

# October 19, 2016

## Board Meeting

### Attachments

Agenda Item	Motion No.
1. Advisory Committee Terms of Reference	24192/16
2. Policy 11 – Role of the Superintendent (2 <sup>nd</sup> Reading)	24194/16
3. Policy 13 – Appeals and Hearings Regarding Student Matters (1 <sup>st</sup> Reading)	24195/16
4. Policy 19, Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments (1 <sup>st</sup> Reading)	24196/16
5. 2015-2016 Provincial Achievement Test Results	24199/16
6. Commitments to Northland School Division and its Communities	24200/16
7. Procedure 410, Support Staff Classifications and Positions	24201/16
8. Procedure 425, Annual Leave Deferral	24202/16
9. Procedure 438, Administrative Staff Classifications and Positions	24203/16
10. Draft 2015-2016 Audited Financial Statements	24204/16
11. Draft November Revised Budget	24205/16
12. 2016-2017 Cash Flow Projections Analysis	24206/16
13. Superintendent's Report	24209/16
14. Official Trustee's Report	24210/16

**BOARD OF TRUSTEES**

**TO: LOIS BYERS  
TRUSTEE OF THE BOARD**

**DATE: OCTOBER 19, 2016**

**PRESENTED BY: TRUDY RASMSON, SECRETARY-TREASURER**

**SUBJECT: ADVISORY COMMITTEE TERMS OF REFERENCE**

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

<b>RECOMMENDATION</b>
That the Board of Trustees approve the Terms of Reference for the Advisory Committee as attached.

**CURRENT SITUATION:** In order for the Advisory Committee to have clear and specific information on how the committee is organized, what the committee is trying to achieve and the expectations of the committee, Lois Byers, Official Trustee in consultation with executive staff drafted the attached Terms of Reference.

Previously, there were no Terms of Reference for this committee.



## Advisory Committee Terms of Reference

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1. Name of Committee: Advisory Committee to the Official Trustee.
2. Purpose: The purpose of the Advisory Committee is to provide input on agenda items at the Corporate Board Meeting. The Committee will be in effect during the period of time where there is no elected Board of Trustees.
3. Powers & Duties: The Duties of the Advisory Committee are to read the Board package prior to the Corporate Board meeting and contribute to discussion in the spirit of making the best decisions for all students of Northland School Division. The Advisory Committee has no powers.
4. Membership: The Advisory Committee shall be made up of LSBC Chairs authorized by motion to attend a Corporate Board Meeting.
5. Meetings: The Advisory Committee does not meet as a committee alone. The Advisory Committee only meets as part of a Corporate Board meeting.
6. Honoraria and Expenses: Honoraria shall be paid at the rate of Trustees. Expenses will be paid/reimbursed as per administrative procedure 508.

## BOARD OF TRUSTEES

**TO: LOIS BYERS  
TRUSTEE OF THE BOARD**

**DATE: OCTOBER 19, 2016**

**PRESENTED BY: TRUDY RASMSON, SECRETARY-TREASURER**

**SUBJECT: APPOINTMENT OF ADVISORY COMMITTEE**

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

### RECOMMENDATION

That the Board of Trustees change the format of the Advisory Committee to include the following: appoint the Local School Board Committee Chairs of the local area to sit as the Advisory Committee at the Corporate Board Meeting thus allowing easier accessibility for the Local School Board Chair of the local community to attend the Corporate Board Meeting; and send an invitation to the Local School Board Chairs to attend the Corporate Board Meeting as the Advisory Committee as per the following list:

Date of Meeting	School/ Community	LSBC Chair
November 24, 2016	Bill Woodward/ Anzac	Claris Voyageur, ADCS David Czibere, Anzac Margaret Quintal, Conklin Janet McDonald, Fort McKay Alice Fontaine, Janvier Shelley Bartman, Elizabeth Joan Daniels, J.F. Dion
January 26, 2017	Bishop Routhier/ Peavine	Greg Gauchier, Bishop Routhier Shelly Auger, East Prairie Ken Shaw, Gift Lake Jesse Lamouche, Grouard, Candice Calliou, Paddle Prairie, Michael Fischer, Keg River Rachelle McDonald, Susa Creek
February 23, 2017	Kateri/ Trout Lake	Cora Weber-Pillwax, Calling Lake Jason Yuck, Chipewyan Lake Fay Cardinal, Desmarais Violet Carlson, Pelican Mountain Robin Guild, Wabasca Dwight Gladue, Little Buffalo Elmer Gullion, Trout Lake Louie Cardinal, Peerless Lake
April 20, 2017	Elizabeth/ Cold Lake	Claris Voyageur, ADCS David Czibere, Anzac Margaret Quintal, Conklin Janet McDonald, Fort McKay Alice Fontaine, Janvier Shelley Bartman, Elizabeth Joan Daniels, J.F. Dion

Date of Meeting	School/ Community	LSBC Chair
May 25, 2017	Susa Creek/ Grande Cache	Greg Gauchier, Bishop Routhier Shelly Auger, East Prairie Ken Shaw, Gift Lake Jesse Lamouche, Grouard, Candice Calliou, Paddle Prairie, Michael Fischer, Keg River Rachelle McDonald, Susa Creek
June 22, 2017	Divisional Office/ Peace River	

**CURRENT SITUATION:** The recommendation to change the current structure of the Advisory Committee is to allow local representation at each meeting, enabling easier accessibility for the Local School Board Chair to attend the Corporate Board Meeting.

## BOARD OF TRUSTEES

**TO: LOIS BYERS,  
TRUSTEE OF THE BOARD**

**DATE: OCTOBER 19, 2016**

**FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS**

**SUBJECT: POLICY 11 – ROLE OF THE SUPERINTENDENT**

**ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT**

<b>RECOMMENDATION</b>
That the Board of Trustees approve in principle, Policy 11, Role of the Superintendent, as attached.

**CURRENT SITUATION:** At the September 8, 2016 Regular Board Meeting, Lois Byers, Official Trustee asked that Policy 11, be sent to all LSBC members and principals for inclusion at their next LSBC meeting for review, discussion and feedback. Feedback received is attached.

Changes to Policy 11 from first reading to second include the addition of 10.5 Site Visits.

**BACKGROUND:** Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and Gord Atkinson, Superintendent of Schools revised Policy 11 – The Role of the Superintendent.

## FEEDBACK: POLICY 11 – ROLE OF THE SUPERINTENDENT

Janvier LSBC Meeting Minutes – October 4, 2016

### New Business

#### Policy 11 Review

A summary review of policy 11 was given and a copy given to all with any feedback due by October 12. There seemed to be a general feeling that the new policy places the Superintendent in a position where there can be a more hands on interaction and that was viewed as a really positive thing.

**Policy 11**

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**ROLE OF THE SUPERINTENDENT**

Under the provisions of section 10 of the Northland School Division Act, the Superintendent is the Chief Executive Officer of the Board. In accordance with the School Act, the Superintendent is also the Chief Education Officer of the Division. The Superintendent shall perform the duties and assume the responsibilities assigned through provincial legislation as well as those assigned by the Board. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

**Specific Areas of Responsibility****1. Student Learning**

- 1.1 Provides leadership in all matters relating to education in the Division.
- 1.2 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
- 1.3 Aligns Division resources and builds organizational capacity to support First Nations and Métis student achievement.
- 1.4 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- 1.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
- 1.6 Provides leadership in implementing education policies established by the Minister and the Board.

**2. Student Wellness**

- 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.



- 2.3 Develops pathways beyond the residential school legacy.
  - 2.4 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.
  - 2.5 Ensures the facilities adequately accommodate Division students.
  - 2.6 Acts as, or designates, the attendance officer for the Division.
3. Fiscal Responsibility
- 3.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.
  - 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
  - 3.3 Directs the preparation and the presentation of the budget.
  - 3.4 Ensures the Board has current and relevant financial information.
  - 3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.
4. Personnel Management
- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
  - 4.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
  - 4.3 Supports staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis and all other students.
  - 4.4 Ensures the coordination and integration of human resources within the Division.
  - 4.5 Ensures that each staff member and contractor is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
5. Policy/Administrative Procedures
- 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
  - 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

## 6. Superintendent/Board Relations (“The First Team”)

- 6.1 Engages in and maintains positive, professional working relations with the Board.
- 6.2 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
- 6.4 Provides the information and counsel which the Board requires to perform its role.
- 6.5 Keeps the Board informed on sensitive issues in a timely manner.
- 6.6 Attends, and/or designates, administrative attendance at all committee meetings.
- 6.7 Demonstrates respect, integrity and support, which is conveyed to the staff and community.

## 7. Strategic Planning and Reporting

- 7.1 Leads a generative Strategic Planning engagement process.
- 7.2 Assists the Board in determining the present and future educational needs of the Division through the development of short- and long-range plans.
- 7.3 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
- 7.4 Implements plans as approved.
- 7.5 Reports regularly on results achieved.
- 7.6 Develops the Annual Education Results Report for Board approval.

## 8. Organizational Management

- 8.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation.
- 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
- 8.4 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

- 8.5 Facilitates collaboration with First Nations and Métis leaders, organizations and communities to establish strategic policy directions in support of optimal learning success and development of First Nations, Métis and all other students.

## 9. Communications and Community Relations

- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Ensures parents/guardians have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 9.3 Builds and sustains relationships with First Nations and Métis parents/guardians, Elders, local leaders and community members.
- 9.4 Pursues opportunities and engages in practices to facilitate reconciliation within the school community.
- 9.5 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
- 9.6 In consultation with the Board Chair, serves as a spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate.

## 10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- 10.2 Develops and maintains positive and effective relations with national, provincial and regional government departments and agencies.
- 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.
- 10.4 Understands historical, social, economic and political implications of:
- 10.4.1 Treaties and agreements with First Nations;
  - 10.4.2 Agreements with Métis;
  - 10.4.3 Residential schools and their legacy.
- 10.5 Site visits

Legal Reference: Section 14, 16.1, 45, 45.1, 60, 61, 113, 114, 115 School Act  
Section 10, Northland School Division Act  
Freedom of Information and Protection of Privacy Act

## Policy 11 – Appendix

## NORTHLAND SCHOOL DIVISION

## SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: 1. Student Learning	Superintendent Evaluation Evidence	Quality Indicators
<p>1.1 Provides leadership in all matters relating to education in the Division</p> <p>1.2 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister</p> <p>1.3 Aligns Division resources and builds organizational capacity to support First Nations and Métis student achievement</p> <p>1.4 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship</p> <p>1.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students</p> <p>1.6 Provides leadership in implementing education policies established by the Minister and the Board</p>	<ul style="list-style-type: none"> <li>• Annual Education Plan/Results Report (AERR) <ul style="list-style-type: none"> <li>○ Satisfaction survey</li> <li>○ PAT results</li> <li>○ Diploma results</li> <li>○ Completion rates</li> <li>○ Rutherford and other scholarships</li> <li>○ Trends and Issues</li> </ul> </li> <li>• Superintendent recommendations to Three-Year Planning process</li> <li>• Annual Education Results Report</li> <li>• Feedback from Alberta Education re: AERR</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies trends and issues related to student achievement to inform the Three-Year Planning process</li> <li>• Conducts an analysis of student success and ensures school principals analyze individual student success and develop action plans to address concerns</li> <li>• Measurable improved student achievement as a trend over time is realized</li> <li>• Ensures parents and students are satisfied with improvement in student achievement</li> <li>• Develops initiatives to foster student achievement</li> <li>• Develops new approaches to the solution of significant and complex learning challenges</li> <li>• Meets all timelines with provision for appropriate Board input relative to the AERR</li> <li>• Meets Alberta Education's expectations re: AERR format, process and content</li> <li>• Ensures the Division's academic results are published and effectively communicated</li> </ul>

**NORTHLAND SCHOOL DIVISION**  
**SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

Role Expectation:	Superintendent Evaluation Evidence	Quality Indicators
<p style="text-align: center;"><b>2. Student Wellness</b></p> <p>2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging</p> <p>2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment</p> <p>2.3 Develops pathways beyond the residential school legacy</p> <p>2.4 Ensures the safety and well-being of students whether or not it occurs within the school building, during the school day or by electronic means</p> <p>2.5 Ensures the facilities adequately accommodate Division students</p> <p>2.6 Acts as, or designates, the attendance officer for the Division</p>	<ul style="list-style-type: none"> <li>• Accountability Pillar</li> <li>• Survey results</li> <li>• Character Education</li> <li>• RTI</li> <li>• Superintendent’s Report               <ul style="list-style-type: none"> <li>○ Suspension/expulsion statistics</li> <li>○ Incidents/accidents</li> <li>○ Mental health</li> </ul> </li> <li>• Three Year Education Plan</li> <li>• Crisis Response Manual</li> <li>• Three Year Capital Plan</li> <li>• IMR Summary</li> <li>• OHS Advisory Committee minutes</li> <li>• Designation of attendance officer</li> <li>• Attendance correspondence</li> <li>• Individual RCSDs</li> </ul>	<ul style="list-style-type: none"> <li>• Develops standards and monitors progress relative to providing an engaging, welcoming, caring, respectful and safe learning environment</li> <li>• Develops programming thrusts to activate “whole child” learning</li> <li>• Develops an action plan that advances understanding of reconciliation and healing surrounding the residential school legacy</li> <li>• Provides analysis of incident reports</li> <li>• Implements the requirements of Occupational Health and Safety legislation, including required staff professional development</li> <li>• Complies with legislative requirements to appoint Attendance Officer for the Division</li> <li>• Improves student attendance</li> </ul>

## NORTHLAND SCHOOL DIVISION

### SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation:	Superintendent Evaluation Evidence	Quality Indicators
<b>3. Fiscal Responsibility</b>		
<p>3.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act</p> <p>3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures</p> <p>3.3 Directs the preparation and the presentation of the budget</p> <p>3.4 Ensures the Board has current and relevant financial information</p> <p>3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board</p>	<ul style="list-style-type: none"> <li>• Auditor's Report</li> <li>• Auditor's Management Letter</li> <li>• Response to external reports</li> <li>• Budget process and timelines</li> <li>• Annual Budget</li> <li>• Quarterly financial reports</li> <li>• Three Year Capital Plan</li> <li>• Superintendent's Report</li> <li>• Superintendent confidential communications to the Board showing notification of litigation</li> </ul>	<ul style="list-style-type: none"> <li>• Public sector accounting standards are being followed</li> <li>• Adequate internal financial controls exist and are being followed</li> <li>• All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made</li> <li>• Revenue/expenditure envelope designations are clearly demonstrated in budget documents</li> <li>• Budget process is transparent</li> <li>• The Budget is developed according to a timeline which ensures the Board's ability to provide direction, revise priorities, and is approved with Alberta Education timelines</li> <li>• All funds are expended as per approved budgets</li> <li>• Variance analysis and year-end projections are provided quarterly</li> <li>• The Board is informed annually about incurred liabilities</li> <li>• The Board is informed immediately regarding pending litigation</li> <li>• The Capital Plan facilitates integrated planning and implementation, and is approved within Alberta Education timelines</li> </ul>

## NORTHLAND SCHOOL DIVISION

### SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: 4. Personnel Management	Superintendent Evaluation Evidence	Quality Indicators
<p>4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy</p> <p>4.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place</p> <p>4.3 Facilitates professional development and training sessions for staff</p> <p>4.4 Ensures the coordination and integration of human resources within the Division</p> <p>4.5 Ensures that each staff member and contractor is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging</p>	<ul style="list-style-type: none"> <li>• Board Policy Handbook</li> <li>• Administrative Procedures Manual</li> <li>• Superintendent's Report</li> <li>• Personnel statistics</li> <li>• Staff Development Plan</li> <li>• Superintendent's Evaluation Document</li> <li>• Organizational charts</li> <li>• Job descriptions</li> <li>• Grievances/complaints</li> <li>• OHS Advisory Committee minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Provides useful, timely information and advice which facilitates the negotiating teams and the Board's work</li> <li>• Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, supervisory and evaluation processes</li> <li>• Fosters high standards of instruction and professional improvement (Teaching Quality Standard)</li> <li>• Provides for training of administrators and the development of leadership capacity within the Division</li> <li>• Models commitment to personal and professional growth</li> <li>• Ensures effective workforce planning</li> <li>• Follows Board policies re: personnel</li> <li>• Models high ethical standards of conduct</li> <li>• Develops standards and monitors progress relative to providing a welcoming, caring, respectful and safe working environment</li> </ul>

**NORTHLAND SCHOOL DIVISION**

**SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

<p style="text-align: center;"><b>Role Expectation:</b> <b>5. Policy/Administrative Procedures</b></p>	<p style="text-align: center;"><b>Superintendent Evaluation Evidence</b></p>	<p style="text-align: center;"><b>Quality Indicators</b></p>
<p>5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies</p> <p>5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures</p>	<ul style="list-style-type: none"> <li>• Board Policy Handbook</li> <li>• Administrative Procedures Manual</li> <li>• Summary of past year's activity</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately involves individuals and groups in the policy development process</li> <li>• Takes leadership in bringing policies to Board for review</li> <li>• Demonstrates a knowledge of and respect for the role of the Board in policy processes</li> <li>• Ensures adherence to Board policies</li> <li>• Ensures adherence to Administrative Procedures</li> <li>• Ensures timeliness of policy revision</li> <li>• Ensures timeliness of Administrative Procedures development and revision, and Board notification of the same</li> </ul>



## NORTHLAND SCHOOL DIVISION

### SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: 6. Superintendent/Board Relations (“The First Team”)	Superintendent Evaluation Evidence	Quality Indicators
<p>6.1 Engages in and maintains positive, professional working relations with the Board</p> <p>6.2 Respects and honours the Board’s role and responsibilities, and facilitates the implementation of that role as defined in Board policy</p> <p>6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions</p> <p>6.4 Provides the information and counsel which the Board requires to perform its role</p> <p>6.5 Keeps the Board informed on sensitive issues in a timely manner</p> <p>6.6 Attends, and/or designates, administrative attendance at all Committee meetings</p> <p>6.7 Demonstrates mutual respect and support, which is conveyed to the staff and community</p>	<ul style="list-style-type: none"> <li>• Board directives report</li> <li>• Board agenda packages</li> <li>• Board meetings</li> <li>• Listing of issues and background information</li> <li>• Superintendent e-mails and phone calls</li> <li>• Planning retreats</li> <li>• Superintendent’s calendar</li> <li>• Committee meetings</li> <li>• Board functions</li> <li>• Public events</li> </ul>	<ul style="list-style-type: none"> <li>• Interacts with the Board in an open, honest, pro-active and professional manner</li> <li>• Ensures high quality management services are provided to the Board</li> <li>• Implements Board directions with integrity in a timely fashion</li> <li>• Provides support to the Board re: advocacy efforts on behalf of the Division</li> <li>• Ensures Board agendas are prepared and made available to trustees in sufficient time to allow for appropriate trustee preparation for the meeting</li> <li>• Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas</li> <li>• Keeps the Board informed about Division operations and on emergent issues</li> <li>• Provides the Board with correspondence directed to the Board or trustees</li> </ul>

## NORTHLAND SCHOOL DIVISION

### SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: 7. Strategic Planning and Reporting	Superintendent Evaluation Evidence	Quality Indicators
<p>7.1 Leads a generative Strategic Planning engagement process</p> <p>7.2 Assists the Board in determining the present and future educational needs of the Division through the development of short and long range plans</p> <p>7.3 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval)</p> <p>7.4 Implements plans as approved</p> <p>7.5 Reports regularly on results achieved</p> <p>7.6 Develops the Annual Education Results Report for Board approval</p>	<ul style="list-style-type: none"> <li>• Planning process and timelines</li> <li>• Three Year Education Plan</li> <li>• Three Year Capital Plan</li> <li>• Facilities Master Plan (FMP)</li> <li>• Technology Plan</li> <li>• Board Work Plan</li> <li>• Accountability Pillar</li> <li>• Satisfaction surveys</li> <li>• Alberta Education Monitoring Reports</li> <li>• Annual Education Results Report</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures the Three Year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction</li> <li>• Ensures the Three Year Education Plan is developed according to a timeline which ensures the Board's ability to provide direction, revise priorities and is approved within Alberta Education timelines</li> <li>• Develops short and long-range plans to meet the needs of the Division and provides for continuous improvement</li> <li>• Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board</li> <li>• Ensures transportation services are provided with due consideration for efficiency, safety and length of ride</li> <li>• Ensures "key results" identified by the Board are achieved</li> <li>• Develops a comprehensive, succinct Annual Education Results Report to be approved within Alberta Education timelines</li> </ul>

## NORTHLAND SCHOOL DIVISION

### SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: 8. Organizational Management	Superintendent Evaluation Evidence	Quality Indicators
<p>8.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines</p> <p>8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation</p> <p>8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility</p> <p>8.4 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion</p> <p>8.5 Facilitates collaboration with First Nations and Métis leaders, organizations and communities to establish strategic policy directions in support of optimal learning success and development of First Nations, Métis and all other students.</p>	<ul style="list-style-type: none"> <li>• Board agenda packages</li> <li>• Superintendent's Reports</li> <li>• Alberta Education Monitoring Reports</li> <li>• Organizational chart</li> <li>• Administrative Procedures Manual</li> <li>• Emergency Preparedness</li> <li>• Crisis Response Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality)</li> <li>• Ensures contracted services (eg, fiscal, labour and legal) meet quality expectations of the Board</li> <li>• Ensures organizational structure is clear and facilitates results to be achieved</li> <li>• Effectively manages time and resources</li> <li>• Ensures use of technology is effective and efficient</li> <li>• Ensures that appropriate procedures are in place for the management of critical events and emergencies</li> <li>• Ensures that First Nations and Métis leaders, organizations and communities are satisfied with their involvement</li> </ul>

## NORTHLAND SCHOOL DIVISION

### SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: 9. Communications and Community Relations	Superintendent Evaluation Evidence	Quality Indicators
<p>9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained</p> <p>9.2 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division</p> <p>9.3 Builds and sustains relationships with First Nations and Métis parents/guardians, Elders, local leaders and community members</p> <p>9.4 Maintains effective relationships within the system and the community served by the system</p> <p>9.5 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act</p> <p>9.6 In consultation with the Board, serves as a spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate</p>	<ul style="list-style-type: none"> <li>• Superintendent's memos</li> <li>• Website interactions</li> <li>• Satisfaction survey data</li> <li>• Focus groups/public events</li> <li>• Administrative Procedures Manual</li> <li>• FOIP requests</li> <li>• Media releases</li> <li>• Key messages</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures information is disseminated to inform appropriate publics</li> <li>• Promotes positive public engagement in the Division</li> <li>• Facilitates effective home-school relations</li> <li>• Facilitates effective First Nations and Métis relations.</li> <li>• Manages conflict effectively</li> <li>• Implements the Board approved Communications Plan</li> <li>• Represents the Division in a positive, professional manner</li> <li>• Complies with FOIP legislation</li> <li>• Works cooperatively with the Board and the media to represent the Board's views/positions</li> <li>• Improves the Division's public image</li> </ul>

## NORTHLAND SCHOOL DIVISION

### SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: 10. Leadership Practices	Superintendent Evaluation Evidence	Quality Indicators
<p>10.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister</p> <p>10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies</p> <p>10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect</p> <p>10.4 Understands historical, social, economic and political implications of:</p> <p style="padding-left: 20px;">10.4.1 Treaties and agreements with First Nations</p> <p style="padding-left: 20px;">10.4.2 Agreements with Métis</p> <p style="padding-left: 20px;">10.4.3 Residential schools and their legacy</p>	<ul style="list-style-type: none"> <li>• Report of interviews with principals</li> <li>• Report of interviews with Superintendent's "direct reports"</li> <li>• Report of interviews with external agencies</li> <li>• Regional Collaborative Service Delivery</li> <li>• Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Provides clear expectations and direction</li> <li>• Provides effective educational leadership</li> <li>• Establishes and maintains positive, professional working relationships with staff</li> <li>• Unites people toward common goals</li> <li>• Demonstrates a high commitment to the needs of students</li> <li>• Has a well-established value system based on integrity</li> <li>• Empowers others</li> <li>• Effectively solves problems</li> <li>• Builds the leadership capacity of school-based and central office administrators</li> <li>• Demonstrates an understanding of treaties and agreements with First Nations, agreements with Métis, residential schools and their legacy</li> </ul>

Legal Reference: Section 14, 16.1, 45, 45.1, 60, 61, 113, 114, 115 School Act  
Freedom of Information and Protection of Privacy Act

**BOARD OF TRUSTEES**

**TO: LOIS BYERS,  
TRUSTEE OF THE BOARD**

**DATE: OCTOBER 19, 2016**

**FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS**

**SUBJECT: POLICY 13, APPEALS AND HEARINGS REGARDING STUDENT MATTERS**

**ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT**

**RECOMMENDATION**

That the Board of Trustees accept as information, Policy 13, Appeals and Hearings Regarding Student Matters, as attached.

**CURRENT SITUATION:** This is a new policy that has been drafted by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee.

## Policy 13

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# APPEALS AND HEARINGS REGARDING STUDENT MATTERS

## Background

Under relevant sections of the School Act, the only matters on which the Minister of Education will consider appeals are:

- Special education placement;
- Language of instruction;
- Home education programs;
- Student expulsion;
- Amount and payment of fees or costs;
- Access to, or the accuracy or completeness of student records;
- Amount of fees payable by a Board to another Board; or
- Board responsibility for a specific student.

Generally, the Board will hear appeals on matters appealable to the Minister.

## All Matters Other Than Expulsion of a Student

The Board will hear appeals in this manner on administrative decisions on all matters other than expulsion of students, which are submitted in accordance with relevant section(s) of the School Act and that significantly affect the education of a student.

1. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.
2. Parents of students, and independent students sixteen (16) years of age or over, have the right to appeal to the Board, a decision of the Superintendent that significantly affects the education of the student. The Superintendent must advise parents and students of this right of appeal.
3. The appeal to the Board must be made within five (5) days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
4. Parents or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

5. The hearing of the appeal must be scheduled within thirty (30) days so as to ensure that the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
6. The appeal will be heard in-camera, with specified individuals in attendance.
7. The appeal hearing will be conducted in accordance with the following guidelines:
  - 7.1 The Board Chair will outline the purpose of the hearing, which is to provide:
    - 7.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
    - 7.1.2 The Board with the means to receive information and to review the facts of the dispute;
    - 7.1.3 A process through which the Board can reach a fair and impartial decision.
  - 7.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
  - 7.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.
  - 7.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or staff.
  - 7.5 The Superintendent and/or staff will have an opportunity to respond to information presented by the appellant.
  - 7.6 Committee members will have the opportunity to ask questions or clarification from both parties.
  - 7.7 No cross-examination of the parties shall be allowed, though questions may be directed to the other party through the Board Chair with the permission of the Board Chair.
  - 7.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
  - 7.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
  - 7.10 The Board decision and the reasons for that decision will be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Student Appeals Committee, if the matter under appeal is a matter described in section 124 of the School Act.



## **Expulsion of a Student**

It is expected that all students will comply with relevant section(s) of the School Act, Board policy and school policy.

In accordance with section 61 of the School Act, the Board delegates to the Student Expulsion Committee the power to make decisions with respect to the expulsion of students.

The Student Expulsion Committee will hear representations with respect to a recommendation for a student expulsion in accordance with relevant sections of the School Act.

If a student is not to be reinstated within five (5) school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Student Expulsion Committee through the Office of the Superintendent.

The Student Expulsion Committee will convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than ten (10) school days from the first day of suspension.

Parents of students, or independent students sixteen (16) years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The Student Expulsion Committee may have legal counsel in attendance.

Notes of the proceedings will be recorded for the purpose of the Board's records.

The expulsion hearing will be conducted in accordance with the following guidelines:

1. The Committee Chair will outline the purpose of the hearing, which is to:
  - 1.1 Provide an opportunity to hear representations relative to the recommendation from the Principal;
  - 1.2 Provide an opportunity for the student and/or the student's parents to make representations;
  - 1.3 Reinstate or expel the student.
2. The Committee Chair will outline the procedure to be followed, which will be as follows:
  - 2.1 The Principal will present the report documenting the details of the case and the recommendation to expel the student;
  - 2.2 The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional relevant information;
  - 2.3 The members of the Student Expulsion Committee will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;
  - 2.4 The Student Expulsion Committee will meet, without either the administration or the student and the student's parents present, to discuss the case and the

- recommendation. The recording secretary may remain in attendance. Legal counsel may also remain in attendance;
- 2.5 Should the Student Expulsion Committee require additional information, both parties will be requested to return in order to provide the requested information;
  - 2.6 The Student Expulsion Committee will then make a decision to either reinstate or expel the student; and
  - 2.7 The Student Expulsion Committee decision shall be communicated in writing to the student and the student's parents within five (5) days of the hearing, with copies being provided to the Principal and the Superintendent. The Superintendent's office will attempt to inform the parent(s) and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.
3. If the Student Expulsion Committee's decision is to expel the student, the following information must be included in the letter to the student and the student's parents:
- 3.1 The length of the expulsion which must be greater than ten (10) school days;
  - 3.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
  - 3.3 The right of the student and the student's parents to request a review of the decision by the Minister of Education.

Legal Reference: Section 8, 10, 12, 24, 25, 45, 45.1, 47, 48, 60, 61, 113, 123, 124, 125 School Act

**BOARD OF TRUSTEES**

**TO: LOIS BYERS,  
TRUSTEE OF THE BOARD**

**DATE: OCTOBER 19, 2016**

**FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS**

**SUBJECT: POLICY 19, WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY  
LEARNING AND WORKING ENVIRONMENTS**

**ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT**

**RECOMMENDATION**

That the Board of Trustees accept as information, Policy 19, Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments, as attached.

**CURRENT SITUATION:** This is a new policy that has been drafted by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee.

## Policy 19

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### **WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING AND WORKING ENVIRONMENTS**

The Board is committed to providing a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging. Each student and staff member within the Division has the right to learn and work in facilities that promote equality of opportunity, dignity and respect.

The Board is further obligated to protect all students and staff from harassment, discrimination and violence, or threat thereof during the Division's school-related activities. All those involved with the Division including trustees, employees, students, parents, volunteers, contractors and visitors must share in the responsibility for eliminating bullying, discrimination, harassment and violence. The Board prohibits bullying, harassment, discriminatory and violent behaviours and expects allegation of such behaviours to be investigated in a timely and respectful manner.

Inclusion and a sense of belonging for all students and staff – those from diverse backgrounds, those with learning challenges, those who excel academically or on the sports field, those of different colour, race, sexual orientation or beliefs, those who are absolutely "average" – stems from creating an environment that focuses on our right to learn and work, not on the things that make us different.

One key outcome of our vision for the Division is that all students will possess a strong connection to their schools as welcoming, caring respectful and safe places focused on their individualized success.

The Comprehensive School Health approach in the Division focuses on three specific tenets: positive social environments, active living, and healthy eating, and acknowledges the causal relationship between the three. The school lunch program is also an important component of the services provided to students by the Division.

#### 1. Positive Social Environment

Students who have a strong sense of self and belonging, and who feel cared for at school, are more likely to achieve greater academic success, have successful and rewarding relationships, and exhibit positive social behaviours and character traits.

#### 2. Active Living

Students who are physically active are more likely to exhibit on-task behavior, academic success, and social inclusion. Engagement in physical activities encourages students to make health-enhancing choices and reduces the risk of obesity.

### 3. Healthy Eating

Nutrition plays a significant role in student growth, developing disease resistance, and physical and mental health. Students who make healthy nutritional choices reduce their risk of obesity and health issues.

#### Specifically

1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful and safe learning environments for all students. It recognizes the importance of students' emotional, social, intellectual and physical wellness to their success in school and expects students to adhere to the Division Student Code of Conduct and schools' codes of conduct.
2. The Board expects all trustees, Local School Board Committee members, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy. This policy covers behavior not only at all campuses, but also at any school-related functions. This applies whether contact is face-to-face, by phone, fax, e-mail, Internet or Intranet, or by any other means of communication. Threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community including aggressive behaviors such as "cyber" hate messaging and websites created in the student's home, in cyber cafes or other settings by any person with the school community is prohibited.
3. The Board encourages reporting to a responsible adult all incidents of threats, bullying, harassment, violence or intimidation, regardless of the identity of the alleged harasser or offender.
4. The Board supports the establishment of student organizations and student-led activities that promote quality and non-discrimination, including but not limited to gay-straight alliances, queer-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.
5. The Superintendent shall ensure that all Division schools and workplaces:
  - 5.1 Recognize the importance of students' emotional, social, intellectual, spiritual and physical wellness to their success at school.
  - 5.2 Establish environments that support, ensure and integrate positive social environments, active living and healthy eating.
  - 5.3 Acknowledge that emotional well-being, active living and healthy eating, play significant roles in students' overall health.
  - 5.4 Promote lifestyles that support healthy attitudes toward emotional well-being, positive social environments, active living and healthy eating.
6. Positive Social Environments – The Superintendent will ensure that principals will:
  - 6.1 Actively build relationships within the school and community.
  - 6.2 Support and embed character education programs to support emotional well-being.
  - 6.3 Create learning environments where emotional well-being is role modeled and developed in students.

- 6.4 Access resources and link with community agencies, partners and support networks to help students develop the skills to be aware of and monitor their emotional well-being.
  - 6.5 Encourage reporting to a responsible adult all incidents of threats, bullying, harassment, violence, intimidation or discrimination.
  - 6.6 Expect students to adhere to the Division Code of Conduct for students.
7. Active Living – Superintendent will ensure that principals will:
- 7.1 Implement Alberta Education's Daily Physical Activity (DPA) initiative.
  - 7.2 Meet the minimum time allocations for quality Physical Education.
  - 7.3 Implement the philosophical and curricular shift to outcome-based learning experiences that ensure successful, meaningful engagement in physical activity and encourage lifelong fitness.
  - 7.4 Encourage students to engage in physical activity inside and outside of regular curriculum (e.g. community events, clubs, special events, teams, intramurals, etc.) to support their development as healthy, active learners.
8. Healthy Eating – Superintendent will ensure that principals will:
- 8.1 Foster knowledge, skills and attitudes that promote healthy eating by:
    - 8.1.1 Promoting nutrition education and creating an environment of positive food messages.
    - 8.1.2 Establishing a strong connection between nutrition education and foods available at the school.
  - 8.2 Examine school nutrition practices and provide opportunities, support and encouragement for staff and students to eat healthy foods by:
    - 8.2.1 Creating an environment where healthy foods are available, affordable and promoted as the best choice.
    - 8.2.2 Reviewing options with food suppliers to maximize the nutritional value of the items.
    - 8.2.3 Choosing healthy fundraising options.
    - 8.2.4 Modeling healthy nutritional practices.
  - 8.3 The primary reference for the provision, promotion, sale and distribution of food in school shall be the Alberta Nutrition Guidelines for Children and Youth from which schools shall include foods from the "choose most often" and "choose sometimes" categories, and limit foods from the "choose least often" category in accordance with the Canada Food Guide.

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act  
 Alberta Bill of Rights  
 Alberta Human Rights Act  
 Teaching Profession Act  
 Canadian Charter of Rights and Freedoms  
 Criminal Code  
 Alberta Nutrition Guidelines for Children and Youth  
 Canada Food Guide

## Policy 19 – Appendix A

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### STUDENT CODE OF CONDUCT

The Board endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control.

Students are expected to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful and safe learning environments. Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the Alberta Human Rights Act, including gender identity and gender expression as set out in the Alberta Bill of Rights. Students are to foster a sense of belonging amongst all students.

Within the aforementioned context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, responsive and contributing members of society.

#### Specifically

1. In displaying acceptable behaviour, students are expected to:
  - 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences;
  - 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
  - 1.3 Co-operate fully with everyone authorized by the Board to provide education programs and other services;
  - 1.4 Comply with all applicable federal, provincial and municipal laws, and the rules of the Division and school;
  - 1.5 Account to their teachers for their conduct;
  - 1.6 Attend school regularly and punctually;
  - 1.7 Use non-violent means to resolve conflict;
  - 1.8 Treat all other students and staff with dignity, respect and fairness at all times;
  - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
  - 1.10 Take appropriate measures to help those in need; and
  - 1.11 Demonstrate honesty and integrity.
2. Students are accountable for demonstrating respect for:
  - 2.1 Authority;
  - 2.2 Others and their property;

- 2.3 School property, equipment and textbooks; and
  - 2.4 Differences in ethnicity, race, religion, gender and sexual orientation.
3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the school building, during the school day or by electronic means.

Examples of such behaviours include, but are not limited to:

- 3.1 Use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on Board property, or in a vehicle on Board property used by a student or occupied by a student as a passenger;
  - 3.2 Threats;
  - 3.3 Conduct which endangers others;
  - 3.4 Encouraging conduct which endangers or may endanger others;
  - 3.5 Encouraging unacceptable conduct;
  - 3.6 Use or display of improper, obscene or abusive language;
  - 3.7 Distribution or display of offensive messages or pictures;
  - 3.8 Theft, including identity theft;
  - 3.9 Assault;
  - 3.10 Willful damage to school or others' property;
  - 3.11 Use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, alcohol, or inhalants in school, on Board property or in the context of any school-related activity;
  - 3.12 Attending school or any school-related activity under the influence of illicit drugs, alcohol or inhalants;
  - 3.13 Personal or sexual harassment;
  - 3.14 Hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations;
  - 3.15 Extortion;
  - 3.16 Disruptive behaviour, willful disobedience or defiance of authority;
  - 3.17 Interfering with the orderly conduct of classes or the school;
  - 3.18 Tampering with fire alarms and safety equipment;
  - 3.19 Criminal activity;
  - 3.20 Contravention of the school's code of conduct;
  - 3.21 Workplace violence;
  - 3.22 Bullying, including cyber-bullying; and
  - 3.23 Inappropriate information technology use.
4. Unacceptable student behaviour:
- 4.1 May be grounds for disciplinary action; and



- 4.2 Provides an opportunity for critical learning in the areas of:
  - 4.2.1 Personal accountability and responsibility;
  - 4.2.2 The development of empathy;
  - 4.2.3 Conflict resolution;
  - 4.2.4 Communication; and
  - 4.2.5 Social skills development.
  
5. When responding to unacceptable student behaviour, the following are to be considered:
  - 5.1 The effect of the student's behaviour upon other students, the staff, the school, and the community;
  - 5.2 The nature of the action or incident that calls for disciplinary or alternative measures;
  - 5.3 The student's previous conduct and previous interventions;
  - 5.4 The student's age, maturity and abilities;
  - 5.5 The impact of proposed action on the student's future behaviour;
  - 5.6 The student's learning needs; and
  - 5.7 Any other information considered appropriate or relevant.
  
6. The consequences of unacceptable behaviour may be:
  - 6.1 Assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
  - 6.2 Short term removal of privileges;
  - 6.3 Detention;
  - 6.4 Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
  - 6.5 Alternative interventions such as community conferencing or other forms of restorative justice;
  - 6.6 Corrective student transfer;
  - 6.7 Suspension; and
  - 6.8 Recommendation for expulsion.
  
7. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act  
 Alberta Bill of Rights  
 Alberta Human Rights Act  
 Canadian Charter of Rights and Freedoms  
 Criminal Code

## Policy 19 – Appendix B

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### SEXUAL ORIENTATION AND GENDER IDENTITY

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

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

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

1. Be treated fairly, equitably, and with dignity and respect;
2. Have their confidentiality protected and respected;
3. Self-identification and determination;
4. Freedom of conscience, expression, and association;
5. Be fully included in an inclusive, positive, and respectful manner by all school personnel;
6. Have equitable access to the same supports, services and protections provided to heterosexual students and families;
7. Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
8. Have their unique identities, families, cultures, and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

1. Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects.

2. Ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.
3. Improve understanding of the individual lives of sexual and gender minorities and their families, cultures, and communities.
4. Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that sexual and gender minorities and their families are welcomed and treated with respect and dignity in all aspects of the school community.

### **Specifically**

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

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

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act  
Alberta Bill of Rights  
Alberta Human Rights Act  
Canadian Charter of Rights and Freedoms  
Criminal Code

**BOARD OF TRUSTEES**

**TO: LOIS BYERS  
TRUSTEE OF THE BOARD**

**DATE: OCTOBER 19, 2016**

**PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS**

**SUBJECT: 2015-2016 PROVINCIAL ACHIEVEMENT TEST RESULTS  
ANALYSIS**

**ORIGINATOR: EDUCATION COMMITTEE**

**RECOMMENDATION**

That the Board of Trustees receive as information the 2015-2016 Provincial Achievement Test Results analysis, as attached.

**CURRENT SITUATION:** Don Tessier, Associate Superintendent presented the 2015-2016 Provincial Achievement Test Results to the Official Trustee at the October 12/13, 2016 Administrators' Meetings in Edmonton.

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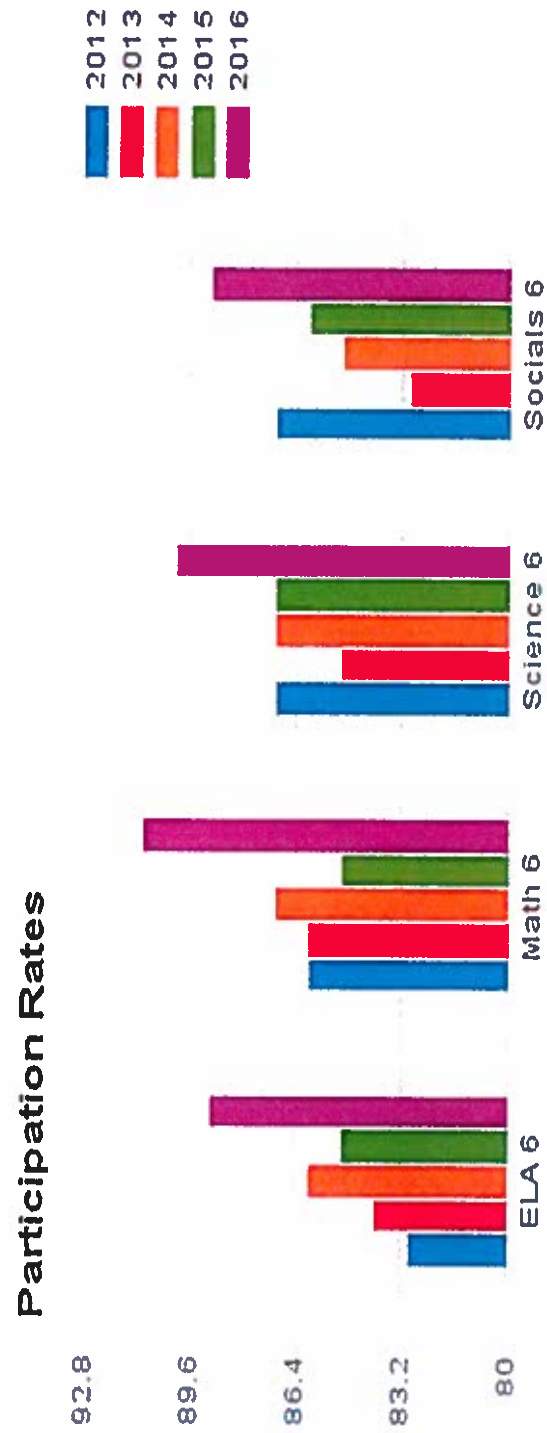
# **Provincial Achievement Test**

## **Results 2015/2016**

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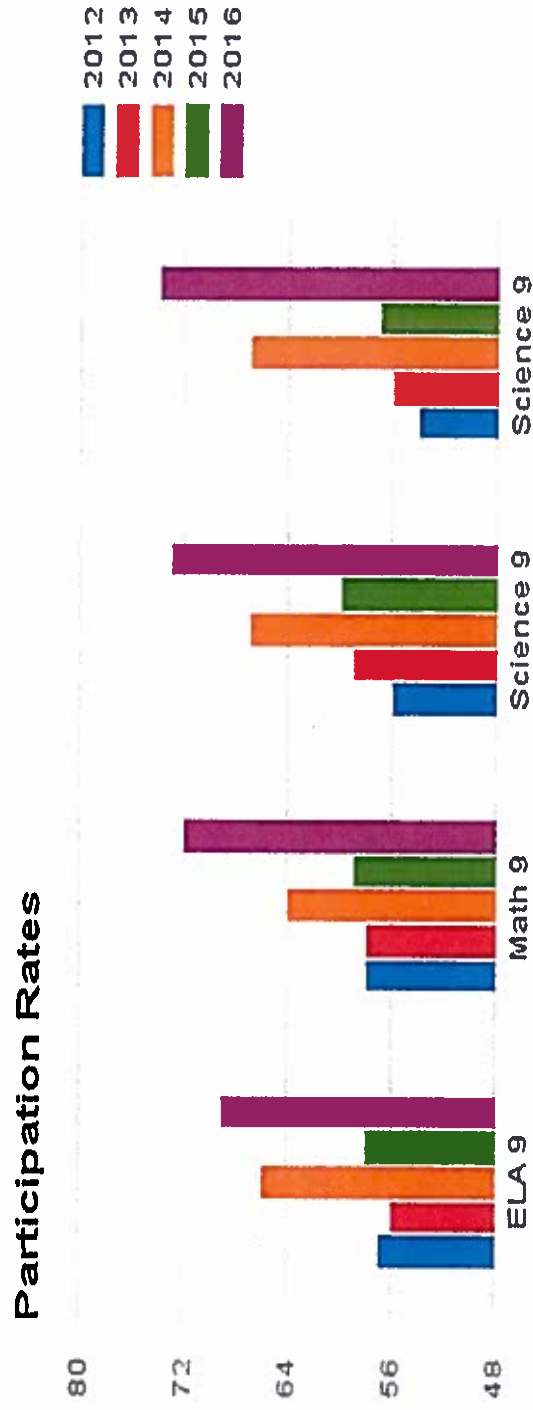
Prepared by  
Maureen Chernipeski

## Grade 6 Participation Rates



The province has a 90-91% participation rate (224 students enrolled)

# Grade 9 Participation Rates

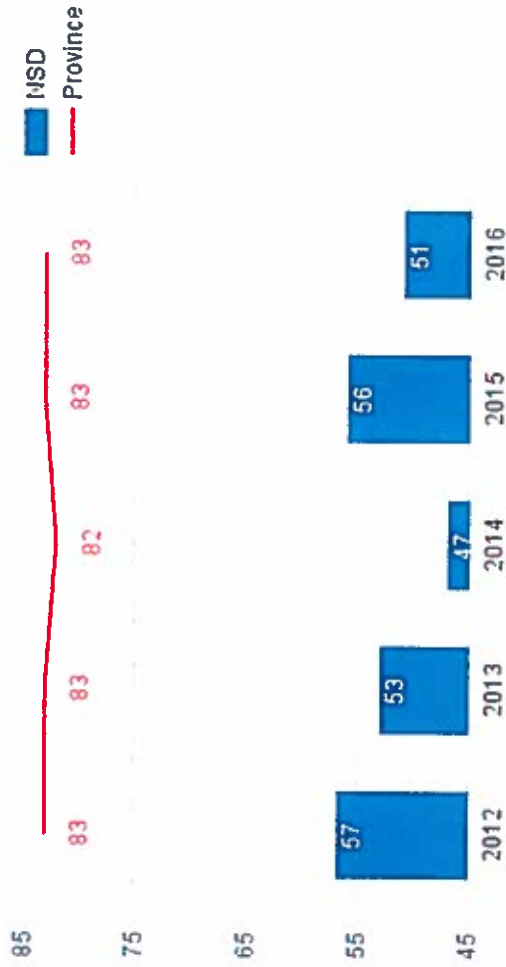


The province has a 89-91% participation rate (188 students enrolled)



# English Language Arts 6

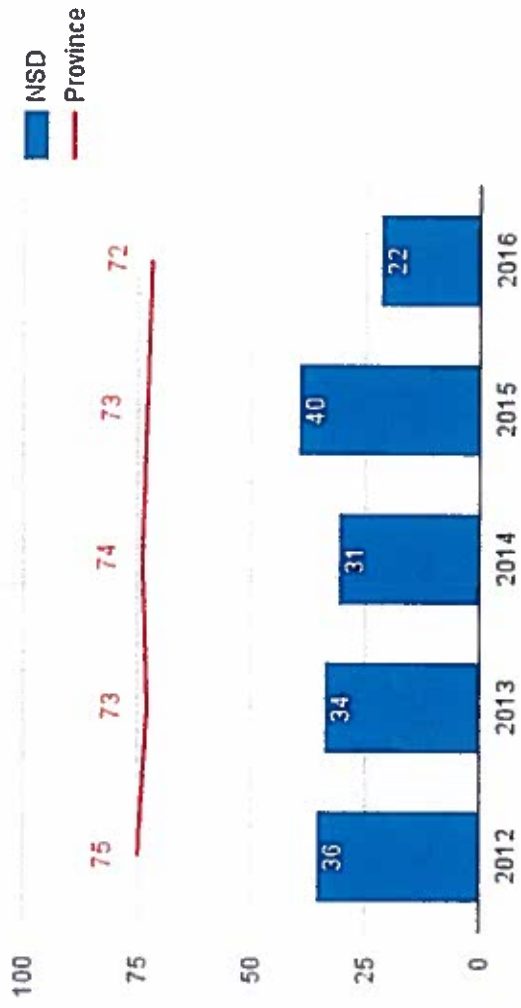
Percent of students Achieving Acceptable Standard



Year	Standard of Excellence
2012	3 students
2013	3 students
2014	2 students
2015	4 students
2016	3 students

# Math Grade 6

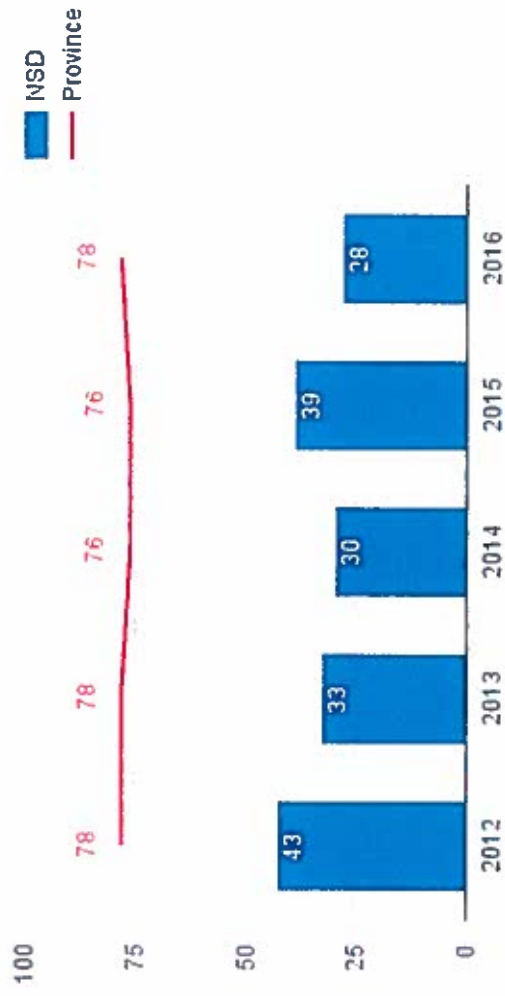
Percent of students Achieving Acceptable Standard



Standard of Excellence	Year	Count
3	2012	3 students
4	2013	4 students
6	2014	6 students
5	2015	5 students
1	2016	1 student

# Grade 6 Science

Percent of students Achieving Acceptable Standard



Standard of Excellence

2012 students 8

2013 students 4

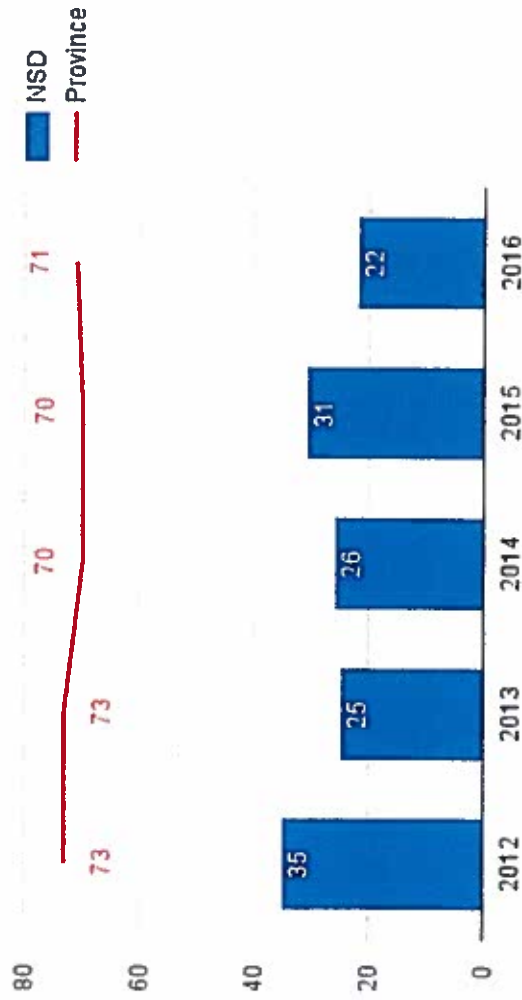
2014 students 11

2015 students 8

2016 students 3

# Social Studies Grade 6

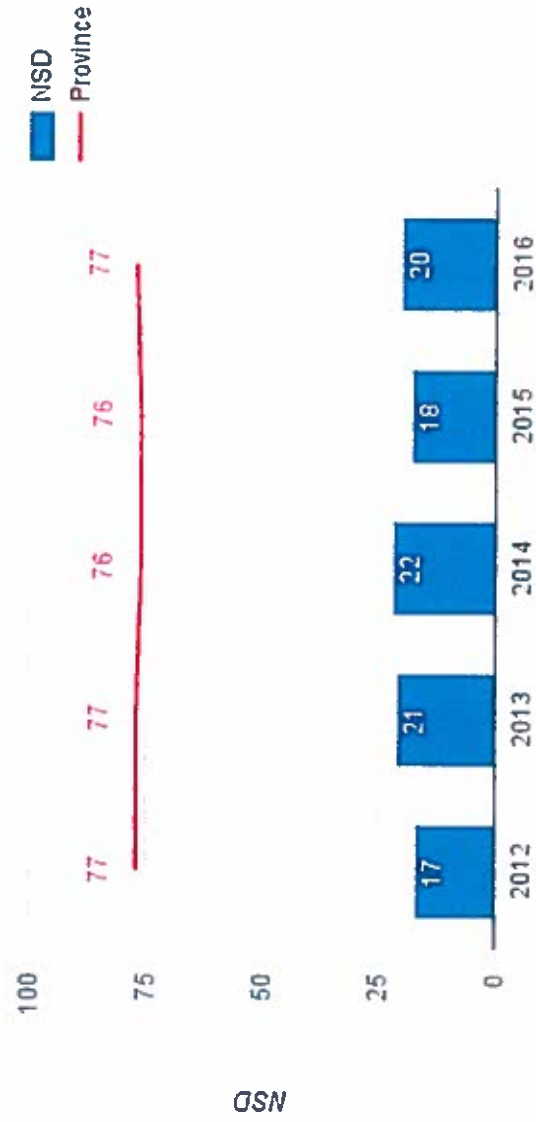
Percent of students Achieving Acceptable Standard



Standard of Excellence	Count
2012 students	10
2013 student	1
2014 students	4
2015 students	9
2016 students	2

# English Language Arts 9

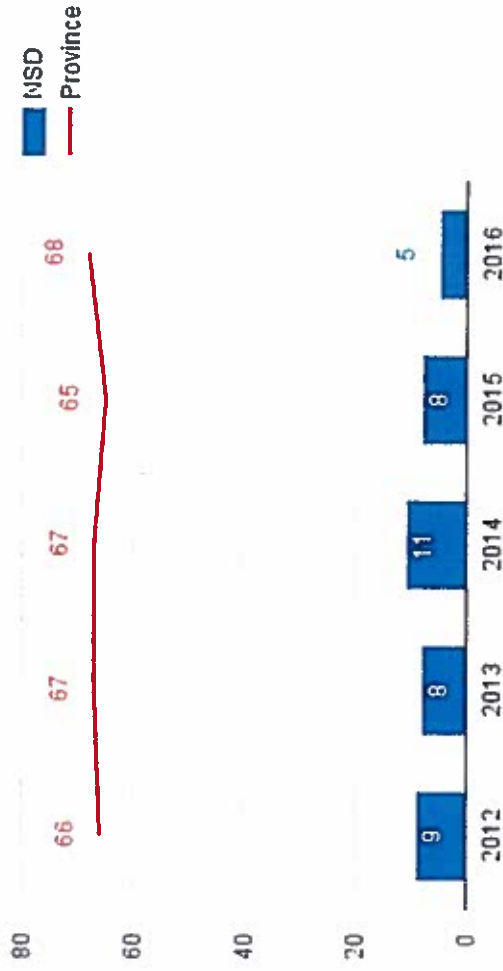
Percent of students Achieving Acceptable Standard



Year	Standard of Excellence
2012	2 students
2013	2 students
2014	0 students
2015	1 student
2016	1 student

# Math Grade 9

Percent of students Achieving Acceptable Standard



Standard of Excellence

2012 students 3

2013 students 0

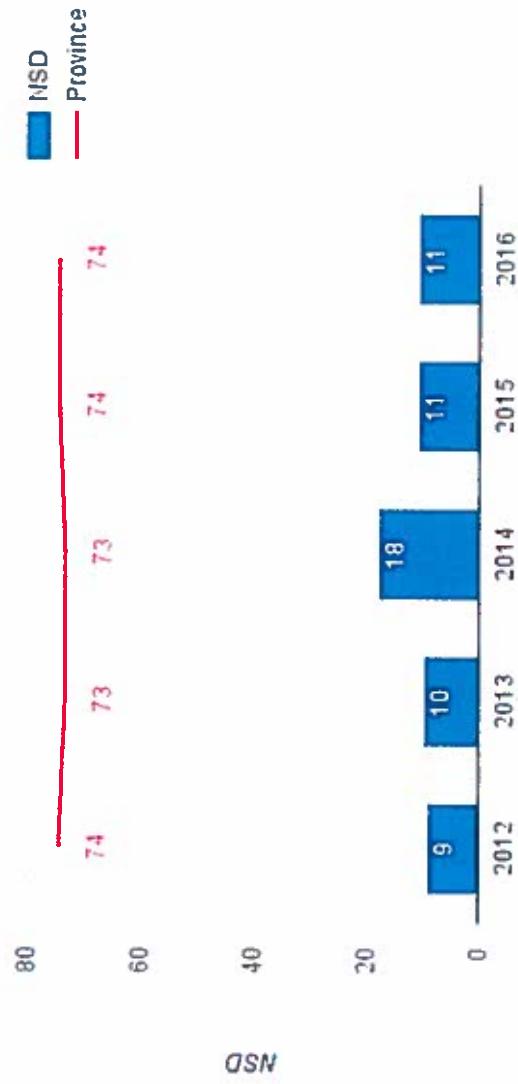
2014 students 0

2015 student 1

2016 students 0

# Science Grade 9

Percent of students Achieving Acceptable Standard



Standard of Excellence

2012 student 1

2013 student 1

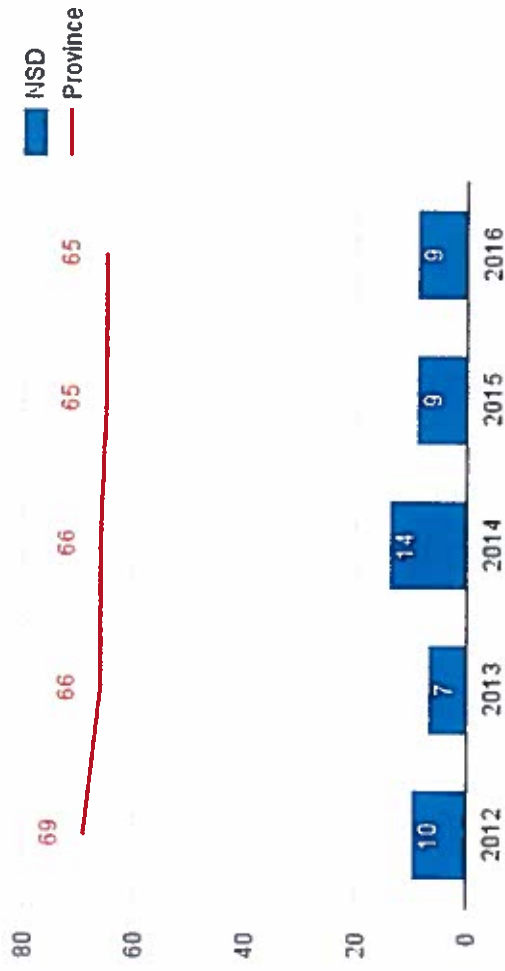
2014 student 1

2015 student 1

2016 student 1

# Social Studies Grade 9

Percent of students Achieving Acceptable Standard



Standard of Excellence

2012 student 1

2013 students 3

2014 student 1

2015 student 1

2016 student 1



**BOARD OF TRUSTEES**

**TO: LOIS BYERS  
TRUSTEE OF THE BOARD**

**DATE: OCTOBER 19, 2016**

**PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS**

**SUBJECT: COMMITMENTS TO NORTHLAND SCHOOL DIVISION AND ITS  
COMMUNITIES**

**ORIGINATOR: EDUCATION COMMITTEE**

<b>RECOMMENDATION</b>
That the Board of Trustees receive as information the Commitments to Northland School Division and its Communities, as attached.

**CURRENT SITUATION:** At the September 8, 2016 Regular Board Meeting, Lois Byers, Official Trustee requested administration follow up with the Cross Ministry Committee to review the 10 commitments developed with Northland School Division, to ensure that they are the right 10 commitments and bring this information back to the October 2016 Board Meeting.

### Commitments to Northland School Division and its Communities

1. Reinstatement of an elected board in October 2017 to coincide with the next school board elections.
2. Work with Northland School Division and its communities to identify their values, needs and priorities, and ensure that these community values guide government and community decision-making.
3. Explore governance options that allow communities to have a voice in their children's educational programming.
4. Review the *Northland School Division Act* to ensure it supports student learning and success, and develop amendments based on consultation with community and policy direction from government.
5. Reference the Community Engagement Framework for engaging communities, as described in the report from the Northland Community Engagement Team.
6. Review funding within Northland School Division to support student learning and success, and work with Northland administrators to evaluate division programs and resource allocations to maximize student achievement.
7. Revise and develop performance measures with Northland School Division that are meaningful to Northland communities and government.
8. Collaborate with Northland School Division administration to reinforce the importance of educational programming, teaching and community engagement in support of student learning and success.
9. Support a culturally appropriate approach to teaching and learning within Northland School Division by developing provincial curriculum, as well as teaching and leadership quality standards, to support a culturally appropriate approach to teaching and learning, including First Nations, Métis and Inuit competencies.
10. Continue to support Northland School Division before, during and after an elected board is reinstated.

DRAFT

## BOARD OF TRUSTEES

**TO: LOIS BYERS  
TRUSTEE OF THE BOARD**

**DATE: OCTOBER 19, 2016**

**PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS**

**SUBJECT: PROCEDURE 410 – SUPPORT STAFF CLASSIFICATIONS AND POSITIONS**

**ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES**

<b>RECOMMENDATION</b>
That the Board of Trustees receive as information, the attached changes to Procedure 410 - Support Staff Classifications and Positions.

\*\*\*\*\*

**CURRENT SITUATION:** Procedure 410 provides the guidelines for NSD staff to access overtime and lieu time.

**BACKGROUND:** Currently, Procedure 410 speaks specifically to providing overtime to workers who were generally considered maintenance staff. Over time, other staff have been included in these terms of reference but never captured within the procedure. Technically, staff who do not fall under this procedure are being granted lieu time. There are also several instances where lieu time is accumulating, not being accessed appropriately and not being paid out as per the procedure.

Revisiting this procedure allows us to refine the expectations and parameters under which overtime and lieu time are accessed and utilized, and clarify who qualifies.

**OPTIONS:**



## Procedure 410

### Support Staff Classifications and Positions

#### Background

Staff members **who** work within the division and are not certificated staff, **administrative staff** or paraprofessionals will be classified as support staff.

#### Procedures

1. The following classifications shall apply to all support staff with the exception of bus drivers:
  - 1.1 Work week classifications:
    - 1.1.1 A full time employee is one who works 36.25 hours per week on a regular basis.
    - 1.1.2 A part time employee is one who works for less than 36.25 hours per week on a regular basis.
  - 1.2 Work year classifications;
    - 1.2.1 A probationary employee is one who is initially employed to fill an authorized position and serves on a probationary basis for one year.
    - 1.2.2 A regular employee is one who works for a total of 260 days per year, inclusive of vacations and holidays.
    - 1.2.3 A school secretary's work year is based on the school calendar.
    - 1.2.4 A sessional employee is one who is engaged for a specific portion of a year, generally coinciding with the operational and instructional days of a school year. Each sessional employee shall be on leave without salary for the balance of the year, exclusive of holidays and vacation entitlements.
    - 1.2.5 A casual employee is one who is employed as needed and is not classified as either a regular or sessional employee.
2. It is expected that instances of **support staff workers'** overtime will be minimized wherever possible. However overtime may be claimed under the following conditions:



## Procedure 410

### Support Staff Classifications and Positions

- 2.1 Prior approval is obtained from the immediate supervisor.
  - 2.2 A claim for overtime hours **for maintenance staff** shall be considered for those hours in excess of:
    - 2.1.1 eight (8) hours per day, or forty (40) hours per week for those employees working a five (5) day week,
    - 2.1.2 ten (10) hours per day, or forty (40) hours per week, for those employees working a four (4) day week.
  - 2.2 **A claim for overtime hours for all other support staff shall be considered for those hours in excess of their regularly scheduled work hours.**
  - 2.3 Overtime will be paid at the rate of one and one half (1½) times the hours worked.
  - 2.4 Time off in lieu will be paid at the regular rate of pay and should be utilized within 30 calendar days after the month end in which they were earned.
  - 2.5 ~~Overtime hours can only be accumulated for 30 calendar days after the month end in which they were earned.~~ **Overtime hours must be taken within six months following the pay period in which they are earned.**
  - 2.6 If the overtime hours are not taken off in lieu, **overtime will be paid out at the end of the six month period.**
3. The following shall apply to school secretaries:
    - 3.1 Salary calculations shall be based on a 7.25 hour workday over the school year as outlined in the organizational plan.
    - 3.2 The following table is provided as a guideline for the principal in establishing Full Time Equivalency:

<u>Work Days</u>	<u>FTE</u>	<u>0.75 FTE</u>	<u>0.5 FTE</u>	<u>0.25 FTE</u>
5	36.25	27.00	18.00	9.00
4	29.00	21.60	15.00	7.20
3	21.75	16.20	10.80	5.40

**Procedure 410****Support Staff  
Classifications  
and Positions**

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2	14.50	10.80	7.20	3.60
1	7.25	5.40	3.60	2.00

## BOARD OF TRUSTEES

**TO: LOIS BYERS**  
**TRUSTEE OF THE BOARD**

**DATE: OCTOBER 19, 2016**

**PRESENTED BY:** GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** PROCEDURE 425 – ANNUAL LEAVE DEFERRAL

**ORIGINATOR:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

<b>RECOMMENDATION</b>
That the Board of Trustees receive as information, the attached changes to Procedure 425 – Annual Leave Deferral.

\*\*\*\*\*

**CURRENT SITUATION:** Procedure 425 recognizes that there may be times when the full entitlement cannot be utilized and carried over during the school year.

**BACKGROUND:** The current procedure is out of line with changes proposed for Procedure 410 Support Staff Classifications and 438 Administrative Staff Classifications.

**OPTIONS:**

## Procedure 425

### Annual Leave Deferral

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#### Background

The Board believes that employees need to utilize annual leave entitlements as outlined in Procedure 424 – Staff Vacations and Holidays. It is recognized that there may be times when the full entitlement cannot be utilized during the school year.

#### Procedures

1. **Effective September 1<sup>st</sup>, 2016**, the following formula will be applied to annual leave carry-over for Divisional Office employees, including Maintenance Staff.
2. ~~Employees employed in the following positions: Supervisor, Supervisor of Plant Operations, Assistant Secretary-Treasurer, can carry over annual leave days as follows:~~ Employees who are in their first five (5) years of employment can carry over annual leave days over the five (5) year period to a maximum of 15. Employees from their sixth year **to fourteenth year** of employment can carry over annual leave days, to a maximum of **20**. **Employees from their twenty-first year of employment can carry over annual leave days to a maximum of 24.**
3. ~~Employees employed in the following positions: Revenue Accountant, Human Resources Administrator, Administrative Assistant, Food Services Program Consultant, Transportation Coordinator and Area Maintenance Supervisor, can carry over annual leave days as follows: Employees who are in their first five (5) years of employment can carry over annual leave days over the five (5) year period to a maximum of 18. Employees from their sixth year of service can carry over annual leave days to a maximum of 24.~~
4. ~~Employees in all other positions who are in their first five years of employment can carry annual leave days over the five (5) year period to a maximum of 15. Employees from their sixth year of service can carry over annual leave days to a maximum of 20.~~
5. Carryover of annual leave days in excess of the above maximums will be paid out on an annual basis on or before November 30<sup>th</sup> of each year, at the rate that is current for the year in which it is paid.



## BOARD OF TRUSTEES

**TO: LOIS BYERS  
TRUSTEE OF THE BOARD**

**DATE: OCTOBER 19, 2016**

**PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS**

**SUBJECT: PROCEDURE 438 – ADMINISTRATIVE STAFF CLASSIFICATIONS  
AND POSITIONS**

**ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES**

<b>RECOMMENDATION</b>
That the Board of Trustees receive as information, the newly created Procedure 438 - Administrative Staff Classifications and Positions.

\*\*\*\*\*

**CURRENT SITUATION:** There are no procedures for NSD administrative staff to access overtime and lieu time.

**BACKGROUND:** Procedure 410 - Support Staff Classifications and Positions has been used as a guideline to grant staff lieu time who do not qualify under the procedure by some departments. Other departments have granted lieu time on an ad hoc basis without following any guidelines. As well, staff who do not fall under this procedure are being granted lieu time.

Creating this procedure allows NSD to provide guidelines for a staff classification that have not qualified for lieu time officially and parameters under which lieu time are accessed and utilized.

**OPTIONS:**



## Procedure 438

### Administrative Staff Classifications and Positions

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#### Background

Administrative staff consists of Divisional Office administrators who are either on contract in administrative capacities, paid on the Administrative Staff Salary Grid, or certificated staff assigned to Divisional Office positions.

#### Procedures

1. The following classifications shall apply to all administrative staff:
  - 1.1 Work week classifications:
    - 1.1.1 A full time employee is one who works 36.25 hours per week on a regular basis.
    - 1.1.2 A part time employee is one who works for less than 36.25 hours per week on a regular basis.
  - 1.2 Work year classifications;
    - 1.2.1 A probationary employee is one who is initially employed to fill an authorized position and serves on a probationary basis for one year.
    - 1.2.2 A regular employee is one who works for a total of 260 days per year, inclusive of vacations and holidays.
  - 1.3 Employees who are 12-month certified staff or on the administrative salary grid are eligible for up to 5 Management Days in a full school calendar year in lieu of extra hours worked in the course of their responsibilities. These days must be approved by the employee's supervisor prior to being taken and must be taken within the year in which they were earned. There is no cash value at the time of resignation/termination.

**BOARD OF TRUSTEES**

**TO: LOIS BYERS  
TRUSTEE OF THE BOARD**

**DATE: OCTOBER 19, 2016**

**PRESENTED BY: TRUDY RASMUSON, SECRETARY-TREASURER**

**SUBJECT: DRAFT 2015-2016 AUDITED FINANCIAL STATEMENTS**

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

<b>RECOMMENDATION</b>
That the Board of Trustees receive as information the Draft 2015-2016 Audited Financial Statements, as attached.

**CURRENT SITUATION:** The draft 2015-2016 Audited Financial Statements show a surplus of approximately \$1 million. The Federal financial calculation has not yet been completed and once it is, this surplus could easily rise or fall by a \$1 million or more.

School Jurisdiction Code: 1280

**AUDITED  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2016**  
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

**Northland School Division No. 61**

Legal Name of School Jurisdiction

**9809 - 77 Avenue Peace River AB T8S 1V2**

Mailing Address

**(780) 624-2060 (780) 624-5914 trudy.rasmuson@nsd61.ca**

Telephone & Fax Numbers, and Email Address

**SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING**

The financial statements of Northland School Division No. 61 presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

***Board of Trustees Responsibility***

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

***External Auditors***

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

***Declaration of Management and Board Chair***

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Mr. Gord Atkinson

Name

Signature

SUPERINTENDENT

Ms. Lois Byers

Name

Signature

SECRETARY-TREASURER OR TREASURER

Ms. Trudy Rasmuson

Name

Signature

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch  
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5  
EMAIL: mei-ling.irwin@gov.ab.ca AND robert.mah@gov.ab.ca  
PHONE: Mei-Ling: (780) 415-8940; Robert: (780) 427-3855 FAX: (780) 422-6996

## TABLE OF CONTENTS

	Page
INDEPENDENT AUDITOR'S REPORT	3
STATEMENT OF FINANCIAL POSITION	4
STATEMENT OF OPERATIONS	5
STATEMENT OF CASH FLOWS	6
STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)	7
STATEMENT OF REMEASUREMENT GAINS AND LOSSES	8
Schedule 1: SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS	9
Schedule 2: SCHEDULE OF CAPITAL REVENUE	11
Schedule 3: SCHEDULE OF PROGRAM OPERATIONS	12
Schedule 4: SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES	13
Schedule 5: SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS	14
Schedule 6: SCHEDULE OF CAPITAL ASSETS	15
Schedule 7: SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES	16
NOTES TO THE FINANCIAL STATEMENTS	17
Schedule 8: UNAUDITED SCHEDULE OF FEE REVENUES	28
Schedule 9: UNAUDITED SCHEDULE OF DIFFERENTIAL FUNDING	29
Schedule 10: UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES	30

School Jurisdiction Code: 1280

**STATEMENT OF FINANCIAL POSITION**  
As at August 31, 2016 (in dollars)

		2016	2015
<b>FINANCIAL ASSETS</b>			
Cash and cash equivalents	(Schedule 5)	\$ 5,256,133	\$ 6,975,578
Accounts receivable (net after allowances)	(Note 3)	\$ 2,953,179	\$ 2,050,929
Portfolio investments	(Schedule 5)	\$ -	\$ -
Other financial assets	(Note 4)	\$ 93,250	\$ 71,250
<b>Total financial assets</b>		<b>\$ 8,302,562</b>	<b>\$ 9,097,757</b>
<b>LIABILITIES</b>			
Bank indebtedness	(Note 6)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 5)	\$ 2,789,631	\$ 4,802,470
Deferred revenue	(Note 7)	\$ 69,967,356	\$ 72,406,345
Employee future benefit liabilities	(Note 8)	\$ 16,838	\$ 28,454
Liability for contaminated sites	(Note 16)	\$ -	\$ -
Other liabilities		\$ -	\$ -
Debt			
Supported: Debentures and other supported debt		\$ -	\$ -
Unsupported: Debentures and capital loans		\$ -	\$ -
Mortgages		\$ -	\$ -
Capital leases		\$ -	\$ -
<b>Total liabilities</b>		<b>\$ 72,783,825</b>	<b>\$ 77,237,269</b>
<b>Net financial assets (debt)</b>		<b>\$ (64,481,263)</b>	<b>\$ (68,139,512)</b>
<b>NON-FINANCIAL ASSETS</b>			
Tangible capital assets	(Schedule 6)		
Land		\$ 538,792	\$ 538,792
Construction in progress		\$ -	\$ -
Buildings		\$ 146,374,592	
Less: Accumulated amortization		\$ (76,688,399)	\$ 71,916,964
Equipment		\$ 7,585,339	
Less: Accumulated amortization		\$ (6,718,363)	\$ 985,960
Vehicles		\$ 8,352,647	
Less: Accumulated amortization		\$ (6,260,879)	\$ 2,073,644
Computer Equipment		\$ 5,154,388	
Less: Accumulated amortization		\$ (4,149,351)	\$ 1,576,131
<b>Total tangible capital assets</b>		<b>\$ 74,188,766</b>	<b>\$ 77,091,491</b>
Prepaid expenses		\$ 450,927	\$ 352,498
Other non-financial assets	(Note 4)	\$ 39,267	\$ 39,267
<b>Total non-financial assets</b>		<b>\$ 74,678,960</b>	<b>\$ 77,483,256</b>
<b>Accumulated surplus</b>	(Schedule 1; Note 12)	<b>\$ 10,197,697</b>	<b>\$ 9,343,744</b>
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)		\$ 10,197,697	\$ 9,343,744
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 10,197,697	\$ 9,343,744
<b>Contractual obligations</b>	(Note 10)		
<b>Contingent liabilities</b>	(Note 17)		

The accompanying notes and schedules are part of these financial statements.

**STATEMENT OF OPERATIONS**  
For the Year Ended August 31, 2016 (in dollars)

	Budget 2016	Actual 2016	Actual 2015
<b>REVENUES</b>			
Alberta Education	\$ 38,334,542	\$ 38,432,269	\$ 39,642,357
Other - Government of Alberta	\$ 930,824	\$ 443,726	\$ 477,229
Federal Government and First Nations	\$ 22,175,563	\$ 22,957,390	\$ 21,822,073
Other Alberta school authorities	\$ -	\$ -	\$ -
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 8)	\$ -	\$ 1,396	\$ -
Other sales and services	\$ 1,186,843	\$ 1,197,114	\$ 1,160,007
Investment income	\$ 40,000	\$ 58,588	\$ 77,530
Gifts and donations	\$ 450,000	\$ 426,655	\$ 1,205,389
Rental of facilities	\$ 1,045,540	\$ 878,196	\$ 883,937
Fundraising	\$ -	\$ 353,416	\$ 375,109
Gains on disposal of capital assets	\$ -	\$ 86,742	\$ 94,037
Other revenue	\$ -	\$ -	\$ -
<b>Total revenues</b>	\$ 64,163,310	\$ 64,835,494	\$ 65,737,668
<b>EXPENSES</b>			
Instruction - ECS	\$ 2,066,571	\$ 2,551,406	\$ 2,376,996
Instruction - Grades 1 - 12	\$ 38,756,733	\$ 37,432,353	\$ 39,985,058
Plant operations and maintenance	\$ 10,646,054	\$ 11,075,766	\$ 11,576,495
Transportation	\$ 3,582,035	\$ 3,697,697	\$ 3,581,793
Board & system administration	\$ 3,793,603	\$ 3,529,949	\$ 3,370,913
External services	\$ 5,511,916	\$ 5,694,370	\$ 5,265,129
<b>Total expenses</b>	\$ 64,356,912	\$ 63,981,541	\$ 66,156,384
<b>Operating surplus (deficit)</b>	\$ (193,602)	\$ 853,953	\$ (418,716)

The accompanying notes and schedules are part of these financial statements

		School Jurisdiction Code: 1290	
STATEMENT OF CASH FLOWS For the Year Ended August 31, 2016 (in dollars)			
		2016	2015
<b>CASH FLOWS FROM:</b>			
<b>A. OPERATING TRANSACTIONS</b>			
Operating surplus (deficit)		\$ 853,953	\$ (418,716)
<b>Add (Deduct) items not affecting cash:</b>			
Total amortization expense		\$ 4,942,871	\$ 4,409,214
Gains on disposal of tangible capital assets		\$ (86,742)	\$ (94,037)
Losses on disposal of tangible capital assets		\$ -	\$ 22,935
Expended deferred capital revenue recognition		\$ (3,689,943)	\$ (3,208,958)
Deferred capital revenue write-down / adjustment		\$ -	\$ 120,719
Donations in kind		\$ -	\$ -
<b>Changes in:</b>			
Accounts receivable		\$ (902,250)	\$ 1,588,087
Prepays		\$ (98,429)	\$ 164,676
Other financial assets		\$ (22,000)	\$ (3,000)
Non-financial assets		\$ -	\$ -
Accounts payable, accrued and other liabilities		\$ (2,032,839)	\$ 2,766,571
Deferred revenue (excluding EDCR)		\$ 43,016	\$ 292,481
Employee future benefit liabilities		\$ (11,616)	\$ (22,248)
Other (describe)		\$ -	\$ -
<b>Total cash flows from operating transactions</b>		<b>\$ (973,979)</b>	<b>\$ 5,617,724</b>
<b>B. CAPITAL TRANSACTIONS</b>			
<b>Purchases of tangible capital assets</b>			
Land		\$ -	\$ -
Buildings		\$ (98,274)	\$ (1,217,752)
Equipment		\$ (366,930)	\$ (533,210)
Vehicles		\$ (425,895)	\$ (410,368)
Computer equipment		\$ -	\$ (242,545)
Net proceeds from disposal of unsupported capital assets		\$ 145,633	\$ 152,264
Other (describe)		\$ -	\$ -
<b>Total cash flows from capital transactions</b>		<b>\$ (745,466)</b>	<b>\$ (2,251,611)</b>
<b>C. INVESTING TRANSACTIONS</b>			
Purchases of portfolio investments		\$ -	\$ -
Dispositions of portfolio investments		\$ -	\$ -
Remeasurement (gains) losses recognized to the statement of operations		\$ -	\$ -
Change in endowments		\$ -	\$ -
Other (describe)		\$ -	\$ -
<b>Total cash flows from investing transactions</b>		<b>\$ -</b>	<b>\$ -</b>
<b>D. FINANCING TRANSACTIONS</b>			
Issue of debt		\$ -	\$ -
Repayment of debt		\$ -	\$ -
Other factors affecting debt (describe)		\$ -	\$ -
Issuance of capital leases		\$ -	\$ -
Repayment of capital leases		\$ -	\$ -
Other factors affecting capital leases (describe)		\$ -	\$ -
Other (describe)		\$ -	\$ -
<b>Total cash flows from financing transactions</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Increase (decrease) in cash and cash equivalents</b>		<b>\$ (1,719,445)</b>	<b>\$ 3,366,113</b>
<b>Cash and cash equivalents, at beginning of year</b>		<b>\$ 6,975,578</b>	<b>\$ 3,609,465</b>
<b>Cash and cash equivalents, at end of year</b>		<b>\$ 5,256,133</b>	<b>\$ 6,975,578</b>

The accompanying notes and schedules are part of these financial statements.



**STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)**  
For the Year Ended August 31, 2016 (in dollars)

	Budget 2016	2016	2015
<b>Operating surplus (deficit)</b>	\$ (193,602)	\$ 853,953	\$ (418,716)
<b>Effect of changes in tangible capital assets</b>			
<b>Acquisition of tangible capital assets</b>	\$ (770,000)	\$ (2,099,038)	\$ (8,724,578)
<b>Amortization of tangible capital assets</b>	\$ 4,771,667	\$ 4,942,871	\$ 4,409,214
<b>Net carrying value of tangible capital assets disposed of</b>	\$ -	\$ 58,892	\$ 201,882
<b>Write-down carrying value of tangible capital assets</b>	\$ -	\$ -	\$ -
<b>Other changes</b>	\$ -	\$ -	\$ -
<b>Total effect of changes in tangible capital assets</b>	\$ 4,001,667	\$ 2,902,725	\$ (4,113,482)
<b>Changes in</b>			
<b>Prepaid expenses</b>	\$ -	\$ (98,429)	\$ 164,676
<b>Other non-financial assets</b>	\$ -	\$ -	\$ -
<b>Net remeasurement gains and (losses)</b>	\$ -	\$ -	\$ -
<b>Endowments</b>	\$ -	\$ -	\$ -
<b>Increase (decrease) in net financial assets (net debt)</b>	\$ 3,808,065	\$ 3,658,249	\$ (4,367,522)
<b>Net financial assets (net debt) at beginning of year</b>	\$ (68,139,512)	\$ (68,139,512)	\$ (63,771,990)
<b>Net financial assets (net debt) at end of year</b>	\$ (64,331,447)	\$ (64,481,263)	\$ (68,139,512)

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 1280

**STATEMENT OF REMEASUREMENT GAINS AND LOSSES**  
For the Year Ended August 31, 2016 (in dollars)

	2016	2015
<b>Accumulated remeasurement gains (losses) at beginning of year</b>	\$ -	\$ -
<u>Prior Period Adjustment (Explain)</u>	\$ -	\$ -
<u>Prior Period Adjustment (Explain)</u>	\$ -	\$ -
Unrealized gains (losses) attributable to:		
<u>Portfolio investments</u>	\$ -	\$ -
<u>Other</u>	\$ -	\$ -
Amounts reclassified to the statement of operations		
<u>Portfolio investments</u>	\$ -	\$ -
<u>Other</u>	\$ -	\$ -
<b>Net remeasurement gains (losses) for the year</b>	\$ -	\$ -
<b>Accumulated remeasurement gains (losses) at end of year</b>	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.

DRAFT

**SCHEDULE 1**

School Jurisdiction Code:

1280

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS**  
for the Year Ended August 31, 2016 (in dollars)

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2015	\$ 9,343,744	\$ -	\$ 9,343,744	\$ 7,345,158	\$ -	\$ 925,416	\$ -	\$ 1,073,170
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2015	\$ 9,343,744	\$ -	\$ 9,343,744	\$ 7,345,158	\$ -	\$ 925,416	\$ -	\$ 1,073,170
Operating surplus (deficit)	\$ 853,953		\$ 853,953			\$ 853,953		
Board funded tangible capital asset additions								
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ 688,523		\$ (685,102)		\$ 46,579
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ (66,892)		\$ (86,742)		\$ 145,634
Net remeasurement gains (losses) for the year	\$ -	\$ -	\$ -	\$ -		\$ -		\$ -
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -		\$ -	\$ -		
Amortization of tangible capital assets	\$ -		\$ -	\$ -	\$ -	\$ -		\$ -
Capital revenue recognized	\$ -		\$ -	\$ (4,942,871)		\$ 4,942,871		
Debt principal repayments (unsupported)	\$ -		\$ -	\$ 3,689,943		\$ (3,689,943)		
Additional capital debt or capital leases	\$ -		\$ -	\$ -		\$ -		
Net transfers to operating reserves	\$ -		\$ -	\$ -		\$ -		
Net transfers from operating reserves	\$ -		\$ -			\$ -		
Net transfers to capital reserves	\$ -		\$ -			\$ -		\$ -
Net transfers from capital reserves	\$ -		\$ -			\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
Balance at August 31, 2016	\$ 10,197,697	\$ -	\$ 10,197,697	\$ 6,671,861	\$ -	\$ 2,260,453	\$ -	\$ 1,265,383

**SCHEDULE 1**

School Jurisdiction Code: \_\_\_\_\_

1280

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS  
for the Year Ended August 31, 2016 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM												
	School & Instruction Related			Operations & Maintenance			Board & System Administration			Transportation		External Services	
	Operating Reserves	Capital Reserves		Operating Reserves	Capital Reserves		Operating Reserves	Capital Reserves		Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
<b>Balance at August 31, 2015</b>	\$ -	\$ 1,250	\$ -	\$ -	\$ 56,006	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,521	\$ -	\$ 1,005,393
<b>Prior period adjustments:</b>													
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2015</b>	\$ -	\$ 1,250	\$ -	\$ -	\$ 56,006	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,521	\$ -	\$ 1,005,393
Operating surplus (deficit)													
Board funded tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 46,579
Disposal of unsupported tangible capital assets or board funded portion of supported assets		\$ 400											\$ 79,150
Write-down of unsupported tangible capital assets or board funded portion of supported assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net remeasurement gains (losses) for the year													
Endowment expenses & disbursements													
Endowment contributions													
Reinvested endowment income													
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets													
Capital revenue recognized													
Debt principal repayments (unsupported)													
Additional capital debt or capital leases													
Net transfers to operating reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers from operating reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers to capital reserves		\$ -			\$ -			\$ -		\$ -			\$ -
Net transfers from capital reserves		\$ -			\$ -			\$ -		\$ -			\$ -
Assumption/transfer of other operations' surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2016</b>	\$ -	\$ 1,650	\$ -	\$ -	\$ 122,090	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,521	\$ -	\$ 1,131,122

**SCHEDULE OF CAPITAL REVENUE  
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)  
for the Year Ended August 31, 2016 (in dollars)**

	Unexpended Deferred Capital Revenue				
	Provincially Approved & Funded Projects <sup>(A)</sup>	Surplus from Provincially Approved Projects <sup>(B)</sup>	Proceeds on Disposal of Provincially Funded Tangible Capital Assets <sup>(C)</sup>	Unexpended Deferred Capital Revenue from Other Sources <sup>(D)</sup>	Expended Deferred Capital Revenue
Balance at August 31, 2015	\$ 348,406	\$ -	\$ 8,721	\$ 44,320	\$ 69,746,331
Prior period adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted balance, August 31, 2015	\$ 348,406	\$ -	\$ 8,721	\$ 44,320	\$ 69,746,331
Add					
Unexpended capital revenue received from:					
Alberta Education school building & modular projects (excl. IMR)					
Infrastructure Maintenance & Renewal capital related to school facilities	\$ -				
Other sources:	\$ -			\$ -	
Other sources	\$ -			\$ -	
Unexpended capital revenue receivable from:					
Alberta Education school building & modular (excl. IMR)	\$ 76,283				
Other sources:	\$ -			\$ -	
Other sources:	\$ -			\$ -	
Interest earned on unexpended capital revenue	\$ -	\$ -	\$ -	\$ -	
Other unexpended capital revenue				\$ -	
Proceeds on disposition of supported capital - Alberta Education			\$ 13,201	\$ -	
Insurance proceeds (and related interest)			\$ -	\$ -	
Donated tangible capital assets					\$ -
Alberta Infrastructure managed projects					\$ 978,952
Transferred in (out) tangible capital assets (amortizable, @ net book value)					\$ 228,986
Expended capital revenue - current year	\$ (252,010)	\$ -	\$ -	\$ (505)	\$ 252,575
Surplus funds approved for future project(s)	\$ -	\$ -			
Other adjustments: Non-capital expenditures	\$ (150,000)	\$ -	\$ -	\$ -	\$ -
Deduct					
Net book value of supported tangible capital dispositions or write-offs					\$ -
Other adjustments		\$ -	\$ -	\$ -	\$ -
Capital revenue recognized - Alberta Education					\$ 3,689,943
Capital revenue recognized - Other Government of Alberta					\$ -
Capital revenue recognized - Other revenue					\$ -
Balance at August 31, 2016	\$ 22,679	\$ -	\$ 21,922	\$ 43,755	\$ 67,516,901
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at August 31, 2016 (A) + (B) + (C) + (D)				\$ 88,356	

**Unexpended Deferred Capital Revenue**

- (A) - Represents funding received from the Government of Alberta to be used toward the acquisition of new approved tangible capital assets with restricted uses only. Please specify department if funds received from a source other than Alberta Education
- (B) - Represents any surplus of funding over costs from column (A) approved by Minister for future capital expenditures with restricted uses only.
- (C) - Represents proceeds on disposal of provincially funded restricted-use capital assets to be expended on approved capital assets per 10(2)(a) of Disposition of Property Reg. 181/2010
- (D) - Represents capital revenue received from entities OTHER THAN the Government of Alberta for the acquisition of restricted-use tangible capital assets.

**SCHEDULE 3**

School Jurisdiction Code: 1280

**SCHEDULE OF PROGRAM OPERATIONS**  
for the Year Ended August 31, 2016 (in dollars)

REVENUES	2016						2015	
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 1,813,344	\$ 23,785,500	\$ 6,368,354	\$ 2,192,724	\$ 479,498	\$ 3,792,849	\$ 38,432,269	\$ 39,642,357
(2) Other - Government of Alberta	-	-	-	-	-	\$ 443,728	\$ 443,728	\$ 477,229
(3) Federal Government and First Nations	\$ 755,431	\$ 22,201,959	-	-	-	-	\$ 22,957,390	\$ 21,822,073
(4) Other Alberta school authorities	-	-	-	-	-	-	-	-
(5) Out of province authorities	-	-	-	-	-	-	-	-
(6) Alberta municipalities-special tax levies	-	-	-	-	-	-	-	-
(7) Property taxes	-	-	-	-	-	-	-	-
(8) Fees	-	\$ 1,396	-	-	-	-	\$ 1,396	\$ -
(9) Other sales and services	-	\$ 874,661	\$ 167,695	\$ 1,616	\$ 54,660	\$ 98,482	\$ 1,197,114	\$ 1,160,007
(10) Investment income	-	\$ 58,588	-	-	-	-	\$ 58,588	\$ 77,530
(11) Gifts and donations	-	\$ 407,776	\$ 18,879	-	-	-	\$ 426,655	\$ 1,205,389
(12) Rental of facilities	-	-	-	-	-	\$ 878,196	\$ 878,196	\$ 883,937
(13) Fundraising	-	\$ 353,416	-	-	-	-	\$ 353,416	\$ 375,109
(14) Gains on disposal of tangible capital assets	-	\$ 400	\$ 15,163	-	-	\$ 71,179	\$ 86,742	\$ 94,037
(15) Other revenue	-	-	-	-	-	-	-	-
<b>(16) TOTAL REVENUES</b>	\$ 2,568,775	\$ 47,663,696	\$ 6,570,091	\$ 2,194,340	\$ 534,158	\$ 5,284,434	\$ 64,835,494	\$ 65,737,668
<b>EXPENSES</b>								
(17) Certificated salaries	\$ 1,167,147	\$ 19,028,930	-	-	\$ 469,287	\$ 117,005	\$ 20,782,369	\$ 20,617,010
(18) Certificated benefits	\$ 125,538	\$ 4,433,280	-	-	\$ 30,065	\$ 9,159	\$ 4,598,042	\$ 4,569,529
(19) Non-certificated salaries and wages	\$ 815,426	\$ 5,530,602	\$ 1,196,003	\$ 1,203,225	\$ 1,212,620	\$ 1,509,513	\$ 13,467,389	\$ 13,408,613
(20) Non-certificated benefits	\$ 179,149	\$ 1,738,617	\$ 729,931	\$ 225,003	\$ 319,837	\$ 375,616	\$ 3,066,353	\$ 2,968,222
(21) SUB - TOTAL	\$ 2,287,260	\$ 30,220,429	\$ 3,925,934	\$ 1,428,228	\$ 2,031,809	\$ 2,011,493	\$ 41,914,153	\$ 41,563,574
(22) Services, contracts and supplies	\$ 264,146	\$ 5,727,284	\$ 4,204,901	\$ 1,981,434	\$ 1,235,358	\$ 2,943,875	\$ 16,349,998	\$ 17,667,159
(23) Amortization of supported tangible capital assets	-	\$ 350,698	\$ 2,778,885	-	\$ 5,788	\$ 556,577	\$ 3,689,943	\$ 3,208,958
(24) Amortization of unsupported tangible capital assets	-	\$ 360,519	\$ 167,748	\$ 285,674	\$ 256,600	\$ 182,387	\$ 1,252,928	\$ 1,200,256
(25) Supported interest on capital debt	-	-	-	-	-	-	-	-
(26) Unsupported interest on capital debt	-	-	-	-	-	-	-	-
(27) Other interest and finance charges	-	\$ 334	\$ 298	\$ 2,361	\$ 394	\$ 38	\$ 3,425	\$ 954
(28) Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-
(29) Other expense	-	\$ 771,094	-	-	-	-	\$ 771,094	\$ 2,492,548
(30) TOTAL EXPENSES	\$ 2,551,406	\$ 37,432,353	\$ 11,075,766	\$ 3,697,697	\$ 3,529,949	\$ 5,694,370	\$ 63,981,541	\$ 66,156,384
(31) OPERATING SURPLUS (DEFICIT)	\$ 17,369	\$ 10,251,343	\$ (4,505,675)	\$ (1,503,357)	\$ (2,995,791)	\$ (409,936)	\$ 853,953	\$ (416,716)

**SCHEDULE 4**

School Jurisdiction Code: 1290

**SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES**  
for the Year Ended August 31, 2015 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2015 TOTAL Operations and Maintenance	2015 TOTAL Operations and Maintenance
Unclassified salaries and wages	\$ 1,897,155	\$ 1,179,269	\$ -	\$ -	\$ 119,579	\$ -	\$ -	\$ 3,196,003	\$ 3,126,086
Unclassified benefits	\$ 457,521	\$ 249,266	\$ -	\$ -	\$ 23,143	\$ -	\$ -	\$ 729,930	\$ 708,899
Sub-total Remuneration	\$ 2,354,676	\$ 1,428,535	\$ -	\$ -	\$ 142,722	\$ -	\$ -	\$ 3,825,933	\$ 3,834,985
Supplies and services	\$ 154,416	\$ 1,565,250	\$ -	\$ 761,767	\$ 163,167	\$ -	\$ -	\$ 2,644,600	\$ 2,687,870
Electricity		\$ -	\$ 744,140					\$ 744,140	\$ 767,641
Natural gas/heating fuel		\$ -	\$ 384,998					\$ 384,998	\$ 460,772
Sewer and water		\$ -	\$ 107,565					\$ 107,565	\$ 132,018
Telecommunications		\$ -	\$ 47,708					\$ 47,708	\$ 49,180
Insurance		\$ -	\$ -	\$ 196,626				\$ 196,626	\$ 192,319
ASAP maintenance & renewal payments		\$ -	\$ -	\$ -				\$ -	\$ -
Amortization of tangible capital assets		\$ -	\$ -	\$ -				\$ -	\$ -
Supported		\$ -	\$ -	\$ -			\$ 2,776,885	\$ 2,776,885	\$ 2,750,276
Unsupported		\$ -	\$ -	\$ -		\$ 167,748	\$ -	\$ 167,748	\$ 148,854
Total Amortization		\$ -	\$ -	\$ -		\$ 167,748	\$ 2,776,885	\$ 2,944,633	\$ 2,899,130
Interest on capital debt		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Supported		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Unsupported		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Lease payments for facilities		\$ -	\$ -	\$ 79,265		\$ -	\$ -	\$ 79,265	\$ 357,560
Other interest charges		\$ -	\$ -	\$ -		\$ 208	\$ -	\$ 208	\$ -
Losses on disposal of capital assets		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENSES</b>	\$ 2,509,092	\$ 2,993,785	\$ 1,264,411	\$ 841,032	\$ 502,515	\$ 168,046	\$ 2,776,885	\$ 11,075,766	\$ 11,576,495
<b>SQUARE METRES</b>									
School buildings								54,354.2	54,554.2
Non school buildings								1,913.8	2,099.6

Note:

- Custodial:** All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.
- Maintenance:** All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.
- Utilities & Telecommunications:** All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.
- Expensed IMR & Modular Unit Relocation & Lease Pmts:** All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects, modular unit (portable) relocation, and payments on leased facilities.
- Facility Planning & Operations Administration:** All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school/facility planning & project administration, administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.
- Unsupported Amortization & Other Expenses:** All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.
- Supported Capital & Debt Services:** All expenses related to supported capital assets amortization and interest on supported capital debt.

**SCHEDULE 5**School Jurisdiction Code: 1280

**SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS**  
for the Year Ended August 31, 2016 (in dollars)

<u>Cash &amp; Cash Equivalents</u>	2016		2015
	Average Effective (Market) Yield	Cost	Amortized Cost
Cash		\$ 5,256,133	\$ 6,975,578
Cash equivalents			
Government of Canada, direct and guaranteed	0.00%	-	-
Provincial, direct and guaranteed	0.00%	-	-
Corporate	0.00%	-	-
Municipal	0.00%	-	-
Pooled investment funds	0.00%	-	-
Other, including GIC's	0.00%	-	-
Total cash and cash equivalents	0.00%	\$ 5,256,133	\$ 6,975,578

See Note 1.12 for additional detail.

<u>Portfolio Investments</u>	2016			2015	
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Long term deposits	0.00%	\$ -	\$ -	\$ -	\$ -
Guaranteed interest certificates	0.00%	-	-	-	-
Fixed income securities					
Government of Canada, direct and guaranteed	0.00%	\$ -	\$ -	\$ -	\$ -
Provincial, direct and guaranteed	0.00%	-	-	-	-
Municipal	0.00%	-	-	-	-
Corporate	0.00%	-	-	-	-
Pooled investment funds	0.00%	-	-	-	-
Total fixed income securities	0.00%	-	-	-	-
Equities					
Canadian	0.00%	\$ -	\$ -	\$ -	\$ -
Foreign	0.00%	-	-	-	-
Total equities	0.00%	-	-	-	-
Supplemental integrated pension plan assets	0.00%	\$ -	\$ -	\$ -	\$ -
Restricted investments	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Total portfolio investments	0.00%	\$ -	\$ -	\$ -	\$ -

See Note 5 for additional detail.

The following represents the maturity structure for portfolio investments based on principal amount:

	2016	2015
Under 1 year	100.0%	0.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	100.0%	0.0%



**SCHEDULE 6**

School Jurisdiction Code: 1280

**SCHEDULE OF CAPITAL ASSETS**  
for the Year Ended August 31, 2016 (in dollars)

	2016						2015	
	Land	Construction In Progress	Buildings 10-40 Years	Equipment 5 Years	Vehicles 7-12 Years	Computer Hardware & Software 5 Years	Total	Total
<b>Historical cost</b>								
Estimated useful life								
Beginning of year	\$ 538,792	\$ -	\$ 145,219,670	\$ 7,311,549	\$ 7,989,018	\$ 5,154,388	\$ 166,213,417	\$ 158,715,695
Prior Period Adjustments	-	-	-	-	-	-	-	2,465,105
Additions	-	-	1,448,565	366,930	425,895	-	2,241,390	7,103,680
Transfers in (out)	-	-	(293,643)	(93,140)	(62,266)	-	(449,049)	(2,071,063)
Less disposals including write-offs	\$ 538,792	\$ -	\$ 146,374,592	\$ 7,585,339	\$ 8,352,047	\$ 5,154,388	\$ 168,005,758	\$ 166,213,417
<b>Accumulated amortization</b>								
Beginning of year	\$ -	\$ -	\$ 73,302,706	\$ 6,325,589	\$ 5,915,374	\$ 3,578,257	\$ 89,121,926	\$ 85,737,684
Prior Period Adjustments	-	-	-	-	-	-	-	844,209
Amortization	-	-	3,529,012	434,083	407,771	571,094	4,942,870	4,409,214
Other additions	-	-	142,353	-	-	-	142,353	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	\$ -	\$ -	(285,672)	(42,219)	(62,266)	-	(390,157)	(1,869,181)
<b>Net Book Value at August 31, 2016</b>	\$ 538,792	\$ -	\$ 69,886,193	\$ 866,976	\$ 2,091,768	\$ 1,005,037	\$ 74,188,766	\$ 89,121,926
<b>Net Book Value at August 31, 2015</b>	\$ 538,792	\$ -	\$ 71,916,964	\$ 985,960	\$ 2,073,644	\$ 1,576,131	\$ 77,091,491	\$ 77,091,491

	2016	2015
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

Historical cost additions include \$371,339 for five housing units which were transferred to Northland School Division from the Ministry of Seniors. Accumulated amortization transferred on these units is \$142,353 and has been recorded as Other additions.

**SCHEDULE 7**

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES  
for the Year Ended August 31, 2016 (in dollars)**

Board Members:	FTE	Remuneration	Benefits	Negotiated Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses
Byers, Lois	1.00	\$31,800	\$326	\$0			\$0	\$2,323
Kelly, Cofn - Official Trustee	1.00	\$155,500	\$4,680	\$0			\$0	\$39,326
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
<b>Subtotal</b>	<b>2.00</b>	<b>\$187,300</b>	<b>\$5,006</b>	<b>\$0</b>			<b>\$0</b>	<b>\$41,649</b>
Atkinson, Gord	1.00	\$9,865	\$2,035	\$0		\$0	\$0	\$3,019
Barrett, Donna	1.00	\$188,593	\$8,773	\$0		\$0	\$0	\$25,802
Rasmuson, Trudy	1.00	\$135,068	\$31,137	\$0		\$0	\$7,013	\$11,373
		\$0	\$0	\$0		\$0	\$0	\$0
		\$0	\$0	\$0		\$0	\$0	\$0
		\$0	\$0	\$0		\$0	\$0	\$0
		\$0	\$0	\$0		\$0	\$0	\$0
		\$0	\$0	\$0		\$0	\$0	\$0
		\$0	\$0	\$0		\$0	\$0	\$0
		\$0	\$0	\$0		\$0	\$0	\$0
Certificated teachers	209.80	\$20,583,911	\$3,587,234	\$0		\$0	\$0	
Non-certificated - other	298.75	\$13,332,321	\$0,233,197	\$0		\$0	\$0	
<b>TOTALS</b>	<b>513.55</b>	<b>\$34,537,058</b>	<b>\$7,857,382</b>	<b>\$0</b>		<b>\$0</b>	<b>\$7,013</b>	<b>\$81,843</b>

(1) Other Accrued Unpaid Benefits Include: Vacation payable

Board member remuneration is classified as Services, contracts, and supplies as these services are provided on a contract basis

**Note 1 Authority**

Northland School Division No. 61 (the Division) delivers education programs under the authority of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3 and also operates under the authority of the *Northland School Division Act*, Chapter N-5, Revised Statutes of Alberta, 2000.

The Division receives instruction and support allocations under Education Grants Regulation AR120/2008. The Regulation allows for the setting of conditions and use of grant monies. The School Division is limited on certain funding allocations and administration expenses.

**Note 2 Summary of Significant Accounting Policies**

These financial statements have been prepared in accordance with the CPA Canadian Public Sector Accounting Standards (PSAS). These financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

**1. Measurement Uncertainty**

The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of financial statements for a period involves the use of estimates and approximations which have been made using careful judgment. Actual results could differ from those estimates.

Accounts receivable are stated after evaluation as to their collectability and an appropriate allowance for doubtful accounts is provided where considered necessary. Amortization rates are based on the estimated useful lives of capital assets. Other significant areas requiring the use of management estimates relate to the potential impairment of assets and estimated employee future benefits.

**2. Tangible Capital Assets**

The following criteria applies:

- a) Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- b) Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- c) Work-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- d) Buildings include site and leasehold improvements as well as assets under capital lease.

- e) Sites and buildings are written down to residual value when conditions indicated they no longer contribute to the ability of the Division to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Expended Deferred Capital Revenue.
- f) Buildings that are demolished or destroyed are written-off.
- g) Tangible capital assets with costs in excess of \$5,000 are capitalized.
- g) Tangible assets are amortized over their estimated useful lives on a straight line basis, at the following rates:

Buildings and Land Improvements	10 - 40 years
Vehicles	7 - 12 years
Equipment	5 years
Computer Hardware and Software	5 years

### 3. *Asset Retirement Obligations*

The Division has determined that it has a conditional asset retirement obligation relating to certain school sites. These obligations will be discharged in the future by funding through the Alberta Government. The Division believes that there is insufficient information to estimate the fair value of the asset retirement obligation because the settlement date or the range of potential settlement dates has not been determined and information is not available to apply an expected present value technique.

### 4. *Operating and Capital Reserves*

Certain amounts are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Changes in Accumulated Surplus.

### 5. *Revenue Recognition*

Revenues are recorded on an accrual basis. Instruction and support allocations are recognized in the year to which they relate. Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered.

Eligibility criteria are criteria that the Division has to meet in order to receive certain contributions. Stipulations describe what the Division must perform in order to keep the contributions. Contributions without eligibility criteria or stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity.

Contributions with eligibility criteria but without stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity and all eligibility criteria have been met.

Contributions with stipulations are recognized as revenue in the period the stipulations are met, except when and to the extent that the contributions give rise to an obligation that meets the definition of a liability in accordance with Section PS 3200. Such liabilities are recorded as deferred revenue. The following items fall under this category:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year the stipulated related expenses are incurred;
- Unexpended Deferred Capital Revenue; or
- Expended Deferred Capital Revenue.

#### 6. *Contributed Services and Materials*

Volunteers assist schools operated by the Division in carrying out certain activities. Because of the difficulty of determining their fair value and of the fact such assistance is generally not otherwise purchased, contributed services and materials are not recognized in the financial statements.

#### 7. *Pensions*

Pension costs included in these statements are comprised of the cost of the employer contributions for current service of employees during the year.

Current and past service costs of the Alberta Teachers Retirement Fund are met by contributions by active members and the Government of Alberta. Under the terms of the Teachers' Pension Plan Act, the School Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the Alberta Teachers Retirement Fund on behalf of the jurisdiction is included in both revenues and expenses.

#### 8. *Deferred Revenue*

Deferred revenue includes contributions received for operations which have stipulations that meet the definition of a liability per Public Sector Accounting Standard (PSAS) PS 3200. These contributions are recognized by the Division once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred revenue also includes contributions for capital expenditures, unexpended and expended:

##### a) *Unexpended Deferred Capital Revenue*

Unexpended Deferred Capital Revenue represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the Division, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per PS 3200 when expended.

b) **Expended Deferred Capital Revenue**

Expended Deferred Capital Revenue represent externally restricted supported capital funds that have been expended but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require that the Division to use the asset in a prescribed manner over the life of the associated asset.

9. *Employee Future Benefits*

The Division provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The Division accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include accumulating sick leave, and post-employment benefit continuation. The future benefits cost is determined using management's best estimate of expected cost rates and benefit usage.

10. *Expenses*

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Allocation of Costs:

- a) Actual salaries of personnel assigned to two or more programs are allocated based on the time spent in each program.
- b) Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- c) Supplies and services are allocated based on actual program identification.

11. *Program Reporting*

The Division's operations have been segmented as follows:

- a) **ECS Instruction:** The provision of Early Childhood Services instructional services that fall under the basic public education mandate.
- b) **Grade 1 - 12 Instruction:** The provision of instructional services for grades 1 – 12 that fall under the basic public education mandate.
- c) **Plant Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- d) **Transportation:** The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facilities.
- e) **Board & System Administration:** The provision of board governance and system-based /central office administration.

- f) **External Services:** All projects, activities, and services offered outside the public education mandate for ECS children and students in grades 1 - 12. Services offered beyond the mandate for public education are to be self-supporting, and Alberta Education funding may not be utilized to support these programs.

The allocation of revenues and expenses are reported by program, source, and object on the Schedule of Program Operations. Respective instruction expenses include the cost of certificated teachers, non-certificated educational assistants as well as a proportionate share of supplies and services, school administration and instructional support, and System Instructional Support.

#### *12. Cash and Cash Equivalents*

Cash and cash equivalents include cash on hand, balances with banks and short term deposits with maturities of three months or less from the date of acquisition. Included in this balance are the School Generated Fund bank balances totaling \$594,294 (2015 - \$649,521) and \$1,265,383 (2015 - \$1,073,170) restricted for capital reserves.

#### *13. Financial Instruments*

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The Division recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, and bank indebtedness. Unless otherwise noted, it is management's opinion that the Division is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

Financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of items in the cost or amortized cost upon initial recognition. The gain or loss arising from de-recognition of a financial instrument is recognized in the Statement of Operations. Impairment losses, such as write-downs or write-offs, are reported in the Statement of Operations.

#### *14. Liability for Contaminated Sites*

In June 2010, the Public Sector Accounting Board (PSAB) issued PS 3260 Liability for Contaminated Sites effective for fiscal years starting on or after April 1, 2014. Contaminated sites are a result of contamination being introduced into the air, soil, water, or sediment of a chemical, organic, or radioactive material, or live organism that exceeds an environmental standard. The Division adopted this accounting standard retroactively as of April 1, 2014.

**Note 3 Accounts Receivable (Net after Allowances)**

	2016	2015
	Allowance for Doubtful Accounts	Net Realizable Value
	Gross Amount	Net Realizable Value
Alberta Education – Grants		\$934,544
Alberta Education – Capital		110,781
Other Alberta School Jurisdictions		13,044
Alberta Health Services		77,622
Federal Government		134,174
First Nations		513,567
Other		267,197
<b>Total</b>		<b>\$2,050,929</b>

**Note 4 Other Financial Assets**

Other financial assets consist of advances to Hot Lunch Programs and damage deposits totaling \$93,250 (2015 – \$71,250).

**Note 5 Accounts Payable and Accrued Liabilities**

	2016	2015
Alberta Education		\$92,765
Alberta Health Services		150
Federal Government		3,989
First Nations		525,799
Other Alberta School Jurisdictions		69,563
Post-secondary Institutions		16,868
Accrued Vacation Pay Liability		424,998
Other Salaries & Benefit Costs		1,095,027
Other Trade Payables and Accrued Liabilities		2,573,311
<b>Total</b>		<b>\$4,802,470</b>

**Note 6 Bank Indebtedness**

The Division has negotiated a line of credit in the amount of \$3,000,000 (2015 - \$3,000,000) that bears interest at the bank prime rate less 0.25%. The line of credit is secured by a security agreement, covering all revenue of the Division. There was no balance outstanding on the line of credit at August 31, 2016 (2015 - \$0).



**Note 7      Deferred Revenue**

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug.31, 2015	ADD: 2015/2016 Restricted Funds Received/ Receivable	DEDUCT: 2015/2016 Restricted Funds Expended (Paid/Payable)	ADD (DEDUCT): 2015/2016 Adjustments For Returned Funds	DEFERRED REVENUE as at Aug.31, 2016
<b>Unexpended Deferred Operating Revenue</b>					
<b>Alberta Education:</b>					
Infrastructure Maintenance Renewal	\$992,019	\$426,260	\$413,825		\$1,004,454
Regional Collaborative Service Delivery	145,806	58,692	31,759		172,739
Other Alberta Education Deferred Revenue	228,163	256,582	119,983		364,762
<b>Other Deferred Revenue:</b>					
School Generated Funds	54,953	12,448	32,817		34,584
Donations	837,624	647,239	696,158	3,145	785,560
<b>Total Unexpended Deferred Operating Revenue</b>	<b>\$2,258,565</b>	<b>\$1,401,221</b>	<b>\$1,294,542</b>	<b>\$3,145</b>	<b>\$2,362,099</b>
Unexpended Deferred Capital Revenue	401,447	242,187	555,278		88,356
Expended Deferred Capital Revenue	69,746,331	1,460,513	3,689,943		67,516,901
<b>Total</b>	<b>\$72,406,343</b>	<b>\$3,103,921</b>	<b>\$5,539,763</b>	<b>\$3,145</b>	<b>\$69,967,356</b>

**Note 8      Employee Future Benefit Liabilities**

Employee future benefit liabilities consist of the following:

	2016	2015
Accumulated Sick Pay Liability	\$6,000	\$3,000
Post-employment Benefits	10,838	25,454
<b>Total</b>	<b>\$16,838</b>	<b>\$28,454</b>

**Note 9      Pension Costs**

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan and does not report on any unfunded liabilities. Pension costs included in these financial statements are comprised of the cost of employer and Provincial contributions for current service of employees during the year. The pension expense recorded for the Local Authorities Pension Plan is equivalent to the Division's annual contributions paid of \$919,446 for the year ended August 31, 2016 (2015 - \$884,396). For the year ended August 31, 2016, the amount contributed to the Teachers' Retirement Fund by the Province was \$2,447,240 (2015 - \$2,555,353).

As of December 31, 2015 the Local Authorities Pension Plan reported an actuarial deficit of \$923,436,000 (2014 - \$2,454,636,000). At August 31, 2015 the Teachers' Retirement Fund reported an actuarial surplus of \$788,289,000 (2014 - surplus of \$519,473,000).

**Note 10 Contractual Obligations**

Estimated payment requirements for each of the next five years are as follows:

	Building Leases	Service Providers	Equipment Leases
2016-17	\$29,478	\$31,400	\$184,339
2017-18	4,912	31,400	184,339
2018-19	5,035	31,400	184,339
2019-20			184,339
2020-21			
<b>Total</b>	<b>\$39,425</b>	<b>\$94,200</b>	<b>\$737,356</b>

**Note 11 School Generated Funds**

	2016	2015
<b>Unexpended School Generated Funds, Opening Balance August 31</b>	<b>\$682,446</b>	<b>\$755,420</b>
<b>Current Year Activities – Gross Receipts:</b>		
Fundraising	333,047	376,812
Gifts and donations	124,165	431,924
Other sales and services		
<b>Total gross receipts</b>	<b>457,212</b>	<b>808,736</b>
<b>Current Year Activities – Uses of Funds</b>		
Equipment and Supplies	0	33,397
Extra-Curricular Activities	341,136	629,398
Field Trips	86,043	121,539
Fundraising (Direct Costs)	85,824	97,376
Other Activities		
<b>Total Uses of Funds</b>	<b>513,003</b>	<b>881,710</b>
<b>Unexpended School Generated Funds, Closing Balance August 31</b>	<b>\$626,655</b>	<b>\$682,446</b>
Balance included in Deferred Revenue	34,584	54,953
Balance included in Accumulated Surplus	592,071	627,493
<b>Total</b>	<b>\$626,655</b>	<b>\$682,446</b>

**Note 12 Accumulated Surplus:**

Detailed information related to accumulated surplus is available on the Schedule of Changes in Accumulated Surplus. Accumulated surplus may be summarized as follows:

	2016	2015
Unrestricted surplus	\$2,312,327	\$925,416
Operating reserves		
Accumulated surplus (deficit) from operations		
Investment in tangible capital assets	6,672,426	7,345,158
Capital reserves	1,265,383	1,073,170
Accumulated re-measurement gains (losses)		
<b>Accumulated surplus (deficit)</b>	<b>\$10,250,136</b>	<b>\$9,343,744</b>

Accumulated surplus from operations (ASO) include school generated funds of \$624,701. These funds are raised at school level and are not available to spend at board level. The Division's adjusted surplus from operations is calculated as follows:

	2016	2015
Accumulated surplus (deficit) from operations	\$10,250,136	\$9,343,744
School Generated funds included in accumulated surplus (Note 12)	(592,071)	(627,493)
<b>Adjusted accumulated surplus (deficit)</b>	<b>\$9,658,065</b>	<b>\$8,716,251</b>

Adjusted accumulated surplus represents unspent funding available to support the Division's operations for the 2016-2017 year.

**Note 14 Tuition Fees**

Pursuant to agreements, the Minister of Indian and Northern Affairs and certain Indian Bands have agreed to pay to the Board of the Division a per capita share of the annual net operating costs of the Board for each Indian Student enrolled. The calculation of the amount recoverable from the Minister and the Bands is subject to possible future adjustments since all components of the net operating costs must be mutually agreed upon by the Minister or Bands and the Board, as required under the agreements. Included in Federal Government and First Nations revenue is \$ for tuition fees (2015 - \$21,822,073).

**Note 15 Economic Dependence on Related Third Party**

Northland School Division's primary source of income is from the Alberta Government. The Division's ability to continue viable operations is dependent on this funding.

**Note 15 Related Party Transactions**

All entities that are consolidated in the accounts of the Government of Alberta are related parties of school jurisdictions. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta.

	Balances		Transactions	
	Financial Assets (at cost or net realizable)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA): Education				
Accounts receivable/Accounts payable				
Prepaid expenses/Deferred revenue				
Unexpended deferred capital revenue				
Expended deferred capital revenue				
Grant revenues and expenses				
ATRF payments made on Division's behalf				
Other revenues and expenses				
<b>Other Related Parties:</b>				
Other Alberta school jurisdictions				
Alberta Agriculture and Rural Development				
Alberta Health Services				
ATB Financial				
Other Government of Alberta Ministries				
Post-secondary institutions				
<b>Total 2015/2016</b>				
<b>Total 2014/2015</b>	<b>\$1,135,991</b>	<b>\$70,999,648</b>	<b>\$40,223,134</b>	<b>\$972,400</b>

**Note 16 Liability for Contaminated Sites**

The Division has determined that the liability for contaminated sites is \$0 (2015 - \$0).

**Note 17 Contingent Liabilities***Residential Schools*

A number of claims have been filed against the Government of Canada. The Division has been named as a third party with the Government in these claims in regards to programs offered by the Division from the early 1960's to the early 1970's. In one of the claims the Division has been named as a defendant. The Division has entered into an indemnity agreement in which the Province of Alberta has agreed to indemnify Northland School Division for these claims and related costs incurred.

**Note 18 Transfer of Assets**

In September, 2015, five residential housing units were transferred from the Province of Alberta to Northland School Division. These units had a total cost of \$371,339 and accumulated amortization of \$142,353 and were recorded as transfer to Tangible Capital Assets and an increase to Expended Deferred Capital Revenue.

**Note 19 Financial Instruments**

The Division, as part of its operations, carries a number of financial instruments. It is management's opinion that the Division is not exposed to significant interest, currency, credit, liquidity or other price risks arising from these financial instruments except as otherwise noted:

*Interest Rate Risk*

Interest rate risk is the risk that the value of a financial instrument might be adversely affected by a change in the interest rates. Changes in market interest rates may have an effect on the cash flows associated with some financial assets and liabilities, known as cash flow risk, and on the fair value of other financial assets or liabilities, known as price risk. The Division is exposed to interest rate risk primarily through its operating line of credit, which bears interest at a rate that fluctuates with the prime lending rate.

**Note 20 Budget Amounts**

The budget was prepared by the Division's management with the Board of Trustees approval given on June 27, 2015.

**Note 21 Approval of Financial Statements**

These financial statements were prepared by management and approved by the Official Trustee on November \_\_\_\_, 2016.

School Jurisdiction Code: 1280

**SCHEDULE 8****UNAUDITED SCHEDULE OF FEE REVENUES**  
for the Year Ending August 31, 2016 (in dollars)

	Actual 2016	Actual 2015
<b>FEES</b>		
Transportation fees	\$0	\$0
Basic instruction supplies (text books, including lost or replacement fees, course materials)	\$0	\$0
Technology user fees	\$0	\$0
Alternative program fees	\$0	\$0
Fees for optional courses (band, art, etc.)	\$355	\$0
Fees for students from other boards	\$0	\$0
Tuition fees (international & out of province)	\$0	\$0
Kindergarten & preschool	\$0	\$0
Extracurricular fees (sports teams and clubs)	\$0	\$0
Field trips (related to curriculum)	\$1,026	\$0
Lunch supervision fees	\$0	\$0
Locker rental; locks; student ID; uniforms; library, student union, and fitness fees	\$15	\$0
Other (describe)*	\$0	\$0
Other (describe)*	\$0	\$0
Other (describe)*	\$0	\$0
Other (describe)*	\$0	\$0
Other (describe)*	\$0	\$0
Other (describe)*	\$0	\$0
Other (describe)*	\$0	\$0
Other (describe)*	\$0	\$0
<b>TOTAL FEES</b>	<b>\$1,396</b>	<b>\$0</b>

\*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" or "Other revenue" (rather than fee revenue):	Actual 2016	Actual 2015
Cafeteria sales, hot lunch, milk programs	\$0	\$0
Special events, graduation, tickets	\$0	\$0
Student travel (international, recognition trips, non-curricular)	\$0	\$0
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$0	\$0
Adult education revenue	\$0	\$0
Child care & before and after school care	\$0	\$0
Other (describe)	\$0	\$0
Other (describe)	\$0	\$0
Other (describe)	\$0	\$0
<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>

UNAUDITED SCHEDULE OF DIFFERENTIAL FUNDING for the Year Ended August 31, 2016 (in dollars)					
	PROGRAM AREA				
	First Nations, Metis & Inuit (FNM)	ECS Program Unit Funding (PUF)	English as a Second Language (ESL)	Inclusive Education	Small Schools by Necessity (Revenue only)
Funded Students in Program	1,121	43	555		
Federally Funded Students	1,331				
<b>REVENUES</b>					
Alberta Education allocated funding	\$ 1,343,623	\$ 976,793	\$ 442,377	\$ 2,997,805	\$ 3,085,064
Other funding allocated by the board to the program	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUES</b>	\$ 1,343,623	\$ 976,793	\$ 442,377	\$ 2,997,805	\$ 3,085,064
<b>EXPENSES (Not allocated from BASE, Transportation, or other funding)</b>					
Instructional certificated salaries & benefits	\$ 43,068	\$ -	\$ -	\$ 1,012,060	
Instructional non-certificated salaries & benefits	\$ 831,639	\$ 946,468	\$ -	\$ 1,381,197	
<b>SUB TOTAL</b>	\$ 874,707	\$ 946,468	\$ -	\$ 2,393,257	
Supplies, contracts and services	\$ 213,052	\$ 254,982	\$ 107,596	\$ 276,562	
Program planning, monitoring & evaluation	\$ 133,378	\$ -	\$ 143,042	\$ 226,852	
Facilities (required specifically for program area)	\$ -	\$ -	\$ -	\$ -	
Administration (administrative salaries & services)	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL EXPENSES</b>	\$ 1,221,137	\$ 1,201,450	\$ 250,638	\$ 2,896,671	
<b>NET FUNDING SURPLUS (SHORTFALL)</b>	\$ 122,486	\$ (224,657)	\$ 191,739	\$ 101,134	

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**SCHEDULE 10**

UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES for the Year Ended August 31, 2016 (in dollars)										
EXPENSES	Allocated to Board & System Administration				TOTAL	Allocated to Other Programs				TOTAL
	Salaries & Benefits	Supplies & Services	Other			Salaries & Benefits	Supplies & Services	Other		
Office of the superintendent	\$ 523,957	\$ 212,689	\$ -	\$ -	\$ 736,646	\$ -	\$ -	\$ -	\$ -	\$ 736,646
Educational administration (excluding superintendent)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Business administration	\$ 1,049,411	\$ 199,552	\$ -	\$ -	\$ 1,248,963	\$ -	\$ -	\$ -	\$ -	\$ 1,248,963
Board governance (Board of Trustees)	\$ 7,183	\$ 249,004	\$ 317,606	\$ -	\$ 573,793	\$ -	\$ -	\$ -	\$ -	\$ 573,793
Information technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 469,452	\$ -	\$ -	\$ 948,558	\$ 1,418,010
Human resources	\$ 315,616	\$ 167,877	\$ -	\$ -	\$ 483,493	\$ -	\$ -	\$ -	\$ -	\$ 483,493
Central purchasing, communications, marketing	\$ 81,480	\$ 38,366	\$ -	\$ -	\$ 119,846	\$ -	\$ -	\$ -	\$ -	\$ 119,846
Payroll	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administration - insurance	\$ -	\$ -	\$ 1,351	\$ -	\$ 1,351	\$ -	\$ -	\$ -	\$ -	\$ 1,351
Administration - amortization	\$ -	\$ -	\$ 262,388	\$ -	\$ 262,388	\$ -	\$ -	\$ -	\$ -	\$ 262,388
Administration - other (admin building, interest)	\$ -	\$ -	\$ 103,469	\$ -	\$ 103,469	\$ -	\$ -	\$ -	\$ -	\$ 103,469
Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENSES</b>	<b>\$ 1,977,647</b>	<b>\$ 867,488</b>	<b>\$ 694,814</b>	<b>\$ -</b>	<b>\$ 3,529,949</b>	<b>\$ 469,452</b>	<b>\$ 948,558</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,947,959</b>

DRAFT



<b>BOARD AND SYSTEM ADMINISTRATION (FOR INFORMATION ONLY - NOT PART OF FINANCIAL STATEMENTS)</b>	
2015/2016 EXPENSES UNDER (OVER) MAXIMUM LIMIT	
<b>TOTAL EXPENSES (From "Total" column of Line 30 of Schedule of Program Operations)</b>	\$63,981,541
Enter Number of Net Enrolled Students: "C" if Charter School	2,526
<b>STEP 1</b>	
Calculation of maximum expense limit percentage for Board and System Administration expenses If "Total Net Enrolled Students" are 6,000 and over = 3.6% If "Total Net Enrolled Students" are 2,000 and less = 5.4%	5.16%
<p>The Maximum Expense Limit for Board and System Administration is based on an arithmetical proration for the TOTAL FTE count for grades 1 -12, net of Home Education AND Adult students, between 2,000 to 6,000 at .00045 per FTE (Example: 4,500 FTE count grades 1-12 = 6,000 - 4,500 = 1,500 X .00045 = 0.675% plus 3.6% = maximum expense limit of 4.275%)</p>	
<b>STEP 2</b>	
<b>A. Calculate maximum expense limit amounts for Board and System Administration expenses</b>	
Maximum Expense Limit percentage (Step 1) x TOTAL EXPENSES	\$3,303,559
<b>B. Considerations for Charter Schools and Small School Boards:</b>	
If charter schools and small school boards, The amount of Small Board Administration funding (Funding Manual Section 1.13)	\$223,169
2015/2016 MAXIMUM EXPENSE LIMIT (the greater of A or B above)	\$3,303,559
Actual Board & System Administration from Line 30 of "Schedule of Program Operations" (Board & System Administration Column)	\$3,529,949
Amount Overspent	\$226,390

## BOARD OF TRUSTEES

**TO: LOIS BYERS**  
**TRUSTEE OF THE BOARD**

**DATE: OCTOBER 19, 2016**

**PRESENTED BY:** TRUDY RASMUSON, SECRETARY-TREASURER

**SUBJECT:** DRAFT NOVEMBER REVISED BUDGET

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

### RECOMMENDATION

That the Board of Trustees review and receive as information the Draft November Revised Budget, as presented and attached; the operating budget for Northland School Division for the period September 1, 2016 to August 31, 2017 is \$67,040,199.

**CURRENT SITUATION:** The 2016/2017 operating budget was approved by the Board of Trustees at the June 24/25, 2016 Regular Board Meeting. Subsequent to this date, there have been changes to enrolment, reserves and funding, which will result in staffing and other changes. Principals and Department Heads will revise their budgets to reflect these changes. Financial Services will work in conjunction with Principals, Department Heads and the Executive Team to compile the final revised budget.

**DISCUSSION:** The fall 2016 revised budget projects an operating deficit of \$4.2 million, which is offset by additional funding from Alberta Education. Significant changes from the June budget are decreased enrolment, an increase to central services for the schools, an increase in the principals' meetings from three to eight and a math in-service for math teachers.

Alberta Education required a summary of the Fall budget to be submitted by November 30, 2016. The required template will be presented to the board at the November meeting.



## NORTHLAND SCHOOL DIVISION NO. 61

**Fall Budget  
Report**

**2016/2017**

This document includes the Fall Budget for Northland School Division No. 61 for the 2016/2017 School year.

Report to the  
Board of Trustees  
October 19, 2016

**"Every student is a lifelong learner and successful in life"**

## NORTHLAND SCHOOL DIVISION NO. 61 2016/2017 FALL BUDGET HIGHLIGHTS

The 2016/2017 Northland School Division No. 61 budget is based on the following budget principles:

- Equitable distribution of funds and programs
- Transparent and understandable allocations.
- Alignment with the NSD Education Plan.

The 2016/2017 budget has an operating deficit of \$4.149 million; this is offset by additional funding from Alberta Education.

Revenue decreased by \$800,000. Base Instruction funding rates have remained unchanged. Base funding overall has increased due to the decrease in the base funding enrolment adjustment from 1.5% to 0.5% and an increase in provincial enrolment of 74 students from last November's budget. A slight increase in differential funding and targeted funding is also budgeted. The Building Collaboration and Capacity in Education (BCCE) grant of \$669,890 and a decrease to deferred revenue is also recognized. Federal funding fell by almost \$2 million, due to a 122 drop in federal enrolment. IMR funding increased from \$427,000 to \$681,000, and increase of 60%. Local revenue fell by almost \$200,000 due to decrease in industry funding.

Enrolment was projected in the June budget of 2,914 students; the actual was 2,722, a decrease of 192 students.

Expenses are higher as a result of a commitment to providing an increase in centralized services to schools, and some additional training and meetings for school staff. As a result, central staffing is budgeted to increase by 7.8 certificated and 3.27 uncertificated. Total administration expenses are 6.05% of expenses; this is above the approximate 5.4% set by Alberta Education.

The budget includes:

- \$180,000 for additional principal meetings
- \$80,000 for numeracy training
- \$50,000 staff wellness project
- Additional central staffing:
  - 2 educational technology coaches (one in the June budget, total = 3)
  - 3 area directors
  - 1 assistant supervisor in Testing and Achieving (two in the June budget, total =3)
- This brings the total directed to instruction to 64.9%.

**NORTHLAND SCHOOL DIVISION NO. 61  
2016/2017 FALL BUDGET  
HIGHLIGHTS (CONTINUED)**

The budget is based on a number of key budget assumptions. The assumptions are based on the best information available at the time the budget is prepared. If, during the course of the year, the actual results differ from the budget assumptions, the projected year-end financial results will change. Some of the key budget assumptions are:

- Compensation:
  - Certificated, uncertificated and trustee wage rates will remain at 2015/2016 levels (with the exception of grid movement).
  - Certificated unit costs remain at 2015/2016 levels.
- Operating Reserve
  - NSD has no operating reserves.
- Cashflow will be sufficient to cover all operating expenses.
- Payments of the outstanding receivables will be made as agreed,

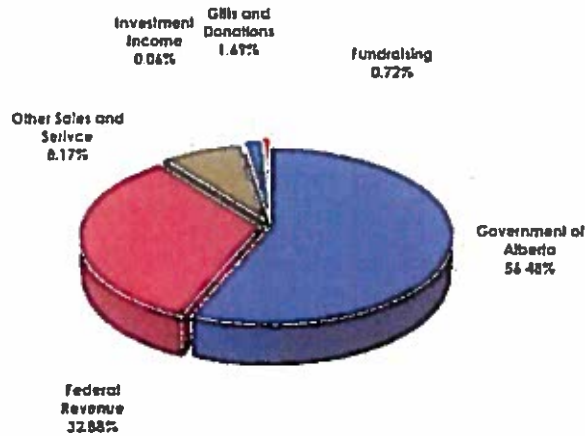
As this report is presented in October (versus November), the year-end for NSD has not been completed. Several tasks still need to be completed between this report and next, to ensure the budget reflects the most accurate and timely information:

- Operating expenses will be adjusted to reflect anticipated results, based on actual 2015/2016 operating results.
- The federal tuition rates will be adjusted, based on the federal tuition rate calculation (completed at the end of October).
- Staffing unit costs may be adjusted, based on analysis of actual costs.

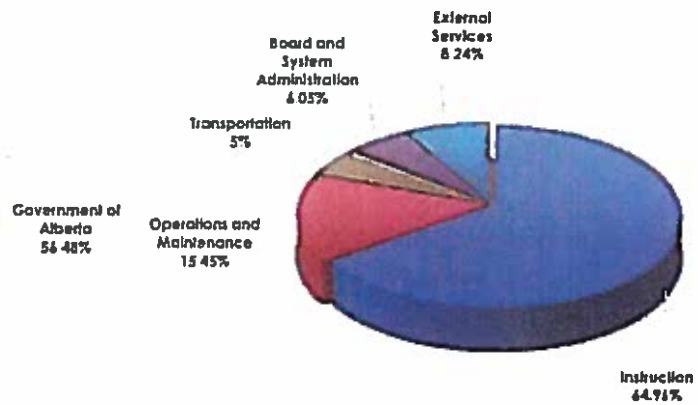
**NORTHLAND SCHOOL DIVISION NO. 61  
2016-2017 FALL BUDGET  
STATEMENT OF REVENUES AND EXPENSES**

	<u>2015/2016 Fall Budget</u>	<u>2016/2017 Fall Budget</u>	<u>\$ Change</u>	<u>% Change</u>
<b>REVENUES</b>				
Government of Alberta				
Alberta Education	\$ 30,858,889	\$ 31,778,624	\$ 919,735.00	2.98%
Other Government of Alberta	3,391,242	3,742,588	351,346	10.36%
	<u>34,250,131</u>	<u>35,521,212</u>	<u>1,271,081</u>	<u>3.71%</u>
Federal Revenue	22,515,805	20,679,756	(1,836,049)	-8.15%
Other Sales and Services	5,141,545	5,137,678	(3,867)	-0.08%
Investment Income	40,000	40,000	-	0.00%
Gifts and Donations	1,273,108	1,062,000	(211,108)	-16.58%
Fundraising	450,000	450,000	-	0.00%
	<u>63,670,589</u>	<u>62,890,646</u>	<u>(779,943)</u>	<u>-1.22%</u>
<b>EXPENSES</b>				
Instruction				
Schools	29,252,335	30,772,387	1,520,052	5.20%
Central Services	10,828,120	12,776,080	1,947,960	17.99%
	<u>40,080,455</u>	<u>43,548,467</u>	<u>3,468,012</u>	<u>8.65%</u>
Operations & Maintenance	10,401,915	10,356,557	(45,358)	-0.44%
Transportation	3,579,355	3,553,135	(26,220)	-0.73%
Board and System Administration	3,997,735	4,056,702	58,967	1.48%
External Services	5,483,708	5,525,338	41,630	0.76%
	<u>63,543,168</u>	<u>67,040,199</u>	<u>3,497,031</u>	<u>5.50%</u>
<b>OPERATING SURPLUS/(DEFICIT)</b>	<u>127,421</u>	<u>(4,149,553)</u>	<u>(4,276,974)</u>	

2016/2017 Revenues



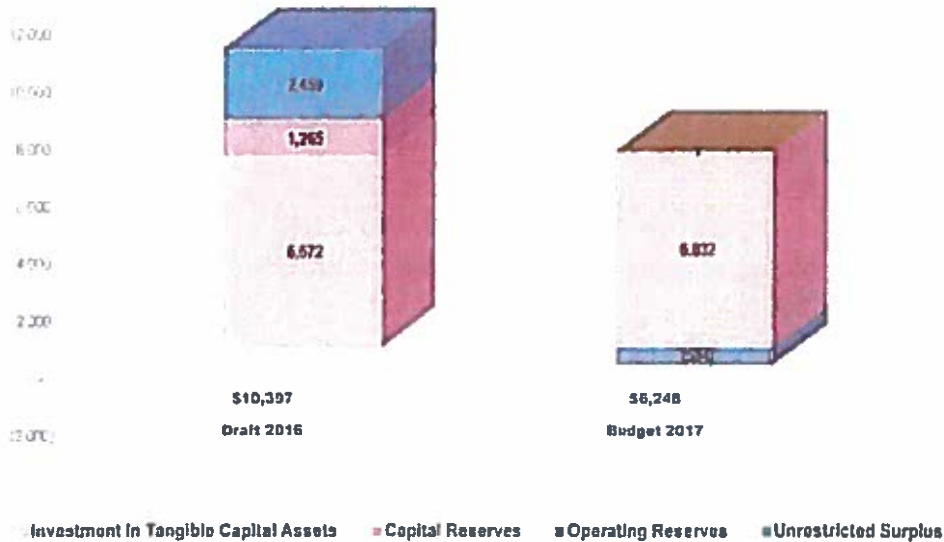
2016/2017 Expenses



**NORTHLAND SCHOOL DIVISION NO. 61  
2016/2017 FALL BUDGET UPDATE  
ACCUMULATED SURPLUS**

	A=B+C+D+E	B	C	D	E
	Accumulated Surplus	Investment In Tangible Capital Assets	Unrestricted Surplus	Operating Reserves	Capital Reserves
Audited Balance at August 31, 2016 (draft)	\$ 10,397,076	\$ 6,672,426	\$ 2,459,267	\$ -	\$ 1,265,383
Surplus/(Deficit) (draft)	\$ (4,149,552)		\$ (4,149,552)		
Board Funded Capital Asset Additions		\$ 1,472,000	\$ (206,617)		\$ (1,265,383)
Net Amortization & Debt Repayments		\$ (1,312,578)	\$ 1,312,578		
Net Reserve Transfers					
<b>Projected Balance at August 31, 2017</b>	<b>\$ 6,247,524</b>	<b>\$ 6,831,848</b>	<b>\$ (584,324)</b>	<b>\$ -</b>	<b>\$ -</b>

- A Accumulated surplus from operations which includes investment in Board funded tangible capital assets, unrestricted surplus and internally restricted reserves
- B Board funded (unsupported) tangible capital assets
- C Unrestricted surplus (deficit) from 2015/2016.
- D Operating reserves including Schools - Operations, School Generated Fundes, Departments and District reserves.
- E Capital reserves available for future unsupported capital purchases.



NORTHLAND SCHOOL DIVISION NO. 61  
2016/2017 FALL BUDGET  
REVENUE DETAILS

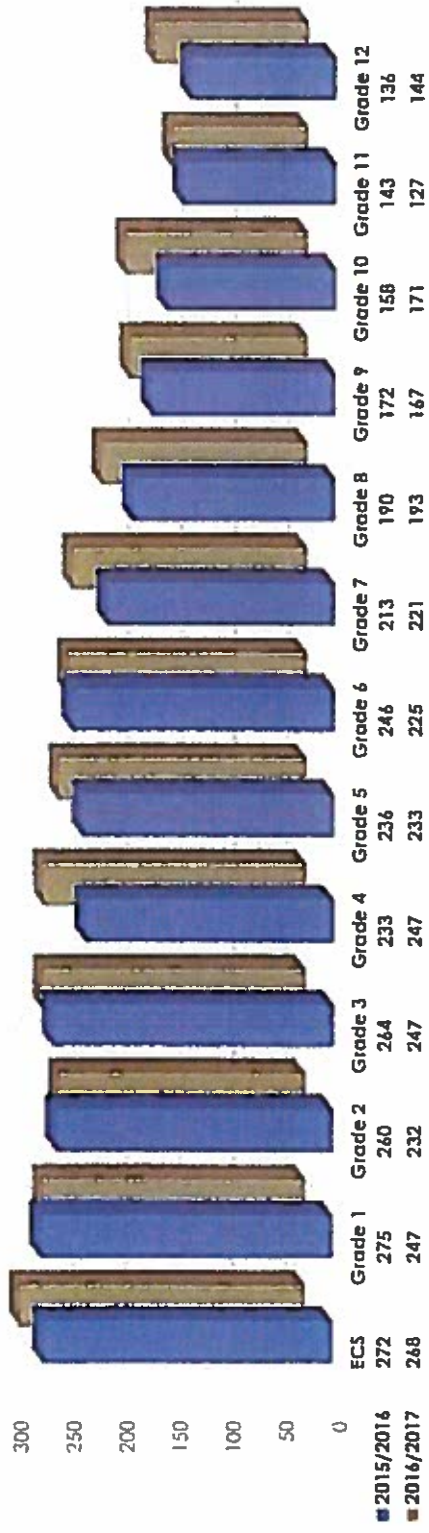
	2015/2016 Fall Budget	2016/2017 Fall Budget	\$ Change	% Change
<b>ALBERTA EDUCATION</b>				
<b>Base Funding</b>				
Early Childhood Services (ECS)	\$ 791,443	\$ 869,357.00	\$ 77,914.00	9.84%
Base Instruction (Gr 1-9)	8,335,979	8,557,856	221,877	2.66%
Base Instruction (Gr 10-12)	685,579	734,585	49,006	7.15%
Home Education	15,037	15,037	-	0.00%
System Administration Reduction	(380,000)	(397,000)	(17,000)	4.47%
Board Governance & Administration	471,000	471,000	-	0.00%
Base Funding Enrolment Adjustment (1.5%)	(147,195)	(50,809)	96,386	-65.48%
	<u>9,771,843</u>	<u>10,200,026</u>	<u>428,183</u>	<u>4.38%</u>
<b>Differential Cost Funding</b>				
ECS Program Unit Funding (PUF)	630,000	630,000	-	0.00%
Equity of Opportunity	1,335,000	1,335,000	-	0.00%
English as a Second Language	432,952	432,952	-	0.00%
First Nation, Metis, Inuit Funding	1,400,761	1,400,761	-	0.00%
Inclusive Education	2,977,500	2,977,500	-	0.00%
Northern Allowance	693,656	752,131	58,475	8.43%
Outreach Program Funding	125,946	125,946	-	0.00%
Plant Operation & Maintenance	2,959,630	2,959,630	-	0.00%
Small Schools by Necessity	3,252,000	3,252,000	-	0.00%
Socio Economic Status	195,829	195,829	-	0.00%
Special Approvals Funding	550,000	550,000	-	0.00%
Enrolment Adjustments	(105,535)	(35,516)	70,019	-66.35%
	<u>14,447,739</u>	<u>14,576,233</u>	<u>128,494</u>	<u>0.89%</u>
<b>Targeted Funding</b>				
Supernet Funding	211,200	211,200	-	0.00%
Regional Collaborative Service Delivery	69,508	159,508	100,000	168.04%
	<u>270,708</u>	<u>370,708</u>	<u>100,000</u>	<u>36.94%</u>
<b>Transportation Funding</b>				
	2,441,324	2,441,324	-	0.00%
<b>Infrastructure Maintenance Renewal (IMR)</b>				
	427,261	681,261	254,000	59.45%
<b>Other Alberta Education Revenue</b>				
Fort McMurray COLA	500,000	500,000	-	0.00%
1% one-time teacher bonus	228,000	-	(228,000)	-100.00%
Deferred Regional Collaborative Service Delivery	163,242	72,698	(90,544)	-55.47%
Building Collaboration and Capacity in Education Grant	-	669,890	669,890	100.00%
	<u>891,242</u>	<u>1,242,588</u>	<u>351,346</u>	<u>39.42%</u>
<b>Alberta Education Supported Amortization</b>				
	3,500,015	3,500,015	-	0.00%
<b>Teacher Retirement Fund</b>				
	2,500,000	2,500,000	-	0.00%
<b>FEDERAL REVENUE</b>				
<b>Regular Tuition</b>				
Bigstone First Nation	8,060,866	7,848,691	(212,175)	-2.63%
Chip Prairie	1,156,484	966,614	(189,870)	-16.42%
Indigenous and Northern Affairs Canada	2,192,141	1,846,922	(345,219)	-15.75%
Lubicon Lake Band	2,658,187	2,226,663	(431,524)	-16.23%
Miksew Cree First Nation	3,461,776	2,946,630	(515,146)	-14.88%
Peerless Trout First Nation	3,624,801	3,590,279	(34,522)	-0.95%
Fort Chipewyan Education Authority	81,000	81,000	-	0.00%
	<u>21,235,255</u>	<u>19,508,799</u>	<u>(1,726,456)</u>	<u>-8.14%</u>
<b>Early Childhood Services Tuition</b>				
Bigstone First Nation	376,097	331,223	(44,874)	-11.93%
Chip Prairie	57,861	-	(57,861)	-100.00%
Indigenous and Northern Affairs Canada	135,009	-	(135,009)	-100.00%
Peerless Trout First Nation	173,583	158,734	25,151	14.49%
	<u>742,550</u>	<u>529,957</u>	<u>(212,593)</u>	<u>-28.63%</u>
<b>Federal Outreach</b>				
	538,000	643,000	105,000	19.52%
<b>LOCAL REVENUES</b>				
School Food Services	3,168,314	3,168,314	-	0.00%
Rental Revenue	1,045,540	1,045,540	-	0.00%
Hot Lunch Revenue	36,375	32,508	(3,867)	-10.63%
Industry Funded Revenue	1,273,188	971,058	(302,050)	-23.73%
Alberta Mental Health Project	871,316	971,316	100,000	11.48%
School Generated Fundraising	450,000	450,000	-	0.00%
Investment Income/Rebates	60,000	60,000	-	0.00%
	<u>6,904,653</u>	<u>6,698,736</u>	<u>(205,917)</u>	<u>-2.98%</u>
	<u>63,670,590</u>	<u>62,890,647</u>	<u>(779,943)</u>	<u>-1.22%</u>



**NORTHLAND SCHOOL DIVISION NO. 61**  
**2016-2017 Enrolment Detail**  
**September 30, 2016**

	<u>Student Enrolment</u>		<u>Variance</u>	
	2015-2016 Actual	2016-2017 Actual	Enrolment Change	% Change
Athabasca Delta	215	219	4	1.86%
Anzac	85	78	(7)	-8.24%
Bill Woodward	115	115	0	0.00%
Bishop Routhier	64	60	(4)	-6.25%
Calling Lake	121	111	(10)	-8.26%
Calling Lake Outreach	5	2	(3)	-60.00%
Career Pathways	76	74	(2)	-2.63%
Chipewyan Lakes	28	18	(10)	-35.71%
Conklin	33	39	6	18.18%
Dr. Mary Jackson	37	29	(8)	-21.62%
Elizabeth	134	146	12	8.96%
Father R. Perin	85	82	(3)	-3.53%
Fort McKay School	90	77	(13)	-14.44%
Gift Lake School	177	190	13	7.34%
Grouard	89	68	(21)	-23.60%
Hillview	26	16	(10)	-38.46%
J.F. Dion	81	85	4	4.94%
Kateri	96	96	0	0.00%
Little Buffalo	183	203	20	10.93%
Mistassiniy	333	343	10	3.00%
Paddle Prairie	112	121	9	8.04%
Peerless Lake	131	134	3	2.29%
Pelican Mountain	25	20	(5)	-20.00%
St. Theresa	412	363	(49)	-11.89%
Susa Creek	45	33	(12)	-26.67%
	<u>2,798</u>	<u>2,722</u>	<u>(76)</u>	<u>-2.72%</u>
ECS	272	268	(4)	-1.47%
Grades 1-6	1,514	1,431	(83)	
Grades 7-9	575	581	6	1.04%
Grades 10-12	437	442	5	1.14%
	<u>2,798</u>	<u>2,722</u>	<u>(76)</u>	<u>-2.72%</u>
Federal Enrolment % of students	1,329 47.50%	1,157 42.51%	(172)	-5.48%

**Northland School Division  
2016-2017 FALL BUDGET  
ENROLMENT COMPARATIVE**



**2015/2016 TOTAL ENROLMENT - 2798**  
**2016/2017 TOTAL ENROLMENT - 2722**

NORTHLAND SCHOOL DIVISION NO. 61  
2016/2017 FALL BUDGET  
STAFFING

	2015/2016		2016/2017		Change in FTE		
	Certificated	Fall Budget FTE	Certificated	Fall Budget FTE	Certificated	Uncertificated	Total
		Uncertificated		Uncertificated		Uncertificated	
<b>CENTRAL SERVICES</b>							
Education Executive (inc. PR)	2	2.45	2	2.45	0	0	0
Instructional Services - Central	7.5	4.75	15	6.93	7.5	2.18	9.68
Human Resources	1	2	1	2	0	0	0
Business Services	0	12.3	0	12.3	0	0	0
Facility Services	0	58.35	0	56.85	0	-1.5	-1.5
Student Transportation	0	43	0	43.8	0	0.8	0.8
External Services	0	39.41	0	40.28	0	0.87	0.87
	10.5	162.26	18	164.61	7.5	2.35	9.85
<b>SCHOOLS</b>							
Schools	201.15	115.93	201.58	127.26	0.43	11.33	11.76
<b>TOTAL STAFFING (FTEs)</b>	211.65	278.19	219.58	291.87	0.43	13.68	11.76

NORTHLAND SCHOOL DIVISION NO. 61  
2016-2017 FALL BUDGET  
CENTRAL SERVICES STAFFING (FTEs)

	2015/2016 Fall Budget		2016/2017 Fall Budget		Change in FTE	
	Certificated	Uncertificated	Certificated	Uncertificated	Certificated	Uncertificated
<b>Education Executive</b>						
Superintendent	1	0	1	0	0	0
Communications	0	1	0	1	0	0
	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>
<b>Instructional Services - Central</b>						
Associate Superintendent	1	0	1	0	0	0
Testing and Achieving/Pedagogical	3.7	0.5	9	0.5	5.3	0
First Nations, Metis and Inuit	1	0.25	1	1.25	0	1
System Computers	1	4	3	4	2	0
	<u>6.7</u>	<u>4.75</u>	<u>14</u>	<u>5.75</u>	<u>7.3</u>	<u>1</u>
<b>Instructional Services - Schools</b>						
CTS mobile coordinator	0.5	0	1	0	0.5	0
Literacy	1	0	1	0	0	0
	<u>1.5</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0.5</u>	<u>0</u>
<b>Human Resources</b>						
Director Human Resources	1	2	1	2	0	0
	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>
<b>Business Services</b>						
Financial Services	0	11.3	0	11.3	0	0
Purchasing & Contract Services	0	1	0	1	0	0
	<u>0</u>	<u>12.3</u>	<u>0</u>	<u>12.3</u>	<u>0</u>	<u>0</u>
<b>Facility Services (includes OH&amp;S)</b>	0	57.25	0	57.85	0	0.6
<b>Student Transportation</b>	0	43	0	43.8	0	0.8
<b>External Services</b>	0	39.41	0	40.28	0	0.87
	<u>10.2</u>	<u>159.71</u>	<u>18</u>	<u>162.98</u>	<u>7.6</u>	<u>3.27</u>

NORTHLAND SCHOOL DIVISION NO. 61  
2016/2017 FALL BUDGET  
SCHOOLS STAFFING (FTEs)

	2015/2016 Fall Budget FTE		2016/2017 Fall Budget FTE		Change in FTE	
	Certificated	Uncertificated	Certificated	Uncertificated	Certificated	Uncertificated
Alhabasca Delta	18	7	20	11	2	4
Anzac	4	3.35	5	6.1	1	2.75
Bill Woodward	9	6.6	8	5.1	-1	-1.5
Bishop Routhier	5	3.5	5	4	0	0.5
Calling Lake	10.75	3.4	11	3	0.25	-0.4
Calling Lake Outreach	1	0	0	0	-1	0
Career Pathways	2.5	2	3	2	0.5	0
Chipewyan Lakes	3	1	2	2	-1	1
Conklin	4	1.1	5	2	1	0.9
Dr. Mary Jackson	2	3.4	2	2.6	0	-0.8
Elizabeth	10	4	10	5.65	0	1.65
Father R. Perin	7.6	1.9	8	3	0.4	1.1
Fort McKay School	7	7	7	7	0	0
Gift Lake School	14	9	14	9	0	0
Grouard	7	5	6	3	-1	-2
Hilview	3	1	2	1.5	-1	0.5
J.F. Dion	6	3.5	6.48	3	0.48	-0.5
Kaleri	7	4	7	5	0	1
Little Buffalo	11	6.8	11	7	0	0.2
Mistassiniy	21.5	8	21.5	10	0	2
Paddle Prairie	8	3.4	8	3.9	0	0.5
Peerless Lake	9	4.8	9	4.6	0	-0.2
Pelican Mountain	2	1	2	1.5	0	0.5
St. Theresa	25.5	23	24.6	23	-0.9	0
Susa Creek	3.6	2.1	4	2.3	0.4	0.2
	201.45	115.85	201.58	127.25	0.13	11.4

NORTHLAND SCHOOL DIVISION NO. 61  
2016/2017 FALL BUDGET  
ALLOCATION TO SCHOOLS

	2015/2016 Fall Budget	2016/2017 Fall Budget	\$ Change	% Change
<b>Staffing Allocations</b>				
Certificated staff	\$ 20,405,143	\$ 21,538,124	\$ 1,132,981	5.55%
Uncertificated staff	6,073,742	6,571,760	498,018	8.20%
	<u>26,478,885</u>	<u>28,109,884</u>	<u>1,630,999</u>	<u>6.16%</u>
<b>Allowances</b>	444,178	747,609	303,431	68.31%
<b>Basic Allocations (transferrable)</b>				
Base Allocation	1,245,937	1,226,697	(19,240)	-1.54%
ECS Allocation	47,243	47,219	(24)	-0.05%
Junior and Senior High Student	197,470	206,694	9,224	4.67%
Transferrable Funding Supplement	13,779	22,329	8,550	62.05%
	<u>1,504,429</u>	<u>1,502,939</u>	<u>(1,490)</u>	<u>-0.10%</u>
<b>System Programs (non-transferrable)</b>				
First Nations, Metis, Inuit	255,443	259,196	3,753	1.47%
Donations/Industry Funding	268,010	85,000	(183,010)	-68.28%
	<u>523,453</u>	<u>344,196</u>	<u>(179,257)</u>	<u>-34.25%</u>
<b>Teacher Pensions</b>	2,500,000	2,500,000	-	0.00%
<b>School Generated Funds</b>	450,000	450,000	-	0.00%
	<u><u>31,900,945</u></u>	<u><u>33,654,628</u></u>	<u><u>1,753,683</u></u>	<u><u>5.50%</u></u>

NORTHLAND SCHOOL DIVISION NO. 61  
2016/2017 FALL BUDGET  
SCHOOL EXPENSES BY CATEGORY

	2015/2016 Fall Budget	2016/2017 Fall Budget	\$ Change	Salary & Benefits	Supplies Equipment Services	% of Total Salaries To Budget
Ahabasca Delta	2,303,531	3,031,943	728,412	2,809,367	222,576	92.66%
Anzac	755,164	1,044,208	289,044	996,504	47,704	95.43%
Bill Woodward	1,567,748	1,382,419	(185,329)	1,300,950	81,469	94.11%
Bishop Routhier	729,978	771,009	41,031	723,820	47,189	93.68%
Callington Lake	1,346,175	1,416,058	71,883	1,330,530	87,528	93.83%
Callington Lake Outreach	293,595	288,556	(5,039)	-	288,556	0.00%
Career Pathways	461,866	791,450	329,584	723,519	67,931	91.42%
Chipewyan Lakes	459,789	371,369	(88,400)	337,414	33,975	90.85%
Conklin	498,509	671,499	172,990	636,983	34,516	94.86%
Dr. Mary Jackson	427,462	379,060	(48,402)	349,466	29,594	92.19%
Elizabeth	1,360,537	1,413,479	52,942	1,334,778	78,701	94.43%
Father R. Perin	1,032,231	1,062,319	30,088	1,003,555	58,764	94.47%
Fort McKay School	1,499,172	1,396,781	(102,391)	1,332,495	64,286	95.40%
Gift Lake School	1,835,309	2,034,427	199,118	1,933,482	100,945	95.04%
Grouard	1,059,324	852,487	(206,837)	790,578	61,909	92.74%
Hillview	385,510	323,941	(61,569)	294,377	29,564	90.87%
J.F. Dion	836,903	694,403	(142,500)	839,317	55,086	93.84%
Kateri	890,953	1,059,969	169,016	992,859	67,110	93.67%
Little Buffalo	1,557,380	1,611,918	54,538	1,507,295	104,623	93.51%
Mistassiniy	2,850,999	3,027,762	176,763	2,810,345	217,417	92.82%
Paddle Prairie	1,045,532	1,133,104	87,572	1,052,150	80,954	92.86%
Peerless Lake	1,265,297	1,272,889	7,592	1,192,051	80,838	93.65%
Pelican Mountain	319,477	327,660	8,183	299,025	28,635	91.26%
St. Theresa	3,907,676	3,906,704	(972)	3,723,095	183,609	95.30%
Susa Creek	543,017	584,452	41,435	543,538	40,914	93.00%
	<b>\$ 29,233,134.00</b>	<b>\$ 31,051,886.00</b>	<b>\$ 1,818,752.00</b>	<b>\$ 28,857,493.00</b>	<b>\$ 2,194,393.00</b>	<b>92.93%</b>

NORTHLAND SCHOOL DIVISION NO. 61  
2016/2017 FALL BUDGET  
Credit Enrolment Summary

	2016/2017	2015/2016			2014/2015		
	Budget CEUs	Budget CEUs	Actual CEUs	\$ Variance	Budget CEUs	Actual CEUs	\$ Variance
Career Pathways	441.78	155.22	510	354.78	415.8	517	101.2
Bill Woodward	704.4	845.28	913	67.72	829.85	703	-126.85
Calling Lake		66.64	61	-5.64	170	395	225
Mistassiniy	861.3	769.95	1700	930.05	1118.61	1636	517.39
Athabasca Delta	160.81	136.07	265	128.93	116.73	196	79.27
Dr. Mary Jackson	27.88	27.88	37	9.12	41.43	39.5	-1.93
Little Buffalo	89.85	17.97	340	322.03		532	532
Paddle Prairie	260.26	260.26	470	209.74	217.8	285	67.2
Peerless Lake			99	99		191	191
Kateri	7.74	7.74	52	44.26		46	46
	2554.02	2287.01	4447	2159.99	2910.22	4540.5	1630.28



NORTHLAND SCHOOL DIVISION NO. 61  
2016/2017 FALL BUDGET  
SCHOOLS STAFFING (FTEs)

	2015/2016 Fall Budget		2016/2017 Fall Budget		Change in FTE	
	Certificated	Uncertificated	Certificated	Uncertificated	Certificated	Uncertificated
Athabasca Delta	18	7	20	11	2	4
Anzac	4	3.35	5	6.1	1	2.75
Bill Woodward	9	6.6	8	5.1	-1	-1.5
Bishop Routhier	5	3.5	5	4	0	0.5
Callin Lake	10.75	3.4	11	3	0.25	-0.4
Callin Lake Outreach	1	0	0	0	-1	0
Career Pathways	2.5	2	3	2	0.5	0
Chipewyan Lakes	3	1	2	2	-1	1
Conklin	4	1.1	5	2	1	0.9
Dr. Mary Jackson	2	3.4	2	2.6	0	-0.8
Elizabeth	10	4	10	5.65	0	1.65
Father R. Perin	7.6	1.9	8	3	0.4	1.1
Fort McKay School	7	7	7	7	0	0
Gift Lake School	14	9	14	9	0	0
Grouard	7	5	6	3	-1	-2
Hillview	3	1	2	1.5	-1	0.5
J.F. Dion	6	3.5	6.48	3	0.48	-0.5
Kateri	7	4	7	5	0	1
Little Buffalo	11	6.8	11	7	0	0.2
Mistassini	21.5	8	21.5	10	0	2
Paddle Prairie	8	3.4	8	3.9	0	0.5
Peerless Lake	9	4.8	9	4.6	0	-0.2
Pelican Mountain	2	1	2	1.5	0	0.5
St. Theresa	25.5	23	24.6	23	-0.9	0
Susa Creek	3.6	2.1	4	2.3	0.4	0.2
	201.45	115.85	201.58	127.25	0.13	11.4

**NORTHLAND SCHOOL DIVISION NO. 61  
2016/2017 FALL BUDGET  
School Variance Notes**

**General Comments:**

There have been no increases or decreases to any individual schools as a result of projects or initiatives. All schools have allocations based on enrolments – if enrolments increase, their budgets increase; if enrolments decrease, there is a corresponding decrease to their budgets. These changes to budget are normally reflected in their operating budget, not to their staffing budget. However, if enrolment changes are significant, staffing levels will change as well. In this case, overall funding to schools increased \$2.194 million over last November.

**A. ADCS**

Staffing – Certificated increased 2 FTE – increase is related to the tuition agreement and the positions required to be in place.

**B. Anzac/Bill Woodward**

Staffing – Uncertificated staff increased 1.25.

**C. Bishop Routhier**

Staffing – Uncertificated staff increase 0.5.

**D. Calling Lake**

Staffing – Certificated staff increase by .25, which is offset by a decrease in uncertificated staff of 0.4.

**E. Calling Lake Outreach**

Staffing – this school is staffed by the Calling Lake staff, as there are only two students enrolled.

**F. Career Pathways**

Staffing – Certificated increase of 0.5.

**G. Chipewyan Lakes**

Staffing – Certificated decrease of 1, due to a drop of enrolment of about 30% (10 students).

**H. Conklin**

Staffing – Certificated increase of 1 due to the E-learning centre, and an increase of uncertificated 0.9.

- I. **Dr. Mary Jackson**  
Staffing – Uncertificated decrease of 0.8.
- J. **Elizabeth**  
Staffing – Uncertificated increase of 1.65.
- K. **Father R. Perin**  
Staffing – Certificated increase of 0.4 and uncertificated increase of 1.1.
- L. **Fort McKay School**  
Staffing – no change from last November.
- M. **Gift Lake School**  
Staffing – no change from last November.
- N. **Grouard**  
Staffing – Certificated decrease 1, uncertificated by 2. This has to do with the decrease in students due to the reduction in the high school programming.
- O. **Hillview**  
Staffing – Certificated decrease 1, partly offset by an increase in uncertificated of 0.5.  
Enrolment has fallen by 10 (about 30%).
- P. **J. F. Dion**  
Staffing – Certificated increase of 0.48, partly offset by a decrease in uncertificated by 0.5.
- Q. **Kateri**  
Staffing – Uncertificated increase of 1.
- R. **Little Buffalo**  
Staffing – Uncertificated increase of 0.2.
- S. **Mistassiniy**  
Staffing – Uncertificated increase of 2.
- T. **Paddle Prairie**  
Staffing – Uncertificated increase of 0.5.
- U. **Peerless Lake**  
Staffing – Uncertificated decrease of 0.2.
- V. **Pelican Mountain**  
Staffing – Uncertificated increase of 0.5.

**W. St. Theresa**

Staffing – Certificated decrease of 0.9.

**X. Susa Creek**

Staffing – Certificated increase of 0.4, uncertificated increase of 0.2.

NORTHLAND SCHOOL DIVISION NO. 61  
2016/2017 FALL BUDGET  
CENTRAL SERVICES EXPENSES BY CATEGORY

	2015/2016 Fall Budget	2016/2017 Fall Budget	\$ Change	Salary & Benefits	Supplies Equipment Services	% of Total Salaries To Budget
<b>Governance</b>						
Corporate Board	\$ 521,750	\$ 521,750	\$ -	\$ -	\$ 521,750	0.00%
Local School Board Advisory Committees	310,905	375,128	64,223	-	375,128	0.00%
	<u>632,655</u>	<u>896,878</u>	<u>64,223</u>		<u>896,878</u>	
<b>Education Executive</b>						
Superintendent Office & PR	947,670	691,751	72,327	574,763	316,988	64.45%
<b>Instructional Services-Central</b>						
CTS/FNMI/Agency/OHS	976,315	969,268	12,953	594,608	394,460	60.13%
Pedagogical	328,173	329,955	1,782	746,777	(416,822)	226.33%
System Computers	1,504,410	1,504,446	35	733,621	770,825	48.76%
Testing and Achievement	1,390,541	1,459,653	68,112	831,802	626,851	57.03%
	<u>5,175,754</u>	<u>5,271,590</u>	<u>95,836</u>	<u>3,501,816</u>	<u>1,769,774</u>	<u>66.43%</u>
<b>Instructional Services-Schools</b>						
Certificated Substitutes, Leaves, Teacher Pension	685,000	585,000	(100,000)	-	585,000	0.00%
Uncertificated Substitutes, Leaves, Projects	2,500,000	2,500,000	-	(25,000)	2,500,000	0.00%
Boarding Home Allowances and Supplies	400,000	375,000	(25,000)	86,000	84,000	0.00%
Training	48,000	134,000	86,000	-	175,000	0.00%
Donations and SGF	175,000	175,000	-	260,000	598,500	0.00%
Operating expenses	590,500	858,500	268,000	260,717	850,000	0.00%
Field Trips	580,263	850,000	269,737	723,690	969,090	0.00%
Northland Games	265,200	969,090	703,890	(50,100)	-	0.00%
Special Approvals	50,100	15,000	(35,100)	-	15,000	0.00%
Committees	600,000	550,000	(50,000)	(50,000)	550,000	0.00%
Amortization	41,000	141,000	100,000	100,000	141,000	0.00%
Allowance for Doubtful Accounts	373,292	697,855	324,563	374,563	697,855	0.00%
	<u>(36,256)</u>	<u>-</u>	<u>36,256</u>			<u>0.00%</u>
	<u>6,304,119</u>	<u>7,870,445</u>	<u>1,566,326</u>		<u>7,560,445</u>	<u>0.00%</u>
<b>Human Resources</b>	575,552	612,229	36,677	300,243	311,986	49.04%
<b>Business Services</b>	1,641,658	1,615,843	(25,815)	1,040,765	575,078	64.41%
<b>Facility Services</b>						
Infrastructure Maintenance Renewal (IMR)	9,975,655	9,675,296	(300,359)	3,867,727	5,807,569	39.98%
	<u>426,260</u>	<u>681,261</u>	<u>255,001</u>	<u>3,867,727</u>	<u>681,261</u>	<u>0.00%</u>
	<u>10,401,915</u>	<u>10,356,557</u>	<u>(45,358)</u>		<u>6,488,830</u>	<u>37.35%</u>
<b>Student Transportation</b>	3,579,355	3,553,135	(26,220)	1,346,873	2,206,262	37.91%
	<u>29,458,978</u>	<u>31,068,428</u>	<u>1,609,550</u>	<u>10,632,167</u>	<u>20,126,241</u>	<u>34.27%</u>

**NORTHLAND SCHOOL DIVISION NO. 61  
2016/2017 FALL BUDGET  
Central Services Expenses**

**Instructional Support**

Expenses: Increase of \$1.946 million (17.9%)

- \$180,000 for additional principal meetings
- \$80,000 for numeracy training
- \$50,000 staff wellness project
- Expenses for the BCCE grant (includes \$180,000 for land-based learning at camps)
- Additional central staffing:
  - 2 educational technology coaches (one in the June budget, total = 3)
  - 3 area directors
  - 1 assistant supervisor in Testing and Achieving (two in the June budget, total =3)
  - Increase of .5 CTS Coordinator

**External Services Expenses**

**Housing**

There has been no change to the housing budget for this report; however, there will be changes for the November report. Revenue for the Wabasca housing has decreased significantly, and the Housing Department is working up a new budget to take the decrease into account.

**Board and Administration Expenses**

**Local School Board Advisory Committees**

This budget has increased by about \$60,000, due to the prior year carryforward.

Northland School Division No. 61  
2016/2017 Budget  
Infrastructure Maintenance and Renewal (IMR) Projects

Project	Cost	Status of work
Front Entry Cameras (includes wireless monitors) and buzzers for all schools (except Outreaches)	\$ 125,000	No work has started on these projects.
Intercom replacement/upgrades for all schools	207,000	
Inside/outside security cameras - Susa Creek, Keg River, Paddle Prairie, ADCS)	130,000	
Fire alarm panel replacement/upgrades - Paddle Prairie, JF Dion, Calling Lake	90,000	
Supply/return/heating coil cleaning - Conklin, Elizabeth, JF Dion	45,000	
Hot water system flush/glycol replacement - Keg River, Paddle Prairie	50,000	
Air conditioning unit replacement - Elizabeth, Little Buffalo	120,000	
<b>Total IMR projects</b>	<b>767,000</b>	

Capital Projects

Project	Cost	Status of work
Demolish portables at Conklin	\$ 50,000	Scope of work being developed
Replace school grounds maintenance equipment	60,000	
Replace 4 school buses	440,000	
Replace 4 fleet vehicles	160,000	tenders have been received
ADCS school renovations	75,000	
Hardware upgrade for maintenance system	50,000	
New air conditioning units - Gift Lake	20,000	
Halfway divider - Gift Lake	20,000	
Teacherage fencing - Gift Lake	12,000	
Teacherage shutters - Little Buffalo	45,000	
New bathrooms (2) - Paddle Prairie	50,000	
New parking lot - St. Theresa	400,000	
Refinish gymnasium floors - 3 schools	20,000	
Purchase of e-learning portable from Devon Canada	20,000	
<b>Total unsupported capital projects</b>	<b>1,422,000</b>	

## BOARD OF TRUSTEES

**TO: LOIS BYERS,  
TRUSTEE OF THE BOARD**

**DATE: OCTOBER 19, 2016**

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

**SUBJECT: 2016-2017 CASH FLOW PROJECTIONS**

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

<b>RECOMMENDATION</b>
That the Board of Trustees receive as information the 2016-2017 Cash Flow Projections Analysis as attached.

**CURRENT SITUATION:** The 2016-2017 cash flow projections are being brought as information to the board

As per the proposed Procedure 530, Cash Management:

The Assistant Secretary-Treasurer will monitor the division's cash position at least semi-monthly to ensure that the balance (including authorized overdraft) will be sufficient to cover three months' payroll expenses.

If the cash balance falls below what is required to cover three months' payroll expenses, but is above two months' payroll expenses, the Assistant Secretary-Treasurer will complete an analysis of projected cash flows and report the results to the Secretary-Treasurer. Cash balances will be monitored twice a week until the three-month threshold is met.

If the cash balance falls below what is required to cover two months' payroll expenses, a cash management plan will be submitted by the Secretary-Treasurer to the Finance, Maintenance and Transportation Committee. Depending on the



outcome of the committee meeting, the plan may be presented to the Board of Trustees at its regular meeting. Regardless of the committee outcome, the Secretary-Treasurer will comment on the issue and plan in the monthly report to the board.



# Superintendent's Report

## October 19, 2016

### 1. Student Learning

09/12/16	Teleconference	Alberta Infrastructure Re: Mistassiniy Modernization
09/20/16	Teleconference	uCalgary Re: Indigenous Education Related to Treaty 8
09/23/16	Teleconference	WE Day Organizers and Administration Re: WE Day Logistics
09/23/16	Teleconference	High Prairie School Division Superintendent Re: Transitions Partnership
10/6/16	Red Deer	Supper Meeting with Moving Forward with High School Redesign Attendees
10/7/16	Red Deer	Moving Forward with High School Redesign Conference with Attendees from Little Buffalo School, Peerless Lake School, Dr. Mary Jackson School, Bill Woodward School, Paddle Prairie School, Mistassiniy School, and Calling Lake School
10/19/16	Teleconference	University of Calgary Re: Community Based BEd Werklund School of Education

### 2. Student Wellness

09/12/16	Fort McKay	Fort McKay School Visit
09/13/16	Anzac	Anzac Community School and Bill Woodward School Visits
09/13/16	Janvier	Father R. Perin School Visit
09/13/16	Conklin	Conklin Community School Visit
09/14/16	Fort Chipewyan	Athabasca Delta Community School Visit
09/19/16	Susa Creek	Susa Creek School Visit
09/20/16	Elizabeth	Elizabeth School Visit
09/21/16	JF Dion	JF Dion School Visit
09/28/16	East Prairie	Hillview School Visit
10/14/16	Edmonton	Meeting with the Office of the Auditor General Re: Attendance

### 3. Fiscal Responsibility

09/16/16	Teleconference	Administration Re: Enrolments
09/19/16	Google Hangout	Administration Re: Enrolments
09/22/16	Teleconference	Administration Re: Staffing and Enrolments
09/23/16	Edmonton	Meeting with the Office of the Auditor General Re: Entrance Conference
09/26/16	Teleconference	Administration Re: Staffing
10/7/16	Teleconference	Administration Re: Budget Update

### 4. Personnel Management

09/19/16	Teleconference	ATA Re: Policy Concerns
09/30/16	Peace River	Orange Shirt Day Every Child Matters Conversation at Central Office
10/4/16	Peace River	Central Office Staff Meeting
10/5/16	Peace River	Executive Team Meeting
10/12/16	Edmonton	Administrators' Meeting
10/13/16	Edmonton	Administrators' Meeting

### 5. Procedures

10/6/16	Peace River	Committee Meetings & Agenda Review
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## Superintendent's Report October 19, 2016

### 6. Superintendent/Board Relations

09/8/16	Peace River	Northland School Division No. 61 Corporate Board Meeting
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### 7. Strategic Planning and Reporting

09/22/16	Teleconference	Donna Barrett Re: Draft Northland School Division AERR
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### 8. Organizational Management

09/29/16	Peace River	Dinner Meeting with the Minister of Education and Alberta Education
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### 9. Communications and Community Relations

09/15/16	Fort Chipewyan	Grief and Loss Recognition Seminar with Fort Chipewyan Community
09/16/16	Fort McMurray	Superintendent's Meeting with Fort McMurray Catholic School Division and Centre-Nord School Division
09/29/16	Teleconference	Interview with Alberta Sweetgrass
10/3/16	Wabasca	Funeral for Community Members

### 10. Leadership Practices

09/16/16	Teleconference	CASS Re: Mentorship Program
09/21/16	Edmonton	Supper Meeting with Kee Tas Kee Now Tribal Council Director of Education
09/22/16	Edmonton	Kee Tas Kee Now Tribal Council Annual General Meeting
09/25/16	Edmonton	CASS Mentorship Program Conference
09/26/16	Edmonton	CASS Mentorship Program Conference
09/30/16	Little Buffalo	Little Buffalo School Visit and Orange Shirt Day Recognition with the Minister of Education
10/11/16	Peavine	Meeting with Peavine Metis Settlement
10/17/16	Edmonton	Meeting with Athabasca Tribal Council Director of Education
10/18/16	Edmonton	Meeting with Indigenous and Northern Affairs Canada
10/18/16	Edmonton	Meeting with Bigstone Cree Nation Education Authority



# Official Trustee's Report

## October 19, 2016

### September, 2016

8	Peace River	Corporate Board Meeting
9	Peace River	Meeting with Lubicon Lake Band Chief
14	Edmonton	Meeting with Alberta School Board's Association Re: Policy Development
19	Edmonton	Meeting with Alberta School Board's Association Re: First Nation, Metis, and Inuit Task Force
	Grouard	Meeting with Grouard Northland School Local School Board Committee
20	East Prairie	Hillview School Visit
		Meeting with East Prairie Local School Board Member
	Peavine	Meeting with Peavine Local School Board Chairperson
21	Edmonton	Meeting with Alberta School Board's Association Re: Policy Development
22	Edmonton	Meeting with Kee Tas Kee Now Tribal Council Re: Annual General Meeting
23	Edmonton	Teleconference with the Office of the Auditor General Re: Entrance Conference
26	Edmonton	Meeting with Alberta Education Re: Northland Engagement Sessions Planning
29	Peace River	Teleconference Interview with Alberta Sweetgrass; Meeting with KTC Director
		Dinner Meeting with the Minister of Education
30	Little Buffalo	Little Buffalo School Visit and Orange Shirt Day Recognition with the Minister of Education
	Peace River	Orange Shirt Day Every Child Matters Conversation at Central Office

### October, 2016

3	Wabasca	Funeral for Community Members
4	Edmonton	Meeting with Alberta Education Re: Pre-Engagement Planning
		Meeting with Metis Settlements General Council
	Wabasca-Desmarais	Mistassiniy; Sandy Lake; Desmarais Local School Board Committee Meeting
5	Wabasca	School Visit Pelican Mountain; Meeting with Calling Lake LSBC
	Calling Lake	Calling Lake Local School Board Committee Meeting
6	Edmonton	Meeting with Alberta School Board's Association Re: Policy Development
11	Peavine	Meeting with Peavine Metis Settlement; Bishop Routhier LSBC
12	Edmonton	Administrators' Meeting
13	Edmonton	Administrators' Meeting
14	Edmonton	Meeting with the Office of the Auditor General Re: Attendance
18	Edmonton	Meeting with Indigenous and Northern Affairs Canada
		Meeting with Bigstone Cree Nation Education Director & U of C

NORTHLAND SCHOOL DIVISION NO. 61  
 BOARD REPORT  
 2016/2017 SCHOOL YEAR  
 PERIOD ENDING -September 30, 2016

	ACTUAL	BUDGET	VARIANCE
<b><u>ELECTIONS</u></b>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	-	-	-
LEGAL FEES	-	-	-
POSTAGE--ELECTIONS	-	-	-
INSERVICE--ELECTIONS	-	-	-
RENUMERATION--ELECTIONS	-	80,000.00	80,000.00
TRAVEL & SUBSISTENCE--ELECTIONS	-	-	-
PRINTING & BINDING--ELECTIONS	-	-	-
ADVERTISING--ELECTIONS	-	-	-
OFFICE SUPPLIES--ELECTIONS	-	-	-
SUB-TOTAL	-	80,000.00	80,000.00
<b><u>COMMITEES</u></b>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
PROFESSIONAL SERVICES - POLICY REVIEW	-	-	-
TRAVEL & SUBSISTENCE - PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE - EDUCATION	-	-	-
TRAVEL & SUBSISTENCE - FINANCE	-	-	-
TRAVEL & SUBSISTENCE - NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE - PAC	-	-	-
TRAVEL & SUBSISTENCE - AD HOC	2,293.65	30,000.00	27,706.35
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	-	-	-
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	-	-	-
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - MENTAL HEALTH INITIATIVE	-	-	-
SUB-TOTAL	2,293.65	30,000.00	27,706.35
<b><u>OTHER EXPENSES</u></b>			
REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	7.62	4,000.00	3,992.38
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	-	200,000.00	200,000.00
IN-SERVICE - BOARD	-	60,000.00	60,000.00
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	-	25,000.00	25,000.00
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	-	-	-
TELEPHONE - TRUSTEE	-	3,000.00	3,000.00
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	3,684.99	40,000.00	36,315.01
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - RETREAT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	-	38,000.00	38,000.00
PRINTING & BINDING	-	3,500.00	3,500.00
INSURANCE - BOARD OF TRUSTEES	-	250.00	250.00
ADVERTISING - BOARD	-	3,000.00	3,000.00
OFFICE SUPPLIES	-	5,000.00	5,000.00
AWARDS	160.53	25,000.00	24,839.47
POSTAGE - BOARD	-	4,000.00	4,000.00
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	3,853.14	411,750.00	407,896.86
TOTAL	6,146.79	521,750.00	515,603.21

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

	ACTUAL	BUDGET	VARIANCE
<b><u>ELECTIONS</u></b>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	60.00	-	(60.00)
LEGAL FEES	-	-	-
POSTAGE--ELECTIONS	-	-	-
INSERVICE--ELECTIONS	658.75	-	(658.75)
RENUNERATION--ELECTIONS	-	80,000.00	80,000.00
TRAVEL & SUBSISTENCE--ELECTIONS	342.14	-	(342.14)
PRINTING & BINDING--ELECTIONS	615.05	-	(615.05)
ADVERTISING--ELECTIONS	2,395.59	-	(2,395.59)
OFFICE SUPPLIES--ELECTIONS	-	-	-
<b>SUB-TOTAL</b>	<b>4,071.53</b>	<b>80,000.00</b>	<b>75,928.47</b>
<b><u>COMMITTEES</u></b>			
REMUNERATION 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	13,056.26	30,000.00	16,943.74
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	609.50	-	(609.50)
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>23,099.43</b>	<b>30,000.00</b>	<b>6,900.57</b>
<b><u>OTHER EXPENSES</u></b>			
REMUNERATION TRUSTEES	-	-	-
RENUNERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	5,006.54	4,000.00	(1,006.54)
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	228,804.93	200,000.00	(28,804.93)
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	39,301.99	25,000.00	(14,301.99)
RENUNERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	-	-	-
TELEPHONE - TRUSTEE	1,125.60	3,000.00	1,874.40
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	64,108.08	40,000.00	(24,108.08)
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	8,027.68	-	(8,027.68)
TRAVEL & SUBSISTENCE - RETREAT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	41,671.08	38,000.00	(3,671.08)
PRINTING & BINDING	3,881.56	3,500.00	(381.56)
INSURANCE - BOARD OF TRUSTEES	169.28	250.00	80.72
ADVERTISING - BOARD	1,286.42	3,000.00	1,713.58
OFFICE SUPPLIES	1,519.72	5,000.00	3,480.28
AWARDS	24,122.66	25,000.00	877.34
POSTAGE - BOARD	945.40	4,000.00	3,054.60
FURNITURE & EQUIPMENT	-	1,000.00	1,000.00
<b>SUB-TOTAL</b>	<b>420,064.10</b>	<b>411,750.00</b>	<b>(8,314.10)</b>
<b>TOTAL</b>	<b>447,235.06</b>	<b>521,750.00</b>	<b>74,514.94</b>

NORTHLAND SCHOOL DIVISION NO. 61  
 LOCAL SCHOOL BOARD COMMITTEE REPORT  
 2015/2016 SCHOOL YEAR  
 PERIOD ENDING - September 30, 2016

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>Anzac</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	5,032.00	5,032.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	13,495.00	13,495.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	23,697.00	23,697.00	0.0%
<b><u>Athabasca Delta</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	5,340.00	5,340.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	15,326.00	15,326.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	25,836.00	25,836.00	0.0%
<b><u>Bishop Routhier</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	1,992.00	1,992.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	3,979.00	3,979.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	11,141.00	11,141.00	0.0%
<b><u>Calling Lake</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	3,060.00	3,060.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	12,928.00	12,928.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	21,158.00	21,158.00	0.0%
<b><u>Chipewyan Lakes</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,740.00	2,740.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	15,045.00	15,045.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	22,955.00	22,955.00	0.0%
<b><u>Conklin</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	4,144.00	4,144.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	13,414.00	13,414.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	22,728.00	22,728.00	0.0%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>Dr. Mary Jackson</u></b>						
Quarterly Honorarium		-	-	4,920.00	4,920.00	
Travel & Subsistence		-	-	2,184.00	2,184.00	
In - Service					-	
Prior Year Carryover				4,516.00	4,516.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	-	-	11,870.00	11,870.00	0.0%
<b><u>East Prairie</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence		-	-	2,128.00	2,128.00	
In - Service					-	
Prior Year Carryover				2,957.00	2,957.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	-	-	10,255.00	10,255.00	0.0%
<b><u>Elizabeth</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence		-	-	3,816.00	3,816.00	
In - Service					-	
Prior Year Carryover				11,733.00	11,733.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	-	-	20,719.00	20,719.00	0.0%
<b><u>Father R Perin</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	4,144.00	4,144.00	
In - Service					-	
Prior Year Carryover				8,664.00	8,664.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	-	-	17,978.00	17,978.00	0.0%
<b><u>Fort McKay</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence				4,144.00	4,144.00	
In - Service					-	
Prior Year Carryover				17,001.00	17,001.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	-	-	26,315.00	26,315.00	0.0%
<b><u>Gift Lake</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence		-	-	2,292.00	2,292.00	
In - Service					-	
Prior Year Carryover				6,354.00	6,354.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	-	-	13,816.00	13,816.00	0.0%
<b><u>Grouard</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence		-	-	2,028.00	2,028.00	
In - Service					-	
Prior Year Carryover				6,222.00	6,222.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	-	-	13,420.00	13,420.00	0.0%



	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended		
				Budget	Difference	
<b><u>J.F. Dion</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	4,052.00	4,052.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	9,349.00	9,349.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	18,571.00	18,571.00	0.0%
<b><u>Kateri</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,416.00	2,416.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	10,863.00	10,863.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	18,449.00	18,449.00	0.0%
<b><u>Little Buffalo</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	1,880.00	1,880.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	1,703.00	1,703.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	8,753.00	8,753.00	0.0%
<b><u>Mistassiniy</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,836.00	2,836.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	2,319.00	2,319.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	10,325.00	10,325.00	0.0%
<b><u>Paddle Prairie</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,288.00	2,288.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	8,035.00	8,035.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	15,493.00	15,493.00	0.0%
<b><u>Peerless Lake</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,340.00	2,340.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	3,508.00	3,508.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	11,018.00	11,018.00	0.0%
<b><u>Pelican Mountain</u></b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	3,096.00	3,096.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	9,959.00	9,959.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	18,225.00	18,225.00	0.0%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b>St. Theresa</b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,860.00	2,860.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	3,690.00	3,690.00	
Casual Labour, Supplies & Awards	-	141.80	141.80	250.00	108.20	
<b>Total</b>	<b>-</b>	<b>141.80</b>	<b>141.80</b>	<b>11,720.00</b>	<b>11,578.20</b>	<b>1.2%</b>
<b>Susa Creek</b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,984.00	2,984.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	12,532.00	12,532.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>20,686.00</b>	<b>20,686.00</b>	<b>0.0%</b>
<b>GRAND TOTAL</b>	<b>-</b>	<b>141.80</b>	<b>141.80</b>	<b>375,128.00</b>	<b>374,986.20</b>	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	374,986.20
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	<u>22</u>	<u>374,986.20</u>

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

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>Anzac</u></b>						
Quarterly Honorarium	1,229.75	1,241.48	2,471.23	4,920.00	2,448.77	
Travel & Subsistence		-	-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-	7,879.00	7,879.00	
Casual Labour, Supplies & Awards		1.21	1.21	250.00	248.79	
<b>Total</b>	<b>1,229.75</b>	<b>1,242.69</b>	<b>2,472.44</b>	<b>18,081.00</b>	<b>15,608.56</b>	<b>13.7%</b>
<b><u>Athabasca Delta</u></b>						
Quarterly Honorarium	1,218.00	1,686.72	2,904.72	4,920.00	2,015.28	
Travel & Subsistence		1,189.14	1,189.14	5,340.00	4,150.86	
In - Service			-		-	
Prior Year Carryover			-	9,265.00	9,265.00	
Casual Labour, Supplies & Awards		1,175.47	1,175.47	250.00	(925.47)	
<b>Total</b>	<b>1,218.00</b>	<b>4,051.33</b>	<b>5,269.33</b>	<b>19,775.00</b>	<b>14,505.67</b>	<b>26.6%</b>
<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		1.21	1.21	250.00	248.79	
<b>Total</b>	<b>1,229.75</b>	<b>5,431.71</b>	<b>6,661.46</b>	<b>10,639.00</b>	<b>3,977.54</b>	<b>62.6%</b>
<b><u>Calling Lake</u></b>						
Quarterly Honorarium	735.50	2,961.61	3,697.11	4,920.00	1,222.89	
Travel & Subsistence		118.44	118.44	3,060.00	2,941.56	
In - Service			-		-	
Prior Year Carryover			-	10,040.00	10,040.00	
Casual Labour, Supplies & Awards		640.42	640.42	250.00	(390.42)	
<b>Total</b>	<b>735.50</b>	<b>3,720.47</b>	<b>4,455.97</b>	<b>18,270.00</b>	<b>13,814.03</b>	<b>24.4%</b>
<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		3.61	3.61	250.00	246.39	
<b>Total</b>	<b>1,494.50</b>	<b>1,498.11</b>	<b>2,992.61</b>	<b>18,034.00</b>	<b>15,041.39</b>	<b>16.6%</b>
<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		5,384.73	5,384.73	250.00	(5,134.73)	
<b>Total</b>	<b>1,229.75</b>	<b>8,671.90</b>	<b>9,901.65</b>	<b>18,681.00</b>	<b>8,779.35</b>	<b>53.0%</b>

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>Dr. Mary Jackson</u></b>						
Quarterly Honorarium		4,436.50	4,436.50	4,920.00	483.50	
Travel & Subsistence		-	-	2,184.00	2,184.00	
In - Service		-	-	-	-	
Prior Year Carryover		-	-	2,644.00	2,644.00	
Casual Labour, Supplies & Awards		1,066.35	1,066.35	250.00	(816.35)	
Total	-	5,502.85	5,502.85	9,998.00	4,495.15	55.0%
<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		711.52	711.52	250.00	(461.52)	
Total	1,229.75	6,050.77	7,280.52	9,826.00	2,545.48	74.1%
<b><u>Elizabeth</u></b>						
Quarterly Honorarium	1,218.00	1,624.03	2,842.03	4,920.00	2,077.97	
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		1.21	1.21	250.00	248.79	
Total	1,218.00	2,225.24	3,443.24	16,473.00	13,029.76	20.9%
<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		2.42	2.42	250.00	247.58	
Total	1,229.75	3,759.67	4,989.42	13,583.00	8,593.58	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		1,333.17	1,333.17	250.00	(1,083.17)	
Total	735.50	3,539.67	4,275.17	21,275.00	16,999.83	20.1%
<b><u>Gift Lake</u></b>						
Quarterly Honorarium	241.25	4,263.92	4,505.17	4,920.00	414.83	
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	241.25	5,763.92	6,005.17	12,336.00	6,330.83	48.7%
<b><u>Grouard</u></b>						
Quarterly Honorarium	1,068.92	4,212.99	5,281.91	4,920.00	(361.91)	
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		2,193.34	2,193.34	250.00	(1,943.34)	
Total	1,068.92	7,471.93	8,540.85	12,911.00	4,370.15	66.2%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended	
				Budget	Difference
<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		713.36	713.36	250.00	(463.36)
Total	1,229.75	5,302.61	6,532.36	15,880.00	9,347.64
					41.1%
<b><u>Kateri</u></b>					
Quarterly Honorarium	-	3,950.43	3,950.43	4,920.00	969.57
Travel & Subsistence		2,310.33	2,310.33	2,416.00	105.67
In - Service			-		-
Prior Year Carryover			-	7,710.00	7,710.00
Casual Labour, Supplies & Awards		2.40	2.40	250.00	247.60
Total	-	6,263.16	6,263.16	15,296.00	9,032.84
					40.9%
<b><u>Little Buffalo</u></b>					
Quarterly Honorarium	1,218.00	3,654.00	4,872.00	4,920.00	48.00
Travel & Subsistence		1,440.50	1,440.50	1,880.00	439.50
In - Service			-		-
Prior Year Carryover			-	288.00	288.00
Casual Labour, Supplies & Awards		1.21	1.21	250.00	248.79
Total	1,218.00	5,095.71	6,313.71	7,338.00	1,024.29
					86.0%
<b><u>Mistassiniy</u></b>					
Quarterly Honorarium	-	4,389.50	4,389.50	4,920.00	530.50
Travel & Subsistence	-	-	-	2,836.00	2,836.00
In - Service			-		-
Prior Year Carryover			-	1,040.00	1,040.00
Casual Labour, Supplies & Awards		1,837.63	1,837.63	250.00	(1,587.63)
Total	-	6,227.13	6,227.13	9,046.00	2,818.87
					68.8%
<b><u>Paddle Prairie</u></b>					
Quarterly Honorarium		2,800.75	2,800.75	4,920.00	2,119.25
Travel & Subsistence	-	2,200.00	2,200.00	2,288.00	88.00
In - Service	-	-	-	-	-
Prior Year Carryover	-	-	-	6,907.00	6,907.00
Casual Labour, Supplies & Awards	-	504.80	504.80	250.00	(254.80)
Total	-	5,505.55	5,505.55	14,365.00	8,859.45
					38.3%
<b><u>Peerless Lake</u></b>					
Quarterly Honorarium	1,229.75	5,089.25	6,319.00	4,920.00	(1,399.00)
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		776.68	776.68	250.00	(526.68)
Total	1,229.75	8,292.29	9,522.04	8,984.00	(538.04)
					106.0%
<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		2,681.66	2,681.66	250.00	(2,431.66)
Total	747.25	5,201.45	5,948.70	14,609.00	8,660.30
					40.7%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b>St. Theresa</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		1,378.66	1,378.66	250.00	(1,128.66)	
<b>Total</b>	<b>1,229.75</b>	<b>5,067.91</b>	<b>6,297.66</b>	<b>9,267.00</b>	<b>2,969.34</b>	<b>68.0%</b>
<b>Susa Creek</b>						
Quarterly Honorarium	1,229.75	1,068.94	2,298.69	4,920.00	2,621.31	
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		6.01	6.01	250.00	243.99	
<b>Total</b>	<b>1,229.75</b>	<b>1,168.56</b>	<b>2,398.31</b>	<b>16,238.00</b>	<b>13,839.69</b>	<b>14.8%</b>
<b>GRAND TOTAL</b>	<b>19,744.67</b>	<b>107,054.63</b>	<b>126,799.30</b>	<b>310,905.00</b>	<b>184,105.70</b>	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	184,105.70
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	184,105.70



A · S · B · A  
 Alberta School Boards  
 Association

For members of the Alberta School Boards Association

# Communications Now

## October 2016

Expand your audience by adding video to your communication toolkit.....	4
Know your audience before you communicate .....	6
Marketing or public relations: Which is more important?.....	8
<b>In Weblinks</b>	
World Teacher's Day.....	9
<b>In Resources for Families</b>	
How parents can help their child's brain develop properly	

Then it's just a matter of where best to share that news with the world. Does your community hang out on Facebook? If so, that's the place to focus your attention. Maybe Snapchat and Instagram are better ways to communicate with your students.

Of course, not all communities have embraced social media. It's possible the parents in your jurisdiction have overwhelmingly requested information via email – great! Try sending them brief newsletters with links to your press releases.

The key is to meet parents where they are, not try to get them to adopt the new social media apps you want to use.

### Social sharing buttons

When great school news happens, parents and kids want to share it with friends and family. Schools need to make that easy.

Most modern website platforms make it simple to add social sharing buttons to posts on the school's website. For extra credit, find out how to put social sharing buttons right in your email newsletter!

Parents love sharing their kids' success stories. The more you can encourage that, the better your school looks.

### Start conversations

Social media is just a digital way to engage the community that is already involved through school council, the school board, and your schools' clubs

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## Effective social media on a tight budget

From fundraisers to team sports and clothing drives, there is usually no shortage of information that schools want share with the community. And communications personnel are well aware of the delicate balance of resources when it comes to promoting the great things schools are up to.

But when it comes right down to it, a tight budget has as much to do with time as with resources. It's important to make sure you're using your time as effectively as possible.

### Don't do it all

Social media consultants can give guidance on how to be effective on all the new social media apps, but the truth is – less really is more, especially when you have limited resources. Getting your school or jurisdiction website under control should be your primary goal, so your news is there for people to find. When parents want information, that's the first place they go.



and Career and Technical Studies (CTS), as well as fine arts and athletic departments. The best way to bring everyone in under the same social media roof is through conversations. Ask: 'What are these different groups concerned about?' Think about how you can get them to communicate directly with you.

Take some time to think about stories that might showcase each of the groups you want to communicate with and ways that you can help them achieve their mission through greater engagement with the community.

At the beginning, you may need to let students know via offline methods that the school's social media accounts are going to start seeing some action.

Select hashtags for each group if they don't exist already, so students can select to see news that affects them. Be aware that the hashtag might change without input from you – social media is a constantly shifting landscape – and be willing to go with the flow.

### Connect people to resources

Parents and students may be going to the school's website for school-related news, but they probably aren't visiting it for college preparation advice, or ideas for books to read with their kids. But why not?

Families trust the school jurisdiction, and you are in a position to regularly come across great ideas for parents to help prepare their kids for the future or find creative solutions for day-to-day problems. If you have extra time, this is a great place to focus it.

One of the tools for finding resources is Google Alerts. When news happens that relates to the keywords you select, it gets emailed directly to you. This gives you a regular newsfeed of current information.

Another tool is Feedly ([www.feedly.com](http://www.feedly.com)), a newsfeed that lets you put all your favorite blogs and newsfeeds in one stream so you can quickly see the

news of the day, and decide which of it you want to share with your community.

### Reach out to local news sources and bloggers

Building relationships with people in the community can make your job easier. Even better than doing everything yourself is having bloggers chomping at the bit to do the work for you.

Start by asking the school council president if they know anyone in the school community who keeps a blog of local events, and get to know that person well.

Depending on the size of your area, local news organizations tend to love featuring great community stories. Call reporters on your local beat and ask them to lunch or coffee. Find out what kinds of stories they are interested in.

Make reporting the news on their local schools a collaboration. They are always looking for news, and you're looking to make news. If done right, this is a relationship that can yield tremendous benefits for both of you.

### The big secret

One of the hardest things about maintaining a social media presence is that it appears to require your attention 24/7. But the pros know that's partially an illusion.

The best way to make sure you're regularly getting the word out is to make it part of your schedule. A social media dashboard is a great way to do this.

One of the biggest benefits to a busy communications director using a social media dashboard is being able to schedule posts in advance.

Sprout Social ([www.sproutsocial.com](http://www.sproutsocial.com)) and Hootsuite ([www.hootsuite.com](http://www.hootsuite.com)) are just two competing dashboards





## Communications Now

with different pros and cons. They both offer free and low-priced options.

These tools let you sit down on Monday morning and schedule the week's event-related tweets all at once. Big football game on Friday? You can schedule a unique reminder for each day of the week, with an extra one on Friday afternoon.

By the time you're done scheduling, your feed will be full of scheduled news posts, leaving you free to focus on current news and other matters while giving the illusion that you're engaged 24/7.

As you can see, managing your resources is more a matter of managing your time and your relationships than anything else.

Fortunately, there are some great tools to help you do that, from search tools that bring information to your doorstep, to posting tools that let you post across multiple platforms all week long in less than five minutes on Monday morning.

With a little focus and a good schedule, you can make a small communications team with \$5 in your pocket look like a million bucks.

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



## Communications Now

### Expand your audience by adding video to your communication toolkit

Video has been a school jurisdiction communication tool for decades. However, VHS tapes and even DVDs often ended up gathering dust.

The convergence of the Internet and small, inexpensive video cameras has made video production an easier, more versatile and more powerful and effective than ever before.

“Video is the best medium next to face-to-face communication,” said Sandy Husk, former superintendent of Salem-Keizer Public Schools in Oregon. “We [used] video on a regular basis to talk to parents, staff and the community about everything from the pain of budget cuts to the thrill of graduation. We [have received] very positive feedback.”

With modern, inexpensive technology, any school jurisdiction can harness the power of video to convey the emotion and excitement of student achievement. For less than a couple of hundred dollars per year, a jurisdiction can share video online with their patrons and staff and easily tell how many people watched them.

Although there is still a place for the occasional full-length video production, more and more videos are measured in seconds or minutes rather than hours.

In fact, shorter clips have a much greater chance of being viewed. Recommended length is two minutes or less. These short clips are easy to shoot with a smaller camera and easy to post online. Expensive production is not an issue.

### Video camera options

There are a variety of smaller video cameras, or even smartphones, on the market that deliver high-quality video suitable for posting on the internet or burning onto a DVD.

As long as the videographer keeps the camera steady and the subject interesting, a few seconds of footage from a phone may be all you need.

For those who want to go one notch better than a phone camera, there is a wide variety of small video cameras and combination cameras. Many of the higher-end digital still cameras also have the ability to shoot video.

The only reason to get an expensive video camera, lights, tripods and professional editing software is if you plan to do lengthy features on disk or TV. Longer videos are fine for showing to a captive audience at a meeting. They also make great filler for your local cable access station, so be sure to contact them if you produce them.

However, fewer school jurisdictions are investing in the equipment and lengthy editing time that is required for such pieces.

### Editing to ensure viewership

Video editing is done on computers. With the right software, you can use Mac or PC computers. You can choose professional or amateur software options based on your video goals.

If you want to do long feature videos (more than five minutes) you should consider professional-level software, such as Final Cut or Sony Vegas Pro. If you have a video production teacher at one of your schools, he or she can point you to the best professional software for your needs.

If, however, you are planning to put short clips on the Internet, the cheaper, more basic software that came with your camera or computer will work. If you don't have editing software, search online for inexpensive options for basic editing.

Remember, you are not editing a Hollywood production. Your editing needs will likely include cutting the boring, confusing or dead space. When you edit, your goal is to make the few great moments stand out by removing the slow parts in between. Less is more; just keep the action and the emotion. A minute is a long time in a news story.



## Communications Now

### Video hosting platforms

Perhaps the biggest breakthrough in video has been the development of online video-hosting sites.

YouTube has been the most famous, but Vimeo may also work for school jurisdictions. Vimeo has typically been a more restricted video environment that reduces the chance that your viewers will stumble onto inappropriate content near your video.

The process to upload your videos is similar for both hosts. Simply edit and save your video on your computer, sign in to the hosting site and upload your video.

It is as easy as attaching a document to an email. For specific questions, you can check out the help section on each site.

Once uploaded, you can send people to the hosting site, where you can create your own channel for your videos.

You can also embed the video in your jurisdiction's website (which means they can watch the video without leaving the website), which is usually the best option. However, you will need to purchase a site membership — under \$100 USD per year — and you may need to adjust your Web design.

By embedding, you can take advantage of the bandwidth of the hosting site, but keep users on your website to reinforce your brand.

Many of these sites allow viewers to comment on your videos. Positive comments are great. However, if you do not have the time to monitor comments and answer posted questions, you should disable commenting.

If you have a Facebook page, your fans can use that forum to comment. You simply need to link to the video and facilitate a conversation.

### Promoting your video

Videos do not promote themselves. People are not likely to search for a video online that they don't even know exists. Put some thought into how you

can promote videos when they are uploaded. Salem-Keizer School District in Oregon uses Facebook, Twitter and an email blast to let patrons and staff know about new videos.

They also promote videos at school board meetings and community events. You need to create the buzz and feed it.

### Monitoring your video activity

Online videos have a number of advantages. They are easily accessible, searchable and shareable. But the greatest public relations advantage is the ability to track viewership.

In the pre-digital era, a drawback with video was the inability to know how many viewers had watched it.

Many hosting sites now include basic usage reporting with site memberships. You can easily tell how many people have played your video and get advanced usage data that quickly shows which videos are most popular.

The video performance stats are an important way to learn more about your audience and the best strategies to reach them. Now you can tell how many people watched your video, when they watched it and whether they watched the whole thing.

You can even compare the statistics with the timing of communications on the subject, allowing you to know which tactics are most effective.

Paying attention to viewing data can help you determine whether your messages are getting out there and what you need to do to expand your public reach.



## Communications Now

### TIPS for creating successful videos

- Make sure you have FOIPP (Freedom of Information and Protection of Privacy) approval for the students in your video.
- Use in conjunction with articles online for complex topics.
- Use video to show emotion.
- Keep shots up close. Show facial expressions.
- Whenever possible, show kids learning and teachers teaching.
- Administrators may do brief “talking head” messages.
- Talking heads and crowd shots are boring. Focus on a specific subject rather than a panning crowd shot.
- Edit out redundant or boring clips.
- Keep the clip brief. Optimal length is less than two minutes. Research shows that more than 76 per cent of viewers have stopped watching after two minutes.
- Keep the camera steady with a tripod if necessary.

*Contributed by: Jay Remy, communications director, Salem-Keizer Public Schools*

### Know your audience before you communicate

What and how are you trying to communicate? It depends on who you are trying to reach. Before you develop your messages or plan your strategies, you need to determine your audience. Consider the following example:

You want to get feedback from parents about redefined and new school attendance boundaries. The initial report and recommendations is completed in July. You announce that you would like feedback on the recommendations, on your jurisdiction’s website in July. The response from parents is slim, but you proceed with your plan based on the

feedback you did receive. In September when you announce your plans, parents complain they didn’t have a chance to participate in the process.

Your communications are effective if the right messages reach the right audiences and at the right time. That is why an essential part of any communications plan is defining who you are talking to.

### Who are you talking to?

Defining your key audience is the first part of your communications plan. Who do you want to reach?

- Is the message for parents?
- Voters without kids in school?
- Business owners?

This is essential in identifying every group or individual who needs to hear from you. Your plan can have multiple audiences. Thinking about who they are will help you tailor your messages and tactics to each group.

It may help to develop an audience profile, a list of audience characteristics that provide information about each group, such as:

- Where do they get their information? (Newspapers, social media, TV, school staff, family members?)
- What is their age, gender, political affiliation?
- Where in the jurisdiction do they live?
- What is their level of education?
- Do they have children in school?
- Are they married or single?
- What are they concerned about?
- What motivates their decisions?

### What do you want to say?

Developing your messages is step two. When you understand who you are writing to, it will be easier to know how to say it. A survey – of parents, voters or community members – is a valuable tool that will identify messages that resonate with each group.



## Communications Now

### What tools are you using to communicate?

After you have identified your audience and crafted messages to them, you can more easily decide how you want to reach them. If you do a survey, an important question to include is where respondents get their information.

Do you want to reach elementary parents? Coverage in the local paper will probably not reach them. Instead, send a message home with students, use auto dialer or send a text or email. A parent survey at the start of the school year can help determine parent preferences.

Without knowing specific communication preferences, use common sense. If you try to share important information with parents in July on your jurisdiction website, you will likely fail and end up making parents angry.

### The hierarchy of effective communication

The most effective way to reach your audience is through direct, targeted contact.

When you call someone, canvas homes or mail personalized letters, you must know your audience well, and they are more likely to be responsive with personal communication.

The hierarchy of effective communication, published in *Election Success: Proven Ways to Win* by Jeanne Magmer and Gay Campbell, lists the following methods of communications in order of effectiveness.

1. One-to-one, face-to-face
2. Small group discussion
3. Speaking before a large group
4. Phone conversation
5. Handwritten, personal note
6. Computer generated, personal letter
7. Mass produced, not personal letter
8. Brochure or pamphlet in mail
9. Information on websites
10. News carried in popular press

11. Advertising in newspapers, radio, TV, posters, magazines
12. Other forms – billboards, skywriters, etc.

The better you know your audience, the easier it will be to reach them with an effective message.

*Contributed by Marcia Latta, communications consultant*



## Communications Now

### Marketing or public relations: Which is more important?

A school jurisdiction's communications department is generally responsible for as many aspects of communications as they can handle – and more.

What are we choosing to share, and could we do it more effectively? The answers to those questions lie in what your administration's goals are – and whether they are better achieved through public relations or marketing.

It's easy to confuse marketing and PR. The two can sometimes look so similar they might as well be twins. Especially with the advent of social media, where a press release and a marketing campaign are released on the same platforms. Where public relations is a steady, careful focus on developing and maintaining relationships and reputation... marketing is sales, pure and simple.

### So... it sounds like schools only do public relations?

Not any more.

Throughout the school year, the emphasis is on keeping parents, staff and students informed about events, requirements and special honors. Also, keeping them happy with the way their schools are running. That's a long term and short term view. Both public relations and marketing are important.

Marketing can be defined as “the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.”

[www.ama.org/AboutAMA/Pages/Definition-of-Marketing.aspx](http://www.ama.org/AboutAMA/Pages/Definition-of-Marketing.aspx)

That certainly sounds like schools, right?

By contrast, here is how the Canadian Public Relations Society defines public relations. They say it is “the strategic management of relationships between an organization and its diverse publics, through the use of communication, to achieve

mutual understanding, realize organizational goals and serve the public interest.”

Traditionally, PR was the art of getting a person, company or other organization mentioned in the media, namely print, radio and television. With social media, the difference between “The Media” and media that is self-produced is so fine as to become almost unrecognizable to your target audience.

### What are we selling?

Schools in general are in greater need of marketing than they ever have been. Students used to attend their local public school by default, but the increase in charter and private schools has created competition for parents who are making different and earlier choices.

“Students returning to the classroom each fall, as well as their parents, are increasingly likely to have been the focus of marketing campaigns. Charter schools, private schools, and other educational choices can have an impact on jurisdictions,” [www.edweek.org/ew/articles/2012/08/22/01\\_recruit\\_b32.html](http://www.edweek.org/ew/articles/2012/08/22/01_recruit_b32.html)... including financial impacts, and the ability of a school to provide a variety of courses.

This situation is forcing school boards and administrations to “embrace social media and move beyond traditional newsletters to explain their value to the broader community.” <http://bit.ly/2aBhFLA>

While the school board is responsible for shaping an educational program that the community can be enthusiastic and excited about, it falls on the communications department to identify community priorities for the board.

### What does your community want?

If you've done the PR part of your communications strategy well, you know your community pretty well. If you're still figuring out things, polling is increasingly a good first strategy to see where people stand on an issue.

“Polling has increasingly become a way for school districts to engage citizens and ensure they feel



## Communications Now

heard. The resulting feedback can be invaluable for understanding community sentiment and which messages will resonate with which audiences.”

<http://bit.ly/2aBhFLA>

Polling can let the school board know what areas need a greater focus to retain and attract students.

If your school has made progress, or has competitive programs to offer, that's where a marketing campaign comes in. Most people in your community would be hard-pressed to know all the opportunities available through their public schools without your help.

Schools need to not only provide a competitive product; they should also consider marketing it to their community. Marketing is how you let your community know that you can provide what they need and want.

### So ... public relations or marketing?

The bottom line is that the steady drumbeat of good PR makes marketing possible. The relationship you build with your community through two-way communication and honest and timely information means that your marketing campaigns will be well received, and support for your jurisdiction and its schools will grow.

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

### Weblinks

#### World Teachers' Day

October 5, 2016

2015 theme: Valuing Teachers, Improving their Status

Sponsored by the United Nations, it is an occasion to celebrate the essential role of teachers in providing quality education at all levels.

<http://www.ctf-fce.ca/en/Pages/Events/WTD.aspx>

#### Fire Prevention Week

October 9 – 15, 2016

Theme: “Don't Wait, Check the Date”

For more information:

<http://www.ofc.alberta.ca/fire-prevention-week>

#### Waste Reduction Week

October 17 – 23, 2016

An opportunity for Canadian in businesses, municipalities and schools across the country spread waste reduction messages and engage their fellow citizens in activities that help to reduce waste and divert waste from landfill.

For more information:

<http://esrd.alberta.ca/waste/waste-reduction-week.aspx>

Or: <https://recycle.ab.ca/rrw/>

#### National Child Day

November 20, 2016

National Child Day is celebrated in Canada on November 20 in recognition of the UN Declaration, and the UN Convention, on the Rights of the Child.

For more information:

<https://nationalchildday.ca/>

<http://www.phac-aspc.gc.ca/ncd-jne/index-eng.php>

#### Family Violence prevention month

November 2016

November is family violence prevention month in Alberta.

To access resources about family violence, and learn what can be done to help:

[www.humanservices.alberta.ca/abuse-bullying/15676.html](http://www.humanservices.alberta.ca/abuse-bullying/15676.html)

#### National Bullying Awareness Week

November 13-19, 2016

Theme: “Reach Out, Speak Out”

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



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

# Resources for Families

## How parents can help their child's brain develop properly

The most important influence on school success isn't homework, a particular curriculum or even the teacher. Researchers have found evidence that the biggest predictor of achievement in school – and in life – is experience in infancy and toddlerhood.

“Early experiences affect the development of brain architecture, which provides the foundation for all future learning, behavior, and health. Just as a weak foundation compromises the quality and strength of a house, adverse experiences early in life can impair brain architecture, with negative effects lasting into adulthood.” <http://developingchild.harvard.edu/science/key-concepts/brain-architecture/>

Babies are born with twice as many brain cells and synapses than adults have. Early experiences help shape the brain and preserve the cells and synapses. The surplus connections are pruned away in childhood and adolescence. <http://bit.ly/2azMygo> In other words, our brain follows the use-it-or-lose-it rule as it develops.

## Parents are the first teachers

Parents have been talking to their babies for generations without understanding the long-term benefits of the communication. Creating positive feelings for young children and engaging in regular interactions will help brain development in young children.

You might not think baby talk and nonsensical books like Dr. Seuss can actually help your child. But what sounds like nonsense is important for your child's development. Babies learn social skills, communication patterns and vocabulary from chatter by their caregivers and exposure to books.

“Research shows that what kids learn in their first few years of life – and in their day-to-day conversations

with parents – can have lasting effects on their future success and health. Simple things like encouraging early math, reading, and language skills can lead to higher grades, a better chance of staying in school and going to college, fewer teen pregnancies, improved mental health, and even a longer life.”

<https://newsinhealth.nih.gov/issue/aug2016/Capsule2>

## Brain-building activities

Relationships are essential for brain development. Activities that help shape the brain are most effective when they come from an adult who is significant to the child. Parents can find ideas for activities for infants and young children from many reputable science-based organizations; however, most parents naturally understand how to talk to their babies.

## Communication skills: Serve and return

Two-way communication is an essential experience where young children reach out to adults with babbling, facial expressions and gestures. Adults respond in the same way. <http://bit.ly/2awdG57>

## Building language skills

A language-rich environment makes a big difference in a child's ability to speak, read and write. Follow these tips to help your child develop early language skills.

## Talking and language

Look at your child and talk to, with and around him or her during everyday activities around the house or on outings.

- Speak in your native language often.
- Pause to give your child a chance to respond in baby speak, and later in words and phrases.
- Encourage family and friends to model conversation by talking to each other while around your child.





## Resources for Families

### Reading and literacy

Read books to your child daily, starting at birth. Let children pick their own books at the library when they are old enough.

- Point to text and pictures while reading. Let your child touch the pages.
- Talk about what happened in the story and what might happen.
- Ask questions that start with who, what, when, why or how. Give your child a chance to answer with sounds or words.

<http://bit.ly/2a5qb14>

For more information about supporting your child's early learning and development:

- Everyday Ways to Support Your Baby's and Toddler's Early Learning  
<http://bit.ly/2a59YCh>
- Getting Ready for School Begins at Birth: How to help your child learn in the early years  
<http://bit.ly/2a59ImZ>
- Healthy Baby, Healthy Brain – resources for parents: [www.healthybabyhealthybrain.ca/](http://www.healthybabyhealthybrain.ca/)
- Your baby's brain: How parents can support healthy development:  
[http://www.caringforkids.cps.ca/handouts/your\\_babys\\_brain](http://www.caringforkids.cps.ca/handouts/your_babys_brain)

### Maintain a healthy, low-stress environment for your child

To build a healthy brain, babies need a stable home environment with routines. Scientists stress the importance of regular bedtime, a healthy diet and minimal screen time on televisions and devices.

Just as positive interactions can build brain connections, stressful interactions can limit them. Prolonged stress can have a long-term impact on brain development.

Extensive research on the biology of stress now shows that healthy development can be derailed by excessive or prolonged activation of stress response

systems in the body and brain. Such toxic stress can have damaging effects on learning, behaviour and health across the lifespan. <http://bit.ly/2awkr6U>

“Even very young infants can experience stress when the places they live in feel unsafe, or are frightening. ‘Toxic’ stress – which is much more serious than short-lived, everyday stress – is caused by persistent problems like extreme marital conflict, poverty, abuse, neglect, being exposed to violence, having a parent who misuses drugs or alcohol, or having a parent with an untreated mental illness. Toxic stress is harmful to your baby’s developing brain. It can lead to physical, learning and emotional problems in childhood, and these problems can carry on right into adulthood.”

[http://www.caringforkids.cps.ca/handouts/your\\_babys\\_brain](http://www.caringforkids.cps.ca/handouts/your_babys_brain)

If you are concerned about toxic stress in your baby’s environment, visit with your child’s doctor or reach out to another community source for support.