal Interviews
13	Slave Lake	Quality of Work/Life Committee Meeting
		2016-2017 Budget Meeting
14	Wabasca	Teleconference with Alberta Infrastructure Re: Mistassiniy School Value Scoping
15	Edmonton	Press Conference with Education Minister Re: Curriculum Announcement
	Wabasca	Mistassiniy School Value Scoping with Alberta Education, Infrastructure, and Community Members
16	Wabasca	Mistassiniy School Value Scoping with Alberta Education, Infrastructure, and Community Members
17	Calling Lake	Calling Lake School Visit
20	Grouard	Grouard Northland School Principal Interviews
	Peerless Lake	Peerless Trout First Nation Community Re: Attendance
21	Trout Lake	Peerless Trout First Nation Community Re: Attendance
23	Peace River	Teleconference with Alberta Education Re: Fort McMurray Fire Update
24-25	Peace River	Corporate Board Meeting

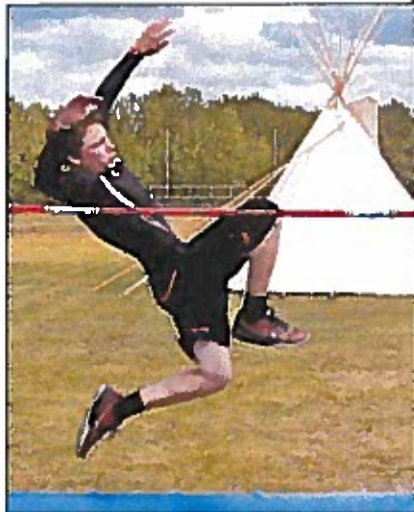


Photos by Denis Carmochan

## Scenes from Northland Games

Despite threatening storm clouds, the Northland Games had most of its events completed by the time rain did arrive the afternoon of Friday, May 27.

Northland School Division's annual athletic meet was held at Mistassiniy School in Wabasca and featured as its centerpiece a new teepee constructed by students at Career Pathways.



Due to the wildfire crisis in northeast Alberta, some of the schools which usually sent competitors were unable to do so this spring.

While older students competed in regular track and field events, younger students showed their prowess in modified activities, but still did their fair share of running as fast as they could.

A high jump duel between friends Ross Woodcock and Sebastian Auger attracted a lot of attention as the bar went higher and higher. Woodcock managed to win.



Three Northland Games winners: Keysha Shaw shows off just one of the many metals she won while Ashley Auger, and Blake Gullion display their whole day's catch.



HOME • NEWS, SPORTS • WABASCA-DESMARAIS HOSTS NORTHLAND GAMES

## Wabasca-Desmarais hosts Northland Games

June 9, 2016 · by Admin2015



*A nice poster greeted everyone to the Northland Games.*

A little rain didn't damper the 29th Annual Northland Games at Mistassiniy School in Wabasca-Desmarais. Elder Albert Yellowknee officially welcomed hundreds of athletes representing Northland School Division and Bigstone Cree Nation by performing the opening ceremony. At the junior high level, students challenged for bragging rights in long jump, high jump, shot put, discus and various running disciplines. Elementary athletes competed for gold, silver and bronze in events such as the barrel toss, standing long jump, the sack race, the three-legged race and an obstacle relay race. If you were in attendance, you would have seen a month's work on full display in the middle of the track.

Students from Career Pathways School [Wabasca-Desmarais], with assistance from Elder Albert Yellowknee, built a tipi from scratch. They hand-picked, peeled, cut, sanded and varnished tipi poles and followed proper protocol during this process. Elementary students were also introduced to a creative approach to hands-on learning. Students, with assistance from Randy Chemipeski, CTS School/Industry Partnership Administrator and Maureen Chemipeski, Pedagogical Supervisor, built hula hoops with plumbing tools. Thank you Northland Games Committee, the cooks, school staff, coaches and volunteers for making the Northland Games a success!

Legend: CL – Calling Lake School; CPS- Career Pathways School, Northland School Division; GNS – Grouard Northland School; KS – Trout Lake Kateri School; LB – Little Buffalo School; MISS – Wabasca Mistassiniy School; OPK – Wabasca Oski Pasikoniwew Kamik School; PL – Peerless Lake School; PM- Pelican Mountain School; PP – Paddle Prairie School; STS – Wabasca – Desmarais St. Theresa School. All results courtesy of Northland School Division.

### Age 5-10 Boys and Girls

#### 40-Metre Boys

1. Quincey Alook, STS
2. Maverick Gambler, STS
3. Bentley Alook, STS

#### 40-Metre Girls

1. Shanae Blakeney, STS
2. Mikka Sinclair, STS
3. Addison Cloutier-Baker, GNS

80-Metre Boys

- 1. Quincey Alook, STS
- 2. Maverick Gambler, STS
- 3. Bentley Alook, STS

80-Metre Girls

- 1. Mikka Sinclair, STS
- 2. Shanae Blakeney, STS
- 3. Ashley Mindel, GNS

Age 5 Standing LJ Boys

- 1. Quincey Alook, STS
- 2. Maverick Gambler, STS
- 3. Bentley Alook, STS

Age 5 Standing LJ Girls

- 1. Shanae Blakeney, STS
- 2. Mikka Sinclair, STS
- 3. Addison Coutier-Baker, GNS

Age 5 3-Legged Race B&G

- 1. Mikse LaRoche and Ty Boskoyous, CL
- 2. Mica Sinclair and Sinead Blakeney, STS
- 3. Bentley Alook and Maverick Gambler, STS

Age 5 Ball Throw Boys

- 1. Quincey Alook, STS
- 2. Bentley Alook, STS
- 3. Maverick Gambler, STS

Recent Posts

Age 5 Ball Throw Girls

- 1. Mikka Sinclair, STS
- 2. Shanae Blakeney, STS

Age 5 Hurdles B&G

- 1. Bentley Alook, Quincey Alook, Maverick Gambler, Mikka Sinclair, Shanae Blakeney, STS,
- 2. Matthew Halcrow, Ashleigh Mindel, Jayden Paul, Addison Baker, GNS

Age 5 Sack Race Boys

- 1. Quincey Alook, Bentley Alook, Maverick Gambler, Mikka Sinclair, Shanae Blakeney, STS
- 2. Ashleigh Mindel, Addison Cloutier-Baker, GNS

Age 5 Soccer Kick B&G

- 1. Quincey Alook, Bentley Alook, Maverick Gambler, Mikka Sinclair, Shanae Blakeney, STS
- 2. Matthew Halcrow, Ashleigh Mindel, Jayden Paul, Addison Cloutier-Baker, GNS

Age 6 40-Metre Boys

- 1. Kai Mills, STS
- 2. Blake Gullion, STS
- 3. Ryder Cardinal, STS

Age 6 40-Metre Girls

- 1. Kacie Sinclair, STS
- 2. Madison Yellowknee, STS
- 3. Silver Decoine, PM

Age 6 60-Metre Boys

- 1. Leslee Grey, GNS
- 2. Kai Mills, STS
- 3. Blake Gullion, STS

## Age 6 60-Metre Girls

1. Megan Rondella, GNS
2. Kacie Sinclair, STS
3. Madison Yellowknee, STS

## Age 6 SLJ Boys

1. Leslee Grey, GNS
2. Blake Gullion, STS
3. Kai Mills, STS

## Age 6 SLJ Girls

1. Kacie Sinclair, STS
2. Madison Yellowknee, STS
3. Silver Decoine, PM

## Age 6 Ball Throw Boys

1. Kai Mills, STS
2. Blake Gullion, STS
3. Lesley Yellowknee, GNS

## Age 6 Ball Throw Girls

1. Nikita Lamouche, GNS
2. Ella Bigstone, PM
3. Madison Yellowknee, SYS

## Age 6 3-Legged Race B&amp;G

1. Blake Gullion, Kai Mills, STS
2. Casey Sinclair, Madison Yellowknee, STS
3. Nikita Lamouche, Lesley Grey, GNS

## Age 6 Sack Race B&amp;G

1. Leslie Grey, Abraham Yellowknee, Kaylor Gladue, GNS
2. Jayden Paul, GNS, Matthew Halcrow, GNS, Maric Shaw, STS
3. Nikkita Lamouche, Santana Supemault, Meagan L'Hirondelle, GNS

## Age 6 Hurdles Race B&amp;G

1. Blake Gullion, Ryder Cardinal, Kai Mills, Kaycie Sinclair, Madison Yellowknee, STS
2. Kaylor Gladue-Halcrow, Leslie Grey, Abraham Yellowknee, Meagan L'Hirondelle, Nikkita Lamouche, GNS
3. Mario Keyes, LB, Kelian Laboucan-Auger, PP, Eldren Sawan, PP, Santana Supemault, GNS, Silver Decoine, PM, Sadie Oar, PM, Ella Bigstone, PM

## Age 6 Soccer Kick B&amp;G

1. Nikita Lamouche, Santana Supemault, Leslie Grey, Abraham Yellowknee, Kaylor Gladue-Halcrow, Megan Lamouche, GNS
2. Blake Gullion, Kai Mills, STS

## Age 7 40-Metre Boys

1. Ryan Roberts, STS
2. Travis Yellowknee, STS
3. Creedin Sinclair, STS

## Age 7 40-Metre Girls

1. Keisha Shaw, STS
2. Ashley Auger, STS
3. Ava Bigstone, PM

## Age 7 80-Metre Boys

1. Ryan Gladue-Roberts, STS
2. Creedin Sinclair, STS
3. Leroy Laboucan, LB

## Age 7 80-Metre Girls

1. Ashley Auger, STS
2. Keisha Shaw, STS
3. Cherie Supemault, GNS

## Age 7 SLJ Boys

1. Travis Yellowknee, STS
2. Ryan Gladue-Roberts, STS
3. Creedin Sinclair, STS

## Age 7 3-Legged Race B&amp;G

1. Leroy Leboutin, Landon Whitehead, LB
2. Abigail Halcrow, Shay Baker, GNS
3. Ava Bigstone, Elsa McLeod, PM

## Age 7 Ball Throw Boys

1. Ryan Gladue-Roberts, STS
2. Leroy Laboucan, LB
3. Landon Whitehead, LB

## Age 7 Ball Throw Girls

1. Cherie Supemault, GNS
2. Ashley Auger, STS
3. Natalia Favel, LB

## Age 7 Hurdles B&amp;G

1. Ashley Auger, Keisha Shaw, Travis Yellowknee, Peyton Auger, Ryan Roberts-Gladue, Creedin Sinclair, STS
2. Sheequin Cardinal, Michaela Calliou, Landon Laboucan, Leroy Laboucan, Natalia Fave, LB
2. Shaye Baker, Cherie Supemault, Marcus Goulet, Abby Halcrow, Jeb Chalifoux.

## Age 7 Sack Race B&amp;G

1. Ashley Auger, Keisha Shaw, Peyton Auger, STS
2. Blake Gullion, Kai Mills, Silver Decone, STS
2. Leroy Laboucan, LB, Landon Whitehead, LB, George Gullion, STS

## Age 7 Soccer Kick B&amp;G

1. Ashley Auger, Keisha Shaw, Ryan Roberts, STS
2. Abigail Gladue-Halcrow, Marcus Goulet, Jed Chalifoux, Shaye Baker, Cherie Supemault, GNS
3. Ava Bigstone, Elsa McLeod, Precious Ahsay, PM

## Age 8 40-Metre Boys

1. Kaedo Auger, STS
2. Finley Durose, STS
3. Travis Gullion, STS

## Age 8 40-Metre Girls

1. Myra Cardinal, CL
2. Lexi Auger, STS
3. Amaris Noskiye, PM

## Age 8 3-Legged Race B&amp;G

1. Amaris Noskiye, Kayla Bigstone, PM
2. Carson Stuart, Carlos Houle, PM
3. Ingrid Mindel, Markada Thunder, GNS

## Age 8 Ball Throw Boys

1. Travis Gullion, STS
2. Travel Sutherland, GNS
3. Connor Taron-McGrath, STS

**Age 8 Ball Throw Girls**

1. Lexi Auger, STS
2. Myra Cardinal-Watson, CL
3. Avery Gladue-Auger, STS

**Age 8 Hurdles Race B&G**

1. Avery Gladue-Auger, Finley Durose, Connor Taron-McGrath, Travis Gullion, Saphira Gladue-Gagnon, Lexi Auger, STS
2. Hailey Grey, Millyka Auger, Emma Shaw, Divonne Yellowknee, Demarion Bigstone, Lynden Auger, OPK
2. Carson Stewart, Rain Bigstone, Amaris Noskiye, Kayla Bigstone, Carlos Houle, Crimson Stewart, PM

**Age 8 Sack Race B&G**

1. Finley Durose, Travis Gullion, Connor Taron-McGrath, STS
2. Avery Gladue-Auger, Saphira Gladue, Lexi Auger, STS
3. Hailey Grey, Emma Shaw, Malikka Auger, OKP

**Age 8 Soccer Kick B&G**

1. Carson Stewart, Amaris Noskiya, Crimson Stewart, Rayne Bigstone, Carlos Houle, Kayla Bigstone, PM
2. Hailey Grey, Emma Shaw, Millyka Auger, DeMarion Bigstone, Divonne Yellowknee, Lynden Auger-Yellowknee, OPK
3. Travis Gullion, Finley Durose, Saphira Gagnon, Connor Taron-McGrath, Avery Gladue-Auger, Lexi Auger, STS

**Age 9 80-Metre Boys**

1. Kaiden Gagnon, STS
2. Mahekua Laroche, CL
3. Tony Klein, STS

**Age 9 80-Metre Girls**

1. Kiara Gladue, STS
2. Ryanna Gladue-Roberts, STS
3. Zara Weingarten, STS

**Age 9 SLJ Boys**

1. Tony Klein, STS
2. Leland Laboucan, LB
3. Kaiden Gagnon, STS

**Age 9 SLJ Girls**

1. Ryanna Gladue-Roberts, STS
2. Kiara Gladue, STS
3. Ashlyn Noskiya, CL

**Age 9 3-Legged Race B&G**

1. Dakota Yellowknee, Jayde Matheson, OPK
2. Steven Beauregard, Tony Klein, STS
3. Hunter Gaze, Kilo Sutherland, GNS

**Age 9 Ball Throw Boys**

1. Narciss Okemow, KS
2. Chase Gladue, CL
3. Leland Laboucan, LB

**Age 9 Ball Throw Girls**

1. Kiara Gladue, STS
2. Zara Weingarten, STST
3. Reana Yellowknee, OPK

**Age 9 Hurdles B&G**

1. Tony Klein, Kaiden Gagnon, Steven Beauregard, Kiara Gladue, Ryanna Gladue-Roberts, Zara Weingarten, Kiara Gladue, STS
2. Halle Alook, Levi Alook, Dakota Yellowknee, Akadin Gladue, Reema Yellowknee, Constantine Yellowknee,

## OPK

3. Mahekun LaRoche, Landy Johnson, Ashlynn Noskiye, Jayde M, CL

## Age 9 Sack Race B&amp;G

1. Kiara Gladue, Zara Weingarten, Ryanna Gladue-Roberts, STS  
 2. Tony Klein, Kaiden Gagnon, Steven Beauregard, STS  
 3. Chasa Gladue, Mahekun LaRoche, Tanner Young, CL

## Age 9 Soccer Kick B&amp;G

1. Misty Gladue, Dani Lamouche, Hunter Gaze, Kilo Sutherland, Andre Gambler-Young, GNS  
 2. Akaydia Gladue, Constantine Yellowknee, Dakota Yellowknee, Shadae Auger, Reema Yellowknee, Jayde Matheson, Levi Alook, OPK  
 3. Tanner Young, Mahekun Laroche, Chaise Gladue, Braiden Gladue, Ashlynn Noskiye, Landy Johnson, Marilyn Chonkolay, CL

## Age 10 40-Metre Boys

1. Kenny Okemow, STS  
 2. Matthew Noskiye, PM  
 3. Creo Stuart, OPK

## Age 10 40-Metre Girls

1. Mabel Houle, CL  
 2. Zaiden Sinclair, STS  
 3. Helena Cardinal, STS

## Age 10 80-Metre Boys

1. Kenny Okemow, STS  
 2. Ashton Cardinal, STS  
 3. Jayden Beaver-Houle, STS

## Age 10 80-Metre Girls

1. Helena Cardinal, STS  
 2. Keira Noskiye, KS  
 3. Zaiden Sinclair, STS

## Age 10 SLJ Boys

1. Zachary Thunder, KS  
 2. Matthew Noskiye, PM  
 3. Jayden Beaver-Houle, STS

## Age 10 SLJ Girls

1. Zaiden Sinclair, STS  
 2. Helena Cardinal, STS  
 3. Keira Noskiye, KS

## Age 10 3-Legged Race B&amp;G

1. Navaeh Houle, Matthew Noskiye, PM  
 2. Mabel Houle, Ivory Merrier, CL  
 3. Helena Cardinal, Zaiden Sinclair, STS

## Age 10 Ball Throw Boys

1. Matthew Noskiye, PM  
 2. Zachary Thunder, KS  
 3. Chasa Calliou, LB

## Age 10 Ball Throw Girls

1. Keira Noskiye, KS  
 2. Briana Leland, GNS  
 3. Paris Metsikassus, KS

## Age 10 Hurdles B&amp;G



1. Kenny Okemow, Ashton Cardinal, Jayden Beaver-Houle, Zaiden Sinclair, Helena Cardinal, Lacey Brule, STS
2. Alliyanna Noskiye, OPK, Creo Stuart, OPK, Eric Noskiye, OPK, Detroit Gladue, CL, Tristan Anderson, CL
3. Ashton Cardinal, Ethan Gladue, Alannah Noskiye, Mabel Houle, Ivory Merrier, Detroit Gladue, Tristan Anderson, CL

#### Age 10 Sack Race B&G

1. Nevaah Houle, Kaydena Stewart, Kreisha Bigstone, PM
2. Helena Cardinal, Zaiden Sinclair, Lacey Brule, STS
3. Matthew Noskiye, Chase Oar, Christian Bigstone, Austin McLeod, PM

#### Age 10 Soccer Kick B&G

1. Paris Metsikassus, KS, Kira Noskiye, KS, Lacey Brule, STS, Kenny Okemow, STS, Ashton Cardinal, STS, Jayden Beaver-Houle, STS, Zaiden Sinclair, STS, Helena Cardinal, STS
2. Matthew Noskiye, PM, Chase Oar, PM, Austin McLeod, PM, Brianna Lalonde, GNS, Kailleen Nanooch, GNS, Cole Ferguson, GNS, Tristan Mindel, GNS.
3. Mabel Houle, Ivory Merrier, Alannah Noskiye, Detroit Gladue, Ashton Cardinal, Tristan Anderson, Ethan Gladue, CL

#### Boys Jr. Shot Put

1. Kowan Gullion, MISS
2. Anthony Auger, MISS
3. Logan Bigstone, MISS

#### Boys Int. Shot Put

1. Malachi Auger, MISS
2. Marcus Auger, CL
3. Michael Merrier, MISS

#### Boys Sr. Shot Put

1. Austin Gullion, MISS
2. Tyler Anderson, MISS
3. Joseph Poitras, PP

#### Boys Jr. Discus

1. Kowan Gullion, MISS
2. Tyler Mindel, GNS
3. Anthony Auger, MISS

#### Boys Int. Discus

1. Creedon Gagnon, MISS
2. Michael Merrier, MISS
3. Malachi Auger, MISS

#### Boys Sr. Discus

1. Justin Bigstone, MISS
2. Tyler Anderson, MISS
3. Chris Auger, MISS

#### Boys Jr. Long Jump

1. Kowan Gullion, MISS
2. Ben Cardinal, MISS
3. Ethan Lalonde, GNS

#### Boys Int. Long Jump

1. Payson Halfe, MISS
2. Silas Whitehead, LB
3. Malachi Auger, MISS

#### Boys Sr. Long Jump

1. Joseph Poitras, PP
2. Sebastien Auger, MISS

3. Sidney Anderson, MISS

Boys Jr. High Jump

1. Kowan Gullion, MISS

2. Anthony Auger, MISS

3. Henry Auger, MISS

3. Marcus Auger, CL

Boys Int. High Jump

1. Silas Whitehead, LB

2. Payson Halfe, MISS

3. Michael Merier, MISS

3. Rye McLeod, MISS

Boys Sr. High Jump

1. Ross Woodcock, MISS

2. Sebastien Auger, MISS

3. Chris Auger, MISS

Boys Jr. 100-Metres

1. Kowan Gullion, MISS

2. Ben Cardinal, MISS

3. Anthony Auger, MISS

Boys Int. 100-Metres

1. Payson Halfe, MISS

2. Silas Whitehead, LB

3. Rye McLeod, MISS

Boys Sr. 100-Metres

1. Sidney Anderson, MISS

2. Nicholas Laboucan, MISS

3. Chris Auger, MISS

Boys Jr. 200-Metres

1. Kowan Gullion, MISS

2. Ben Cardinal, MISS

3. Darian Cardinal, MISS

Boys Int. 200-Metres

1. Payson Halfe, MISS

2. Silas Whitehead, LB

3. Malachi Auger, MISS

Boys Sr. 200-Metres

1. Nicholas Laboucan, MISS

2. Kevin Power, MISS

3. Sebastien Auger, MISS

Boys Jr. 400-Metres

1. Ethan Lalonde, GNS

2. Linden Rathbone, STS

3. Henry Auger, MISS

Boys Int. 400-Metres

1. Payson Halfe, MISS

2. Silas Whitehead, LB

3. Creedon Gagnon, MISS

Boys Sr. 400-Metres

1. Griffin Young, MISS

2. Joseph Poitras, PP
3. Tyler Anderson, MISS

## Boys Jr. 1,500-Metres

1. Linden Rathbone, STS
2. Kyle Auger, KS
3. Theron Mindel, GNS

## Boys Int. 1,500-Metres

1. Silas Whitehead, LB
2. Morgan Auger, MISS
3. Rye McLeod, MISS

## Boys Sr. 1,500-Metres

1. Griffin Young, MISS
2. Justin Bigstone, MISS
3. Christian Beaver, CPS

## Girls Jr. Shot Put

1. Brandy Houle, PL
2. Alexis Kubicki, MISS
3. Tori Alook, MISS

## Girls Int. Shot Put

1. Brook Young, MISS
2. Thea Beaver, MISS
3. Taylor Christian, PP

## Girls Sr. Shot Put

1. Missy Auger, MISS
2. Marilyn Poitras, PP
3. Amber Bigstone, MISS

## Girls Jr. Discus

1. Tori Alook, MISS
2. Alexis Kubicki, MISS
2. Brandy Houle, PL

## Girls Int. Discus

1. Thea Beaver, MISS
2. Shedalsy Beaugard, MISS
3. Anika Gladue, MISS
3. Amber Bigstone, MISS

## Girls Jr. Long Jump

1. Alexis Kubicki, MISS
2. Hailey Rathbone, MISS
3. Allssa McLeod, STS

## Girls Int. Long Jump

1. Carolyn Letendre, KS
2. Thea Beaver, MISS
3. Yulia Kubicki, MISS

## Girls Sr. Long Jump

1. Marilyn Poitras, PP
2. Anaka Anderson, MISS
3. Raynelle Cardinal, MISS

## Girls Jr. High Jump

1. Juliette Sutherland, GNS

2. Kaylee Cardinal, MISS
3. Tannis Beaver, MISS
3. Danelle Jackson, OPK

## Girls Int. High Jump

1. Yulia Kubicki, MISS
2. Thea Beaver, MISS
2. Shedaisy Beauregard, MISS
2. Sienna Cardinal, MISS

## Girls Sr. High Jump

1. Marilyn Poitras, PP
2. Amber Bigstone, MISS
3. Raynelle Cardinal, MISS

## Girls Jr. 100-Metres

1. Kaylee Cardinal, MISS
2. Juliette Sutherland, GNS
3. Journey Gladue, STS

## Girls Int. 100-Metres

1. Yulia Kubicki, MISS
2. Brook Young, MISS
3. Thea Beaver, MISS

## Girls Sr. 100-Metres

1. Marilyn Poitras, PP
2. Annie Anderson, MISS
3. Raynelle Cardinal, MISS

## Girls Jr. 200-Metres

1. Bethany Oar, MISS
2. Abby Perry, PP
3. Brandy Houle, PL

## Girls Int. 200-Metres

1. Yulia Kubicki, MISS
2. Thea Beaver, MISS
3. Brook Young, MISS

## Girls Sr. 200-Metres

1. Marilyn Poitras, PP
2. Annie Anderson, MISS
3. Raynelle Cardinal, MISS

## Girls Jr. 400-Metres

1. Alexis Kubicki, MISS
2. Abby Perry, PP
3. Journey Gladue, STS

## Girls Int. 400-Metres

1. Yulia Kubicki, MISS
2. Thea Beaver, MISS
3. Brook Young, MISS

## Girls Sr. 400-Metres

1. Annie Anderson, MISS
2. Marilyn Poitras, PP
3. Raynelle Cardinal, MISS

## Girls Jr. 1,500-Metres

1. Alexis Kubicki, MISS

Girls Int. 1,500-Metres

1. Yulia Kubicki, MISS

2. Brook Young, MISS

3. Shedaisy Beauregard, MISS

Girls Sr. 1,500-Metres

1. Marilyn Courterella, PP



*Boys compete in the Junior 1,500-Metres. A very close race!*



Grouard Northland School's Ethan Lalonde placed first in the Junior 400-Metres, and third in Junior Long Jump.

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Donna Barrett <donna.barrett@nsd61.ca>

## **Update on Provincial Curriculum Development and the Grade 3 Student Learning Assessment Pilot in 2016/17**

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

Wed, Jun 15, 2016 at 11:51 AM

**To: All Superintendents of Public, Separate, Francophone and Charter School Boards**

**First Nations Education Directors**

**Accredited Private Schools**

**Executive Directors of the following Stakeholder Associations:**

ACSTA (Alberta Catholic School Trustees' Association)

ASBA (Alberta School Boards Association)

AHEA (Alberta Home Education Association)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

ACFA (Association canadienne-française de l'Alberta)

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

CCSSA (Council of Catholic Superintendents of Alberta)

Fédération des parents francophones de l'Alberta

Fédération des conseils scolaires francophones de l'Alberta

PSBAA (Public School Boards' Association of Alberta)

I am pleased to provide an update on curriculum development and the Grade 3 Student Learning Assessment (SLA) pilot in follow-up to Minister Eggen's email to board chairs and presidents of stakeholder organizations sent earlier today.

### **Curriculum Development**

The development of future provincial curriculum will occur simultaneously, in English and French, for Arts Education, Language Arts (English, French, and Français), Mathematics, Social Studies, Sciences and Wellness.

### Estimated Timelines for Curriculum Development:

K—4, December 2018

5—8, December 2019

9—10 (3 subjects), December 2020

9—10 (3 subjects) + 11—12 (3 subjects), December 2021

11—12 (3 subjects), December 2022

Current curriculum remains in effect until future provincial curriculum is approved by the Minister. Implementation dates have yet to be determined.

### Benefits:

- It will ensure that principles and standards for student-centered learning are reflected in all future provincial curriculum.
- It enables a consistent approach to learning for students across subjects which allows literacy, numeracy and cross-curricular competencies to be an explicit part of future curriculum.
- Students encountering future provincial curriculum in six subjects will benefit from a more cohesive and coherent learning experience. Teachers can better plan for and implement interdisciplinary learning opportunities which are a tenet of student-centeredness.
- It begins to fulfill the commitment to Education for Reconciliation in a timely, robust and authentic manner. It also allows for the seamless and comprehensive inclusion of First Nations, Métis and Inuit contexts across all subjects and grades.
- It allows for Francophone perspectives to be included across all subjects and grades, as appropriate.
- It would meet the advice of prototyping partners, particularly those at the elementary level, who supported the development of six subjects per grade at a time.

We will be collaborating with our stakeholders, including First Nations, Métis and Inuit stakeholders throughout the process of developing and implementing all phases of curriculum. Involving a broad spectrum of stakeholders throughout the development process helps build understanding, capacity, ownership and support for future curriculum in preparation for implementation.

Starting this fall, Albertans will be asked to provide input on future curriculum. Engagement will include both face-to-face and online opportunities. More information will be emailed to you or posted online once it becomes available.



## SLAs

We have reviewed the second pilot year and are pleased to report that feedback indicates marked improvements in 2015. Improvements were noted in the assessment instrument, SLA Application, professional learning supports and results reports for the digital questions (see attached *Summary of Feedback to Alberta Education*). That said, improvements are still needed. We will continue to refine the SLA in a thoughtful and deliberate manner throughout the pilot phase. Alberta Education's goal is for the SLAs to be the trusted beginning-of-the-year assessment tool for teachers, superintendents, principals, parents and students.

Going forward the SLA will focus only on the first two purposes of assessment: improving student learning and enhancing instruction for students. While the SLA is helpful in providing assurance at the local level, it will not be used in the Accountability Pillar. In 2016/17, Alberta Education will, in collaboration with stakeholders, determine the best approach to providing assurance at the provincial level.

Alberta Education has learned that some school authorities, to varying degrees, are using local beginning-of-the-year student assessments, including or in addition to Grade 3. These include locally developed and commercial assessments. Building on the Grade 3 SLA pilot evaluation to date, there is a need to better understand the value of the Grade 3 pilot SLA within the broader context of Grade 3 beginning of the year assessment practices across the province. This includes looking at potential areas of duplication of effort and addressing concerns of increased teacher workload.

With this in mind, I am pleased to share the following information about Year 3 of the Grade 3 SLA pilot in the 2016/17 school year.

-

### Participation for 2016/17

A more focused approach to the pilot will occur this year. Participation in Year 3 of the pilot will be limited to a sample of approximately 20 publicly funded school authorities who choose to opt in.

The stratified random sample will include metro, urban and rural school authorities, as well as Francophone, First Nations, Métis and Inuit perspectives. All school authorities participating in the sample will use all four digital question and performance task components. School authorities participating in the sample will work with Alberta Education to ascertain the value of the SLA and help inform its evolution.

### New this year

- Starting in September 2016, Alberta Education will provide reports on student results within 24 hours of a class completing the digital questions.
- The Grade 3 SLA will be available to participating teachers to re-administer at their discretion throughout the school year to further support learning and instruction.
- Principals of participating schools, instead of superintendents, can excuse individual students from

the SLA in consultation with teachers and parents.

- Parents of participating schools will have access to a parent-friendly report, through teachers, for the digital questions marked by the province.
- Superintendents will have access to a high-level report that provides an overview of school authority and school results for the digital questions.

-

Similar to last year

- The Grade 3 SLA will continue to comprise both digital literacy and numeracy questions (marked by Alberta Education) as well as literacy and numeracy performance tasks (marked by teachers with results shared locally).
- Teachers will have preview access to the 2016 SLA assessment instrument from August 15 to 31, 2016.
- The Grade 3 SLA will be available for administration starting September 1, 2016, and there is no administration closing date. Participating school authorities are encouraged to use the SLA as soon as possible to maximize the value of this beginning-of-the-year assessment.
- Principals and teachers will continue to have access to individual student and class reports for the digital questions.
- Student results will continue to be available to parents through teachers.
- Alberta Education will provide funding to participating school authorities to help support local marking of performance tasks. This funding will be provided to school authorities at the beginning of the school year.
- Alberta Education staff will continue to work closely with the Alberta Regional Professional Development Consortia to provide robust implementation supports for teachers.

Please fill out the attached response form to indicate your school authority's interest in participating in Year 3 of the pilot and email it to [exam.admin@gov.ab.ca](mailto:exam.admin@gov.ab.ca) no later than **June 22, 2016**. Alberta Education will confirm participation in the sample on or before June 29, 2016.

Further information about the 2016/17 SLA will be available on the [Alberta Education](#) website in the coming weeks. If you have any questions, please contact Nicole Lamarre, Director of Student Learning Assessments and Provincial Achievement Testing, at [nicole.lamarre@gov.ab.ca](mailto:nicole.lamarre@gov.ab.ca) or by phone at **780-427-6204** (toll-free in Alberta by first dialing 310-0000).

Sincerely,

Curtis Clarke, PhD

Deputy Minister of Education

**Attachments**

1. *Summary of Feedback to Alberta Education for the Fall 2015 Grade 3 SLA Pilot*
2. *School Authority Response Form - SLA Pilot Year 3 (2016/2017)*

cc: Communications Contacts at School Divisions

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**2 attachments**

 **Summary of Feedback to AE - Fall 2015.pdf**  
443K

 **School Authority Response Form.docx**  
31K



# Chairman's Report

## June 24, 2016

### May, 2016

25	Gift Lake	Community Meeting Re: Gift Lake Student Transition to High Prairie School Districts
	Peace River	Travel/Overnight
26	Peace River	Office Review of Corporate Board Package in Preparation for Meeting
	Wabasca	Travel/Overnight
27	Wabasca	Northland School Division Games
		Meeting with Northland Local Housing Committee
	Peace River	Northland School Division No. 61 Corporate Board Meeting
28	Peace River	Northland School Division No. 61 Corporate Board Meeting
30	Edmonton	Meeting with the CEO, Fort McKay First Nation

### June, 2016

1	Edmonton	McLennan Ross-Legal Re: Final Draft of Gift Lake Education Centre Agreement
		Alberta Infrastructure Re: Next Steps Regarding Gift Lake Project
	Slave Lake	Travel/Overnight
6	Red Deer	Alberta School Boards Association (ASBA) Spring General Meeting (SGM)
7	Red Deer	Alberta School Boards Association (ASBA) Spring General Meeting (SGM)
	Peace River	Travel and Overnight
8	Peace River	Committee Meetings and Agenda Review
	Loon River	Loon River First Nation Graduation and Education Celebration
	Red Earth	Overnight
9	Red Earth	Special Meeting, Board of Trustees Northland School Division No. 61
	Peerless Lake	Meeting with Peerless Trout First Nation Chief and Council
13	Slave Lake	2016-2017 Budget Meeting
14	Edmonton	Meeting with the CEO, Kee Tas Kee Now Tribal Council
	Wabasca	Travel and Overnight
15	Wabasca	Alberta Education/Alberta Infrastructure/Group2 Architects Re: Value Scoping Meeting at Mistassiniy School
16	Wabasca	Alberta Education/Alberta Infrastructure/Group2 Architects Re: Value Scoping Meeting at Mistassiniy School
		Housing Meeting
20	Peerless Lake	Peerless Trout First Nation Community Re: Attendance
	Slave Lake	Overnight
23	Peace River	Travel

**NORTHLAND SCHOOL DIVISION NO. 61  
BOARD REPORT  
2015/2016 SCHOOL YEAR  
PERIOD ENDING - May 31, 2016**

	<b>ACTUAL</b>	<b>BUDGET</b>	<b>VARIANCE</b>
<b><u>ELECTIONS</u></b>			
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	2,395.59	-	(2,395.59)
OFFICE SUPPLIES--ELECTIONS	-	-	-
<b>SUB-TOTAL</b>	<b>3,980.70</b>	<b>80,000.00</b>	<b>76,019.30</b>
<b><u>COMMITTEES</u></b>			
RENUMERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
PROFESSIONAL SERVICES - POLICY REVIEW	3,710.00	-	(3,710.00)
TRAVEL & SUBSISTENCE - PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE - EDUCATION	-	-	-
TRAVEL & SUBSISTENCE - FINANCE	-	-	-
TRAVEL & SUBSISTENCE - NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE - PAC	-	-	-
TRAVEL & SUBSISTENCE - AD HOC	9,404.68	30,000.00	20,595.32
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	328.17	-	(328.17)
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	4,961.88	-	(4,961.88)
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - MENTAL HEALTH INITIATIVE	761.79	-	(761.79)
<b>SUB-TOTAL</b>	<b>19,166.52</b>	<b>30,000.00</b>	<b>10,833.48</b>
<b><u>OTHER EXPENSES</u></b>			
REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	3,747.44	4,000.00	252.56
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	66,957.51	200,000.00	133,042.49
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	20,013.29	25,000.00	4,986.71
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	160.33	-	(160.33)
TELEPHONE - TRUSTEE	380.56	3,000.00	2,619.44
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	43,969.16	40,000.00	(3,969.16)
TRAVEL & SUBSISTENCE - PSBA	-	-	-
TRAVEL & SUBSISTENCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	7,585.68	-	(7,585.68)
TRAVEL & SUBSISTENCE - RETREAT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	41,671.08	38,000.00	(3,671.08)
PRINTING & BINDING	2,084.12	3,500.00	1,415.88
INSURANCE - BOARD OF TRUSTEES	169.28	250.00	80.72
ADVERTISING - BOARD	1,286.42	3,000.00	1,713.58
OFFICE SUPPLIES	1,134.84	5,000.00	3,865.16
AWARDS	17,919.17	25,000.00	7,080.83
POSTAGE - BOARD	210.48	4,000.00	3,789.52
FURNITURE & EQUIPMENT	-	1,000.00	1,000.00
<b>SUB-TOTAL</b>	<b>207,382.52</b>	<b>411,750.00</b>	<b>204,367.48</b>
<b>TOTAL</b>	<b>230,529.74</b>	<b>521,750.00</b>	<b>291,220.26</b>

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

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>Anzac</u></b>						
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%
<b><u>Athabasca Delta</u></b>						
Quarterly Honorarium	2,436.00	1,682.78	4,118.78	4,920.00	801.22	
Travel & Subsistence		623.82	623.82	5,340.00	4,716.18	
In - Service					-	
Prior Year Carryover				9,265.00	9,265.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,436.00	2,306.60	4,742.60	19,775.00	15,032.40	24.0%
<b><u>Bishop Routhier</u></b>						
Quarterly Honorarium	1,229.75	3,930.50	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	1,229.75	5,430.50	6,660.25	10,639.00	3,978.75	62.6%
<b><u>Calling Lake</u></b>						
Quarterly Honorarium	2,700.75	2,057.43	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		638.02	638.02	250.00	(388.02)	
Total	2,700.75	2,695.45	5,396.20	18,270.00	12,873.80	29.5%
<b><u>Chipewyan Lakes</u></b>						
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%
<b><u>Conklin</u></b>						
Quarterly Honorarium	1,229.75	3,287.17	4,516.92	4,920.00	403.08	
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	1,229.75	3,795.85	5,025.60	18,681.00	13,655.40	26.9%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>Dr. Mary Jackson</u></b>						
Quarterly Honorarium	1,953.50	3,206.75	5,160.25	4,920.00	(240.25)	
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	1,953.50	3,769.49	5,722.99	9,998.00	4,275.01	57.2%
<b><u>East Prairie</u></b>						
Quarterly Honorarium	1,229.75	3,689.25	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	1,229.75	5,639.25	6,869.00	9,826.00	2,957.00	69.9%
<b><u>Elizabeth</u></b>						
Quarterly Honorarium	2,436.00	1,704.44	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	2,436.00	2,304.44	4,740.44	16,473.00	11,732.56	28.8%
<b><u>Father R Perin</u></b>						
Quarterly Honorarium	1,229.75	3,689.25	4,919.00	4,920.00	1.00	
Travel & Subsistence		68.00	68.00	4,144.00	4,076.00	
In - Service		-	-		-	
Prior Year Carryover		-	-	4,269.00	4,269.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	1,229.75	3,757.25	4,987.00	13,583.00	8,596.00	36.7%
<b><u>Fort McKay</u></b>						
Quarterly Honorarium	735.50	2,206.50	2,942.00	4,920.00	1,978.00	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	11,961.00	11,961.00	
Casual Labour, Supplies & Awards		1,331.96	1,331.96	250.00	(1,081.96)	
Total	735.50	3,538.46	4,273.96	21,275.00	17,001.04	20.1%
<b><u>Gift Lake</u></b>						
Quarterly Honorarium	1,459.25	3,022.42	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	1,459.25	4,522.42	5,981.67	12,336.00	6,354.33	48.5%
<b><u>Grouard</u></b>						
Quarterly Honorarium	2,137.84	2,918.50	5,056.34	4,920.00	(136.34)	
Travel & Subsistence		1,065.60	1,065.60	2,028.00	962.40	
In - Service			-		-	
Prior Year Carryover			-	5,713.00	5,713.00	
Casual Labour, Supplies & Awards		351.89	351.89	250.00	(101.89)	
Total	2,137.84	4,335.99	6,473.83	12,911.00	6,437.17	50.1%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>J.F. Dion</u></b>						
Quarterly Honorarium	1,229.75	3,689.25	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	1,229.75	5,301.40	6,531.15	15,880.00	9,348.85	41.1%
<b><u>Kateri</u></b>						
Quarterly Honorarium	1,965.25	3,141.35	5,106.60	4,920.00	(186.60)	
Travel & Subsistence		1,921.38	1,921.38	2,416.00	494.62	
In - Service			-		-	
Prior Year Carryover			-	7,710.00	7,710.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	1,965.25	5,062.73	7,027.98	15,296.00	8,268.02	45.9%
<b><u>Little Buffalo</u></b>						
Quarterly Honorarium	1,218.00	3,654.00	4,872.00	4,920.00	48.00	
Travel & Subsistence		1,101.80	1,101.80	1,880.00	778.20	
In - Service			-		-	
Prior Year Carryover			-	288.00	288.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	1,218.00	4,755.80	5,973.80	7,338.00	1,364.20	81.4%
<b><u>Mistassiniy</u></b>						
Quarterly Honorarium	1,712.25	3,171.50	4,883.75	4,920.00	36.25	
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	1,712.25	5,003.12	6,715.37	9,046.00	2,330.63	74.2%
<b><u>Paddle Prairie</u></b>						
Quarterly Honorarium	1,482.75	2,551.67	4,034.42	4,920.00	885.58	
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	-	500.00	500.00	250.00	(250.00)	
Total	1,482.75	5,101.67	6,584.42	14,365.00	7,780.58	45.8%
<b><u>Peerless Lake</u></b>						
Quarterly Honorarium	1,229.75	4,649.25	5,879.00	4,920.00	(959.00)	
Travel & Subsistence		2,426.36	2,426.36	2,340.00	(86.36)	
In - Service			-		-	
Prior Year Carryover			-	1,474.00	1,474.00	
Casual Labour, Supplies & Awards		675.33	675.33	250.00	(425.33)	
Total	1,229.75	7,750.94	8,980.69	8,984.00	3.31	100.0%
<b><u>Pelican Mountain</u></b>						
Quarterly Honorarium	747.25	2,241.75	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	747.25	3,902.87	4,650.12	14,609.00	9,958.88	31.8%



	<b>Future Pay Out</b>	<b>Paid During Yr.</b>	<b>Total Pd. &amp; Committed</b>	<b>Budget</b>	<b>Difference</b>	<b>Percent Expended</b>
<b><u>St. Theresa</u></b>						
Quarterly Honorarium	1,229.75	3,689.25	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		922.30	922.30	250.00	(672.30)	
<b>Total</b>	<b>1,229.75</b>	<b>4,611.55</b>	<b>5,841.30</b>	<b>9,267.00</b>	<b>3,425.70</b>	<b>63.0%</b>
<b><u>Susa Creek</u></b>						
Quarterly Honorarium	2,459.50	1,153.26	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	
<b>Total</b>	<b>2,459.50</b>	<b>1,246.87</b>	<b>3,706.37</b>	<b>16,238.00</b>	<b>12,531.63</b>	<b>22.8%</b>
<b>GRAND TOTAL</b>	<b>36,971.09</b>	<b>87,488.22</b>	<b>124,459.31</b>	<b>310,905.00</b>	<b>186,445.69</b>	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	186,445.69
TOTAL NUMBER OF LSBC <b>OVER BUDGET</b>	0	-
TOTAL NUMBER OF LSBC	22	186,445.69

The Advocate: Volume 3 - Issue 16

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# THE ADVOCATE

JUNE 2016

## Spring General Assembly 2016

Sincere thanks to all of our presenters for sharing their wisdom, insights and enthusiasm with us at our 2016 Celebration of Public Education!

We are pleased to share Brian Woodland's presentations which may be accessed by clicking on the following links:

[Education Leadership in a Kim Kardashian World](#)

[Branding Public Education](#)

Chloe Kemeni's presentation may be accessed by clicking the following link:

[The Importance of Student Trustees](#)

Thank you to our Members, Guests and Students who attended our 2016 Spring General Assembly, *A Celebration of Public School Education in Alberta: Every day heroes in the lives of our Students.*

Assembly! An online evaluation link was sent out to all participants, you can also find the link below.

[Take our Survey](#)

## **Governance Seminar 03 June 2016**

Thank you to our Members who attended our 03 June 2016 Governance Seminar, Update your Dispute Resolution Policy facilitated by Maurice Fritze.

Your Executive Committee would love to hear your feedback on the Seminar! An online evaluation link was sent out to all participants, you can also find the link below.

[Take our Survey](#)

## **REMINDER**

The August Governance Seminars on 10 August and 18 August are quickly approaching.

Please be sure to confirm your attendance as the seats are filling up quickly

The links for both registrations can be found below:

[Governance Seminar - 10 August 2016](#)

[Governance Seminar - 18 August 2016](#)

## **ANNOUNCEMENTS**

The Public School Boards' Association of Alberta is pleased to introduce Tracy

Tracy has over 12 years of experience working in an administrative environment as well as in various customer service roles. We are confident that Tracy's interpersonal skills and diverse professional background will contribute positively to our Members and to the efforts our Association. Tracy describes herself as "someone who thrives in a fast-paced environment" - something that we know will serve her very well in the PSBAA office as she supports PSBAA Members, Executive Committee and the PSBAA Staff.

Tracy joined us this past week at our 2016 Spring General Assembly and is the friendly voice that you will hear when you call the Association Office. Please join us in a warm PSBAA welcome to Tracy!

## Association Summer Hours

The Association Office will operate under summer hours, 8:00 a.m. to 2:00 p.m., for the period 04 July 2016 – 12 August 2016 inclusive. We revert to regular Office Hours on Monday 15 August 2016.

## Other news

### 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.


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A · S · B · A  
 Alberta School Boards  
 Association

For members of the Alberta School Boards Association

# Communications Now

## June 2016

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## How to write and give a compelling graduation speech

Each year, high schools around the province invite graduation speakers to inspire young adults, recognize achievements and mark the transition to greater maturity.

Here is some advice to speakers who have agreed to address the graduating class but who may have forgotten the feeling of wearing the cap and gown on this momentous day.

Graduates have access to all the online advice in the world at their fingertips – but they don't know what's locked inside your heart: your personal experience.

Go from platitudes to inspiration by sharing your own triumphs, your heartaches, your "I should haves." The more honest and even confessional, the better.

Combine that concept with the fact that everyone loves "listicles" these days – those lists of data or advice often posted on blogs and websites – and you'll have them eating out of your hand at the podium.

Use your own stories about things that changed your life or just your outlook. Pick an assortment of career, education and personal topics. Examples: How you screwed up your first job or interview; survival of a bad breakup, then finding "the one" and why it lasted; advice that really stuck; or when someone helped you when you were 18.

### You have something to share

You've been asked to give the graduation speech for a reason. You know something the graduates don't, or you have experience as a school board trustee or school leader and have watched these students move through the grades.

Pick an equal amount of career, education and personal topics. Embarrass yourself – students will love you for it. The more authentic, the better. They may yawn at: "Go out there and get 'em; no dream is too big." They already know that.

Even telling them to floss their teeth and wear sunscreen has been used too many times – unless you can share a personal funny experience, or borrow this one: "I asked my dentist which teeth I really needed to floss, and she said, just the ones you want to keep."

### Divulge something nobody else knows

Find a story in your own history that might surprise your audience. Did you ever "fail greatly" or learn something? Do you have advice you still cling to? Perhaps something a teacher or coach told you in a classroom, during a game, or when you were in the

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## Communications Now

principal's office? Audiences connect when you show your vulnerability.

Utter honesty – even saying something like, “and you’re the first people to know this, but don’t tell my husband who’s sitting in the back row...sorry, honey, but close your ears if you don’t want to hear this.”

### Use your own strengths

Center the pivotal moments you choose to share on your own strengths... personal relationships, being organized, serving others, or business savvy. Talk about what you know, not about what you think they should know.

Ask others for observations on what you do well and not so well. Ask, “What advice do you think a person like me has to give, based on what you know of me?” You might be surprised at what you learn about yourself.

### Create a provocative title

Have fun with a title for your graduation program, such as:

- If I could be a time traveler, I’d go back and ...
- Things I shouldn’t have done but glad I did
- What I’d tell my 18-year-old-self
- My list of do’s and don’ts
- Finally, it’s all about YOU
- My personal pivotal moments
- What was I thinking? (a personal favorite)
- Or, use a phrase or saying you are known for, (e.g. seriously?).

### Keep your advice simple

Every graduation speech can’t resist advice, right? Just keep it fun and simple.

- It’s okay to screw up ... just don’t do the same thing twice.
- Look up from your phones, at least while you’re crossing the street.

- Take care of your health and give thanks for sleeping through the night – someday you won’t.
- Treat everyone like you’ll be working for them someday, because you might.
- Be the first to give back. Don’t wait until you have time because you’ll never have enough time.
- Find something bigger than yourself to contribute to, even if it’s just walking dogs at the local shelter.

### End with something fun

As you talk, pick a few students to look straight in the eye. That should be easy. When you talk from the heart, you’re not looking at your notes.

If you have a relatively small group, and you know many of the kids, spend a couple minutes with “shout outs” to a few with fun details you know about them. “Andre, keep that pitching arm happy, remember the ice. Shawna, I saw you Friday, so I hope you told your folks where you were!” You can wing it, but plan these ahead so your thoughts are collected and reveal strengths about the kids you’re celebrating. If anything is remembered for a lifetime, it will be that.

If you like quotes, especially for the end, here’s how I might work in a personal favorite from *The Little Prince* by Antoine de Saint-Exupéry:

“I know I’ve gotten quite personal so far, but let me close with a favorite line from *The Little Prince*. You may have read that book in school years ago:

‘Grown-ups never understand anything for themselves. And it is tiresome for children to be always and forever explaining things to them.’

So, graduates, we will all look forward to learning from YOU! Have a great future.”

Or, ask staff for some basics about the students in the class to wrap your “congratulations, go get ‘em” ending.” For example you might mention how many graduates are going on to post-secondary studies,



## Communications Now

how many scholarships, awards, service hours/projects, community outreach examples – again, keeping all your content local. And say, “If you’re sitting out there and don’t feel you fit into any of these categories, that’s even better... create your own!”

### Delivery tips

It’s okay to pause and catch your breath. Try closing your eyes for a second, take a deep breath and just look at the kids before launching into your “shout outs” to students.

Just remember, to be remembered, these speeches must come from the heart: Broken hearts, mended hearts, wiser hearts. Your pivotal moments don’t even have to be major events. They can be small things like what you learned from letting go of a beloved pet, or saying “I’m sorry” to your own parents.

### You wanted more quotes?

Here are some nuggets worth sharing; inspiring quotes, for your own inspiration, or to share with your audience:

- The world doesn’t care how many times you fall down, as long as it’s one fewer than the number of times you get back up. *Aaron Sorkin*
- You cannot be really first rate at your work if your work is all you are. *Anna Quindlen*
- You have to leave the city of your comfort and go into the wilderness of your intuition. *Alan Alda*
- The difference between triumph and defeat, you’ll find, isn’t about willingness to take risks. It’s about mastery of rescue. *Atul Gawande*
- Challenges are gifts that force us to search for a new center of gravity. Don't fight them. Just find a different way to stand. *Oprah*

*Winfrey*

- A pessimist is one who makes difficulties of his opportunities; an optimist is one who makes opportunities of his difficulties  
*Reginald B. Mansell*
- May your trails be crooked, winding, lonesome, dangerous, leading to the most amazing view! May your mountains rise into and above the clouds. *Edward Abbey*
- Life is not about waiting for the storms to pass ... it's about learning how to dance in the rain. *Vivian Greene*

*Contributed by Shannon Priem, APR, former public information director for the Oregon School Boards Association*





## Communications Now

### Planning an effective new staff orientation

As the current school year comes to a close, and you are planning for next, a good item to consider and review is your orientation for new staff members. An effective “new staff” orientation is an opportunity to give a proper welcome to team members and set the tone for working in your school jurisdiction. But take heed... the old adage, “You only get one chance to make a first impression,” definitely applies here.

Don't blow that chance by being unprepared. Orientation is one of the most important things you can do to ensure staff productivity and retention. Your goal on this day is to get your new employees engaged and build excitement about working for a great school jurisdiction.

You want to invest the time and resources into planning an event that leaves attendees feeling welcome and valued and eager to be part of the team.

#### Staff orientation goals

Whether it's a one-day event or one that spans several days, an effective new staff orientation serves a number of purposes:

- It builds excitement and energy around your school / jurisdiction culture.
- It allows new teachers, and other staff members, to start the year feeling informed and supported.
- It helps new staff understand what the jurisdiction believes and values about learning.
- It begins to build relationships.

From the first moment they walk in, you want new employees to feel valued and special. After all, you picked them out of all the people who applied to work in your jurisdiction.

Make the event festive with welcome signs in the lobby. Have staff there to greet their new colleagues and direct them to the right room. Feed them a snack (pastries or cookies for example), juice and coffee at a **minimum**, or a full breakfast if your budget allows.

Start with an ice breaker, so the new employees have a chance to get to know a little about each other. Have your superintendent there to offer a warm welcome. Include a few other senior leaders and school board trustees as well. Having these leaders at your event reinforces the importance your jurisdiction places on these new hires.

### Introduce your jurisdiction

**What makes your jurisdiction unique?** Tell new staff about the special programs you offer and the success you've had in producing students who are well prepared for post-secondary education and the work world. Talk about your mission and core values. Let them know the culture of your jurisdiction. What sets you apart?

**Talk about new curriculum and expectations** for grading and other key pieces of information. Explain where staff members can access resources for curriculum and instruction. You could also talk about the jurisdiction's commitment to equity and why that's important.

**Bring in a passionate teacher to tell their story** and why they like working in your jurisdiction. Talk to your new hires about how your organization invests in its teachers with staff development and leadership opportunities. The bottom line is that you want them to feel their work is more than a job. It's a vocation and a calling.

### Don't forget the basics

**Make sure every teacher has a login** for the computers, email and student information system. Be sure to train new staff members on how to use these tools. Talk about your expectations for clear



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communications, email etiquette, how quickly you expect emails and phone calls to be returned, etc.

**Review employee benefits**, such as additional health benefits or employee health spending accounts, and who they should talk to if they have questions.

Better yet, have those key people there, such as your secretary treasurer, or the Assistant / Associate Superintendent who oversees human resources /staffing. Give them a list of "go to" people that they should contact for different issues, such as computer problems, benefits questions, etc.

**Give them a history lesson.** Tell new staff members about the jurisdiction, where it's been and where it's going. Let them know the expectations and realities of the jurisdiction – budget issues, growth patterns, traditions, etc.

It can be a shock to many new teachers coming out of college with idealistic views to suddenly run into the reality of large class sizes, pressures of testing, and dealing with difficult parents. Help them get over that hurdle by understanding their new environment.

**Review important jurisdiction initiatives**, such as the equity work that is taking place or how high school redesign is unfolding in your jurisdiction.

If there's time, and if your jurisdiction isn't too geographically spread out, consider taking new staff members on a bus tour of the jurisdiction, so they can see all the schools and learn a little about them.

It's okay to give new hires a little homework. A week or two before the orientation, send them a packet with some key information that would be helpful for them to absorb prior to the first day. This information would give them a little perspective, including:

- A welcome message from the superintendent (or a link to a video of a welcome from the superintendent)
- The employee handbook
- A copy of the strategic plan
- The jurisdiction organization chart

Finally, connect them with a "buddy" or mentor. Match them with a colleague who teaches the same grade or subject area, so they have someone to go to with questions, frustrations or just a friendly face.

You can greatly increase the chances of your new staff staying with your jurisdiction, and in the teaching profession, by helping them get off to a good start. Consider the time and effort you spend in developing your new staff orientation as an investment in building a strong and committed team.

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



## Communications Now

### Communicate proactively with your community

One of the most important tasks a school has is communication. Teachers and administrators know that parents need to be kept in the loop on everything from grades to field trip permission slips to parent volunteers. But the communication work we do should have a bigger purpose.

Communication is also a fundamental part of running a school and jurisdiction. Having parents and community members on board with decisions that the school and jurisdiction want to make can truly make the difference between failure and success.

#### Where does communication start?

Good communication is essential for both staff and elected school board trustees. Trustees must understand that even though they are the elected representatives of their jurisdiction, voters do not expect the board to make all the decisions for them.

On the contrary, people expect that the board will consult with the community whenever critical choices need to be made. That starts with two-way communication.

A common example is related to enrollment growth. What should happen if the population in your jurisdiction results in the announcement of provincial funding for a new school in your community?

The discussions you have prior to provincial approval as you work to qualify for funding, and especially after approval has been given as you refine your plans, will be stronger with public input. Some decisions you could have stakeholders weigh in on: Do we build a new wing? Do we build a new school and tear down the old one? Or, do we become a two-high-school town? And, after those decisions are made: Do we need to reconsider attendance boundaries?

You can bet that parents, students and other community members will have an opinion about big

changes. So ask them! Seek and use community input during the decision-making process.

To get this level of engagement, it's important to know how your community likes to be engaged. Is a weekly update email the best? Do they want texts? Do they prefer flyers and notices in the newspaper? What about an online forum for discussion? Ask your community and meet them where they are, wherever that may be.

#### Voters like voting for their own ideas

Getting support for a critical decision requires extensive input and engagement. The community needs to feel it's *their* new school, which means that it needs to be their idea. This is a long process that needs to be well thought out.

Start early and build in time for a useful input process. Effective options include focus groups, forums that include opportunities for input, electronic surveys, and regular communications about the jurisdiction that provide an email and phone number in case of comments and questions. Some Alberta jurisdictions have also found that an online discussion tool called Thoughtexchange is helpful for gathering stakeholder opinion.

The key is to engage people in the process. Surveys should ask for input about the problem. Town hall meetings must include presenters who are familiar with the pros and cons of each solution. Credible presenters are essential to helping the community come to a decision.

#### What kind of community do we want?

Start with the basics. Community members may not know the details of school funding. Nor do they always understand how local school boards function, and what level of influence a board has on how provincial dollars are spent.

For instance, while government money may allow for a certain class size, parents in your community may feel that a better teacher-student ratio in kindergarten through grade three is something a board should prioritize with its spending. Or, maybe



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they want their children to have more access to technology in high school. The only way you can find out priorities is with good communication. Knowing what is important to your community will help you as you consider your three year plan.

### Reach beyond your parent audience

Parents often aren't shy about letting the school know where they want to see change, but you need more than just parent support. What are the things your community stands for? How can your schools best represent what people want for their kids?

Having a network of two-way communication with the leadership in your town, the fire and safety services and the social groups and community service organizations is key to having a school jurisdiction that runs to the heartbeat of the community you serve.

And don't forget senior citizens. Older voters are generally supportive of education, but they are less likely to have a connection to schools. Keep them in the loop.

### Who makes the decisions around here?

It would be a mistake to think that you can make decisions from the top down and have people go along. You might get a revolt. The conversations you have with your community should not just be during an election year, but instead should be happening on a continual basis.

The most important thing is that you listen to and acknowledge everyone's concerns – in town meetings, on the school's website and Facebook page, and at meetings with concerned students and parents.

People need to feel that they have been heard. Even if some members of the population don't end up getting what they want, having their concerns respected in the process means you are more likely to have their support in the end.

If you provide opportunities for input and come to a decision together, you might actually find new cheerleaders for your project.

### Great leaders come from great listeners

When people feel a sense of ownership about their school and their jurisdiction, the goodwill turns into trust that elected leaders and administrators are truly pursuing the goals of the community at large.

Being open and honest at every stage of a decision-making process is a good start to creating that trust. And proactive communication is how you get there.

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



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For more information: <http://aep.alberta.ca/about-us/special-weeks/environment-week/>

### Alberta Seniors' Week

June 6-12, 2016

30<sup>th</sup> Anniversary celebration

Take the opportunity to celebrate the seniors in your community. Seniors make a difference in the lives of Albertans every day. From supporting family members and friends to assisting charities and volunteering in schools, seniors are deeply involved in our communities and their contributions benefit Albertans of all ages.

For ideas and / or information:

<http://www.seniors.alberta.ca/seniors/seniors-week.html>

### National Aboriginal Day

June 21, 2016

<http://www.aadnc->

[aandc.gc.ca/eng/1100100013248/1100100013249](http://www.aadnc.gc.ca/eng/1100100013248/1100100013249)

### Stars of Alberta Volunteer Awards

The Stars of Alberta Volunteer Awards recognize extraordinary Albertans whose volunteer efforts have contributed to the well-being of their community and fellow community members.

There are three categories for awards including youth, adult and senior. There will be two awards for each category making a total of six awards, to be presented on or around International Volunteer Day on December 5.

Nomination forms are available in June 2016.

<http://culture.alberta.ca/voluntarysector/stars/default.aspx>

## Weblinks

### Queen's Golden Jubilee Medal

Started in 2002, to honour the 50<sup>th</sup> anniversary of Queen Elizabeth's reign, this award is given, at her majesty's request, to honour youth who have contributed to their communities through public service and voluntary endeavour.

Eight young Albertans receive the medal each year. Recipients are selected from among high school students who receive the Premier's Citizenship Award that year. The award includes a letter of congratulations from the Minister of Culture and Tourism, a cheque of \$5,000 and a letter of commendation presented by the Lieutenant Governor.

Application deadline: June 1, 2016

For more information:

[www.culture.alberta.ca/community/events-and-recognition/queens-golden-jubilee-medal/](http://www.culture.alberta.ca/community/events-and-recognition/queens-golden-jubilee-medal/)

### Wheel Week

June 4 - 11, 2016

Wheel Week is held the first week of June each year, to celebrate and encourage students riding to school on a regular basis.

SHAPE (Safe, Healthy Active People Everywhere) is an Alberta wide non-profit organization that promotes the Active & Safe Routes to Schools programs throughout Alberta. To register and receive more ideas and information:

[www.shapeab.com](http://www.shapeab.com)

### Environment Week

June 5 - 11, 2016

Celebrated during the week of June 5<sup>th</sup> annually, as a part of the United Nations' World Environment Day. The week includes Clean Air Day, which is always the Wednesday in the week. Environment Week has been celebrated in Alberta since 1972.



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

# Resources for Families

## Tips to help your children text safely

Teens love to text. According to a report by the Pew Research Center, 75 per cent of teens between 12 and 17 years old have cell phones, and more than half text daily.

[www.npr.org/templates/story/story.php?storyId=126117811](http://www.npr.org/templates/story/story.php?storyId=126117811)

A Canadian study found that cell phone ownership had grown significantly for youth between 2005 and 2013: six per cent of grade four students in 2005 to 24 per cent in 2013. In 2005, 46 per cent of grade 11 students owned a cell phone, and by 2013 that number had grown to 85 per cent.

<http://globalnews.ca/news/1098160/canadas-youth-are-highly-connected-girls-face-different-rules-online-study/>

Some research estimates that teens send an average of 60 texts a day or as many as 3,339 texts per month. It is hands-down the top method of communicating among teens, surpassing phone calls by more than twice the rate and leaving other social networks in the dust with the nearest competitor, Facebook, at 61 per cent daily use compared to 87 per cent for texting.

<http://theatltn.tc/1sqAc0E>

Texting is popular because it is fast, easy, and for many students, constant. Media use, primarily texting, among eight to 18 year olds, is estimated at more than 7.5 hours per day. Many children sleep with their phones near their beds, often awaking when a new text message pings.

## The problem with texting

While there are benefits that come from texting, it can also have drawbacks. Experts recommend parents establish guidelines to ensure physical and social well-being of young texters.

## Text Neck

Text neck is new and it's a real thing for both children and adolescents. It is a repetitive strain injury caused by hunching over smartphones. Symptoms are muscle

pain in the neck, shoulders and sometimes lower back.

The cause is looking down and dropping your head forward, which changes the natural curvature of your neck over time. Necks were not made to support the 10-12 pound weight of your head, in a bent over position. Doctors estimate that looking down at phones exerts about 60 pounds of force on your neck.

Guidelines to help prevent text neck, even in children and teens:

- **Straighten up.** Check your posture by looking in the mirror. In a correct stance, you should be able to draw a vertical line from ear to shoulder.
- **Arch your back.** This simple stretch can alleviate muscle stress and strain: Arch your neck and upper back backward, pulling shoulders into alignment under your ears.
- **Look forward.** Rather than tilting your chin down to read your phone, raise the device to eye level. The same guidelines apply to desktop computers. Raise the monitor to eye level to prevent muscle strain.

<http://cle.clinic/1W3RWj6>

## Texting and social skills

Students communicate a lot via text, but are they communicating well?

Many parents who have driven a group of teens or pre-teens have experienced a quiet car full of kids. They are on their phones while sitting next to each other.

There isn't a consensus among experts about the long-term effect of texting on relationship skills, but there are cautions from professionals, who are expert in communication and interpersonal relationships, about the effect on communication skills.



## Resources for Families

### Non-verbal communication

Facial expressions, eye contact, tone of voice and posture provide important conversational cues. We learn these non-verbal skills early, and they are key to understanding the tone of the conversation. This is missing from text interactions.

Researchers have also found a connection between too much screen use and low self-esteem. “In 2012, [researchers] at Stanford questioned 3,461 girls ages eight to 12 using online survey techniques. The study found that the less time the girls spent on screens and the more time in face-to-face communication, the greater their social success, the higher their feelings of normalcy, the more sleep they got and the fewer friends they had who their parents believed were a bad influence. The more time the girls spent with screens, by contrast, the less sleep they got and the lower their self-esteem.” <http://nyti.ms/1PPYZkb>

### Texting and driving

A texting hazard with a potentially deadly consequence is texting and driving. Teens, still gaining maturity and new to driving, are at special risk of text-related crashes. Texting while driving is more than 20 times as dangerous as driving while not texting. The risk is greater for teens, who have a higher rate of accidents and are more likely to be distracted while driving.

Remind teens that texting and driving is illegal in Alberta. Set an example by not using your phone while driving. Ask your teen to put his or her phone in the glove compartment while driving.

### Texting and sleep

The sound of an incoming text can disrupt sleep, and the content of a text can cause difficulty falling asleep again. Loss of sleep can affect health and academic performance. To prevent sleep disruptions, keep your teen’s phone out of his or her room at night.

<http://mayocl.in/1ZXVysg>

### Sexting

Sexting, the transmission of sexual images via text, is a growing concern and statistics vary about how many students have engaged in sending or receiving one.

According to a study published in the Archives of Pediatrics and Adolescent Medicine, nearly one-third of teens – girls and boys – have sent a nude photo of themselves via text.

Students may not realize that these photos can circulate quickly and widely, content on the internet lives forever, and there are legal consequences of sexting. In addition, students involved in sexting are more likely to have sex.

Experts recommend that parents talk to teens about the risks of sexting, explicitly tell them not to send a sext message, and monitor text messages on their teen’s phone. <http://ti.me/1SLUGep>



# Secretary-Treasurer's Report

## June 24, 2016

For the Period Ending May 31, 2016

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### INTRODUCTION

In our year-to-date, for the period ending May 31, 2016, Northland School Division's operating costs are in line with the operating budget. There is about 25% left of the year, with about 25% left of the budget. There are pockets of activities that will be over budget (eg: boarding home allowances), but others that are under budget (eg: transportation). As well, there are some departments in which spending is heavy during the summer months (maintenance), and some departments have less spending over summer (School Food Services). However, overall, the budget is on track.

### REVENUE

- Revenue received to date is in line with historical numbers and the budget.
- Final confirmation of provincial and federal revenue will be done for the August board meeting.

### EXPENSES

- Expenses are also in line with historical data and the budget.
- Salary expenses are right on track, with other expenses slightly under budget to date.

### OTHER BUSINESS

#### Receivables

- Two receivables are causing cash flow issues with the division (see below) – the \$4 million owed by Mikisew Cree First Nation and Woodland Cree First Nation, for \$747,000. The Official Trustee met with INAC on Tuesday, May 24, and reported that INAC will be responsible, going forward, for the Mikisew tuition payments, starting in July.
- There has been no commitment or date for payment provided by Woodland Cree First Nations.

#### Cash flow

- A cash flow analysis was completed, and as the receivables from Mikisew Cree First Nation and Woodland Cree First Nation grow, the division's cash flow gets tighter. More frequent monitoring of bank balances increases as the amount of cash to months of payroll begins to fall under two months. Some summer projects may have to be postponed in order to keep our cash at adequate levels.



STATEMENTS OF OPERATIONS

For the Period Ending May 31, 2016 (in dollars)

	Actual 2012-2013	Actual 2013-2014	Actual 2014-2015	Actual YTD May 31 2015-2016	Budget 2015-2016 June Approved	Budget 2015-2016 Nov. Revised	Balance to be received or spent
<b>REVENUES</b>							
Alberta Education	\$37,700,087	\$38,136,250	\$39,642,957	\$25,846,550	\$35,134,527	\$37,358,938	\$9,287,978
Other - Government of Alberta	\$966,929	\$774,716	\$477,229	\$452,748	\$930,824	\$930,824	\$478,076
Federal Government and First Nations	\$20,862,392	\$20,838,515	\$22,080,036	\$20,246,648	\$22,175,563	\$22,486,874	\$1,928,915
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	\$2,792,681	\$3,822,439	\$1,329,483	\$1,029,759
Investment income	\$10,292	\$67,600	\$77,530	\$39,458	\$40,000	\$40,000	\$542
Gifts and donations	\$665,555	\$801,935	\$1,205,389	\$141,298	\$450,000	\$450,000	(\$141,298)
Rental of facilities	\$973,522	\$837,864	\$883,937	\$729,970	\$1,045,540	\$1,045,540	\$315,570
Fundraising	\$261,134	\$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	\$378,970	\$1,014,417	\$0	\$635,447
<b>TOTAL REVENUES</b>	<b>\$61,743,256</b>	<b>\$63,009,899</b>	<b>\$65,995,631</b>	<b>\$50,785,606</b>	<b>\$64,163,310</b>	<b>\$63,641,659</b>	<b>\$13,377,704</b>
<b>EXPENSES</b>							
Certificated salaries	\$21,031,068	\$20,878,118	\$20,617,010	\$15,782,388	\$21,740,258	\$20,995,435	\$5,957,870
Certificated benefits	\$4,092,469	\$4,390,192	\$4,569,529	\$3,115,239	\$4,742,909	\$4,630,577	\$1,627,669
Non-certificated salaries and wages	\$13,282,741	\$12,583,963	\$13,408,813	\$10,164,160	\$12,976,830	\$13,089,026	\$2,812,670
Non-certificated benefits	\$2,916,643	\$2,805,020	\$2,968,722	\$2,333,356	\$3,214,034	\$3,309,589	\$880,678
<b>SUB - TOTAL SALARIES AND BENEFITS</b>	<b>\$41,222,920</b>	<b>\$40,657,288</b>	<b>\$41,563,574</b>	<b>\$31,395,143</b>	<b>\$42,674,030</b>	<b>\$42,024,627</b>	<b>\$11,278,887</b>
Services, contracts and supplies	\$15,450,160	\$16,819,764	\$17,667,159	\$11,368,902	\$16,946,083	\$17,007,445	\$5,577,181
Amortization of supported tangible capital assets	\$3,192,543	\$3,526,233	\$3,208,958	\$2,676,431	\$3,562,723	\$3,443,090	\$886,292
Amortization of unsupported tangible capital assets	\$1,609,872	\$2,232,457	\$1,200,256	\$930,625	\$1,208,944	\$1,208,400	\$278,319
Supported interest on capital debt	\$23,193	\$9,178	\$0	\$0	\$6,838	\$0	\$6,838
Unsupported interest on capital debt	\$433	\$216	\$0	\$0	\$324	\$0	\$324
Other interest and finance charges	\$29,008	\$2,430	\$954	\$2,428	\$38,000	\$41,137	\$35,572
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
<b>TOTAL EXPENSES</b>	<b>\$61,695,864</b>	<b>\$63,299,567</b>	<b>\$66,156,384</b>	<b>\$46,373,529</b>	<b>\$64,356,913</b>	<b>\$63,724,699</b>	<b>\$17,983,384</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$47,392</b>	<b>(\$289,668)</b>	<b>(\$160,753)</b>	<b>\$4,412,077</b>	<b>(\$193,603)</b>	<b>(\$83,040)</b>	<b>(\$4,605,680)</b>
<b>EXPENSES</b>							
Instruction	\$39,872,808	\$39,307,282	\$42,362,054	29,057,388.94	\$40,823,304	\$40,261,986	\$11,194,597
Plant operations and maintenance	\$9,696,288	\$11,647,020	\$14,576,495	\$8,144,799	\$10,646,054	\$10,401,915	\$2,257,116
Transportation	\$3,721,237	\$3,741,924	\$3,581,793	\$2,631,021	\$3,582,035	\$3,579,355	\$948,334
Administration	\$3,233,159	\$3,510,503	\$3,370,913	\$2,557,106	\$3,793,603	\$3,997,735	\$1,440,629
External services	\$5,172,372	\$5,092,839	\$5,265,129	\$3,973,214	\$5,511,916	\$5,483,708	\$1,510,494
<b>TOTAL EXPENSES</b>	<b>\$61,695,864</b>	<b>\$63,299,568</b>	<b>\$66,156,384</b>	<b>\$46,373,529</b>	<b>\$64,356,913</b>	<b>\$63,724,699</b>	<b>\$17,351,170</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$47,392</b>	<b>(\$289,668)</b>	<b>(\$160,753)</b>	<b>\$4,412,077</b>	<b>(\$193,603)</b>	<b>(\$83,040)</b>	<b>(\$3,973,466)</b>

Northland School Division  
Federal Accounts Receivable

Aged Summary

Months Outstanding	ACFN	Indian Education Authority	Mikisew	Peartess Kateri First Nation	Bigstone	Chip Prairie	Lesser Slave Lake	Lubicon Cree	Indian Affairs	Woodland Cree	Aging by Month
Jun-16	67,533.84		288,906.16	388,945.62	852,289.74	128,462.22	13,254.86	177,948.00	244,087.83	74,738.16	2,236,166.43
May-16	67,533.84		288,906.16	-	852,289.74	-	-	177,948.00	-	74,738.16	1,461,415.90
Apr-16	67,533.84		277,206.16	-	-	-	-	176,168.52	-	74,738.16	595,646.68
Mar-16	-		288,906.16	-	-	-	-	-	-	74,738.16	363,644.32
Feb-16	-		288,906.16	-	-	-	-	-	-	74,738.16	363,644.32
Jan-16	-		14,487.97	-	-	-	-	-	-	373,690.80	386,178.77
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)	(0.00)	(47,838.56)	-	(95,090.87)	(117,006.68)	-	(83,925.91)
Jul-15	-		-	-	-	-	-	-	-	-	-
Jun-15	-		-	-	36,450.26	-	-	0.00	-	-	36,450.26
May-15	-		-	-	-	-	0.50	-	-	-	0.50
Apr-15	-		-	-	-	-	-	-	-	-	-
Mar-15	-		505,552.24	-	-	-	-	-	-	-	505,552.24
Feb-15	-		248,573.14	-	-	-	-	-	-	-	248,573.14
Jan-15	-		248,573.14	-	-	-	0.50	-	-	-	248,573.64
Dec-14	-		248,573.14	-	-	-	-	-	-	-	248,573.14
Nov-14	-		-	-	-	-	-	-	-	-	-
Oct-14	-		-	-	-	-	-	-	-	-	-
Sep-14	-		-	-	-	-	-	-	-	-	-
Aug-14	-		222,000.60	-	-	-	-	-	-	-	222,000.60
Jul-14	-		-	-	-	-	-	-	-	-	-
Jun-14	-		248,573.14	-	-	-	-	0.00	-	-	248,573.14
May-14	-		-	-	-	-	-	-	-	-	-
Apr-14	-		-	-	-	-	-	-	-	-	-
Mar-14	-		-	-	-	-	-	-	-	-	-
Feb-14	-		-	-	-	-	-	-	-	-	-
Jan-14	-		-	-	-	-	-	-	-	-	-
Sep-13	5,208.60		-	-	-	-	-	-	-	-	5,208.60
Feb-13	-		-	-	-	-	-	-	-	-	-
Sep-12	-		-	-	-	-	-	-	-	-	-
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	61,333.22
Current	263,568.41	61,333.22	4,043,549.25	205,381.33	1,741,029.74	80,623.66	13,255.86	436,973.65	127,081.15	747,381.60	7,720,177.87
30 days	67,533.84	-	288,906.16	388,945.62	852,289.74	128,462.22	13,254.86	177,948.00	244,087.83	74,738.16	2,236,166.43
60 days	67,533.84	-	288,906.16	-	852,289.74	-	-	177,948.00	-	74,738.16	1,461,415.90
90 days	-	-	288,906.16	-	-	-	-	176,168.52	-	74,738.16	595,646.68
120 days	-	-	288,906.16	-	-	-	-	0.00	-	74,738.16	363,644.32
180 days	-	-	299,772.41	-	-	-	-	0.00	-	373,690.80	673,463.21
181 - 365	55,758.29	-	1,840,372.30	(183,564.29)	-	(47,838.56)	1.00	(95,090.87)	(117,006.68)	0.00	1,452,631.19
1 yr - 2 yr	5,208.60	-	470,573.74	-	36,450.26	-	-	0.00	-	0.00	512,232.60
Over 2 yr	-	61,333.22	-	-	-	-	-	0.00	-	0.00	61,333.22
Current	263,568.41	61,333.22	4,043,549.25	205,381.33	1,741,029.74	80,623.66	13,255.86	436,973.65	127,081.15	747,381.60	7,720,177.87
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aging	263,568.41	61,333.22	4,043,549.25	205,381.33	1,741,029.74	80,623.66	13,255.86	436,973.65	127,081.15	747,381.60	7,720,177.87

Accounts Receivable  
Federal Government and First Nations

Student Counts 15-16 Student Count Reg E.C.S.	Prior to & 2004/2005	Outstanding Aug-2012 2011/2012	Outstanding Aug-2013 2012/2013	Outstanding Aug-2014 2013/2014	Outstanding Aug-2015 2014/2015	Outstanding Mar-2016 2015/2016	Mths O/S	Total Outstanding	Monthly Billing	REG rate	ECS Rate				
126	-	(0.00)	0.00	(0.00)	(117,006.68)	244,087.83	0.5	127,081.15	244,087.83	1,779.48	946.35				
8	-	-	-	-	1.00	13,254.86	1.5	13,255.86	9,079.93	1,134.99	476.44				
463	-	-	-	-	44,422.68	1,696,607.06	2.0	1,741,029.74	852,289.74	1,779.48	946.35				
0	61,333.22	-	-	-	-	-	-	61,333.22	-	-	-				
30	-	-	5,208.60	-	55,758.29	202,601.52	3.9	263,568.41	67,533.84	2,124.31	634.09				
136	-	-	-	1,217,202.58	1,555,087.86	1,271,258.81	14.0	4,043,549.25	288,906.16	2,124.31	634.09				
42	-	(0.00)	-	-	-	747,381.60	10.0	747,381.60	74,738.16	1,779.48	946.35				
100	-	-	-	-	(95,090.87)	532,064.52	2.5	436,973.65	177,948.00	1,779.48	946.35				
70	-	0.00	0.00	0.00	(47,838.56)	128,462.22	0.6	80,623.66	130,241.70	1,779.48	946.35				
209	-	(0.00)	0.00	0.00	(183,564.29)	388,945.62	0.5	205,381.33	388,945.62	1,779.48	946.35				
1184	81														
<b>Total Outstanding</b>									<b>61,333.22</b>	<b>(0.00)</b>	<b>5,208.60</b>	<b>1,217,202.58</b>	<b>1,211,769.43</b>	<b>5,224,664.04</b>	<b>7,720,177.87</b>

Bigstone #  
Career Pathways/Calling Lk Outreach  
355,446.67  
318,255.00  
852,289.74  
Adj. Sep-Dec 2015  
Feb 2016

Bigstone Cree  
Bigstone Cree  
Bigstone Cree

1,525,091.41

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