



NORTHLAND SCHOOL DIVISION NO. 61

REGULAR BOARD MEETING NO. 16 – 15

AGENDA

Location: Bill Woodward School – Anzac, Alberta

Date & Time: November 24, 2016 at 1:00 p.m.

Page No.

A. CALL TO ORDER (11:00 a.m.)

1. In-Camera - Board (Official Trustee and Executive Staff Only)

B. PUBLIC MEETING (1:00 p.m. Public Welcome to Attend)

1. Opening Prayer

C. GENERAL BUSINESS

1. Approval of Agenda 1
2. Adopt Minutes
2.1 October 19, 2016 3
2.2 November 23, 2016 Special Meeting Minutes 14
3. Old Business: Board Action Items..... 16

D. ACTION ITEMS

1. Annual Education Results Report (AERR) (G. Atkinson) 21
2. Purchase of Cargo Van for Plumber (T. Rasmuson) 103
3. Restructure of Housing Department (T. Rasmuson) 104
4. Purchase of Three SUV's (T. Rasmuson).....106

E. POLICY AND PROCEDURE REVIEW

1. Policy 11, Role of the Superintendent (Third Reading) (G. Atkinson) 107
2. Policy 13, Appeals and Hearings Regarding Student Matters (Second Reading) (G. Atkinson)123
3. Policy 19, Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments (Second Reading) (G. Atkinson)..... 129
4. Appendix 2 – Organizational Chart (G. Atkinson) (Information)..... 139
5. Procedure 333, Children/Students in Need of Intervention (Information) (S. Sutherland) . 141

F. LOCAL SCHOOL BOARD COMMITTEE (LSBC) ITEMS

1. Minutes Received 150
2. LSBC Administrative Action Follow-up 152
3. LSBC Minutes 158

G. REPORTS

1. Superintendent..... 205
 - 1.1 Correspondence
1.1.1 Minister of Education: NSD School Calendar Thank-you Nov. 8/16 207
 - 1.2. Student Attendance 208



NORTHLAND SCHOOL DIVISION NO. 61

REGULAR BOARD MEETING NO. 16 – 15

Page No.

2. Official Trustee’s Report.....	213
2.1 LSBC Expenditure Report for the period ending Oct. 31/16.....	214
2.2 Board Expenses for the period ending Oct. 31/16.....	218
2.3 Correspondence	
2.3.1 Minister of Education: Fort McMurray Forest Fires Oct. 31/16.....	219
2.3.2 Minister of Education: Public Health Amendments Act Nov. 7/16.....	220
H. COMMITTEE REPORTS	
1. Attendance Focus Group (None)	
2. Wabasca Modernization Update (T. Rasmuson).....	222
I. INFORMATION ITEMS	
1. Liaison Workers	223
2. Memo to Principals re: Staffing Update	225
3. Retirement Incentive Program	230
4. Staff Appointments	232
5. Attendance Improvement Initiative Communication Pamphlet.....	233
6. Construction Progress Report	244
7. Temporary Suspension of Bus Service in Peavine and East Prairie.....	246
J. DELEGATIONS	
K. DISCUSSION ITEMS	
1. Students Aged 16 and Younger Leaving School Grounds during School Hours (F. Cardinal)	
2. Drug Education (R. Guild)	
L. CLOSING PRAYER	
M. ADJOURNMENT & GOODBYES	

MINUTES OF THE NORTHLAND SCHOOL DIVISION NO. 61
BOARD OF TRUSTEES REGULAR MEETING ON OCTOBER 19,
2016 AT MISTASSINIY SCHOOL IN WABASCA, AB.

MEMBERSHIP		
✓	Lois Byers	• Official Trustee
✓	Elmer Gullion	• Advisory Committee Member – Trout Lake
✓	Ken Shaw	• Advisory Committee Member – Gift Lake
✓	Robin Guild	• Advisory Committee Member – Wabasca
✓	Louis Cardinal	• Advisory Committee Member – Peerless Lake
x	Margaret Quintal	• Advisory Committee Member – Conklin
✓	Candice Calliou	• Advisory Committee Member – Paddle Prairie
x	Julia Cardinal	• Advisory Committee Member – ADCS
✓	Fay Cardinal	• Advisory Committee Member - Desmarais
✓	Jason Yuck	• Advisory Committee Member - Chipewyan Lake
✓	Dwight Gladue	• Advisory Committee Member - Little Buffalo
✓	Violet Carlson	• Advisory Committee Member - Pelican Mountain
x	Cora Weber-Pillwax	• Advisory Committee Member - Calling Lake
✓	Gord Atkinson	• Superintendent of Schools
✓	Lorraine Roy-Cardinal	• Director of First Nation, Métis & Inuit Learner Success
✓	Don Tessier	• Associate Superintendent
✓	Trudy Rasmuson	• Secretary-Treasurer
✓	Wes Oginski	• Director of Human Resources
✓	Stephanie Sutherland	• Supervisor of Student Services
✓	David Cox	• Division Facility Manager
✓	Curtis Walty	• Communications Coordinator
✓	Krystal Potts	• Executive Assistant
✓	Melanie Mantai	• Executive Secretary – Finance
GUESTS		
✓	Robert Gullion	• LSBC Member, Wabasca
✓	Ronald Beaver	• LSBC Member, Desmarais
✓	Kendra Gladue	• Little Buffalo, Community Member
✓	Silas Yellowknee	• LSBC Member, Desmarais
✓	Brian Dewar	• QWL ATA Representative

INTRODUCTIONS

Lois Byers, Official Trustee welcomed guests and introductions were made.

CALL TO ORDER

Lois Byers, Official Trustee called the meeting to order at 5:39 p.m.

OPENING PRAYER

Elmer Gullion, Advisory Committee Member gave the opening prayer.

-
- ADOPT AGENDA** 24186/16 Lois Byers, Official Trustee moved that the Board of Trustees adopt the agenda as amended, add items:
1.9 School Closure Policy
3.4 Filling Teacher Vacancies
- CARRIED
- MINUTES –
SEPTEMBER 7,
2016 CASE
#2016/001** 24187/16 Lois Byers, Official Trustee moved that the Board of Trustees approve the September 7, 2016, Case #2016/001 Special Meeting minutes as presented.
- CARRIED
- MINUTES –
SEPTEMBER 7,
2016 CASE
#2016/002** 24188/16 Lois Byers, Official Trustee moved that the Board of Trustees approve the September 7, 2016, Case #2016/002 Special Meeting minutes as presented.
- CARRIED
- MINUTES –
SEPTEMBER 8,
2016** 24189/16 Lois Byers, Official Trustee moved that the Board of Trustees approve the September 8, 2016 Regular Board Meeting minutes with the following amendments:
- Amend motion #24163/16 to read:
- Lois Byers, Official Trustee moved that the Board of Trustees direct Northland School Division make having school community liaison workers a divisional priority.
- CARRIED
- Amend motion #24169/16 to read:
- Lois Byers, Official Trustee moved that the Board of Trustees receive as information and implement the attached changes to Procedure 431 – Employee Benefits.
- CARRIED
- Lois Byers, Official Trustee explained that going forward all administrative procedures will come to the Corporate Board meeting as information only as there is no requirement to approve them. The purpose of the Board reviewing an administrative procedure is a
-

monitoring function of governance, so the Board can monitor that the procedure is following the spirit and intent of the Board's direction.

MINUTES –
SEPTEMBER 30,
2016

24190/16 Lois Byers, Official Trustee moved that the Board of Trustees approve the September 30, 2016 Special Meeting minutes as presented.

CARRIED

BUSINESS
ARISING

Procedure 107, Smoke Free Environment – Administration is reviewing the legal opinion received and how to rewrite the procedure for compliancy. The procedure will be brought back to the November 24, 2016 Board meeting for review.

Firefighting NSD Staff Volunteer Liabilities - Administration is waiting for a legal opinion, this information will be brought back for review by the Board when that is received.

Wabasca Temporary Housing Contract – The motion made by Official Trustee, Byers at the August 22, 2016 Special Board meeting to ratify an administration action to award the Wabasca temporary housing contract was based on the special meeting approval motion #24113/16 made at the June 9, 2016 Special Board meeting by the previous Official Trustee, Colin Kelly.

AMEND MOTION
24121/16
PREVIOUSLY
ADOPTED – 2016-
2017 BOARD
MEETING DATES

Official Trustee Byers discussed the importance of moving the Corporate Board meetings to different communities, thus allowing for local representation at each meeting and enabling easier accessibility for Local School Board Chairs to attend the meetings.

24191/16 Lois Byers, Official Trustee moved that the Board of Trustees amend motion 24121/16 previously adopted at the June 24/25, 2016 Regular Board meeting to read:

Lois Byers, Official Trustee moved that the Board of Trustees approve the following Board Meeting dates in the following communities for the 2016-2017 school year, as listed below.

Date of Meeting	Time	School/ Community
November 24, 2016	1:00 p.m. – 4:00 p.m.	Bill Woodward/ Anzac
January 26, 2017	1:00 p.m. – 4:00 p.m.	Bishop Routhier/ Peavine
February 23, 2017	1:00 p.m. – 4:00 p.m.	Kateri/ Trout Lake
April 20, 2017	1:00 p.m. – 4:00 p.m.	Elizabeth/ Cold Lake
May 25, 2017	1:00 p.m. – 4:00 p.m.	Susa Creek/ Grand Cache
June 22, 2017	1:00 p.m. – 4:00 p.m.	Divisional Office/ Peace River

CARRIED**ADVISORY
COMMITTEE
TERMS OF
REFERENCE**

Official Trustee Byers discussed the importance of having a Terms of Reference for the Advisory Committee this outlines the role of the Advisory Committee.

24192/16 Lois Byers, Official Trustee moved that the Board of Trustees approve the Terms of Reference for the Advisory Committee as attached with the following amendments:

Clause 4 should read as follows:

4. Membership: The Advisory Committee shall be made up of LSBC Chairs authorized by the Official Trustee to attend a Corporate Board Meeting.

And; the addition of clause 7:

7. When considering membership, continuity and capacity building shall be considered by the Official Trustee.

CARRIED**APPOINTMENT OF
THE ADVISORY
COMMITTEE**

Official Trustee Byers discussed the importance of changing the format of the Advisory Committee. The changes moving forward would include inviting the Local School Board Chairs from the local community to sit as the Advisory Committee at the Corporate Board meeting, thus allowing for local representation at each meeting and enabling easier accessibility for the Local School Board Chair to attend the Corporate Board meeting.

24193/16 Lois Byers, Official Trustee moved that the Board of

Trustees receive as information changes to the format of the Advisory Committee to include the following: appoint the Local School Board Committee Chairs of the local area as per the list below, 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 with the additions of LSBC chairs as approved by the Official Trustee.

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 LSBC Chair, 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 Louis 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
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 LSBC Chair Susa Creek
June 22, 2017	Divisional Office/ Peace River	

CARRIED

**POLICY 11 – ROLE
OF THE
SUPERINTENDENT**

Superintendent Atkinson discussed what Northland School Division is doing to develop a pathway beyond the residential school legacy in regards to the questions raised with the addition of item 2.3 in Policy 11.

- 24194/16 Lois Byers, Official Trustee moved that the Board of Trustees approve first reading, Policy 11, Role of the Superintendent, as attached; and requested that any feedback should be sent in to central office by November 14, 2016 in order to be received and included for Third Reading at the November 24, 2016 Board meeting.

CARRIED

**POLICY 13 –
APPEALS AND
HEARINGS
REGARDING
STUDENT
MATTERS**

Official Trustee, Byers provided a handout of a synopsis of proposed changes for Policy 13 and discussed the background behind this new policy.

- 24195/16 Lois Byers, Official Trustee moved that the Board of Trustees approve first reading, Policy 13, Appeals and Hearings Regarding Student Matters, as attached; and direct administration send to Local School Board Chairs and principals for feedback.

CARRIED

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

- 24196/16 Lois Byers, Official Trustee moved that the Board of Trustees approve first reading, Policy 19, Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments, as attached; and direct administration send to Local School Board Chairs and principals for feedback.

CARRIED

**LUBICON LAKE
BAND SEWAGE
LAGOON USE
AGREEMENT**

24197/16 Lois Byers, Official Trustee moved that the Board of Trustees approve Northland School Division No. 61 enter into an agreement with the Lubicon Lake Band to allow the Band to carry out testing and investigation to identify strategies for optimizing the sewage lagoon effluent quality and carry out the work and services to implement those strategies as agreed upon by the Band and the Division.

CARRIED

**LUBICON LAKE
BALL DIAMOND
JOINT-USE
AGREEMENT**

24198/16 Lois Byers, Official Trustee moved that the Board of Trustees approve Northland School Division No. 61 to enter into an agreement with the Lubicon Lake Band for the construction of a ball diamond on the Division's land.

CARRIED

**SCHOOL CLOSURE
POLICY**

The group discussed what will Northland's approach be if a tragedy happens in a community and how will the Local School Board Committee be involved.

Lois Byers, Official Trustee, directs administration to review current policy on how schools can close due to a community tragedy and bring this information back to the November 24, 2016 Board meeting.

RECESS

The meeting recessed at 6:45 p.m.
The meeting reconvened at 6:59 p.m.

**2015-2016
PROVINCIAL
ACHIEVEMENT
TEST RESULTS**

Don Tessier, Associate Superintendent presented the 2015-2016 Provincial Achievement Test Results to the Corporate Board. The four schools in the Fort McMurray area did not participate in the June Provincial Achievement Test Results due to the Fort McMurray fires.

24199/16 Lois Byers, Official Trustee moved that the Board of Trustees receive as information the 2015-2016 Provincial Achievement Test Results analysis, as attached.

CARRIED

COMMITMENTS TO NORTHLAND SCHOOL DIVISION AND ITS COMMUNITIES 24200/16 Lois Byers, Official Trustee moved that the Board of Trustees receive as information the Commitments to Northland School Division and its Communities, as attached; and direct administration send to Local School Board Chairs and principals for feedback.

CARRIED

PROCEDURE 410 – SUPPORT STAFF CLASSIFICATIONS AND POSITIONS 24201/16 Lois Byers, Official Trustee moved that the Board of Trustees receive as information the attached changes to Procedure 410, Support Staff Classifications and Positions.

CARRIED

PROCEDURE 425 – ANNUAL LEAVE DEFERRAL 24202/16 Lois Byers, Official Trustee moved that the Board of Trustees receive as information the attached changes to Procedure 425, Annual Leave Deferral.

CARRIED

PROCEDURE 438 – ADMINISTRATIVE STAFF CLASSIFICATIONS AND POSITIONS 24203/16 Lois Byers, Official Trustee moved that the Board of Trustees receive as information the attached changes to Procedure 438, Administrative Staff Classifications and Positions.

CARRIED

FILLING TEACHER VACANCIES

Discussions were had with regard to the current teacher vacancies, concerns were raised in regards to the extended lengths that some schools have had teacher vacancies. Northland is experiencing a multimillion dollar deficit and because of this, administration has been asked by the Superintendent to draft a plan of action.

DRAFT 2015-2016 AUDITED FINANCIAL STATEMENTS Trudy Rasmuson, Secretary-Treasurer presented the Draft Audited Financial Statements.

24204/16 Lois Byers, Official Trustee moved that the Board of Trustees receive as information the Draft 2015-2016 Audited Financial Statements, as attached.

CARRIED

**DRAFT NOVEMBER
REVISED BUDGET**

Trudy Rasmuson, Secretary-Treasurer presented the Draft November Revised Budget to the Corporate Board.

24205/16 Lois Byers, Official Trustee moved that the Board of Trustees 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.

CARRIED

**2016-2017 CASH
FLOW
PROJECTIONS**

24206/16 Lois Byers, Official Trustee moved that the Board of Trustees receive as information the 2016-2017 Cash Flow Projections Analysis as attached.

CARRIED

**LSBC MEETING
MINUTES
RECEIVED**

24207/16 Lois Byers, Official Trustee moved that the Board of Trustees receive the Local School Board Committee meeting minutes as information, as listed below:

LSBC NAME	DATE OF MEETING
Anzac	August 31, 2016 September 13, 2016
ADCS	August 29, 2016 September 21, 2016
Calling Lake	June 7, 2016
Conklin	September 9, 2016
Elizabeth	June 14, 2016
Fort McKay	August 30, 2016 October 5, 2016
Gift Lake	September 21, 2016
Grouard	June 13, 2016
J.F. Dion	September 6, 2016
Little Buffalo	September 13, 2016
Paddle Prairie	September 12, 2016 October 3, 2016
Peerless Lake	September 13, 2016
Pelican Mountain	September 7, 2016
Susa Creek	September 19, 2016
Trout Lake	September 1, 2016 September 19, 2016
Wabasca	Wabasca 13, 2016

CARRIED

ADMINISTRATIVE
ACTION –
CURRENT LSBC
MEETING
MINUTES
RECEIVED

24208/16 Lois Byers, Official Trustee moved that the Board of Trustees approve of the action taken by Administration with respect to Local School Board Committee minutes received, as listed below:

LSBC NAME	DATE OF MEETING	Motion No.	Action Taken
Anzac	August 31, 2016		As Presented
	September 13, 2016		As Presented
ADCS	August 29, 2016		As Presented
	September 21, 2016		As Presented
Calling Lake	June 7, 2016		As Presented
Conklin	September 9, 2016	#0385-16	Administration
Elizabeth	June 14, 2016		As Presented
			Administration
Fort McKay	August 30, 2016		As Presented
	October 5, 2016	#37-16	Administration
Gift Lake	September 21, 2016	#488	Administration
Grouard	June 13, 2016	#06-13-2016-005	Administration
J.F. Dion	September 6, 2016	#476-09/16	Administration
Little Buffalo	September 13, 2016		As Presented
Paddle Prairie	September 12, 2016	#007:16/17 #012:16/17	Administration Administration
	October 3, 2016		As Presented
Peerless Lake	September 13, 2016		As Presented
Pelican Mtn.	September 7, 2016		As Presented
Susa Creek	September 19, 2016		As Presented
Trout Lake	September 1, 2016		As Presented
	September 19, 2016		As Presented
Wabasca	Wabasca 13, 2016		As Presented

CARRIED

SUPERINTENDENT'S
REPORT

Superintendent Atkinson presented his Superintendent's Report to the Board as information.

24209/16 Lois Byers, Official Trustee moved that the Board of Trustees accept as information the Superintendent's Report as presented and attached.

CARRIED

OFFICIAL
TRUSTEE'S
REPORT

Official Trustee Byers presented her Official Trustee Report to the Board as information. Byers discussed the importance of the LSBC and the role they each play in eliminating the education gap and healing the damage done by the Residential School Legacy. The members that were in attendance were asked the

question, "What is the role of the Local School Board Committee in eliminating the results gap?" Byers asked that each of the Local School Board Committee Chairs would ask this question of their members.

24210/16 Lois Byers, Official Trustee moved that the Board of Trustees accept as information the Chairman's Report as presented and attached

CARRIED

**REPORTS FOR
INFORMATION**

24211/16 Lois Byers, Official Trustee moved that the Board of Trustees receive the following Reports for Information items:

- Learning Technology Policy Framework
- Train the Facilitator
- 2015-2016 Staff Absenteeism Data
- Staffing Update
- 2016 Teacher Collective Bargaining Update
- List of Acronyms
- Payment of Accounts

CARRIED

ADJOURN

The meeting adjourned at 9:03 p.m.

CLOSING PRAYER

Elmer Gullion, Advisory Committee member gave the closing prayer.

Lois Byers, Official Trustee

Trudy Rasmuson, Secretary-Treasurer

Recording Secretary: Melanie Mantal, Executive Secretary Finance

Special Meeting Minutes

November 23, 2016

Placeholder

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: OLD BUSINESS: BOARD ACTION ITEMS

RECOMMENDATION

That the Board of Trustees receive as information the action taken by Administration with respect to directives given by the Board.

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
BOARD	10/19/2016	Gord	SCHOOL CLOSURE POLICY	Lois Byers, Official Trustee, directs administration to review current policy on how schools can close due to a community tragedy and bring this information back to the November 24, 2016 Board meeting.	1/26/2017 11/24/2016	In Progress	Administration was asked to review the School Act to see if there was anything in it that would give the Superintendent authorization to close the school. The School Act does not give the Superintendent the authorization to close the school. This issue will be dealt with during the week in December when administration is reviewing all policies and procedures to find the right procedure that this can be a part of. Documents and emails were sent out November 1, 2016
BOARD	10/19/2016	Melanie	COMMITMENTS TO NORTHLAND SCHOOL DIVISION AND ITS COMMUNITIES	Lois Byers, Official Trustee moved that the Board of Trustees receive as information the Commitments to Northland School Division and its Communities, as attached; and direct administration send to Local School Board Chairs and principals for feedback.	11/24/2016	Complete	Documents and emails were sent out November 1, 2016
BOARD	10/19/2016	Melanie	POLICY 19 – WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING AND WORKING ENVIRONMENTS	Lois Byers, Official Trustee moved that the Board of Trustees approve first reading, Policy 19, Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments, as attached; and direct administration send to Local School Board Chairs and principals for feedback.	11/24/2016	Complete	Documents and emails were sent out November 1, 2016
BOARD	10/19/2016	Melanie	POLICY 13 – APPEALS AND HEARINGS REGARDING STUDENT MATTERS	Lois Byers, Official Trustee moved that the Board of Trustees approve first reading, Policy 13, Appeals and Hearings Regarding Student Matters, as attached; and direct administration send to Local School Board Chairs and principals for feedback	11/24/2016	Complete	Documents and emails were sent out November 1, 2016

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
BOARD	9/8/2016	Trudy/ Christy	Procedure 107, Smoke Free Environment	Lois Byers, Official Trustee requests that administration review Procedure 107, Smoke Free Environment to ensure the procedure aligns with the Residential Tenancies Act and review smudging as a safe practice.	1/26/2017 10/4/2016	In Progress	Will be brought to the November 18 QWL Meeting for review and then to the January Board Meeting. At the Oct. 5 FMT - this procedure will be sent to legal for opinion on smudging. 1st Reading was tabled.
BOARD	9/8/2016	Trudy	Community Liaison Workers	Lois Byers, Official Trustee moved that the Board of Trustees request Northland School Division make having school community liaison workers a division priority.	11/24/2016 10/4/2016	Complete	Need to draft a list of the current liaison workers and where they are in the communities and then make a recommendation on how many more to hire, determine where the gaps are. This will be approximately an addition \$1M to the budget for this item. Will be dealt with at the November budget meeting.

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
BOARD	9/8/2016	Wes	Procedure 404, Recruitment and Re-Assignment of Certificated Staff	Lois Byers, Official Trustee requests administration to gather a legal opinion on Procedure 404, Recruitment and Re-Assignment of Certificated Staff to ensure that the amendments align with the Northland Act.	1/26/2017	In Progress	This will come to the Procedure review in December. 3rd reading of this procedure was tabled as a legal opinion had not yet been obtained. ASBA Legal Services recommends that Procedure 404 be rewritten- there are contrary and contradictory statements that have evolved over time and through revisions. One serious issue is the involvement of LSBs in the recruitment and interviewing of teachers which may be contrary to the intentions of the NSD Act section 9(1)(g).
BOARD	9/8/2016	Don	Review of June 24/25, 2016 Minutes (Round Table)	Lois Byers, Official Trustee requests administration to draft a procedure that fosters volunteer firefighters and balances it with a safe & caring school environment. This information will be brought back to the October 2016 Regular Board meeting.	1/26/2017 11/10/2016 10/4/2016	In Progress	Wes has received a legal opinion. The decision on the opinion received would be the Board's. Procedure will be drafted to include the following priorities: 1st Priority school & students, 2nd Priority if a volunteer firefighter has been called they will be allowed to go as long as the students needs are being met. A draft procedure will be brought to the November 18 QWL meeting.
BOARD	6/24/2016	Curtis/ Don	Round Table/ Literacy Presentation	Colin Kelly Official Trustee requests administration design a pamphlet to share with parents and community members the importance of attendance and how it affects literacy.	11/24/2016 8/15/2016	Complete	Pamphlet is in progress and will be completed by mid-November 2016.

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
BOARD	11/20/2015	Trudy	Information Items	Colin Kelly, Official Trustee request administration ensure that Northland School Division No. 61 has adequate liability coverage on any outdoor rinks located on Northland School Division No. 61 property.	11/24/2016	Complete	Northland has all rinks insured

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: 2015-2016 AERR AND 2016-2019 EDUCATION PLAN

ORIGINATOR: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION

That the Board of Trustees approve the 2015-2016 AERR and 2016 – 2019 Education Plan, as attached.
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BACKGROUND



NORTHLAND SCHOOL DIVISION NO. 61

Annual Education Results Report (AERR) 2015-2016 and Annual Plan 2016-2019

P.O. Bag 1400 9809 77th Avenue, Peace River, AB T8S-1V2
Phone: 1-800-362-1360 | 780-624-2060 | Fax: 780-624-5914
www.nsd61.ca | Facebook.com/NorthlandSchoolDivisionNo61 | @Northland61

■ NSD61 Facts



- Provide student-centred learning opportunities to primarily First Nations, Métis students located in the northern half of Alberta.
- Vision Statement: "Every student is a lifelong learner and successful in life"
- Approximately 2700 K-12 students
- 24 schools
- Approximately 500 staff
- Collaborative partnerships with Treaty 8 First Nations and Tribal Councils, Métis Settlements, Municipal Districts, industry, community agencies, APPLE Schools, Alberta Health Services, Alberta Education, many school divisions, colleges and universities.
- Northland Community Engagement Team developed a Community Engagement Framework <http://tinyurl.com/jt8qxim> (pages 33-36).

■ Our priorities



- Eliminate the achievement gap between First Nations, Métis and all other students.
- Continue to create authentic learning opportunities that reflect local community values, language, culture and knowledge.
- Continue to implement Attendance Improvement Initiative "Every Day Counts".
- Develop division-wide Health and Wellness policy and provide professional development to help schools create healthy school communities.
- Focus on improving student literacy and numeracy rates.
- Continue to advocate for support to increase number of qualified First Nations, Métis professionals.
- Focus on improving division management and governance.

■ Celebrating success!



- Nearly 10% increase in number of students reading at grade level.
- Organized a summer reading program for all schools.
- Five NSD61 communities worked with Frontier College to offer Summer Literacy Camps.
- Students participate in week long weeklong and daylong land-based learning camps. For example, Experiential Learning Initiative Ice Fishing Camp <http://tinyurl.com/zmf4mg>
- Staff participate in land based learning camps to learn how to plan lessons that connect indigenous perspectives and knowledge with Alberta
- Student attendance improved by 3% (909 students achieved 90% or better attendance for the 2015-2016 school year and 451 students achieved 95% or better.



- Since 2013, steady increase in the number of high school students achieving acceptable standard on diploma exams.
- Students, parents and teacher indicated a rating of "improved" for Safe and Caring, Work Preparation, Citizenship, Parental Involvement and School Improvement on Accountability Pillar Survey.
- Schools receive support to provide more Career & Technology Studies and Career and Technology Foundation courses.
- Three schools participate in *Moving Forward with High School Redesign*.
- Developed a *Teaching Quality Standard* for NSD61 educators.



Northland School Division No. 61

**Combined
Three Year Education Plan
For 2016-2019
And
Annual Education Results Report
2015-16**



**2016/2019 Combined Three Year Plan
and Annual Education Results Report – 2015/16**

Table of Contents

JURISDICTION PROFILE/CONTEXT	4
MAJOR ACCOMPLISHMENTS	7
<i>Update on Priorities Identified in 2015-16 for the 2015-2018 Division Plan</i>	<i>20</i>
OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL	24
OUTCOME TWO: THE ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS, AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED	29
OUTCOME THREE: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE	32
OUTCOME FOUR: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS	33
OUTCOME FIVE: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED.....	34
CLASS SIZE SURVEY RESULTS	34
INCLUSIVE EDUCATION NORTHLAND SCHOOL DIVISION NO. 61.....	35
SCHOOL FACILITIES	36
PARENTAL INVOLVEMENT STRATEGIES.....	39
AERR-PIDA REPORT 2015-2016	39
FINANCIAL RESULTS	40
APPENDIX – MEASURE DETAILS.....	45



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

Message from Board Chair

Northland School Division (NSD) is committed to achieving Goal 2 of the Ministry of Education Business Plan. “The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated” – “Eliminate the Gap”

Eliminating the gap can only be achieved with quality programming, quality teaching and real partnerships with our students, parents, communities and all other organizations supporting the success of children and families.

Data analysis has shown definite increases in literacy results and also the correlation between attendance and results. Although not the only factor in student success, attendance is a critical component.

Everyday Does Count!

NSD is very fortunate to have so many partners committed to working together to ensure the educational success of all students – proud, culturally rich, successful learners. We look forward to continuing to work together and strengthening these partnerships to ensure we eliminate the gap.

Accountability Statement

The Annual Education Results Report for the 2015-16 school year and the Education Plan for September 1, 2016 for Northland School Division No. 61 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. This document was developed in the context of the provincial government’s business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015/2016 school year and the Education Plan for 2016-2019 on November 24, 2016.

Publication and Communication

Copies will be sent to each Local School Board Committee Chairperson, all principals and vice-principals and senior administrative staff.

A copy of this plan is available from the Divisional Office at 1-800-362-1360, or you may view this document on our website at the following link: <http://nsd61.ca/about-us/reports>

To view a summary of the report click the following link: <http://nsd61.ca/download/39034>

Lois Byers, Official Trustee

Gord Atkinson, Superintendent of Schools



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

JURISDICTION PROFILE/CONTEXT

Northland School Division No. 61 offers educational services to primarily First Nation and Métis students in twenty-four (24) schools located throughout the northern half of Alberta.

The Northland School Division Act set the boundaries of the jurisdiction as that part of Alberta lying north of the north boundary of township 55 excepting any lands contained in any other school division or any First Nation.

In the spring of 2016, Minister of Education, David Eggen, announced his intention to reinstate an elected Board of Trustees in Northland School Division No. 61 in the fall of 2017.

Since its inception in 1961, there have been numerous reviews of the Northland School Division. The Northland School Division Inquiry Team Report released in January of 2011 provides a framework of recommended actions to improve student success and eliminate the achievement gap between First Nations and Métis students and other students in the province. The government response to the recommendations contained in the Inquiry Team Report was released in June, 2014. The combined 2016-19 Three Year Plan and Annual Education Results Report 2015-16 identify NSD results and plans in relation to these recommendations.

The Northland Community Engagement Team (NCET) report released in June 2014 provides a community based response to the recommendations on key issues arising from the Northland Inquiry Team Report. The NCET developed a Vision Statement for Northland School Division and outlined a process for community engagement. The report identified five priority areas: **Aboriginal Content Infusion, Combined Regional and Virtual High School, Orientation Program, Alberta Education Establish a Regional Service and Support Consortium and Governance.**

Vision Elements



Community Engagement Framework





2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

The Community Engagement Team Report can be found at:

<http://education.alberta.ca/media/8874934/northland%20school%20division%20community%20engagement%20team.pdf>

The Northland Inquiry Team Report can be found at:

<http://education.alberta.ca/media/8874959/northland%20school%20division%20community%20inquiry%20team%20report.pdf>

The government response to the recommendations can be found at:

http://education.alberta.ca/media/8875155/nsd_goa_response.pdf

Outcomes One and Two:

Alberta's Students Are Successful and The Achievement Gap between First Nations, Métis and Inuit and All Other Students Is Eliminated

Because virtually all Northland students claim First Nations and /or Métis heritage, outcomes one and two are intertwined.

Northland School Division is focused on the growth of children as human beings within their own context, by acknowledging their value as aboriginal children. We believe that students need to have respectful, positive images and stories in their classrooms. They need opportunities to learn about their community: its history, language, culture, and traditions as part of their educational experience.

The Northland Inquiry Team Report (2010) outlined a series of recommendations for the school division and government that provide the framework to achieve student success and eliminate the First Nations, Métis, and Inuit achievement gap between our students and other students in the province.

NSD is developing plans and programs to engage students by creating authentic learning opportunities that reflect local community values, language, culture and knowledge as a starting point and touchstone for addressing outcomes of the Alberta curriculum. Local community engagement is essential throughout this process. Our students live in communities that have a rich history and traditional knowledge. The local environment provides many opportunities for land based learning and teaching. We have a responsibility to create learning opportunities that support students to develop a strong sense of identity and pride in themselves and their communities.

Regular attendance beginning in the early years and continuing on through high school is essential if Northland students are to achieve success and eliminate the First Nations, Métis, and Inuit achievement gap. Northland School Division has developed and is implementing a student centered plan to improve student attendance. The Division recognizes that strong positive relationships with parents and programming that meets the needs of students through all phases of their learning journey are essential to improving and maintaining high rates of attendance. As well, the Division has a role to play to heighten parent and community awareness of the critical importance of attendance.

Students need to have high levels of literacy, numeracy, critical thinking and problem solving skills to achieve success in school and in life. These need to be developed using practices and resources that are responsive to student interests, strengths and needs. While our students do reside in rural and remote communities, they require opportunities to learn about other communities and contexts. Students, particularly at the secondary level,



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

require access to a range of courses to maintain engagement with learning, explore interests, and shape plans for their lives following completion of high school. This is a challenge in small remote schools.

Our goal is to provide enriched learning opportunities that engage students so that they will be encouraged to reach their will full potential. We are committed to researching approaches that are demonstrating success for First Nation, Métis, and Inuit students and to working with communities to implement successful practices.

Outcome Three: Alberta's Education System is Inclusive

Establishing and maintaining "good relations" is a shared traditional value in the communities served by Northland School Division. This shows itself in a strong ethic of caring where the gifts that each student brings are appreciated and nurtured. Communities have highlighted the importance of enabling every child to receive a quality education without having to leave their home community. Working respectfully with communities to create schools and classrooms where students, family and community members feel welcomed and valued is critical to achieving student success and is part of the process of reconciliation.

Outcome Four: Alberta has Excellent Teachers, School and Authority Leaders

Quality teaching and school leadership in NSD require teachers, principals and division leaders to have strong instructional knowledge and to be committed to working in an ongoing partnership with their communities. Community engagement is essential to the development of rich, relevant, and authentic learning opportunities aligned to the Alberta education learning outcomes. In the NSD context, collaborative leadership must involve educators and local community partners to enable staff to embed community and traditional knowledge, values and resources into educations programs for students.

NSD is fortunate to have many community based staff working in the schools. These individuals can play a leadership role in connecting local community knowledge and resources to educational programming for students. NSD has and will continue to advocate for support to increase numbers of qualified First Nation, Métis, and Inuit professionals in the school division.

Outcome Five: The Education System is Well Governed and Managed

NSD is a large distributed school jurisdiction serving twenty-two distinct northern communities. Elected Local School Board Committees serve an important role in representing local community perspectives to those responsible for management and governance of Northland School Division. Finding ways to support ongoing, open two-way communication and community engagement are a top priority to ensure that district level decisions take into account local perspectives and that Divisional decisions are supported and understood in the communities.



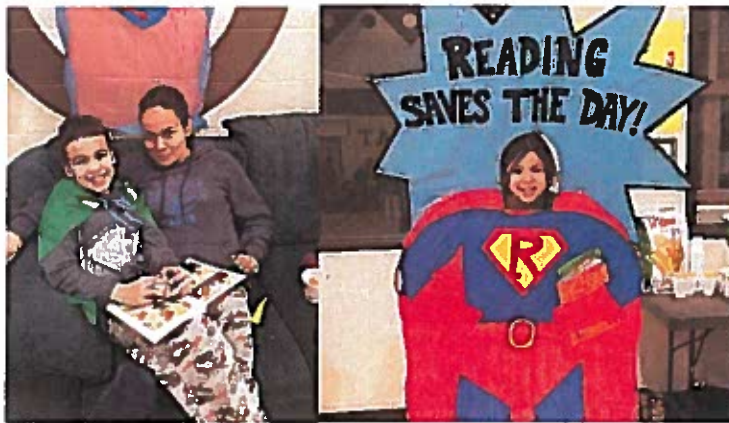
2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

Major Accomplishments

Northland School Division is pleased to share progress made in response to Northland Inquiry Team Report and Northland Community Engagement Team Report recommendations.

Division Wide Focus on Literacy (Recommendations 3, 4, 5, 9,10, 21)

Northland School Division is working on a multi-year plan to increase the number of students reading at grade level. The number of students reading at grade level increased.



In conjunction with Family Literacy Day (January 27th), St. Theresa School in Wabasca-Desmarais hosted Super Family Literacy Night! Super families enjoyed a night of super hero entertainment, snacks, crafts and more <http://sttheresaschool.ca/about/school-news/post/family-literacy-day-2016>.

- In 14/18 schools we saw consistent improvement which averaged between 7% and 8% increase in the number of students reading at grade level.
- We noted a trend that shows that the longer the students are with us the better they do!
- All schools are implementing the division literacy framework.
- Schools use First Nations, Métis and Inuit Resources to weave indigenous knowledge into literacy instruction; ex: *Oral Storytelling*.
- Schools host literacy celebrations with students, parents and community members.
- Teachers utilize iPads and Chrome books for literacy lessons.
- Literacy Initiative is supported by Industry. Cenovus Energy is helping to fund professional development sessions and purchase of additional resources.
- Principals and School Literacy Leads participate in Professional Learning Communities to build literacy leadership capacity by reviewing achievement data, sharing successes and plans for continued improvement.
- Teachers participated in literacy professional development activities to enhance their teaching in key areas such as Guided Reading and Handwriting Without Tears for Kindergarten and Grade One Teachers, Levelled Literacy Intervention Training and PM Benchmarking assessment training for Principals and Literacy Leads
- Completed an inventory of all Literacy materials in all but three schools to ensure that to ensure guided reading resources were identified and ready to use.
- Calibrated the PM Benchmarking results to reflect Canadian standards for grade level performance.



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

- Purchased materials to ensure schools have access to high quality research based resources for Guided Reading.
- Organized a summer reading program for all schools.
- Developed a Whole School Write framework for the Division.
- Worked with Frontier College to offer Summer Camps in five Northland Communities to support literacy learning



Elementary students at Athabasca Delta Community School in Fort Chipewyan are developing reading and writing skills through a program called Jolly Phonics! The program introduces all the letter sounds with an action, song and storyline <http://adcs.ca/about/school-news/post/jolly-learning-for-fort-chipewyan-students>.



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

First Nation, Métis, and Inuit Education and Land-based Learning (Recommendations 8, 12, 13, 14, 19, 20, 21, 24)

Building Knowledge and Understanding of Indigenous Perspectives

- NSD provided a strong cultural orientation for all new staff to increase their knowledge of NSD's communities, their geography, their histories, the treaties, the governance, the protocols and the role of elders.
- NSD provided professional development for central office, senior leadership, administrators, educators and support staff to learn about First Nations, Métis and Inuit perspectives and experiences, the treaties and the history and legacy of residential schools.



Cree Language Instructors attended professional development September 19-20, 2016 in Slave Lake to discuss and develop strategies to revitalize the Cree language in meaningful ways. These sessions also help our Cree Language Instructors feel confident using the Cree Language Program of Studies.



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16



Bee Calliou Schadeck from Center of the Sky educated new teachers about Canada's history and how it impacted Indigenous peoples. During a presentation, she wove in personal stories while explaining Residential Schools and the impact it has in our school communities.

Weaving Indigenous Perspectives in the Curriculum

- In partnership with Kee Tas Kee Now Tribal Council NSD offered teachers the opportunity to participate in two multi day land based learning camps to learn to unpack the curriculum in order to plan lessons and units that connect indigenous perspectives and knowledge with the Alberta Curriculum
- All schools received resources and implemented local plans to support student learning of indigenous languages and cultures. Community Elders are involved in schools and events.

Activities throughout the year included:

Honouring First Nations and Métis veterans on Remembrance Day; Elder protocol; Elder visits; smudging; fish scale art; drumming; hand games and tournaments; Métis dances, fiddling, jigging and jingle dancing; skinning rabbits, deer, moose and beaver; duck plucking, bannock making; dry meat preparation; berry picking; Métis sash making; story telling/legends; ice fishing; dog sledding; moose calling and making moose callers; moose tracks/habitat/history; plant and tree identification; canoeing; archery; moccasin making; building emergency shelters.



**2016/2019 Combined Three Year Plan
and Annual Education Results Report – 2015/16**



Experience paid off for ADCS at the Youth Regional Hand Games in High Prairie. On May 14, 2016, the school captured a 1st and 4th place finish during the tournament that coincided with the High Prairie Traditional Pow Wow.



From February 22-26, 2016, Father R. Perin School in partnership with Sekweha (a youth centre in Janvier), parents and community members organized the Experiential Learning Initiative (ELI) Ice Fishing Camp. The camp, located on Winefred Lake, set the stage for students and staff to learn the traditional ways of ice fishing. The purpose for the camp is to help students make connections between curriculum being taught in the classroom and their experience at fish camp. For Math, classrooms took data from all the measurements of the fish and come up with the mean, median and mode; for Social Studies, comparing past and present used for the Chipewyan Prairie First Nation land and for literacy, elementary student created word walls to describe what they saw <http://fatherperinschool.ca/about/school-news/post/fish-camp-photos>.



**2016/2019 Combined Three Year Plan
and Annual Education Results Report – 2015/16**



Kateri School students in grades 3 to 12 learn how to make smoked whitefish. They began with scaling of the fish, then cutting it so that it could be smoked. All the students who were involved in this project were able to take the finished product home to share with their families <http://katerischool.ca/about/school-news/post/kateri-school-smokes-whitefish>.

All 24 schools hosted events to celebrate Aboriginal Day and/or Métis Cultural days



Paddle Prairie School and Dr. Mary Jackson School students learn how to make mini-Métis Sash and create art with fish scales on Aboriginal Day <http://paddleprairieschool.ca/about/school-news/post/paddle-prairie-celebrates-aboriginal-day>





2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

Elizabeth School held its annual Métis Day celebration on Thursday, June 9th. With the help of teachers and support staff, as well as community volunteers, a whole day of activities was planned for the students. The events organized include jigging, leg wrestling, log sawing/nailing and storytelling <http://elizabetschool.ca/about/school-news/post/Métis-day-at-elizabeth-school2>.

Collaborative Partnerships with First Nations

- Applied for and received Building Collaboration and Capacity in Education Grants with Athabasca Tribal Council, Kee Tas Kee Now Tribal Council and Bigstone Cree Nation

Strengthening Cree Language Instruction

- Provided Professional Learning for Indigenous Language Instructors/Teachers
- Provided coaching and mentorship to support to language instructors, teachers and principals

Land-based Learning

- 11 schools participated in week long land based learning cultural camps
- 21 schools participated in day long land based learning cultural camps



Athabasca Delta Community School (ADCS) just completed their third annual fall moose camp, bringing students, Elders, land-users and teachers together on the land to camp, harvest and learn from each other. Moose camp is part of Experiential Learning Initiative (ELI), which is an approach to learning that champions the vision of *Walk in Two Worlds* by weaving indigenous culture, worldviews and ways of knowing into the classroom, curriculum and learning outcomes <http://adcs.ca/about/school-news/post/moose-camp-2016>. About 160 students at the school are able to experience seasonal camps. They take part in everything such as hunting, fishing and identifying plants for medicinal purposes.



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

Career and Technology Studies (CTS) and Career and Technology Foundations (CTF) (Recommendations 17, 18, 21, 23)



Junior high students from Gift Lake School are more familiar with welding after attending the Mind over Metal welding camp. The camp, hosted by the Canadian Welding Association Foundation, exposed students to welding safety, gas metal arc welding, introduction to welding symbols and the impact the trade has on our daily lives <http://giftlakeschool.ca/about/school-news/post/students-attend-mind-over-metal-camp>.



Northland School Division hosted its 2nd Annual Photography Contest! In addition to submitting photos, students were asked to submit a short story to explain the photograph to judges <http://nsd61.ca/about-us/division-news/post/2nd-annual-northland-photography-contest-results>.

- Provided professional development and curriculum materials for CTS and CTF programs to support schools
- Cenovus Energy is helping in a significant way to fund additional learning opportunities and resources such as instructional tools and materials, field trips (i.e. Skills Alberta, 'Mind Over Metal' welding camp)



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

- sponsored by Canadian Welding Association and Cenovus, post-secondary education tours) school-based CTS/CTF projects and career fairs.
- Working towards developing dual credit programs.
 - We have a long standing formal partnership with Kee Tas Kee Now Tribal Council (KTC) that supports professional development, resources and knowledge to support Career and Technology Studies (CTS)
 - We have developed partnerships with industry through the Sustainable Communities Initiative (SCI) that supports building capacity for youth in the community.
 - Goal is to expose students to at least six different areas of Career and Technology Studies for every three years a student attends school from grade 7 – 12.
 - We continue to partner with Northern Lakes College, Careers Next Generation, Cenovus and local businesses to increase access to work placements, materials, facilities, and professional development CTF and CTS programming for students
 - 2nd Annual NSD Photography contest - included a literacy component
 - Offered weeklong intensive courses at small schools using NSD Cenovus trailer and gear to provide students with the opportunity to participate in introduce CTF programming and to enable students to earn CTS credits in a compacted time frame
 - Built and supported teacher capacity to offer a range of CTS courses in small high schools
 - With support of the Cenovus grant, acquired a third CTS trailer to bring CTS materials to remote schools



Paddle Prairie School hosted a Career and Technology Studies Week from February 29- March 4, 2016. Students in grades 7-12 participated in courses related to sewing, moccasin making, cooking, woodworking and mechanics <http://paddleprairieschool.ca/about/school-news/post/career-and-technology-studies-week-february-29-march-4th>.



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16



Approximately 20 educators from KTC, Northland School Division (NSD), Peace River School Division, Holy Family Catholic Regional Division and Conseil scolaire du NORD-OUEST attended a Lego Robotics workshop at Cadotte Lake School November 17th. The workshop was organized to introduce Lego Robotics to teachers and support staff and discuss how it can be used to teach core subject outcomes <http://nsd61.ca/about-us/division-news/post/lego-robotics-workshop>.

Attendance Improvement Initiative 'Every Day Counts' (Recommendation 3)

- Student attendance has improved by 3% (2013-2014 = 78%, 2014-2015 = 80% and 2015-2016 = 81%).
- 909 students achieved 90% or better attendance for the 2015-16 school year.
- 451 students achieved 95% or better attendance for the 2015-16 school year.



Conklin Community School presented a plaque for achieving over 90% attendance for the 2015-2016 school year!



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16



In 2015-2016, Northland School Division awarded three \$50 Visa Gift Cards per month to students who achieved 90% or better.

- All schools have established School Attendance Committees and 17 hosted community meetings to discuss the importance of regular school attendance.
- All schools use the [Attendance Improvement Planning Tool](#) to report attendance targets, implement appropriate strategies, determine responsibilities and timelines, and demonstrate specific evidence of successes at four specific reporting periods throughout the school year – September, February, June and August.
- The [Attendance Improvement Initiative 'Every Day Counts' Toolkit](#) supports school-based attendance programs.
- Division Student Attendance Monthly Awards Draw Grades 9-12. Students who achieve 90% or better are entered into a draw to win a \$50 Visa Gift Card
- Communications Coordinator worked with schools to ensure consistent attendance messaging for newsletters, Facebook and school websites
- *School Attendance Strategies* on the Northland School Division website are updated so schools can learn from each other <http://nsd61.ca/programs/attendance-improvement-initiative/school-attendance-strategies>
- Training and support is available school staff to consistent reporting of student attendance

High School Success (Recommendations 17, 18)

- Since 2013 there has been a steady increase in the number of high school students achieving the acceptable standard on diploma exams.
- Mistassiniy, Kateri, and Paddle Prairie Schools participated in *Moving Forward with High School Redesign*
- In 2015, a Community Engagement Facilitator was hired to promote student, parent and community engagement in Wabasca-Desmarais.



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

- Mistassiniy School for example, a teacher is working as a grad coach to assist students to develop personal.
- High Schools offer Learning Strategies 15, 25, 35. These courses support students to understand their own learning styles and take greater responsibility to plan, monitor and evaluate their learning.
- Success with outreach programs; particularly Career Pathways School in Wabasca-Desmarais. Many NSD students respond positively to the flexibility, small group environment and emotional supports that are provided.



May 19, 2016 will forever be in the minds of Bill Woodward School graduates. Despite the school being closed due to the wildfire situation in the Fort McMurray and area, a group of students and teachers organized a high school graduation ceremony at Ruth's Chris Steakhouse in Edmonton through Facebook. The restaurant donated the venue, and Education Minister David Eggen arrived to hand the graduating class their diplomas — the first time he has done that as minister <http://billwoodwardschool.ca/about/school-news/post/a-graduation-ceremony-to-remember-for-anzac-students>.

High Quality Teaching and Leadership (Recommendations 19, 20, 21)

- *The Human Resources teacher working group finalized the list of descriptors to support the Teaching Quality Standard.*
- *Teachers were supported to complete post graduate university courses*
- *staff were sponsored to access post-secondary training.*
- *One teacher was supported for a one year professional improvement leave.*
- *One teacher was supported to take masters level course work in Land Based Learning.*
- *New Principal and New Teacher Orientations continue to take place in a Northland community (Wabasca-Desmarais 2016).*
- *Recruitment and Hiring has been streamlined to facilitate candidates being considered for multiple positions.*
- *Started 2016-17 with 3 open positions, lowest number of open positions at the beginning of school year in years.*



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16



An educator described Northland School Division's (NSD) New Teacher Orientation in Wabasca-Desmarais as one of the best introductions to any workplace she's ever had. From August 22-26, 2016 at St. Theresa School, new educators became familiar with First Nations, Métis and Inuit (FNMI) perspectives, cultural traditions and various initiatives across NSD <http://nsd61.ca/about-us/division-news/post/motivational-week-of-learning-at-new-teacher-orientation>.



Northland staff recruiting educators at various career fairs across the country!



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

Update on Priorities Identified in 2015-16 for the 2015-2018 Division Plan

For the 2015/16 school year, the following priorities were identified by the Board.

Northland Priorities	
1.	Complete revisions to the Policy Manual by June 2016. <ul style="list-style-type: none"> • Revisions are awaiting the proclamation of the Education Act
2.	Continue working with the Attendance Improvement Committee and schools to improve division wide attendance – June 2016. <ul style="list-style-type: none"> • Completed and ongoing • Division attendance has improved by 3 percent since the beginning of the initiative. • Attendance of elementary students continues to be stronger than that of secondary students.
3.	Continue the Literacy Focus Group, principal PLC's and working with schools to improve Literacy instruction for English, Cree and Dene Languages to meet or exceed division annual improvement targets. <ul style="list-style-type: none"> • Partially completed and ongoing • Groups met to discuss, data and develop success improvement plans for English Language Arts. • NSD assessments indicated evidence of progress in students reading at grade level, however more needs to be done to meet growth targets.
4.	Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement. <ul style="list-style-type: none"> • Complete and ongoing • All schools participated in some form land based learning opportunities
5.	Complete the Community Resource List for all Northland Communities by June 2016. <ul style="list-style-type: none"> • Partially completed and ongoing • Schools actively seek resources however the process is one that needs to be revisited yearly as needs and resources evolve over time.
6.	Develop indicators of quality teacher performance related to key improvement areas and enhance instructional leadership and strengthen teacher supervision and evaluation to improve teacher practice. <ul style="list-style-type: none"> • Complete • The NSD document with descriptors was distributed in October 2016
7.	In partnership with KTC, move forward with the regional/virtual high school. <ul style="list-style-type: none"> • Incomplete • More time and resources are required from all partners to further develop this concept.
8.	In consultation with the school community, develop and begin implementation of a multi-year operational plan to improve student attendance, achievement and high school completion for junior and senior high school students beginning in Wabasca – Desmarais. <ul style="list-style-type: none"> • Not achieved • Initial steps have been taken to engage community stakeholders, address facility issues and increase supports for students. • No formal plan has been developed.



**2016/2019 Combined Three Year Plan
and Annual Education Results Report – 2015/16**

<p>9. Establish assessment standards and reporting process across the division including timely parental and student access to student data by June 2018.</p> <ul style="list-style-type: none">• Not addressed in 2015-16
<p>10. Formalize the Northland school review process related to key improvement focuses (June 2016) and pilot in selected schools (June 2017).</p> <ul style="list-style-type: none">• In Process• Initial work was started to develop a framework focused on NSD initiatives
<p>11. Design and implement a strategy to address teacher housing by June 2018.</p> <ul style="list-style-type: none">• In Process• Focus for the 2015-16 was in Wabasca-Desmarais



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

October 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	81.7	79.6	77.9	89.5	89.2	89.1	Intermediate	Improved Significantly	Good
Student Learning Opportunities	Concern	Program of Studies	64.8	63.2	62.9	81.9	81.3	81.4	Very Low	Maintained	Concern
		Education Quality	79.5	80.7	79.6	90.1	89.5	89.5	Very Low	Maintained	Concern
		Drop Out Rate	11.9	14.2	12.6	3.2	3.5	3.5	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	13.1	13.4	17.9	76.5	76.5	75.5	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	22.9	28.2	26.2	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	0.8	1.9	1.5	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diplomas: Acceptable	47.9	39.0	31.1	85.0	85.2	85.1	n/a	n/a	n/a
		Diplomas: Excellence	0.0	0.8	0.3	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	3.4	4.2	4.4	54.6	54.4	53.5	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	27.0	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	13.7	8.6	15.2	59.4	59.7	59.3	Very Low	Maintained	Concern
		Work Preparation	76.9	76.2	73.0	82.6	82.0	81.1	Intermediate	Improved	Good
		Citizenship	70.7	68.5	67.2	83.9	83.5	83.4	Low	Improved Significantly	Good
Parental Involvement	Acceptable	Parental Involvement	74.5	73.2	70.9	80.9	80.7	80.5	Low	Improved	Acceptable
Continuous Improvement	Good	School Improvement	74.0	72.3	69.6	81.2	79.6	80.0	Intermediate	Improved Significantly	Good

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

October 2016 Accountability Pillar Overall Summary – First Nation, Métis, and Inuit

Measure Category	Measure Category Evaluation	Measure	Northland School Div. No. 61 (FNIM)			Alberta (FNIM)			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	11.0	13.8	12.2	6.1	7.0	7.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	n/a	High School Completion Rate (5 yr)	11.2	13.0	18.3	50.2	47.7	46.4	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	PAT: Acceptable	21.5	27.3	25.0	52.4	52.1	52.8	n/a	n/a	n/a
		PAT: Excellence	0.5	1.3	1.1	6.3	6.5	6.2	n/a	n/a	n/a
		Diploma: Acceptable	42.9	36.5	29.0	78.2	78.3	77.3	n/a	n/a	n/a
		Diploma: Excellence	0.0	0.0	0.0	10.0	9.5	9.4	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	2.4	4.0	4.4	20.7	21.0	20.4	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Rutherford Scholarship Eligibility Rate	25.7	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
		Transition Rate (6 yr)	13.3	6.8	15.5	33.5	33.0	33.3	Very Low	Maintained	Concern

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	28.0	25.0	25.5	28.2	22.9	30	n/a	n/a	n/a	30	32	35
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.9	1.1	1.6	1.9	0.8	3	n/a	n/a	n/a	3	4	5

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- The current results must be interpreted with caution as four schools were closed in May and June due to the wildfires.
- Division wide improvements in attendance and grade level literacy assessment will likely have a positive impact on PAT achievement over time.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Recommendations: 3,5,6,7,8,9,12

- Implement the division attendance initiative, Every Day Counts.
- Continue professional development to support implementation of the literacy plan.
- Provide focused professional development for Division One teachers in 2016 and expand to upper grades in subsequent years.
- Principals, literacy leads and central leadership staff will use the literacy classroom walk through guide to clarify expectations and monitor implementation.
- Continue to improve student access to culturally appropriate resources.
- Continue to use bench mark assessments to monitor student growth and inform teacher practice.
- Utilize the Canadian Achievement Test (CAT 4) to monitor progress of students in grades 6 through 12
- Implement a leadership program to improve instructional supervision.
- Highlight the importance of instructional supervision and work with principals to build their capacity and remove barriers
- Continue PLCs for principals and school literacy leads to review data, monitor progress, share successful strategies and develop follow-up actions for continuous improvement
- Hire an additional pedagogical supervisor to provide more personalized support to schools
- Develop literacy demonstration sites to showcase strong literacy practices in action
- Target a 5 percent increase in the number of student reading at grade level
- Emphasize the importance of literacy strategies across the curriculum

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses Included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	41.1	19.8	34.4	39.0	47.9	47	n/a	n/a	n/a	50	52	53
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	0.8	0.0	3	n/a	n/a	n/a	3	4	5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	17.7	17.7	22.7	13.4	13.1	15	Very Low	Declined	Concern	15	16	17
Drop Out Rate - annual dropout rate of students aged 14 to 18	15.3	10.7	12.9	14.2	11.9	10	Very Low	Maintained	Concern	9	8	8
High school to post-secondary transition rate of students within six years of entering Grade 10.	13.5	21.6	15.5	8.6	13.7	18	Very Low	Maintained	Concern	20	21	22
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	27.0	29	n/a	n/a	n/a	30	31	32
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	2.5	3.8	5.1	4.2	3.4	5.5	Very Low	Maintained	Concern	6	7	8

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Students who remain in school to challenge diploma exams in their fourth and fifth year of high school are having more success.
- Some students require additional time to meet high school graduation requirements.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Strategies

Recommendations 3, 4, 15, 16, 17

- Continue use of information from Our SCHOOL surveys to increase engagement for First Nations and Métis students
- Identify community mental health supports to assist schools to address student reports of high levels of depression and anxiety reported through the surveys
- Continue implementation of division wide attendance initiative 'Every Day Counts' to improve attendance and engagement.
- Involve all high schools in the Moving Forward with High School Redesign
- Encourage participation in motivational events such as We Day
- In partnership with Kee Tas Kee Now Tribal Council, use the information from the feasibility study related to the development of a regional virtual high school to inform next steps.
- Retain students in school through such initiatives as culture camps and experiential learning, development of CTS programs including dual credit and work experience, use of community liaisons, and outreach programming.
- Work with Alberta Distance Learning Consortium to support students and teachers to access quality learning resources.
- Focus on the development of strong language literacy and numeracy abilities in younger students to enable them to experience success in secondary grades.
- Provide literacy and learning strategies supports to older students.
- Explore opportunities to provide more music and drama programming for secondary students
- Continue to expand intentional use of resources provided by Alberta Education and Cenovus Grants to provide CTS and CTF learning experiences for our students.
- Consistent access to career and counseling support for students in Gr 5 – 12. (CTF Gr 5 – 8 and more focus and detail for Gr. 9 – 12 students)
- Strengthen cultural relevance in programming through curriculum weaving utilizing local resources.
- Use the NSD website to share examples of cultural weaving by grade level, subject area and outcomes
- Continue partnerships with other school divisions to develop transition supports to students pursuing junior senior high school programs in schools outside of NSD.
- Provide outreach programming opportunities at Career Pathways, Calling Lake and Athabasca Delta Schools and share promising practices.
- Expand the Grad coaching model at Mistassiniy School in partnership with Bigstone Cree Nation

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2016	Achievement	Improvement	Overall	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	67.9	67.8	65.2	68.5	70.7	70	Low	Improved Significantly	Good	72	73	74
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	65.7	73.4	69.4	76.2	76.9	77	Intermediate	Improved	Good	78	79	80

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Low participation rates among parents make it difficult to interpret results.
- There was an increase in the number of teachers and parents who indicated that they were satisfied that students are taught attitudes and behaviors that will make them successful when they finish school.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Recommendations 3, 4, 7, 8, 12, 15,16, 17, 18

- Principals will identify in their School Plans processes and strategies that they will use to increase participation rates for parents.
- Retain school by school data on participation rates from students, parents and staff.
- Interventions and support to schools where student conduct has been identified as a significant concern
- School based programming to support positive discipline.
- Encourage positive opportunities for parent and community engagement and gather information at these events to enhance the survey information
- Provide central supports for schools to establish school wide approaches such as Tribes, Self-Regulation, The Leader in Me

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	49.6	55.2	52.3	61.9	58.7		n/a	n/a	n/a			

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	27.4	24.1	23.8	27.3	22.5	30	n/a	n/a	n/a	30	32	35
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.6	0.9	1.3	1.3	0.5	3	n/a	n/a	n/a	3	4	5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	39.2	17.5	33.0	36.5	42.9	47	n/a	n/a	n/a	50	52	53
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	0.0	0.0	3	n/a	n/a	n/a	3	4	5

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Virtually all students in Northland School Division claim First Nations or Métis status although for a variety of reasons, many families of our students do not self-identify. In Northland our approach to reducing the gap between the achievement of First Nation, Métis, and Inuit students and other students in the province necessitates that we monitor progress of all of our students.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Recommendations 1, 3, 4, 5, 6, 7, 8, 10, 12, 15, 16, 17, 18

For the past several years NSD has been developing approaches to address the needs of our students and in doing so address the gap between their achievement and that of other provincial students.

- Work with First Nations partners to develop Service Agreements viewed by all parties as transparent and equitable in order to create shared accountability to support student success.
- Continue to provide a strong cultural orientation to all new and current staff to build their capacity to engage parents and local communities to create learning experiences that build on community values, knowledge, strengths and perspectives.
- Actively promote revitalization of Cree and Dene languages by increasing support for the indigenous language instructors through researching, providing professional development for and coaching instructors in successful approaches for the acquisition and assessment of indigenous languages.
- Provide experiential and land based learning opportunities that strengthen student knowledge, a sense of positive identity and pride in their history, culture, language and accomplishments.



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

- Ensure student access to culturally relevant resources to support literacy and learning across the curriculum by purchasing appropriate materials and training staff to use them.
- Participate in the development of new curriculum so that the perspectives of First Nations and Métis students and their communities are well represented.
- Through the KTC NSD Partnership Grant, provide professional development to assist teachers to develop lessons and units that are meaningful to students and reflect their local culture
- Continue to advocate for a funded Aboriginal Teacher Training Program focused on Northern Alberta to increase the number of qualified local staff in the jurisdiction. Local teachers possess understanding of local community perspectives and along with language and culture teachers will assist teachers to develop relevant learning experiences for students.
- Focus recruitment on hiring qualified applicants who are knowledgeable about northern First Nation, Métis, and Inuit communities.
- Implementation of the division wide attendance initiative, Every Day Counts.
- Provide professional development for central office, senior leadership, administrators, educators and support staff to learn about First Nations, Métis and Inuit.
- Develop a district approach to ensuring success for all students in mathematics and numeracy.

Authorities with no or very few self-identified FNMI students should refer to strategies related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2016	Achievement	Improvement	Overall	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	17.7	17.5	24.5	13.0	11.2	15	Very Low	Declined	Concern	15	16	17
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	14.9	10.0	12.8	13.8	11.0	10	Very Low	Maintained	Concern	10	9	8
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	14.3	21.7	17.9	6.8	13.3	18	Very Low	Maintained	Concern	18	20	22
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	25.7	29	n/a	n/a	n/a	29	30	31
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	1.9	4.0	5.1	4.0	2.4	5.5	Very Low	Maintained	Concern	5.5	6	7

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Virtually all students in Northland School Division claim First Nations or Métis status although for a variety of reasons, the many families of a number of our students do not self-identify. In Northland our approach to reducing the gap between the achievement of First Nation, Métis, and Inuit students and other students in the province necessitates that we monitor progress of all of our students.
- Many Northland students attend high school in other provincial jurisdictions.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Recommendations 8,12, 13

- Implement strategies identified in the earlier section related to improving success for high school students.
- Implement strategies identified in the earlier section related to eliminating the gap for First Nations, Métis and Inuit Students
- Continue to work with neighbouring school jurisdictions to support successful transitions
- Continue to support student boarding home arrangements and seek funding to cover the actual cost to the Division

Authorities with no or very few self-identified FNMI students should refer to strategies related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	78.5	78.1	76.1	79.6	81.7	82	Intermediate	Improved Significantly	Good	83	84	85

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- This result reflects the strong ethic of caring that exists in Northland

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Continue to analyze and respond to Our SCHOOL Assessment
- Five schools will be supported to participate in the APPLE Schools program
- Use RCSD funds to hire counselling support
- Use Mental Health Grants to provide professional development opportunities for staff and to support leadership opportunities for students
- Continue to share positive stories through the website and newsletters

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	61.6	63.8	61.8	63.2	64.8	66	Very Low	Maintained	Concern	66	68	70

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- It is challenging to offer a broad program of studies in small schools
- Limited drama and music programming was identified as a concern

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Recommendations 13, 19, 20, 21, 22, 23, 25, 26, 27, 28

- Build capacity to offer CTS programming across the division through partnerships with NLC and KTC
- Professional development to support Cree and Dene Language instructors.
- Strengthen and build capacity in providing cultural weaving, community stewardship project, and land based learning opportunities
- Develop lists of local resources to support programming
- Explore opportunities for enhancing fine arts programming with a particular emphasis on drama and music
- Implement the NSD Teacher Quality Standard model.
- Develop a comprehensive staff wellness program.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	69.1	72.1	64.5	72.3	74.0	74	Intermediate	Improved Significantly	Good	75	76	77
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	68.2	69.8	69.6	73.2	74.5	75	Low	Improved	Acceptable	76	77	78
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	78.8	81.1	76.9	80.7	79.5	82	Very Low	Maintained	Concern	82	83	84

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Low response rates from parents suggest the need to use caution in interpreting the results

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Create a Board development workshop for all Local School Board Committee Chairs and principals.
- Re-organize central office to provide more administrative and learning support for principals and teachers
- Review all staff complements and pupil teacher ratios in schools to ensure optimal efficiency and effectiveness.
- Engage all Northland communities in discussions related to the return of an elected Board of Trustees in the fall of 2017
- Hold Board meetings in different communities to encourage and provide opportunities for local input and feedback.
- Continue school based opportunities for parental and community involvement.
- Work with communities on development of significant projects. For example, education planning in Wabasca-Desmarais utilizing the Northland Community Engagement Framework.
- Continue to fund a community engagement facilitator in Wabasca-Desmarais
- Share information through the website.
- Principals share effective strategies for increasing participation in Alberta Education surveys.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Class Size Survey Results

A copy of the Class Size Survey Results for 2015-2016 can be found on our website by clicking the following link:

<http://nsd61.ca/about-us/reports>



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Inclusive Education Northland School Division No. 61

Northland School Division continues to contract services. Services that had been contracted for the 2015/16 school year included: psychology; speech language pathology; occupational therapy; physiotherapy; hearing and vision services, and assistive technologies; iPads; FM systems; and lap top computers. The community of Wabasca continued to have a school-based counsellor funded under a partnership with the Municipal District, Bigstone, and Northland school Division. 2015-2016 the ECS teacher's continued to use of the Early Years Evaluation tool; the tool provided teachers with data to inform the instruction of the classroom, as well as areas to target under the Response to Intervention (RTI) model.

The school division is working on building capacity to support Inclusive classrooms. This year, a focus is ensuring that the teachers have a clear understanding of differentiation and Response to Intervention. These two models can help meet the needs of all students who are in their classrooms. During this year a focus continued to be placed on the mental health of the students; creation of an ad hoc committee to examine the current state of mental health across the division; recommendations that address community needs; and, developing policy to address sexual orientation and gender identity.

Regional Collaborative Service Delivery Model

Regional Collaborative Service Delivery is a model for integrating and coordinating services, supports and programs through a cross- sector partnership. This model serves children and students from birth to age 20, including those with complex needs, from before pre-school to the end of grade 12. The model is intended to strengthen the ability of families, schools, service providers and community partners to understand and respond to the needs of children, students and youth in a timely, inclusive and equitable manner. Because the division is spread out over much of Northern Alberta, we belong to four RCSD's.

The Regional Collaborative Service Delivery Models, of which we are members, and the schools they serve are listed below:

Peace Country RCSD	Susa Creek Little Buffalo	Dr. Mary Jackson Paddle Prairie
Northern Lakes RCSD	Pelican Mountain Mistassiniy St. Theresa Peerless Lake Calling Lake	Kateri Chipewyan Lake Gift Lake Bishop Routhier Grouard Northland School
Wood Buffalo RCSD	Fort McKay Anzac Father. R. Perin Bill Woodward	Conklin Athabasca Delta Community School
Eastern Edge RCSD	Elizabeth	J.F. Dion



**2016/2019 Combined Three Year Plan
and Annual Education Results Report for 2015-16**

Northland School Division Priorities 2016-2019

1. Implement indicators of quality teacher performance related to key improvement areas and enhance instructional leadership and strengthen teacher supervision and evaluation to improve teacher practice.
2. Re-organize central office to provide more administrative and learning support for principals and teachers
3. Continue working with the Attendance Improvement Committee and schools to improve division wide attendance.
4. Continue the Literacy Focus Group, principal PLC's and working with schools to improve Literacy instruction for English, Cree and Dene Languages to meet or exceed division annual improvement targets.
5. Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement.
6. In consultation with the school community, develop and begin implementation of a multi-year operational plan to improve student attendance, achievement and high school completion for junior and senior high school students beginning in Wabasca – Desmarais.
7. Re-organize Central Office to provide more administrative and learning supports to schools.
8. Establish assessment standards and reporting process across the division including timely parental and student access to student data.
9. Formalize the Northland school review process related to key improvement focuses (June 2016) and pilot in selected schools.
10. Design and implement a strategy to address teacher housing.



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

School Facilities

Maintenance

During the 2015-2016 school year, the majority of the deficiencies encountered during the construction of the new Gift Lake Learning Centre were completed. Work on the landscaping and playground was also completed.

Work continues on the bat situation in some of our school facilities. The two existing portable classrooms in Conklin are scheduled for demolition, as an assessment has shown they pose a health and safety risk. Requests have been made a second time to Alberta Infrastructure and Alberta Education to provide for two portable classrooms each at Conklin School and Father R. Perin.

The demolition and site reclamation of the old school in Peavine was completed in the summer of 2016.

HVAC system repairs and upgrades were made at a number of schools throughout the year, including Chipewyan Lake, Bill Woodward, Pelican Mountain, Athabasca Delta, Anzac Community, St. Theresa, Calling Lake, Grouard and Mistassiniy.

The modernization of the water treatment plant for Dr. Mary Jackson was completed in the summer of 2016.

The computer lab at Athabasca Delta Community School is being modernized with support from Syncrude Canada.

A number of exterior/interior doors and windows were replaced at Athabasca Delta Community School.

Four of our schools were shut down in the first part of May 2016 due to the Fort McMurray wildfire and did not reopen until early August after extensive smoke remediation. Fort McKay, Bill Woodward, Anzac and Father R. Perin were all affected.

A copy of the Division's Capital Plan may be viewed by clicking on the following link:

<http://www.nsd61.ca>

Transportation Department

Northland School Division No. 61 operates 56 bus routes, of which 13 are contract operated covering a total of 100,000 sq. kilometers of unorganized territory in northern Alberta. Approximately 2800 students are transported daily to 40 schools in Alberta and British Columbia by bus or by Conveyance Allowance. The service area of the Transportation Department is 4421 square kilometers; 5978 daily kilometers are travelled or 1,076,040 kilometers annually. The fleet of 68 buses and 14 contract buses are distributed to provide optimum service to the Northland Communities. Northland does not operate division owned repair facilities. Eight garages are engaged by Northland to conduct semi-annual inspections and maintain the fleet.

The Transportation Department operates on a budget of approximately \$2,400,000.



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Housing

Northland Housing Services operates as a separate service within Northland School Division, with the primary objective of providing accommodation to members of the teaching profession in those communities where housing is not readily available.

Five additional mobile homes from the province were put into the compliment this year to use for temporary housing in the Wabasca area. In this area, a comprehensive analysis of the housing was completed and phase one of an housing plan was put into place. Four units which had exceeded their lifespan were demolished.

A partnership agreement was entered into with a local developer as we begin steps to provide private housing for teachers in this area. A six plex was opened in the fall and currently sees tenants moving into this new facility.

The remaining communities are having their housing structurally evaluated as we move forward with revising a housing plan for the division. Decisions will be based on the information received and evaluated with new administration to the division.

The housing department hours have been reduced to part time to assist with financial constraints and some maintenance is being contracted to assist that department with a large backlog of work due to our aging properties.

Housing Services continued to

- 1) Be client focussed with professional staff as clients
- 2) Provide quality maintenance service to tenants with the budget constraints of housing rental income
- 3) Work towards the establishment and consistent use of a functional preventative maintenance program, building on the use of our current Maintenance Connection computer program (MRR)
- 4) Work towards and explore alternate methods of housing delivery in communities where partnerships could be a viable option.
- 5) Work with the ATA Local 69 (Quality of Work Life Committee) to share and receive information on housing concerns.

School Food Services

School Food Services operates as a division of Northland School Division No. 61 and had an annual budget of approximately \$3,200,000 for the 2015-2016 school year.

A central administrative staff complement of 4 positions worked with twenty-three Northland school lunch programs, and six school lunch programs in other divisions to provide approximately 486,296 nutritionally balanced school lunches to registered students. For all schools combined, this is approximately 2,482 lunches produced each instructional day. Lunches served for the 2015/2016 school year were down slightly from the previous year due to the McMurray Fires. All freezer and refrigerator units had to be replaced prior to the start of the 2016/2017 school year.

During the 2015/2016 school year, the new school opened at Jousard and the students began to receive meals prepared in a brand new kitchen. The cooks are thrilled to have a dishwasher and convection oven.

A number of students received CTS credits for successfully completing the National Food Safety Training program presented at Marten Lake Camp in December 2015.



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

In an effort to promote wellness through healthy eating, nutrition education sessions were held at some of the schools to promote Nutrition Month. As well, students submitted art based on the Nutrition Month theme of "Take a 100 Meal Journey – Make Small Changes, One Meal at a Time." Winning submissions are featured in the 2016-2017 Northland Calendar and the students received nutrition themed prizes.

Parental Involvement Strategies

School principals work with their Local School Board Committees to develop and annually update their School Plans. The Local School Board Committee from each school indicates their support of the school plan through a formal Local School Board Committee motion and the Local School Board Chair signs the document on behalf of the Local School Board Committee.

AERR-PIDA Report 2015-2016

The Northland School Division No. 61 Board of Trustees is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the Board, and to promote public confidence in the administration of the Board. To ensure this, the Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.

The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act (June 2013) in order to:

- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest,
- Protect employees who make those disclosures,
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals,
- Promote public confidence in the administration of public bodies.

As required by Section 32 of the Act the Superintendent (Chief Executive Officer) must provide an annual report:

Chief Officer's Annual Report

32(1) Every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible.

(2) The report under subsection (1) must include the following information:

- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
- (b) the number of investigations commenced by the designated officer as a result of disclosures;
- (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

the wrongdoing or the reasons why no corrective measure was taken.

The report under subsection (1) must be included in the annual report of the department, public entity or office of the Legislature if the annual report is made publicly available, and if the annual report is not made publicly available, the chief officer must make the report under subsection (1) available to the public on request.

(Public Information Disclosure Act – June 2013)

In the 2014-2015 school year, Northland School Division No 61 has had:

- 0 disclosures and
- 0 investigations.

Financial Results

The following pages outline the finances of the Division. Information related to School-Generated Funds and their uses and a copy of the Audited Financial Statements and Unaudited Schedules can be requested by contacting the Secretary-Treasurer of the Division. Phone: 1-800-362-1360 or can be viewed on our website at the following link: <http://nsd61.ca/download/39764>

A copy of our budget report for the year ending August 31, 2016 can be viewed on our website at the following link: <http://nsd61.ca/download/30242>

The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division and the 2016-2017 priorities.

Comparative information is available in a provincial report at the following website:

<https://education.alberta.ca/financial-statements/combined-statements/>

Key Financial Information about the Upcoming School Year

Instructional programming salaries account for 72% of the division's salary budget. 61% of the budget is allocated to salaries.

Board and administration expenses are projected at 6.17%.

Funding for the above priorities is reflected in the 2016-2017 budget, which includes:

Division Attendance Initiative - \$200,000.

Funding to work with stakeholders to develop a long-term plan in the Wabasca-Desmarais area.

Land-based and experiential learning – utilizing government and industry grants

Efforts to implement the recommendations and priorities are constrained by current funding as follows:

Salary increases to certificated staff are higher than the Alberta Education increased funding to cover them. This places a major financial burden on the division.

We continue to provide in excess of 475 hours of instructional time for ECS students; however, current funding makes this a challenge.

The current model of funding using CEUs presents a challenge to run high school programming.

There is no additional funding for the Division Attendance Initiative.

NSD transports all students including those who are not funded in order to support regular attendance.

NSD does not charge school fees.

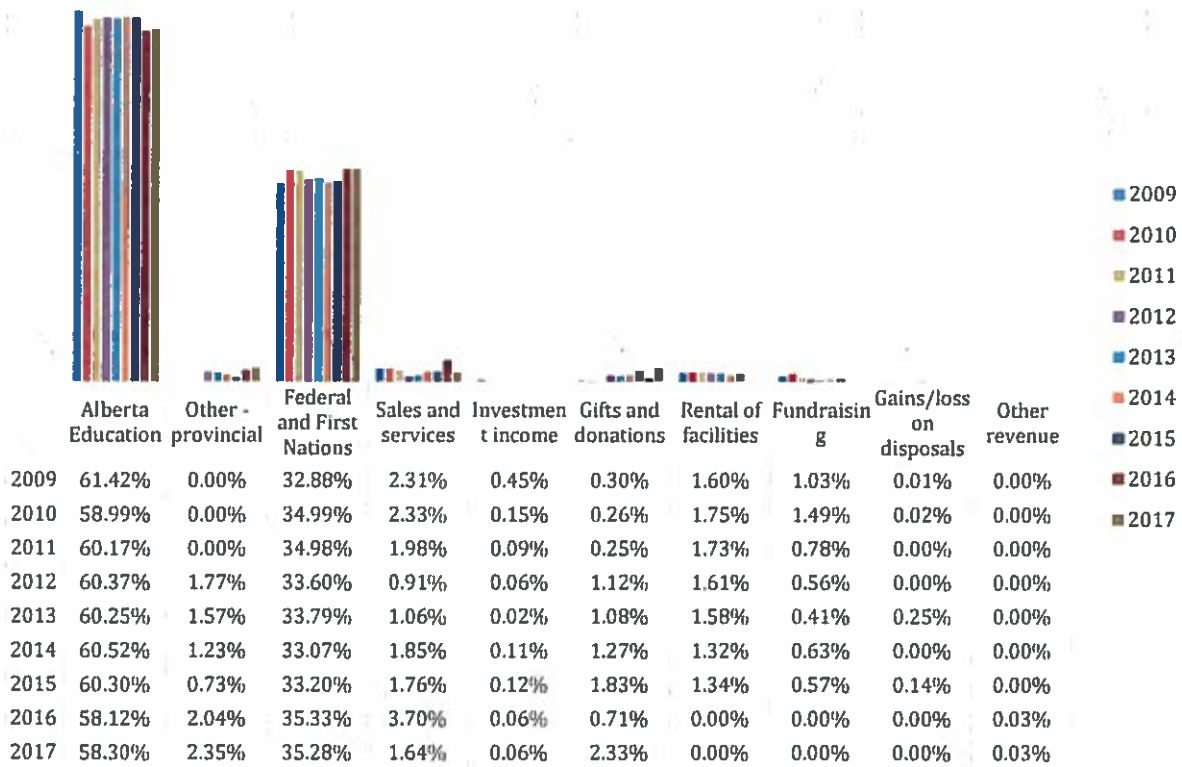
Because of the small communities where the Division operates schools and the high needs of some of the students, class sizes are well below the provincial average, adding significant salary costs.

There is a potential for a significant reduction in federal revenue if the First Nations adopt the provincial funding model.



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

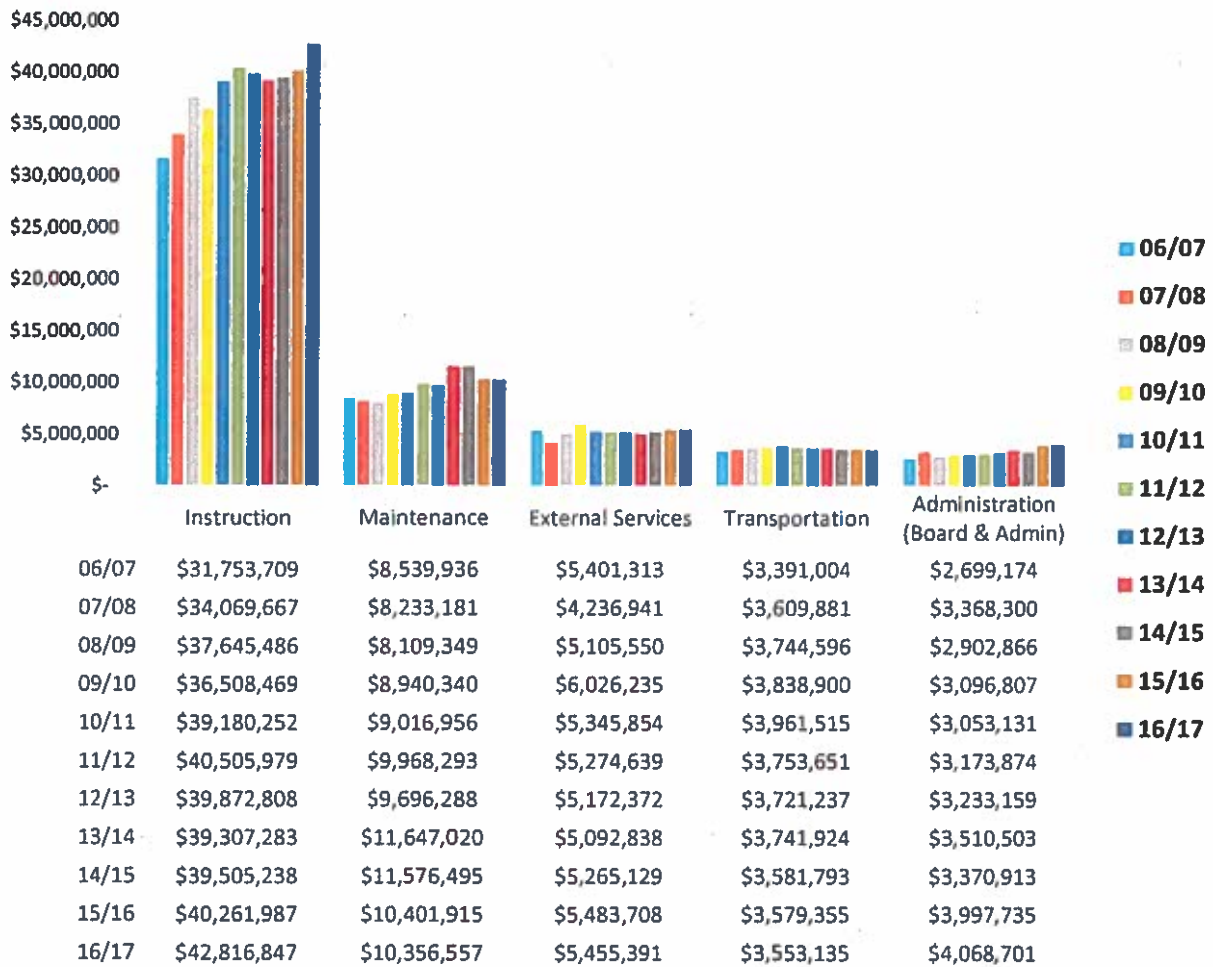
2016-2017 June Budget Operating Revenue By Type





2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

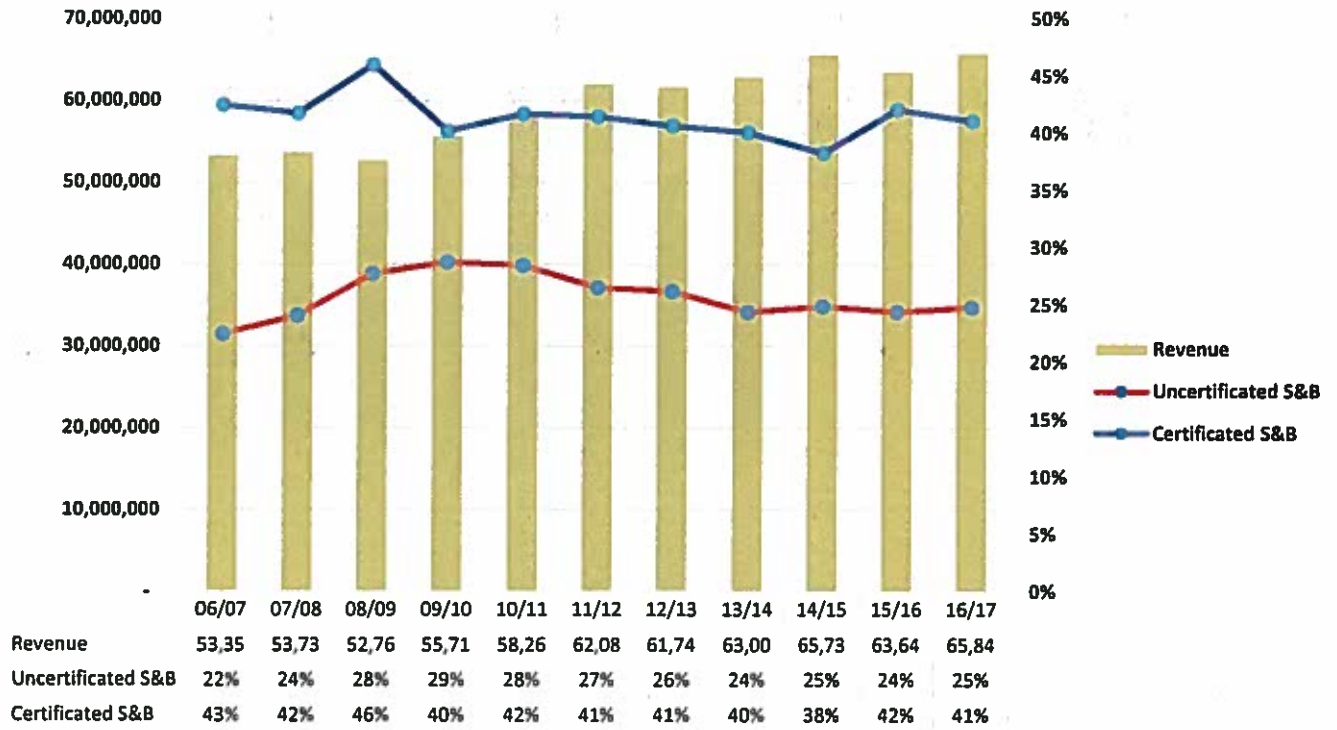
June Budget 2016-2017 Operating Expenses – historical to budget





2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

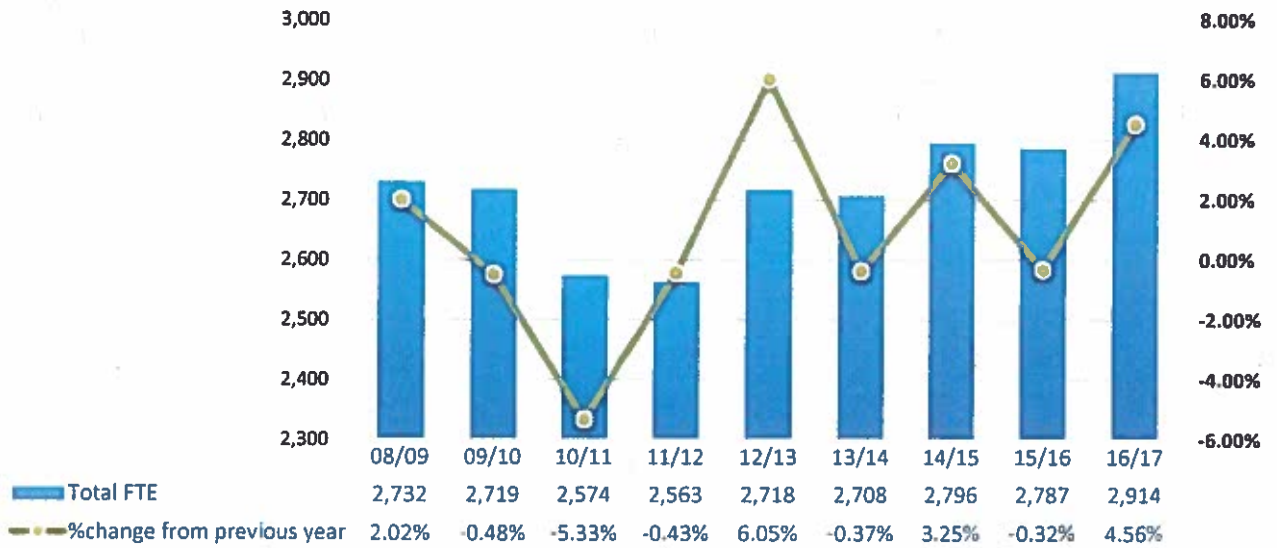
June Budget salary expenses as a percentage of revenue





**2016/2019 Combined Three Year Plan
and Annual Education Results Report for 2015-16**

Student Counts K-12, historical to June, 2016/2017 budget





2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Diploma Examination Results – Measure Details (OPTIONAL)

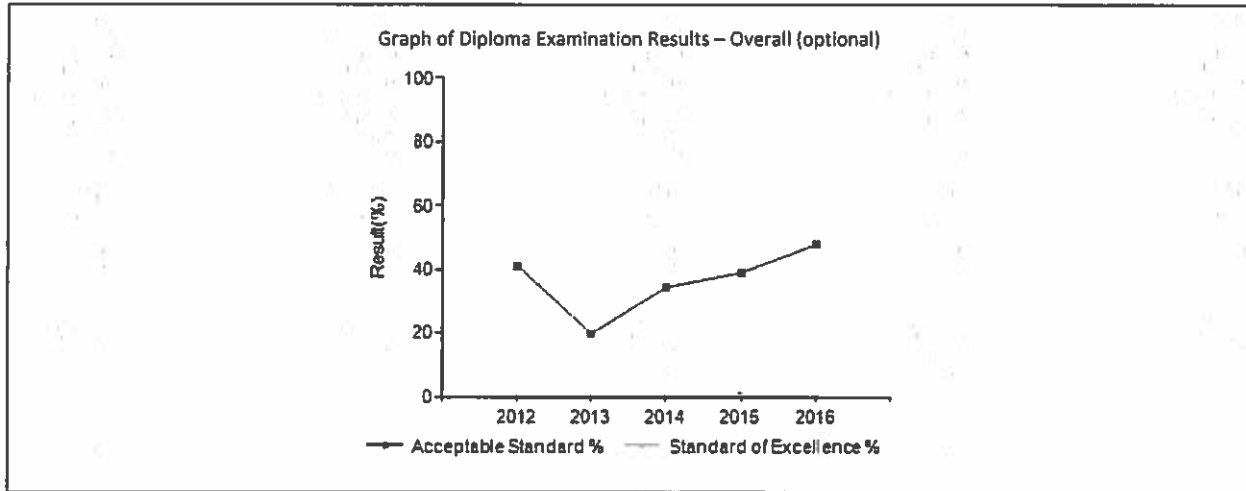
Diploma Exam Course by Course Results by Students Writing.													
		Results (In percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	63.6	0.0	10.5	0.0	25.0	0.0	30.8	0.0	50.0	0.0	60	5
	Province	86.3	11.3	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7		
English Lang Arts 30-2	Authority	70.4	0.0	47.4	0.0	63.0	0.0	62.9	0.0	50.0	0.0	60	5
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3		
Pure Mathematics 30	Authority	0.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	5
	Province	82.0	27.5	59.0	11.4	*	*	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	5
	Province	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	0.0	0.0	*	*	50.0	0.0	22.2	0.0	60	5
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9		
Mathematics 30-2	Authority	n/a	n/a	*	*	*	*	*	*	*	*	60	5
	Province	n/a	n/a	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	Authority	23.5	0.0	0.0	0.0	4.5	0.0	23.5	0.0	25.0	0.0	40	5
	Province	86.3	16.7	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3		
Social Studies 30-2	Authority	30.0	0.0	21.7	0.0	35.7	0.0	33.3	0.0	55.6	0.0	60	5
	Province	83.0	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1		
Biology 30	Authority	*	*	14.3	0.0	*	*	25.0	0.0	n/a	n/a	50	5
	Province	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4		
Chemistry 30	Authority	0.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	*	*	50	5
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50	5
	Province	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8		
Science 30	Authority	*	*	*	*	28.6	0.0	16.7	16.7	n/a	n/a	40	5
	Province	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6		

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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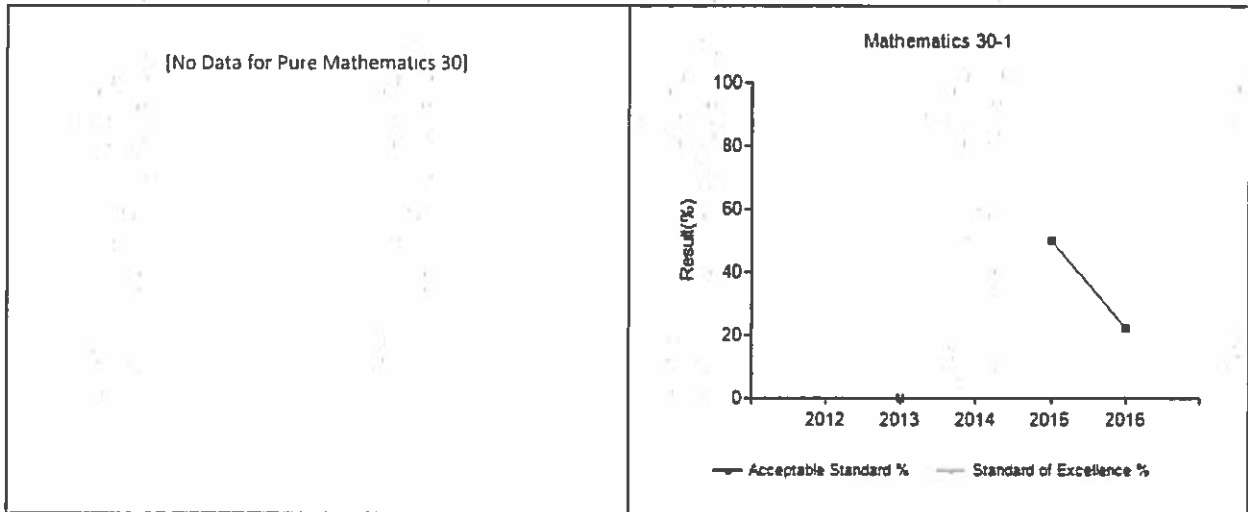
2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Diploma Examination Results by Course (optional)

<p style="text-align: center;">English Lang Arts 30-1</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>English Lang Arts 30-1 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>65</td> <td>0</td> </tr> <tr> <td>2013</td> <td>10</td> <td>0</td> </tr> <tr> <td>2014</td> <td>25</td> <td>0</td> </tr> <tr> <td>2015</td> <td>30</td> <td>0</td> </tr> <tr> <td>2016</td> <td>50</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	65	0	2013	10	0	2014	25	0	2015	30	0	2016	50	0	<p style="text-align: center;">English Lang Arts 30-2</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>English Lang Arts 30-2 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>70</td> <td>0</td> </tr> <tr> <td>2013</td> <td>45</td> <td>0</td> </tr> <tr> <td>2014</td> <td>60</td> <td>0</td> </tr> <tr> <td>2015</td> <td>60</td> <td>0</td> </tr> <tr> <td>2016</td> <td>48</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	70	0	2013	45	0	2014	60	0	2015	60	0	2016	48	0
Year	Acceptable Standard %	Standard of Excellence %																																			
2012	65	0																																			
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<p>[No Data for French Lang Arts 30-1]</p>	<p>[No Data for Français 30]</p>																																				



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

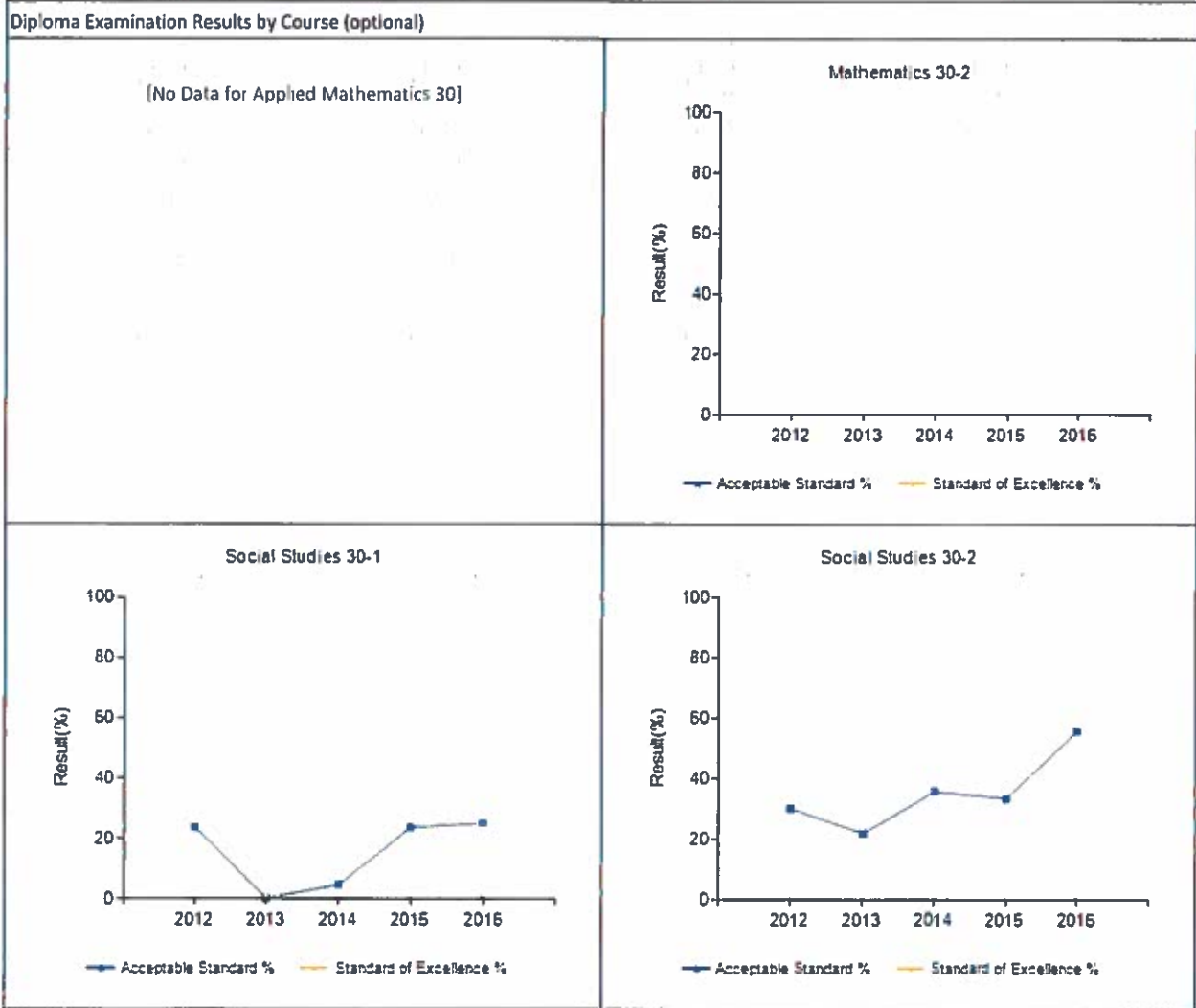


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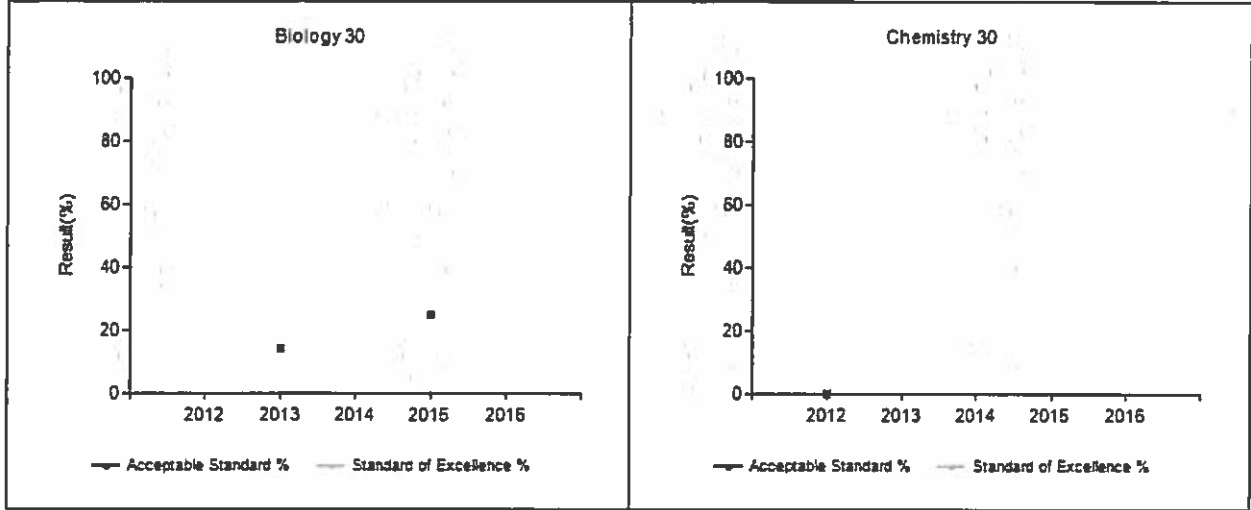


2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16





2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

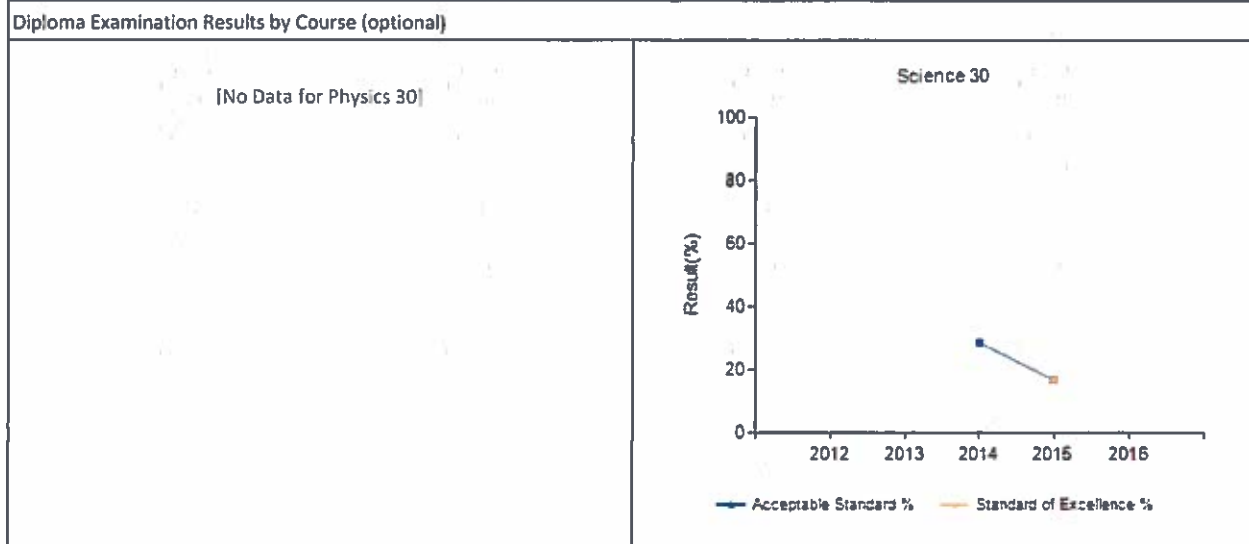


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2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16



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2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Northland School Div No. 61						Alberta				
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	16	50.0	13	22.1	29,730	86.8	28,663	86.7
	Standard of Excellence	n/a	n/a	n/a	16	0.0	13	0.0	29,730	10.7	28,663	11.2
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	20	50.0	27	57.7	16,707	89.1	15,920	89.3
	Standard of Excellence	n/a	n/a	n/a	20	0.0	27	0.0	16,707	12.3	15,920	11.7
French Lang Arts 30:1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	93.8	1,247	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	8.7	1,247	12.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	99.3	140	97.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	20.3	140	21.5
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	11.4
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	9	22.2	7	25.0	20,492	70.7	20,735	77.4
	Standard of Excellence	n/a	n/a	n/a	9	0.0	7	0.0	20,492	25.9	20,735	31.8
Mathematics 30-2	Acceptable Standard	*	*	*	5	*	n/a	n/a	13,631	75.4	11,425	71.6
	Standard of Excellence	*	*	*	5	*	n/a	n/a	13,631	16.8	11,425	13.4
Social Studies 30:1	Acceptable Standard	n/a	n/a	n/a	12	25.0	18	9.4	22,494	84.9	21,869	86.0
	Standard of Excellence	n/a	n/a	n/a	12	0.0	18	0.0	22,494	14.3	21,869	15.2
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	18	55.6	30	30.3	19,790	81.1	19,060	82.5
	Standard of Excellence	n/a	n/a	n/a	18	0.0	30	0.0	19,790	13.1	19,060	13.7
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	19.6	22,539	85.1	21,806	85.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	0.0	22,539	32.4	21,806	32.3
Chemistry 30	Acceptable Standard	*	*	*	5	*	n/a	n/a	19,265	81.5	18,126	80.8
	Standard of Excellence	*	*	*	5	*	n/a	n/a	19,265	34.5	18,126	33.7
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,291	85.8	10,126	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,291	39.8	10,126	33.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	22.6	8,790	84.4	6,841	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	8.3	8,790	27.6	6,841	25.9

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Mathematics 30-1	Acceptable Standard	0.00 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100.00
	Standard of Excellence	0.00 - 14.01	14.01 - 18.70	18.70 - 29.21	29.21 - 35.39	35.39 - 100.00
Mathematics 30-2	Acceptable Standard	0.00 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.40	82.40 - 100.00
	Standard of Excellence	0.00 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 81.74	81.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

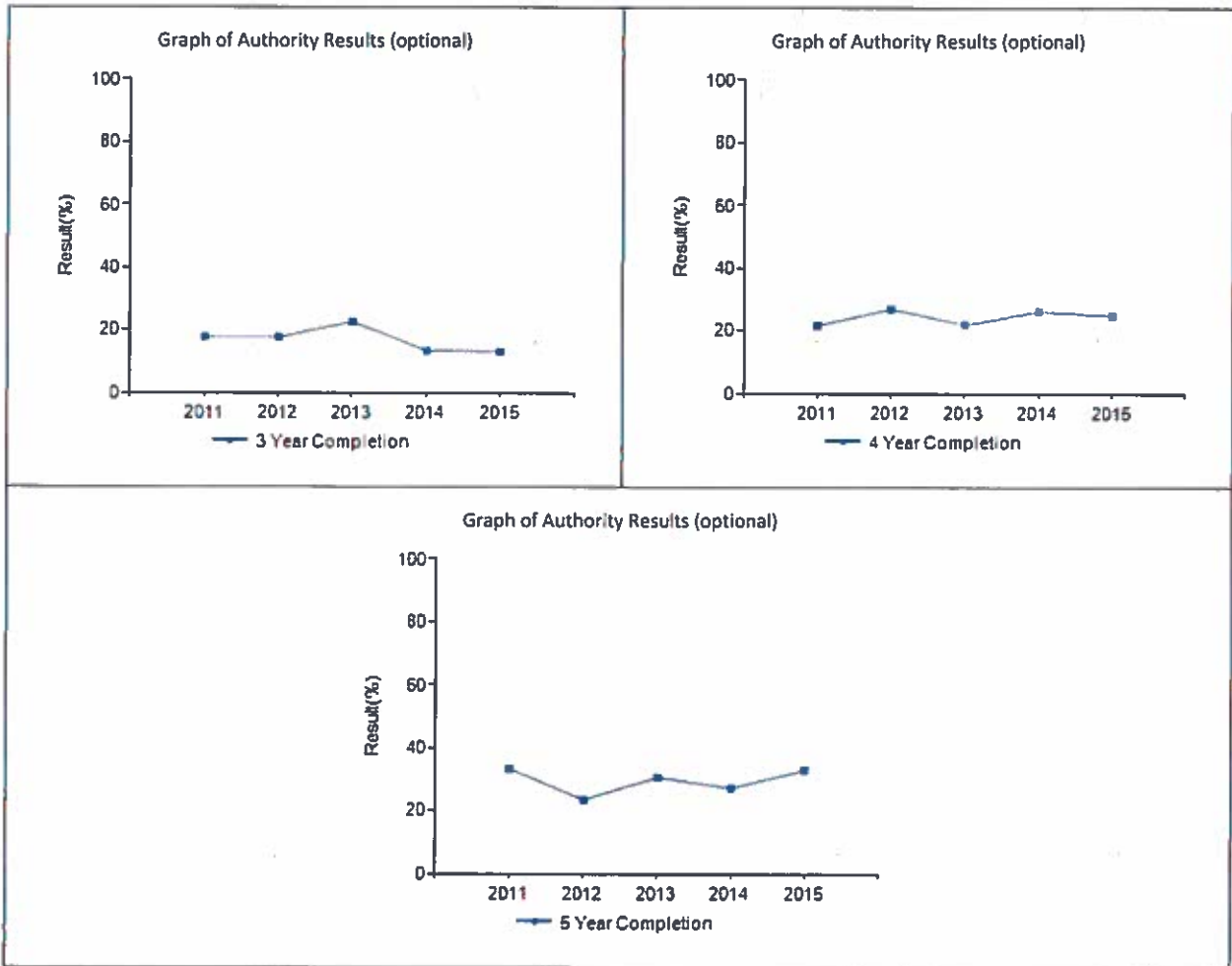


2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

High School Completion Rate – Measure Details (OPTIONAL)

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	17.7	17.7	22.7	13.4	13.1	74.2	74.8	75.3	76.5	76.5
4 Year Completion	21.7	27.0	22.0	26.3	25.0	78.0	79.2	79.6	79.9	81.0
5 Year Completion	33.2	23.4	30.6	27.1	32.9	79.4	80.6	81.5	82.0	82.1



Notes:

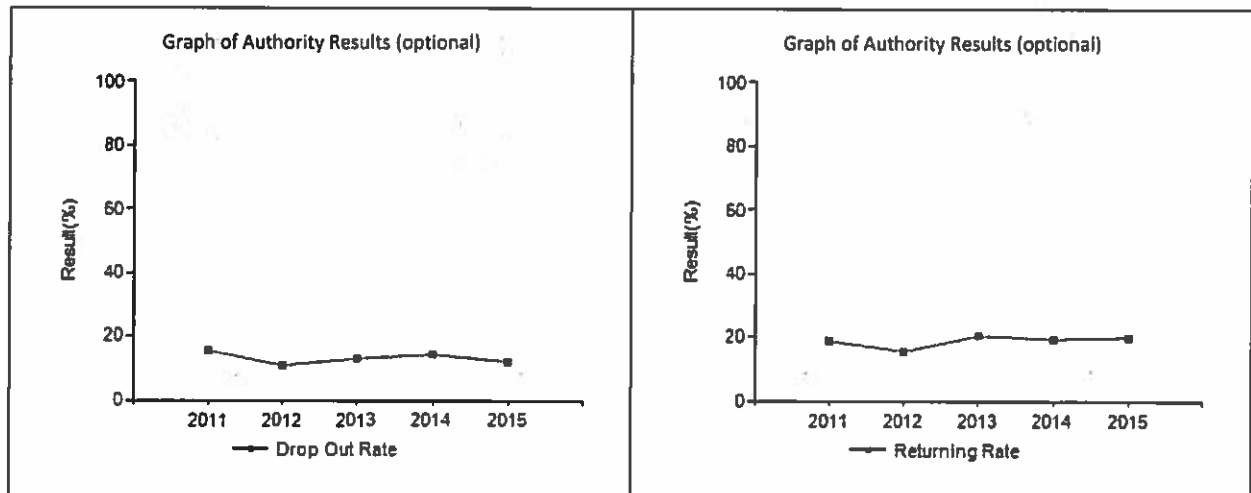
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	15.3	10.7	12.9	14.2	11.9	3.8	3.6	3.3	3.5	3.2
Returning Rate	18.8	15.5	20.5	19.3	19.9	23.2	22.8	20.7	20.9	18.2



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

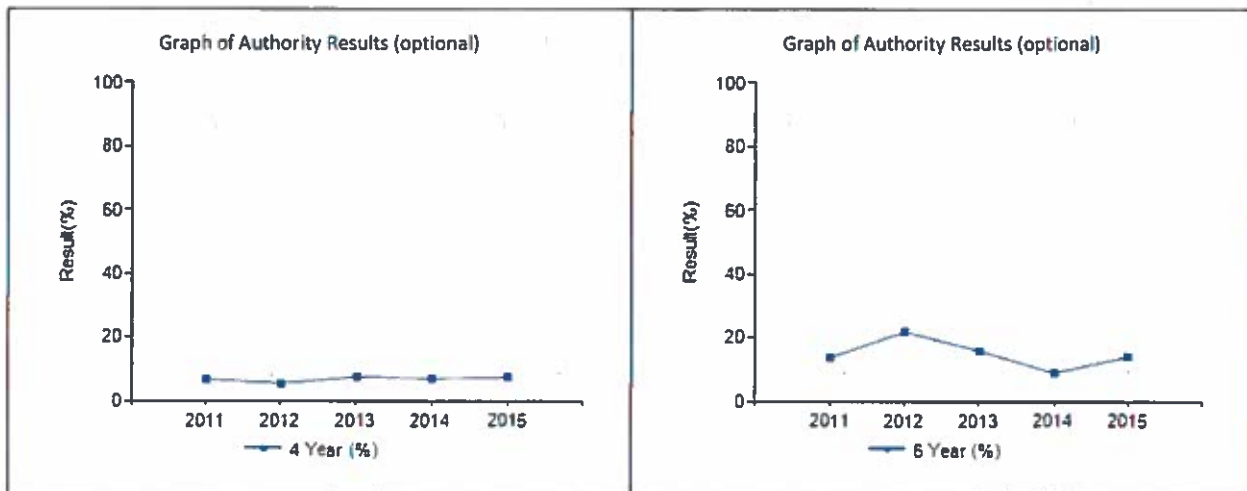


2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	6.5	5.2	7.2	6.7	7.2	38.4	39.4	39.7	38.3	37.0
6 Year Rate	13.5	21.6	15.5	8.6	13.7	58.4	59.3	59.0	59.7	59.4



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

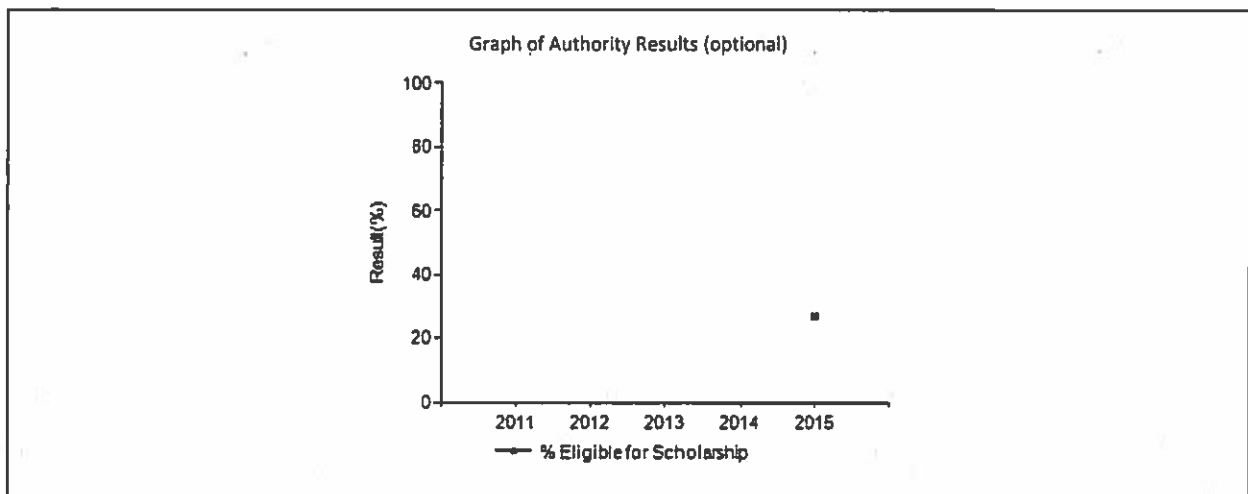


2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	n/a	27.0	n/a	n/a	n/a	n/a	60.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	122	29	23.8	16	13.1	16	13.1	33	27.0



Notes:

1. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



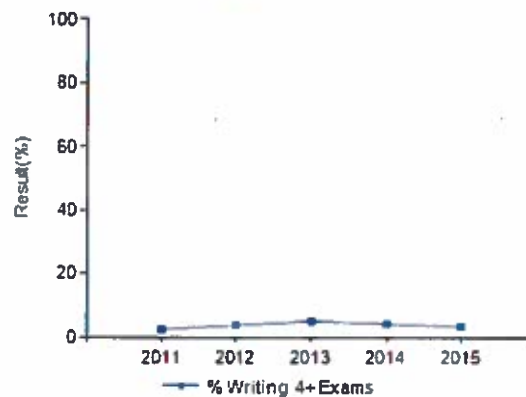
2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	74.7	74.7	71.5	74.1	71.1	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	25.3	25.3	28.5	25.9	28.9	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	22.7	20.9	21.9	20.9	19.3	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	6.7	7.6	7.3	7.5	7.6	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	2.5	3.8	5.1	4.2	3.4	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	1.7	1.9	1.5	0.0	0.7	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	13.9	14.3	11.4	13.1	13.8

Graph of Authority Results (optional)



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
English Language Arts 30-1	5.7	8.0	15.6	8.1	5.3	54.5	54.7	53.9	54.0	53.2
English Language Arts 30-2	16.3	14.7	12.8	13.8	14.7	25.8	25.9	27.1	28.0	28.7
Total of 1 or more English Diploma Exams	22.0	22.1	25.5	22.0	20.0	78.4	78.6	78.7	79.7	79.5
Social Studies 30	0.0	0.0	n/a	n/a	0.0	0.3	0.0	n/a	n/a	0.0
Social Studies 30-1	4.9	10.4	7.8	11.4	10.0	47.8	47.6	45.8	45.1	43.5
Social Studies 33	0.0	0.0	n/a	n/a	0.0	0.1	0.0	n/a	n/a	0.0
Social Studies 30-2	18.7	12.3	15.6	12.2	15.3	30.8	31.9	33.7	35.2	36.7
Total of 1 or more Social Diploma Exams	23.6	22.7	22.7	22.0	24.7	78.2	78.7	78.8	79.6	79.5
Pure Mathematics 30	1.6	1.8	2.1	0.0	0.0	42.3	42.2	7.2	0.1	0.0
Applied Mathematics 30	4.1	3.7	0.7	0.0	0.0	19.9	19.5	0.2	0.0	0.0
Mathematics 30-1	n/a	n/a	2.1	4.1	1.3	n/a	n/a	29.7	37.3	37.1
Mathematics 30-2	n/a	n/a	0.7	1.6	3.3	n/a	n/a	16.7	21.4	22.4
Total of 1 or more Math Diploma Exams	5.7	5.5	5.7	5.7	4.7	61.6	61.1	52.1	57.0	57.6
Biology 30	3.3	4.3	2.1	4.1	1.3	42.5	42.8	42.2	41.4	40.6



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Chemistry 30	1.6	1.2	2.8	0.8	0.0	35.8	36.5	31.5	34.7	35.7
Physics 30	0.0	0.0	0.0	0.0	0.0	20.5	20.2	17.3	20.0	19.9
Science 30	0.8	1.8	3.5	2.4	7.3	9.0	10.3	9.8	12.8	14.1
Total of 1 or more Science Diploma Exams	4.1	5.5	7.1	7.3	8.0	58.8	59.2	57.3	59.4	59.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.6	2.7	2.7	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	3.0	2.9	3.0	2.9	3.0

Notes:

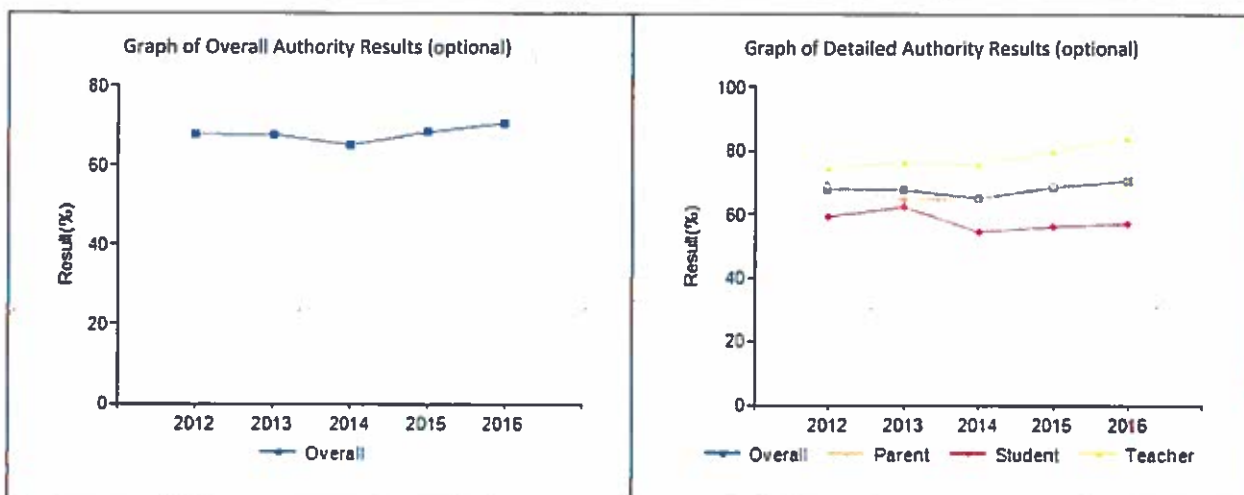
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2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	67.9	67.8	65.2	68.5	70.7	82.5	83.4	83.4	83.5	83.9
Teacher	74.6	76.4	75.8	79.9	84.2	93.1	93.6	93.8	94.2	94.5
Parent	69.5	64.6	65.2	69.4	70.6	79.4	80.3	81.9	82.1	82.9
Student	59.4	62.5	54.6	56.3	57.2	75.0	76.2	74.5	74.2	74.5



Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

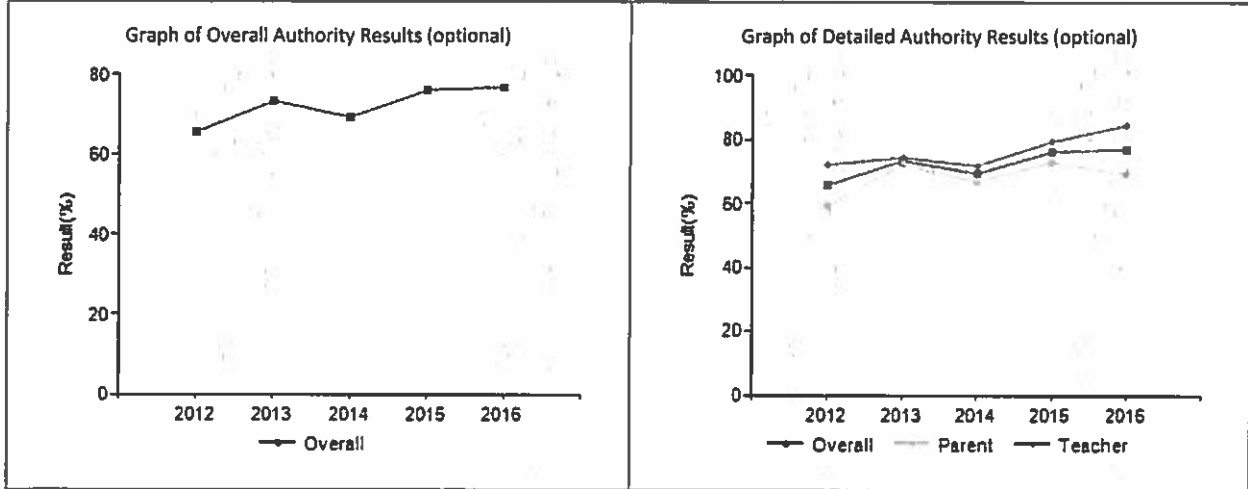
Work Preparation – Measure Details (OPTIONAL)

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	65.7	73.4	69.4	76.2	76.9	79.7	80.3	81.2	82.0	82.6
Teacher	72.1	74.4	71.9	79.4	84.5	89.5	89.4	89.3	89.7	90.5
Parent	59.2	72.4	66.9	73.0	69.3	69.9	71.1	73.1	74.2	74.8



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16



Notes:

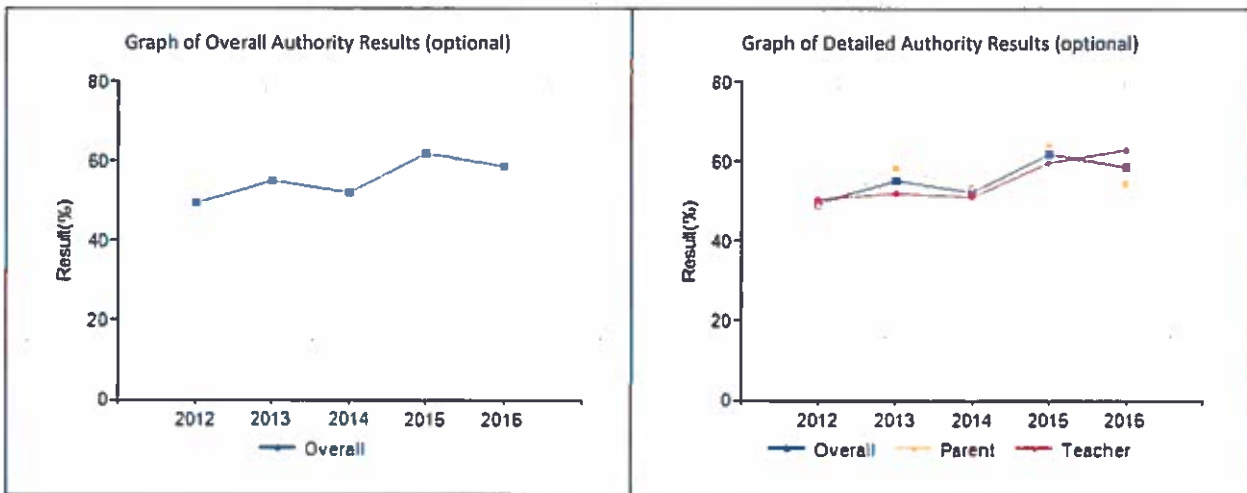
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	49.6	55.2	52.3	61.9	58.7	68.0	68.5	69.5	70.0	70.7
Teacher	50.6	52.0	51.1	59.8	62.9	75.8	75.7	76.0	76.0	77.3
Parent	48.6	58.4	53.6	63.9	54.5	60.2	61.2	63.0	64.0	64.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Provincial Achievement Test Results – Measure Details (OPTIONAL)

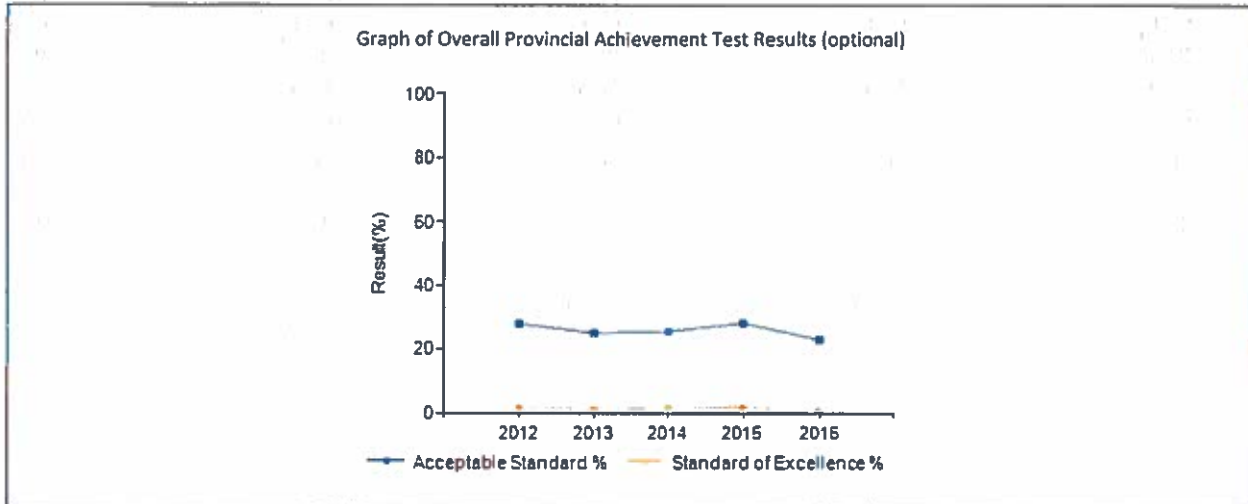
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	57.1	1.3	52.5	1.4	47.1	1.0	55.5	1.8	50.9	1.4	60	3
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	17.3	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2		
Mathematics 6	Authority	36.2	1.3	33.6	1.8	30.6	2.9	40.1	2.2	22.7	0.5	45	3
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	Authority	43.0	3.6	33.2	1.8	30.1	5.3	38.8	3.5	28.4	1.4	45	5
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	Authority	35.3	4.5	24.9	0.5	26.2	1.9	30.8	4.0	21.9	0.9	40	5
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		
English Language Arts 9	Authority	16.5	1.1	20.7	1.1	21.9	0.0	18.2	0.6	20.1	0.7	25	3
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
English Lang Arts 9 KAE	Authority	*	*	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	61.4	5.8	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	12.2	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8		
Mathematics 9	Authority	8.5	1.6	8.4	0.0	11.4	0.0	7.5	0.6	4.7	0.0	15	3
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
Mathematics 9 KAE	Authority	20.0	0.0	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	62.5	15.3	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0		
Science 9	Authority	9.4	0.5	10.1	0.6	17.6	0.6	10.9	0.6	11.3	0.6	15	3
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4		
Science 9 KAE	Authority	16.7	0.0	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	67.9	17.3	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3		
Social Studies 9	Authority	9.7	0.5	6.7	1.7	13.6	0.6	8.5	0.6	9.4	0.6	15	3
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		
Social Studies 9 KAE	Authority	*	*	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	63.5	13.9	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6		

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16



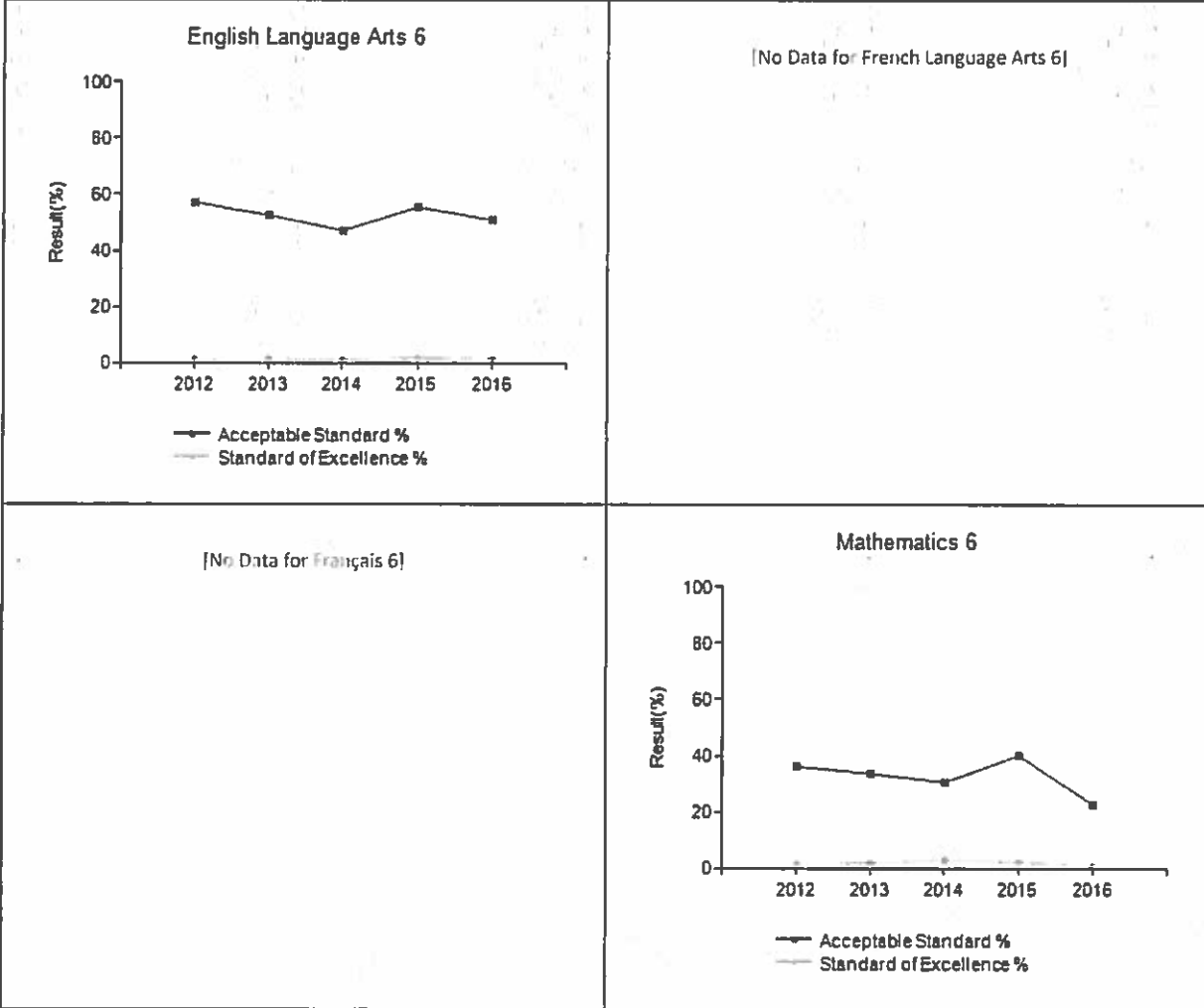
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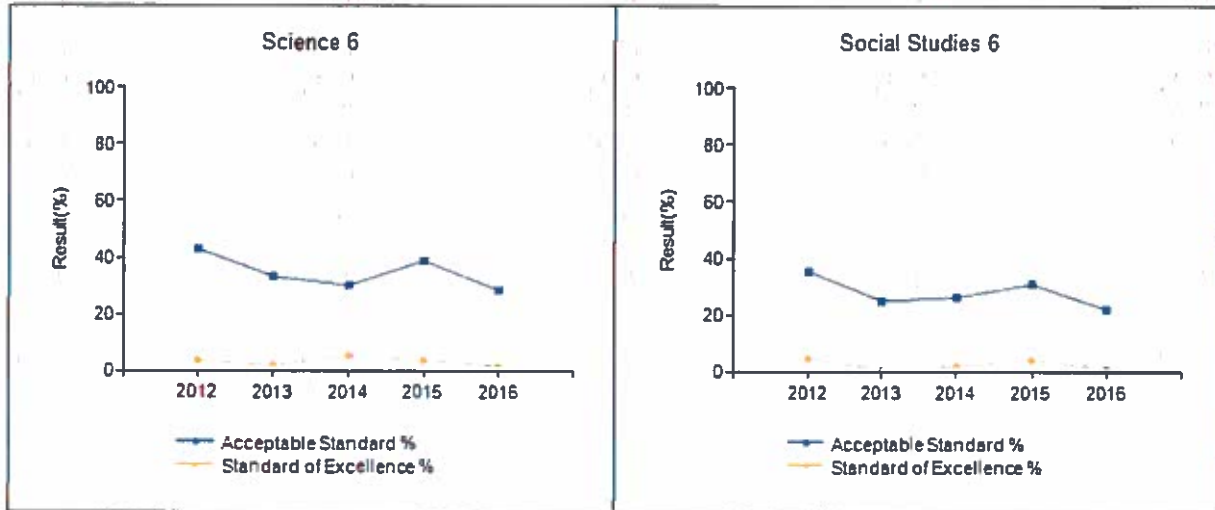
2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Graph of Provincial Achievement Test Results by Course (optional)





2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16



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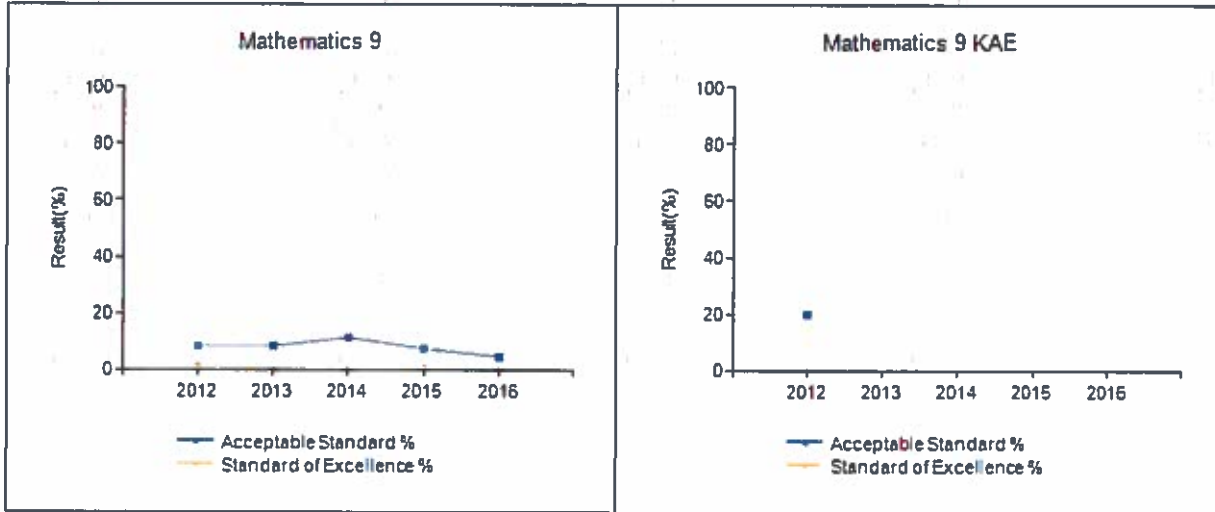


**2016/2019 Combined Three Year Plan
and Annual Education Results Report for 2015-16**

Graph of Provincial Achievement Test Results by Course (optional)																																					
<p style="text-align: center;">English Language Arts 9</p> <table border="1"> <caption>English Language Arts 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>18</td> <td>0</td> </tr> <tr> <td>2013</td> <td>22</td> <td>0</td> </tr> <tr> <td>2014</td> <td>23</td> <td>0</td> </tr> <tr> <td>2015</td> <td>18</td> <td>0</td> </tr> <tr> <td>2016</td> <td>20</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	18	0	2013	22	0	2014	23	0	2015	18	0	2016	20	0	<p style="text-align: center;">English Lang Arts 9 KAE</p> <table border="1"> <caption>English Lang Arts 9 KAE Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>0</td> <td>0</td> </tr> <tr> <td>2013</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>0</td> <td>0</td> </tr> <tr> <td>2016</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	0	0	2013	0	0	2014	0	0	2015	0	0	2016	0	0
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2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16



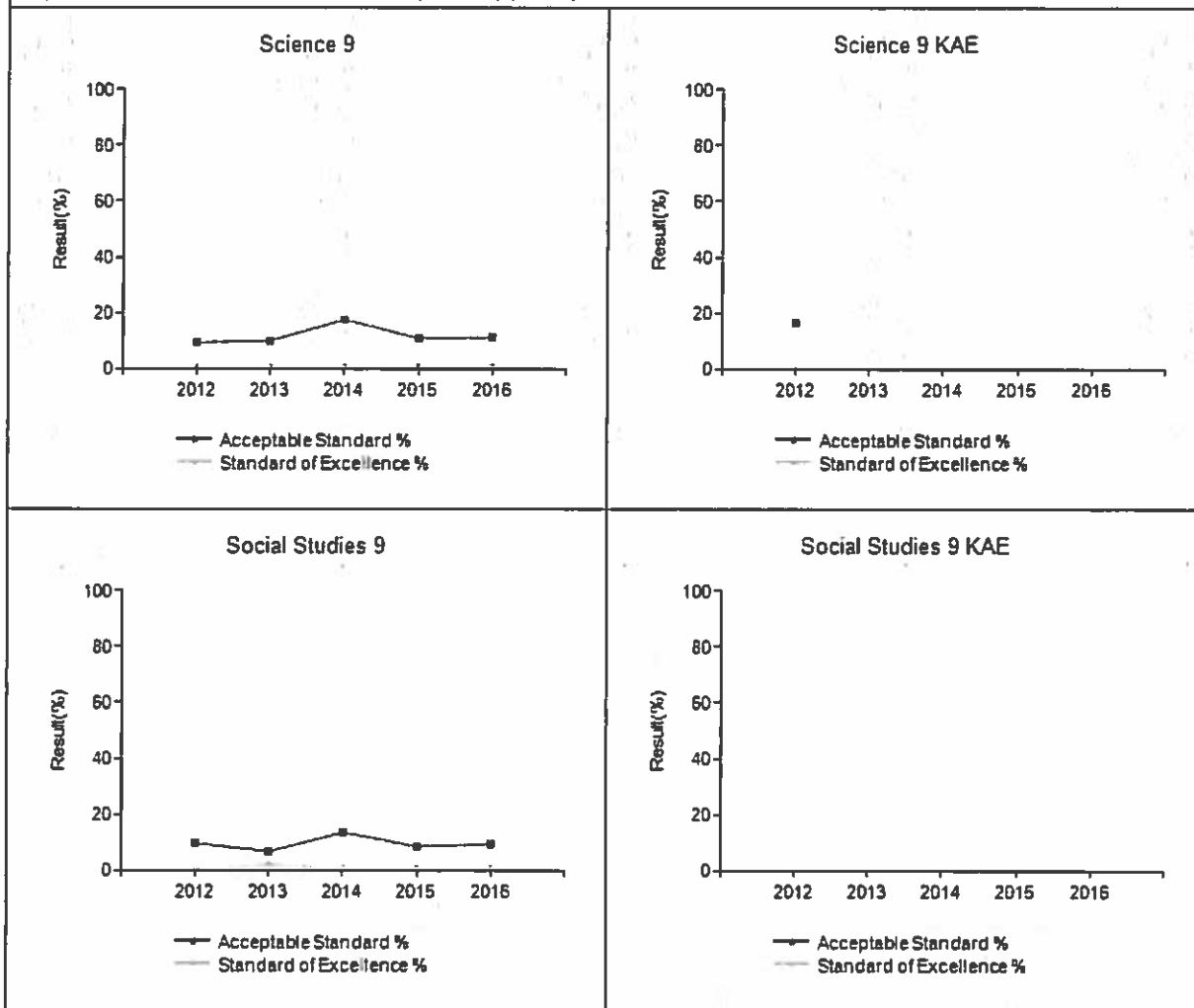
Notes:

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2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Northland School Div No. 61						Alberta				
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	214	50.9	217	51.7	47,606	82.9	45,843	82.4
	Standard of Excellence	n/a	n/a	n/a	214	1.4	217	1.4	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	87.7	2,780	88.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	14.2	2,780	15.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	216	22.7	217	34.8	47,512	72.2	45,774	73.2
	Standard of Excellence	n/a	n/a	n/a	216	0.5	217	2.3	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	n/a	n/a	n/a	215	28.4	217	34.0	47,543	78.0	45,788	76.6
	Standard of Excellence	n/a	n/a	n/a	215	1.4	217	3.6	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	215	21.9	217	27.3	47,522	71.4	45,710	71.0
	Standard of Excellence	n/a	n/a	n/a	215	0.9	217	2.1	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	149	20.1	178	20.3	43,780	77.0	38,487	76.2
	Standard of Excellence	n/a	n/a	n/a	149	0.7	178	0.6	43,780	15.2	38,487	14.8
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,638	59.8	1,514	62.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,638	6.2	1,514	4.1
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	83.0	2,584	86.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	10.8	2,584	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	148	4.7	176	9.1	43,253	67.8	38,217	66.4
	Standard of Excellence	n/a	n/a	n/a	148	0.0	176	0.2	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	*	*	*	3	*	n/a	n/a	2,125	61.2	1,872	63.4
	Standard of Excellence	*	*	*	3	*	n/a	n/a	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	n/a	n/a	n/a	159	11.3	176	12.9	43,834	74.2	38,760	73.4
	Standard of Excellence	n/a	n/a	n/a	159	0.6	176	0.6	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,591	63.8	1,492	65.7
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	160	9.4	177	9.6	43,775	64.7	38,759	65.4
	Standard of Excellence	n/a	n/a	n/a	160	0.6	177	0.9	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,608	58.0	1,454	61.2
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,608	11.6	1,454	11.6

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.77	90.77 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.41	20.41 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

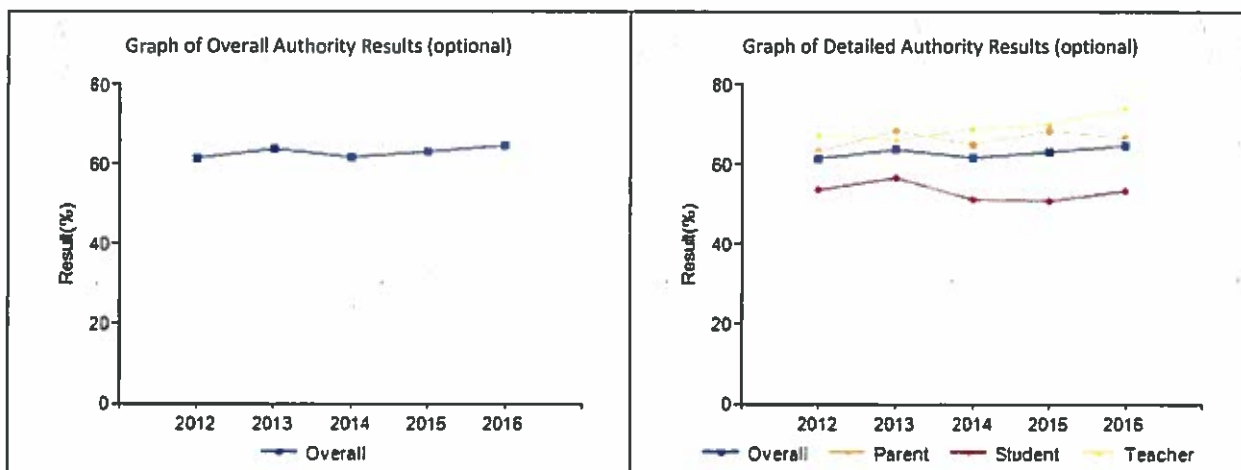


2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Program of Studies – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	61.6	63.8	61.8	63.2	64.8	80.7	81.5	81.3	81.3	81.9
Teacher	67.6	66.2	69.1	70.2	74.2	87.3	87.9	87.5	87.2	88.1
Parent	63.4	68.6	65.1	68.5	66.8	78.1	78.9	79.9	79.9	80.1
Student	53.7	56.7	51.3	50.9	53.5	76.9	77.8	76.6	76.9	77.5



Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

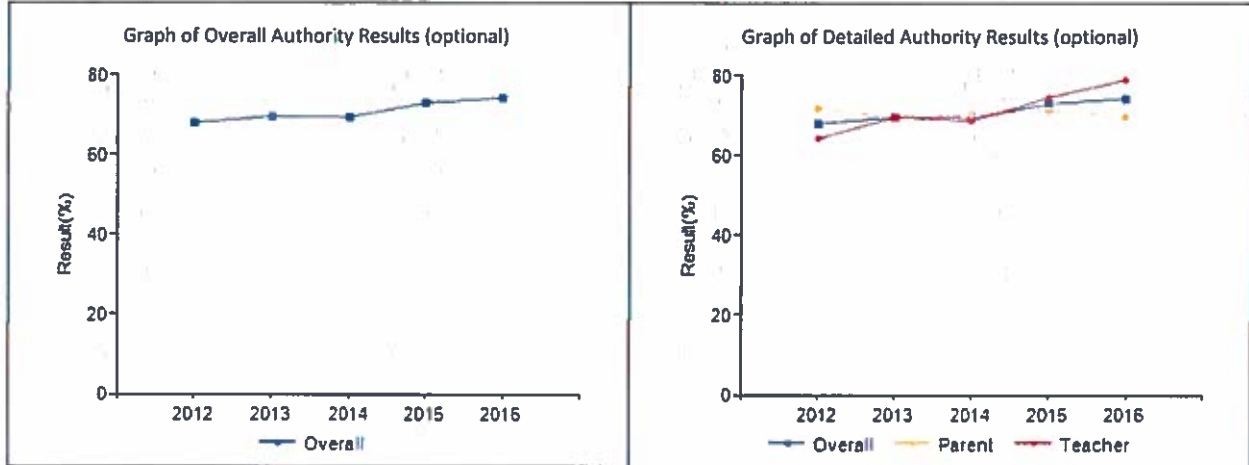
Parental Involvement – Measure Details (OPTIONAL)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	68.2	69.8	69.6	73.2	74.5	79.7	80.3	80.6	80.7	80.9
Teacher	64.4	69.9	68.8	74.8	79.2	88.0	88.5	88.0	88.1	88.4
Parent	72.0	69.7	70.5	71.6	69.9	71.4	72.2	73.1	73.4	73.5



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16



Notes:

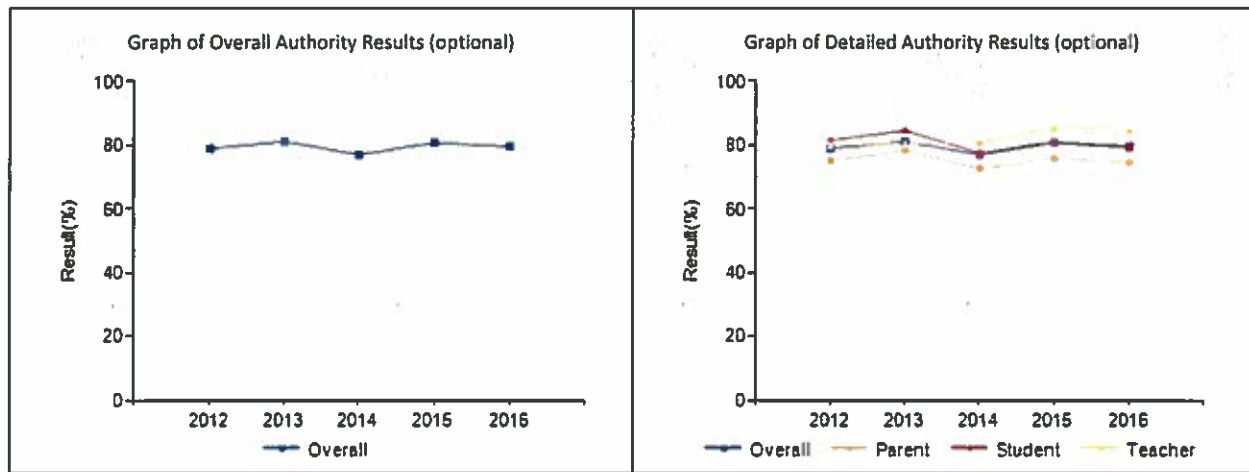
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2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	78.8	81.1	76.9	80.7	79.5	89.4	89.8	89.2	89.5	90.1
Teacher	79.9	80.5	80.8	85.4	84.8	95.4	95.7	95.5	95.9	96.0
Parent	75.0	78.3	72.5	75.7	74.6	84.2	84.9	84.7	85.4	86.1
Student	81.5	84.5	77.4	81.0	79.2	88.6	88.7	87.3	87.4	88.0



Notes:

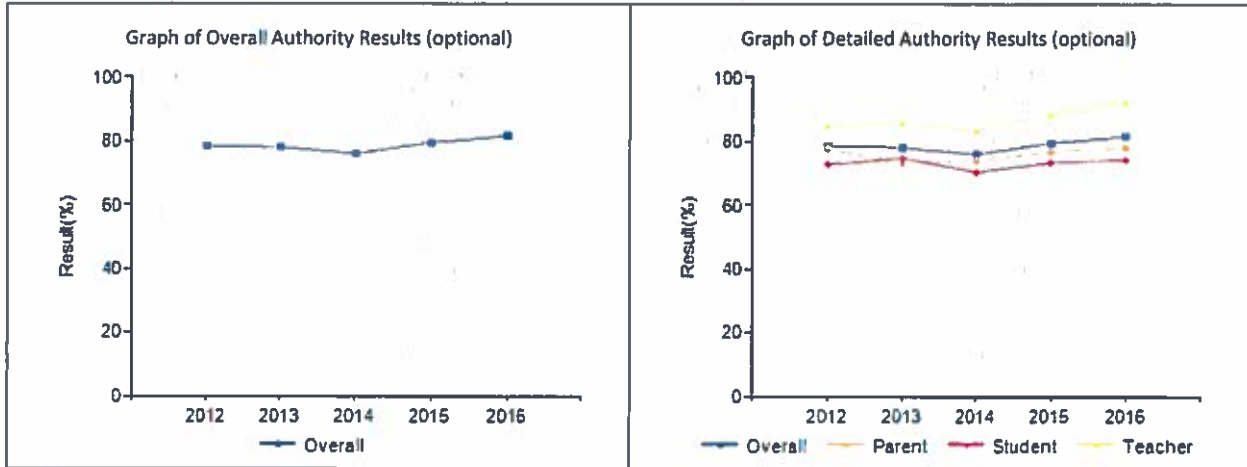
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details (OPTIONAL)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	78.5	78.1	76.1	79.6	81.7	88.6	89.0	89.1	89.2	89.5
Teacher	85.0	86.0	83.6	88.5	92.6	94.8	95.0	95.3	95.4	95.4
Parent	77.7	73.3	74.2	76.9	78.2	87.4	87.8	88.9	89.3	89.8
Student	72.9	74.9	70.5	73.5	74.3	83.7	84.2	83.1	83.0	83.4



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

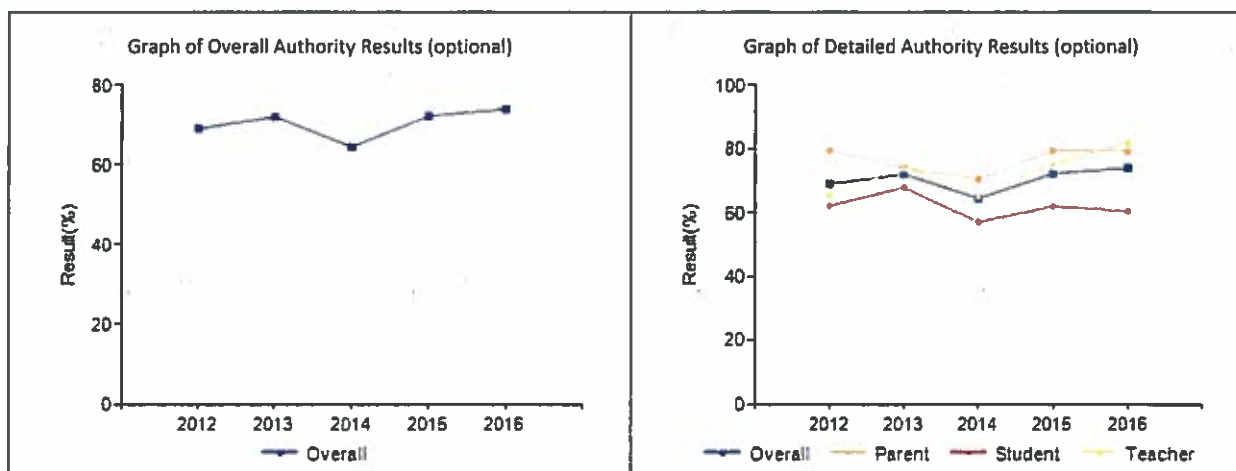


2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

School Improvement – Measure Details (OPTIONAL)

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	69.1	72.1	64.5	72.3	74.0	80.0	80.6	79.8	79.6	81.2
Teacher	65.5	74.4	65.6	75.2	82.3	81.1	80.9	81.3	79.8	82.3
Parent	79.5	74.1	70.6	79.5	79.3	76.2	77.9	77.0	78.5	79.7
Student	62.2	67.7	57.3	62.1	60.5	82.7	82.9	81.2	80.7	81.5



Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Board

Lois Byers, Official Trustee

Senior Administration

Gord Atkinson, Superintendent of Schools

Don Tessier, Associate Superintendent

Trudy Rasmuson, Secretary-Treasurer

David Cox, Division Facilities Manager

Wesley Oginski, Director of Human Resources

Lorraine Cardinal - Roy, Director of First Nation, Métis, and Inuit Education

Schools

Schools	Grades	Local School Board Committee Chair
Anzac Community School	K-4	David Czibere
Athabasca Delta Community School	K-12	Claris Voyageur
Bill Woodward School	4-9	David Czibere
Bishop Routhier School	K-6	Greg Gauchier
Calling Lake School	K-12	Cora Weber-Pillwax
Career Pathways	Outreach	Fay Cardinal
Chipewyan Lake School	K-9	Jason Yuck
Conklin Community School	K-9	Margaret Quintal
Dr. Mary Jackson School	K-12	Katherine Omoth
Elizabeth Community School	K-8	Shelley Bartman
Fort McKay School	K-9	Janet Lynn McDonald
Fr. R. Perin School	K-9	Alice Fontaine
Gift Lake School	K-9	Ken Shaw
Grouard Northland School	K-9	Jesse Lamouche
Hillview School	K- 6	Shelly Auger
J.F. Dion School	K-6	Joan Daniels
Kateri School	K-12	Elmer Gullion
Little Buffalo School	K-12	Dwight Gladue
Mistassiniy School	7-12	Fay Cardinal
Paddle Prairie School	K-12	Candice Calliou
Peerless Lake School	K-12	Louie Cardinal
Pelican Mountain School	K-6	Violet Carlson
St. Theresa School	K-6	Robin Guild
Susa Creek School	K-8	Rachelle McDonald

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: TRUDY RASMUSON, SECRETARY-TREASURER

SUBJECT: PURCHASE OF CARGO VAN FOR PLUMBER (MAINTENANCE)

ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER

RECOMMENDATION

That the Board of Trustees approve the tender for Edmonton Motors for a cargo van in the amount of \$34,345.50, be accepted.

CURRENT SITUATION: The Facilities Department is replacing the cargo van for the division's plumber.

OPTIONS: The other tenders received are as follows:

Ken Sargent GMC, Grande Prairie, AB	\$40,762.31
Koch Ford, Edmonton, AB	\$39,092.55

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: TRUDY RASMSON, SECRETARY-TREASURER

SUBJECT: RESTRUCTURE OF HOUSING DEPARTMENT

ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER

RECOMMENDATION

That the Board of Trustees receive as information, the plan to further separate the housing department from the instructional work of Northland School Division.

CURRENT SITUATION:

The separation of the housing department from the operations of Northland School Division has been in the process for several years, starting after the release of the *Northland Inquiry Team Report*, completed in November, 2010.

There were two criteria provided by Alberta Education for consideration of the new structure:

1. There should be no subsidization by instructional dollars to the new entity.
2. There has to be a method of "unlocking" the value in the rental properties.

Additional criteria provided by the Superintendent:

1. An income statement and balance sheet must be produced for the entity, whatever form it takes.
2. Control over the entity still has to reside with the administration of the division.
3. Renovations of the housing units should begin as soon as possible in 2017.
4. The entity should be for-profit.

The three choices, to date, are:

1. Keeping the housing department as is, with some internal procedural changes.
2. Forming a limited company or cooperative.
3. Contracting the management of the department to a third party, property management service.

All three options were provided and discussed with legal advice from the Alberta School Board Association legal department.

Recommendation:

Keep the housing department as it is currently structured, with some internal changes, to increase the arms-length distance between the two entities.

The above recommendation was made, partly due to:

- The need to remain in control of teacher housing for attraction and retention.
- There would be little additional costs (unlike the two other options).
- This solution can be implemented quickly, with no legal or other processes to account for.

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: TRUDY RASMSON, SECRETARY-TREASURER

SUBJECT: PURCHASE OF THREE SUVS

ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER

RECOMMENDATION

That the Board of Trustees approve Northland School Division No. 61 to purchase three Chevrolet Traverses from Edmonton Motors in the amount of \$41,193 (includes GST) each.

CURRENT SITUATION: There are three SUVs that need to be replaced in the division. Five tenders were received on smaller SUVs (length under 5 m), and two tenders were received on medium SUVs (length over 5 m).

Upon reviewing the tenders, the decision was made to go with the larger vehicles, due to the amount of travelling and road and weather conditions experienced by the division staff.

An analysis of the two tenders, including price, warranty and consumer report recommendations, indicated that the Traverse was the better value for money.

Other tenders included (under 5 m):
 Precision Hyundai (Santa Fe) - \$37,649
 Sean Sargent Toyota (4Runner) - \$46,866.77
 Wheaton Toyota (4Runner) - \$46,825.45
 Ken Sargent (Acadia) - \$46,675.86
 Windsor Ford (Edge) - \$39,562.65

Over 5 m:
 Windsor Ford (Explorer) - \$42,216.88

The vehicles will be assigned using the updated Procedure 125, and the used vehicles will be sold using the updated Procedure 516.

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 11 – ROLE OF THE SUPERINTENDENT

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION

That the Board of Trustees approve third and final reading of 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.

Anzac LSBC Meeting Minutes – October 18, 2016

7. New Business

- a. Role of Superintendent – request for review Those in attendance had reviewed the Policy and felt that it makes sense. Perhaps the attendance should be under student learning and not wellness**

Policy 11

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

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"> • Annual Education Plan/Results Report (AERR) <ul style="list-style-type: none"> ○ Satisfaction survey information ○ PAT results ○ Diploma results ○ Completion rates ○ Rutherford and other scholarships ○ Trends and Issues • Superintendent recommendations to Three-Year Planning process • Annual Education Results Report • Feedback from Alberta Education re: AERR 	<ul style="list-style-type: none"> • Identifies trends and issues related to student achievement to inform the Three-Year Planning process • Conducts an analysis of student success and ensures school principals analyze individual student success and develop action plans to address concerns • Measurable improved student achievement as a trend over time is realized • Ensures parents and students are satisfied with improvement in student achievement • Develops initiatives to foster student achievement • Develops new approaches to the solution of significant and complex learning challenges • Meets all timelines with provision for appropriate Board input relative to the AERR • Meets Alberta Education's expectations re: AERR format, process and content • Ensures the Division's academic results are published and effectively communicated

**NORTHLAND SCHOOL DIVISION
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

Role Expectation:	Superintendent Evaluation Evidence	Quality Indicators
<p>2. Student Wellness</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"> • Accountability Pillar • Survey results • Character Education • RTI • Superintendent's Report <ul style="list-style-type: none"> ○ Suspension/ expulsion statistics ○ Incidents/accidents ○ Mental health • Three Year Education Plan • Crisis Response Manual • Three Year Capital Plan • IMR Summary • OHS Advisory Committee minutes • Designation of attendance officer • Attendance correspondence • Individual RCSDs 	<ul style="list-style-type: none"> • Develops standards and monitors progress relative to providing an engaging, welcoming, caring, respectful and safe learning environment • Develops programming thrusts to activate "whole child" learning • Develops an action plan that advances understanding of reconciliation and healing surrounding the residential school legacy • Provides analysis of incident reports • Implements the requirements of Occupational Health and Safety legislation, including required staff professional development • Complies with legislative requirements to appoint Attendance Officer for the Division • Improves student attendance

NORTHLAND SCHOOL DIVISION
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

<p style="text-align: center;">Role Expectation:</p> <p style="text-align: center;">3. Fiscal Responsibility</p>	<p style="text-align: center;">Superintendent Evaluation Evidence</p>	<p style="text-align: center;">Quality Indicators</p>
<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"> • Auditor's Report • Auditor's Management Letter • Response to external reports • Budget process and timelines • Annual Budget • Quarterly financial reports • Three Year Capital Plan • Superintendent's Report • Superintendent confidential communications to the Board showing notification of litigation 	<ul style="list-style-type: none"> • Public sector accounting standards are being followed • Adequate internal financial controls exist and are being followed • 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 • Revenue/expenditure envelope designations are clearly demonstrated in budget documents • Budget process is transparent • 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 • All funds are expended as per approved budgets • Variance analysis and year-end projections are provided quarterly • The Board is informed annually about incurred liabilities • The Board is informed immediately regarding pending litigation • The Capital Plan facilitates integrated planning and implementation, and is approved within Alberta Education timelines

**NORTHLAND SCHOOL DIVISION
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

<p style="text-align: center;">Role Expectation: 4. Personnel Management</p>	<p style="text-align: center;">Superintendent Evaluation Evidence</p>	<p style="text-align: center;">Quality Indicators</p>
<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"> • Board Policy Handbook • Administrative Procedures Manual • Superintendent's Report • Personnel statistics • Staff Development Plan • Superintendent's Evaluation Document • Organizational charts • Job descriptions • Grievances/complaints • OHS Advisory Committee minutes 	<ul style="list-style-type: none"> • Provides useful, timely information and advice which facilitates the negotiating teams and the Board's work • Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, supervisory and evaluation processes • Fosters high standards of instruction and professional improvement (Teaching Quality Standard) • Provides for training of administrators and the development of leadership capacity within the Division • Models commitment to personal and professional growth • Ensures effective workforce planning • Follows Board policies re: personnel • Models high ethical standards of conduct • Develops standards and monitors progress relative to providing a welcoming, caring, respectful and safe working environment

**NORTHLAND SCHOOL DIVISION
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

Role Expectation: Policy/Administrative 5. Procedures	Superintendent Evaluation Evidence	Quality Indicators
<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"> • Board Policy Handbook • Administrative Procedures Manual • Summary of past year's activity 	<ul style="list-style-type: none"> • Appropriately involves individuals and groups in the policy development process • Takes leadership in bringing policies to Board for review • Demonstrates a knowledge of and respect for the role of the Board in policy processes • Ensures adherence to Board policies • Ensures adherence to Administrative Procedures • Ensures timeliness of policy revision • Ensures timeliness of Administrative Procedures development and revision, and Board notification of the same

NORTHLAND SCHOOL DIVISION		
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE		
Role Expectation: Superintendent/Board 6. 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"> • Board directives report • Board agenda packages • Board meetings • Listing of issues and background information • Superintendent e-mails and phone calls • Planning retreats • Superintendent's calendar • Committee meetings • Board functions • Public events 	<ul style="list-style-type: none"> • Interacts with the Board in an open, honest, proactive and professional manner • Ensures high quality management services are provided to the Board • Implements Board directions with integrity in a timely fashion • Provides support to the Board re: advocacy efforts on behalf of the Division • Ensures Board agendas are prepared and made available to trustees in sufficient time to allow for appropriate trustee preparation for the meeting • Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas • Keeps the Board informed about Division operations and on emergent issues • Provides the Board with correspondence directed to the Board or trustees

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"> • Planning process and timelines • Three Year Education Plan • Three Year Capital Plan • Facilities Master Plan (FMP) • Technology Plan • Board Work Plan • Accountability Pillar • Satisfaction surveys • Alberta Education Monitoring Reports • Annual Education Results Report 	<ul style="list-style-type: none"> • Ensures the Three Year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction • 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 • Develops short and long-range plans to meet the needs of the Division and provides for continuous improvement • Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board • Ensures transportation services are provided with due consideration for efficiency, safety and length of ride • Ensures "key results" identified by the Board are achieved • Develops a comprehensive, succinct Annual Education Results Report to be approved within Alberta Education timelines

**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"> • Board agenda packages • Superintendent's Reports • Alberta Education Monitoring Reports • Organizational chart • Administrative Procedures Manual • Emergency Preparedness • Crisis Response Manual 	<ul style="list-style-type: none"> • Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality) • Ensures contracted services (eg, fiscal, labour and legal) meet quality expectations of the Board • Ensures organizational structure is clear and facilitates results to be achieved • Effectively manages time and resources • Ensures use of technology is effective and efficient • Ensures that appropriate procedures are in place for the management of critical events and emergencies • Ensures that First Nations and Métis leaders, organizations and communities are satisfied with their involvement

**NORTHLAND SCHOOL DIVISION
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

<p style="text-align: center;">Role Expectation: 9. Communications and Community Relations</p>	<p style="text-align: center;">Superintendent Evaluation Evidence</p>	<p style="text-align: center;">Quality Indicators</p>
<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"> • Superintendent's memos • Website interactions • Satisfaction survey data • Focus groups/public events • Administrative Procedures Manual • FOIP requests • Media releases • Key messages 	<ul style="list-style-type: none"> • Ensures information is disseminated to inform appropriate publics • Promotes positive public engagement in the Division • Facilitates effective home-school relations • Facilitates effective First Nations and Métis relations. • Manages conflict effectively • Implements the Board approved Communications Plan • Represents the Division in a positive, professional manner • Complies with FOIP legislation • Works cooperatively with the Board and the media to represent the Board's views/positions • Improves the Division's public image

**NORTHLAND SCHOOL DIVISION
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

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

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: NOVEMBER 24, 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 approve second reading of 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.

At the October 19, 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.

FEEDBACK: POLICY 13 – APPEALS AND HEARINGS REGARDING STUDENT MATTERS

Little Buffalo LSBC November 9, 2016

Policy 13

- concern with cutting out the local school board
- concern it looks like you are going towards a ward system
- if we go to a ward system and expulsions go to the corp board instead of LSB - they are worried other people from different communities are making decisions for our students, that don't know our community or our students

Policy 13

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 Reinstatement or expulsion of 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: NOVEMBER 24, 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 approved second reading of 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.

At the October 19, 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. To date feedback has not been received.

Policy 19

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

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

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: NOVEMBER 24, 2016

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: APPENDIX 2 - ORGANIZATIONAL CHART

ORIGINATOR: WES OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION
That the Board of Trustees receive as information the attached changes to Appendix 2, of the Policy Manual Organizational Chart.

CURRENT SITUATION

NSD is organized with central services coordinated from Peace River, including minimal second tier services and supports. The Superintendent has over 30 direct reporting supervisors spread across northern Alberta.

BACKGROUND

The Superintendent is proposing to re-introduce an area organization to provide more direct supports and services to schools and their Local School Board Committees.

The reorganization would create three service areas. Each area would have an Associate Superintendent responsible for supervising the schools and principals within their area, as well as liaising with LSBCs and other relevant community stakeholders and government agencies. Working under the Associate Superintendent it is further proposed to create an interdisciplinary team of second tier supports creating more direct access to support for teachers, principals and students.



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Superintendent of Schools

Secretary-Treasurer

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Human Resources

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 ADCS
 Bill Woodward
 Bishop Routhier
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 Career Pathways
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 Conklin Community
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 Gift Lake
 Grouard Northland
 Hillview
 JF Dion
 Kateri
 Little Buffalo
 Mistassiniy
 Paddle Prairie
 Peerless Lake
 Pelican Mountain
 St. Theresa
 Susa Creek

Education Services
 CTS/CTF
 Communications
 Division Principal
 First Nation Métis Inuit
 Information Technology
 Learning Coaches
 Pedagogical Supervisors
 Student Services

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

**SUBJECT: PROCEDURE 333 – CHILDREN/STUDENTS IN NEED OF
INTERVENTION**

ORIGINATOR: STEPHANIE SUTHERLAND, SUPERVISOR OF STUDENT SERVICES

RECOMMENDATION

That the Board of Trustees receive as information, Procedure 333 – Children/Students in Need of Intervention, as attached.
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CURRENT SITUATION:



Children / Students in Need of Intervention Services

Background

Children, as a matter of right, should be safe, secure and adequately cared for at home, at school and in the community. While parents/guardians have primary responsibility to ensure the welfare of their children, the helping professions and community institutions such as schools, social services, medical services, police and the courts have particular responsibility beyond that of citizens, generally, to safeguard children from abuse and neglect.

The Division recognizes its legal obligation and moral responsibility to work cooperatively with professionals and community organizations to enhance child abuse reporting and investigation. The Departments of Health and Wellness, Education, Children and Youth Services, Justice and Attorney General propose to use the principles of cooperation, collaboration and coordination in their working relationship with the community. The Division will fulfill its obligations by using those same principles set forth in Responding to Child Abuse: A Handbook. (http://justice.alberta.ca/programs_services/families/Documents/responding_to_child_abuse_handbook_2006.pdf)

Anyone who has reason to believe that a child has been, or there is substantial risk that s/he will be abused or neglected by an adult, has the legal duty under the Child, Youth and Family Enhancement Act to promptly report the matter to the local Child and Family Services Authority.

Definitions

1. *Child in need of intervention services* is a term found in the Child, Youth and Family Enhancement Act. A child is in need of intervention services if there are reasonable and probable grounds to believe that the survival, security or development of the child is endangered because of any of the following:
 - 1.1. The child has been abandoned or lost.
 - 1.2. The parent/guardian of the child is dead and the child has no other parent/guardian.



Procedure 333

Children / Students in Need of Intervention Services

- 1.3. The child is neglected by the parent/guardian.
 - 1.4. The child has been or there is substantial risk that the child will be physically injured or sexually abused by the parent/guardian of the child.
 - 1.5. The parent/guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse.
 - 1.6. The child has been emotionally injured by the parent/guardian.
 - 1.7. The parent/guardian of the child is unable or unwilling
 - 1.8. The parent/guardian of the child has subjected the child to or is unable or unwilling to protect the child from cruel and unusual treatment or punishment.
2. Emotional abuse is the impairment of a child's mental or emotional functioning or development and there are reasonable and probable grounds to believe that the emotional injury is the result of:
- 2.1 Rejection;
 - 2.2 Deprivation of affection and/or cognitive stimulation.
 - 2.3 Exposure of domestic violence or severe domestic disharmony.
 - 2.4 Inappropriate criticism, threats, humiliation, accusations or expectations.
 - 2.5 The mental or emotional condition of the parent/guardian of the child or of anyone living in the same residence as the child.
 - 2.6 Chronic alcohol or drug abuse by anyone living in the child's home.
3. Neglect is if the parent/guardian is unable or unwilling to:
- 3.1 Provide the child with the necessities of life;
 - 3.2 Obtain for the child, or permit the child to receive essential medical, surgical or other remedial treatment that is necessary for the health or well-being of the child; or



Procedure 333

Children / Students in Need of Intervention Services

- 3.3 Provide the child with adequate care or supervision.
4. Physical abuse is an intentional, substantial and observable injury to a child as a result of the non-accidental application of force or an agent to the child's body.
5. Sexual abuse is inappropriate exposure or subjection to sexual contact, activity or behavior, including prostitution-related activities. Exposing children to child pornography or luring children through the Internet are forms of sexual abuse.

Procedures

1. Reporting Requirements

Section 4(1) of the Child, Youth and Family Enhancement Act states "any person who has reasonable and probable grounds to believe that child is in need of intervention shall forthwith report the matter to a director." To report "forthwith to a director" means promptly notifying the Child and Family Services Authority.

2. All school staff, as well as volunteers, shall be familiar with and guided by this administrative procedure.
 3. The Principal must ensure that all school staff are aware of the obligations and ensure procedures are followed when a student discloses any form of neglect, physical, sexual or emotional abuse.
 4. Principals shall ensure that a brief statement regarding the school's responsibility in reporting child abuse and neglect is included in the Student-Parent/Guardian Handbook. Reference is to be made to this administrative procedure.
 5. Staff are to fulfill their legal obligation to report suspected child abuse or neglect by directly reporting to Child and Family Services Authority. The
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**Procedure 333****Children /
Students in Need
of Intervention
Services**

staff member must inform the Principal once the report is made. The responsibility of investigating allegations of abuse or neglect rests with Child and Family Services Authority.

6. Any staff member who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or observes the child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, will immediately report to a caseworker for Child and Family Services Authority and the Principal. In the event that the Principal is suspected, the report shall be made to the caseworker for Child and Family Services Authority and the Superintendent.
7. If the alleged abuse involves a school employee/volunteer, then a report must be made to the caseworker for Child and Family Services Authority and the Superintendent.
8. All school employees/volunteers will be granted due process, including written notification of the investigation, confidentiality and right to counsel.
9. A report to the local Child and Family Services Authority shall include:
 - 9.1 The staff member's name and school telephone number;
 - 9.2 The staff member's relationship to the child;
 - 9.3 Any immediate concerns about the child's safety;
 - 9.4 The location of the child;
 - 9.5 The child's name, age and address;
 - 9.6 Information on the disclosure such as when and where the alleged abuse took place, how long the alleged abuse has been occurring, current location of the alleged abuser or parents/guardians;
 - 9.7 The child's condition and any concerns about the child's immediate safety;
 - 9.8 Any other relevant information concerning the child and/or family.

**Procedure 333****Children /
Students in Need
of Intervention
Services**

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10. The Principal, as follow-up to a report, shall complete **Form** and forward it to the Supervisor of Student Services.
 11. Information obtained during a child intervention investigation must be kept confidential. School staff are prohibited from sharing information, which could identify a child or a child's parent/guardian who is involved in the child intervention system.
 12. Notes, reports or documentation made regarding the disclosed abuse or violence must be made available when request by police or caseworkers.
 13. The protection and best interests of children prevail over the interests of parents/guardians when cases of child abuse are reported and/or investigated. If a disclosure by a child indicates possible abuse by a parent/guardian, staff shall not notify the child's parents/guardians. The caseworker for Child and Family Services Authority assumes the responsibility for notifying the child's parents/guardians.
 14. The Child, Youth and Family Enhancement Act mandates investigations of suspected child abuse or neglect and provides authority for caseworkers and peace officers to enter schools.
 15. The Principal shall cooperate with a request by Child and Family Services Authority or police to interview a student on school premises. If a student interview is requested, the Principal shall request formal identification of the person making the request to verify the person is in a position of authority.
 16. It is the responsibility of the investigator to notify the parents/guardians. Interviews conducted on school premises must be conducted in ways that minimize any distraction for the student, other students or staff and the proceedings of the school.
 17. The Principal or teacher may participate in the interview of the child, if requested by the investigator. The Principal or teacher shall remain silent and provide comments or answer questions when specifically requested by the investigator.



Procedure 333

Children / Students in Need of Intervention Services

18. The Principal will clarify with the investigator when contact with the parents/ guardians will be made, particularly when an investigation commences near the end of a school day and the child's return home is delayed because the investigation is still incomplete.
19. If the investigator has not yet contacted the parent/guardian and they call the Principal indicating that the child has not yet returned home, the Principal will refer the parent/guardian to the investigator.
20. In the event that threats are made against school staff or the child, the Principal shall refer the matter to the police.
21. Child and Family Services Authority or police investigating a complaint of child abuse or neglect from whatever source may wish to interview teachers or other school staff having regular contact with the student or having other first-hand information pertinent to the investigation.
 - 21.1 The Principal will assist the investigator by identifying and facilitating these contacts.
 - 21.2 It is recommended that information provided to the investigator be summarized in writing by the teachers or other school staff after the interview and retained for possible future reference.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 4/99
Student Record Regulation 225/2006
Responding to Child Abuse – A Handbook (October 2005)
Student Record Regulation Information Bulletin 3.2.7

SUSPECTED CHILD ABUSE OR NEGLECT REPORT

(To be completed by the Principal as per Administrative Procedure 333 – Children/ Students in Need of Intervention Services)

As required by the Child, Youth and Family Enhancement Act, the following report has been made:

- I. Alleged: Physical Neglect Physical Abuse
 Emotional Abuse Sexual Abuse

a) Specific concerns and questions of abuse or neglect.

b) Student's condition and concerns about students immediate safety.

c) Specify action taken

d) Other agencies or professionals involved with family that might provide relevant information.

II. Person reporting abuse and neglect.

Name _____ Telephone No. _____

Relationship to student _____ Years known student _____

III. Student's Name _____ Sex M F Birthdate / /
MONTH DAY YEAR

Address _____ School _____

Parents/Guardians Name _____

Home Telephone No. _____ Work Telephone No. _____

Address _____

Is the child of Aboriginal/ Metis decent? Yes No If yes, name of Aboriginal/ Metis

Community _____

Language barrier or Disability requiring assistance in communication _____

IV. Principal's Name _____ School _____

Date Report was forwarded _____ Telephone No. _____

Principal's Signature

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: LOCAL SCHOOL BOARD COMMITTEE MINUTES RECEIVED

ORIGINATOR: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION

That the Board of Trustees receives the Local School Board Committee Minutes as outlined on the attached list:

**LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES
INCLUDED IN THE NORTHLAND SCHOOL DIVISION NO. 61
BOARD MEETING AS OF NOVEMBER 15, 2016**

LSBC NAME	DATE(S) OF MEETING	DATE(S) RECEIVED	LAST MINUTES SUBMITTED
Anzac/Bill Woodward	Oct. 18/16	Oct. 20/16	
Athabasca Delta	Oct. 17/16	Nov. 15/16	
Bishop Routhier			May 2, 2016
Calling Lake			June 7/16
Chipewyan Lake			Jun 1, 2016
Conklin	Nov. 8/16	Nov. 9/16	
Desmarais	May 11, June 8, Aug. 24, Sept. 7/16	Nov. 2/16	
East Prairie	Sept. 14/16	Oct. 25/16	
Elizabeth	Sept. 28/16	Oct. 18/16	
Fort McKay	Nov. 9/16	Nov. 15/16	
Gift Lake			Sept. 21/16
Grouard	Sept. 19, 2016	Nov. 15/16	
J.F. Dion	Oct. 4, Nov. 8/16	Nov. 7/9, 16	
Janvier	Nov. 1/16	Nov 1/16	
Keg River	June 7, Sept. 6, Oct. 3/16	Nov. 4/16	
Little Buffalo	Oct. 18/16	Oct. 20/16	
Paddle Prairie	Oct. 19, Nov. 14/16	Oct. 21, Nov. 15/16	
Peerless Lake			Sept. 13/16
Pelican Mountain	Nov. 8/16	Nov. 14/16	
Susa Creek			Sept. 19/16
Trout Lake	Oct. 4/16	Oct. 21/16	
Wabasca	Oct. 17/16	Oct. 25/16	

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

**SUBJECT: ADMINISTRATIVE ACTION
LOCAL SCHOOL COMMITTEE MINUTES RECEIVED**

RECOMMENDATION

That the Board of Trustees approve of the action taken by Administration with respect to local board minutes received, as outlined on the attached list.
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Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
LSBC (11/08/2016)	11/24/2016	Trudy	Pelican Mountain LSBC Minutes	Pull motion and refer to administration: Motion #1110082016 - Board requested that principal buy 24 \$50.00 gift cards to be presented to students as Christmas gifts. This is to be taken from Board Funds Motion made by...	1/26/2016	In progress	Administration to follow up with principal - this motion is not in line with the Board Member Handbook based on the handbook each LSBC is allocated funding to cover: Honoraria based on the number of members at each board; Honoraria & travel costs to attend In-service meetings; Supplies and awards; Payment of Recording Secretary.
LSBC (11/14/2016)	11/24/2016	Trudy	Paddle Prairie LSBC Minutes	Pull motion and refer to administration: Motion #020:16/17 Kristen McGillivray moved to recommend that board members be paid an honorarium for attending special board meetings of the LSBC.	1/26/2016	In progress	Administration to follow up with principal - this motion is not in line with Policy 7 which outlines the payment schedule for LSBC members. 9.2: When payments are made on a quarterly basis, the total amount paid in one year shall not exceed the annual amount.
LSBC (11/14/2016)	11/24/2016	Don	Paddle Prairie LSBC Minutes	Pull motion and refer to administration: Motion #027:16/17 Nelson Auger moved to ratify the recommendation of the special meeting of November 8, 2016 to approve the Boarding Home Application for Student "J" as PP School does not offer Personal Fitness or Foods courses..	1/26/2016	In progress	Administration to follow up with principal and ensure that this application is in line with Procedure 320.
LSBC (11/14/2016)	11/24/2016	Don	Paddle Prairie LSBC Minutes	Pull motion and refer to administration: Motion #023:16/17 Priscilla Christian moved to recommend the Boarding Home Application for Student "JF" be approved, as PP School does not offer French.	1/26/2016	In progress	Administration to follow up with principal and ensure that this application is in line with Procedure 320.
LSBC (10/19/2016)	11/24/2016	Trudy	Paddle Prairie LSBC Minutes	Pull motion and refer to administration: Motion #019:16/17 - Kristen McGillivray moved to recommend that the decision of NLSD to refuse the Application for Transportation on Private Property for the _____ family be reversed, due to safety issues.	1/26/2016	In progress	Administration to follow up with principal - this motion is not in line with the appeal process outlined in Policy 13 and Procedure 327.

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
LSBC (08/24/2016)	11/24/2016	Wes	Demarais LSBC Minutes	Pull motion and refer to administration: Motion #216-08-24-001 - The Desmarais LSBC motions to offer the position of EA/ART Facilitator to Candidate A, pending receipt of a clean Criminal Record Check.	1/26/2016	In progress	Administration to follow up with principal, the LSBC can recommend a motion to hire but do not have the authority to offer a position according to Policy 7 and the Northland School Act.
LSBC (06/08/2016)	11/24/2016	Gord	Demarais LSBC Minutes	Pull motion and refer to administration: Motion #4033/16 - Ernie moved that Mistassini School not accept transfer teachers from other schools where the teachers were having problems in their previous school.	1/26/2016	In progress	Administration to follow up with principal, this motion is not in alignment with Policy 7, Policy 13 and the Northland School Act.
LSBC (06/13/2016)	10/5/2016	Wes	Grouard LSBC Minutes	Pull motion and refer to administration: Motion #06-13-2016-005 - The Grouard Northland Local School Board Committee does recommend approving 4 days (to be determined in July-August 2016) for the school secretary to close and open the school. In lieu time will be granted during the 2016-2017 year for the time worked.	11/8/2016	Complete	Wes to follow up with the principal. The LSBC does not have the authority to approve in lieu time for the secretary, only for the principal as per procedure 430.
LSBC (09/12/2016)	10/5/2016	Emily	Paddle Prairie LSBC Minutes	Pull motion and refer to administration: Motion #012:16/17 - moved to approve the 2016/17 Hot Lunch Menu with suggested changes.	11/8/2016	Complete	Emily Hunt, SFS Operations Manager had a discussion with the principal and explained that the LSBC does not look after the lunch program anymore. Changes to the menu need to be done with input from the students, principal, and cooks and the program consultant needs to ensure that the menu meets the guidelines of Canada's Food Guide to Healthy Eating and the Alberta Healthy Nutrition Guidelines.
LSBC (09/12/2016)	10/5/2016	Wes	Paddle Prairie LSBC Minutes	Pull motion and refer to administration: Motion 007:16/17 - moved to approve 5 in-lieu days for admin.	11/8/2016	Complete	Wes to follow up with the principal. Is the LSBC approving the principal in lieu days or secretarial?

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
LSBC (10/05/2016)	10/5/2016	Trudy/ Wes	Fort McKay LSBC Minutes	Pull motion and refer to administration: Motion 37-16 - recommendation to hire Melonie Hoffman as our school custodian for the 2016-2017 year.	11/8/2016	Complete	Confirm that there is a budget for this hiring?
LSBC (05/12/2016)	8/17/2016	Wes	Grouard LSBC Minutes	Pull & refer to administration - Motion # 05-12-2016-004 - The Grouard LSBC recommends that Shelly Hamelin meet with Wes Oginiski to determine a plan of action for how to address the recommendations around staff and school climate given in the Principal's Final Evaluation (May 2016).	8/8/2016	Complete	The principals evaluation although is information to the LSBC they cannot make recommendations on it.
LSBC (3/16/2016)	5/17/2016	Emily	Paddle Prairie LSBC Minutes	Pull motion and refer to administration: Motion 057/:15/16 - Make sure SFS knows and that they in turn let the school know that there should be someone on staff if a not-for-profit uses the kitchen.	5/27/2016	Complete	Emily Hunt SFS Operations Manager discussed this with the principal. It was one of the cooks who used the kitchen without permission for a catering function. Again, however, this is not an issue that the local school board committee should be looking after as they do not supervise the cooks any more. Jill has advised any groups using the kitchen that they must have permission, someone who has Food Safe and knows how to operate the equipment must be on site, and the kitchen must be left clean. The group also has to be non profit.
LSBC (1/28/2016)	4/7/2016	David	Susa Creek LSBC Minutes	Pull motion and refer to administration: Motion #88/16 Rachelle moved to have a doorbell installed at the front door for visitors so that we can keep the door locked for added security.	5/12/2016	Complete	This is scheduled for January 2017.

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
LSBC (3/15/2016)	4/7/2016	Gord	Fort McKay LSBC Minutes	Motion 11-6 Recommendation that the Fort McKay School goes from ECS to grade 6 instead of ECS to Grade 8 for the 2016-2017 school year.	5/12/2016	Complete	Donna will talk to the LSBC and meetings need to be set up. Community survey has been completed *This to the Fort McMurray Fire Evacuation. Update: A final decision was never made due to the wildfires. Ruth was to conduct a family survey in May but I do not think she actually formally did it due to the time and circumstances. Ruth says most families were in favour of the change but collected no formal data. When the school year started both Don and Wes told Ruth that Ft McKay was still officially a K-8 school and she had to accept all grade 7 and 8 students that arrived. Apparently none have registered nor attended. This is scheduled for January 2017.
LSBC (3/16/2016)	4/7/2016	David	Paddle Prairie LSBC Minutes	Pull motion and refer to administration: Motion #058:15/16 moved to have security cameras installed throughout the school.	5/12/2016	Complete	
LSBC (09/16/2015)	11/10/2015	David	Paddle Prairie LSBC	Pull motion and refer to administration: Motion 008:15/16 - moved to request to replace the obsolete PA System.	11/10/2017 1/7/2016	Complete	This is scheduled for January 2017.

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
LSBC (09/16/2015)	11/10/2015	David	Paddle Prairie LSBC	Motion 006:15/16 - moved to request that NSD replace the garage that was demolished to provide room for the new portables as soon as possible, based on Don McKay's plan.	11/10/2016 1/7/2016	Complete	Update Nov. 2016. A meeting has been scheduled with Randy & Jill, this will be slated for early November. Needs further discussion to see if this can be CTS Project. There is a seacan so they can use it as equipment storage. Exploring the usage of Cenovus funding and looking at putting a project together as a CTS project (school garage/ school storage and school CTS project). Have also applied for a new allocated space from AB Infrastructure a new modular space.



ANZAC And BILL WOODWARD SCHOOL BOARD

Meeting Agenda
October 18, 2016
6:30 p.m.
Bill Woodward School

Attendance : Bryan K, Dave C, Geoff PJ, Jamie L
Regrets: Cindy M, Julie S
Absent: Nick V

NO QUORUM – NO BUSINESS CAN BE DONE

1. Opening Pleasantries: Meeting called to order 6:43
2. Additions to the Agenda
 - a.
 - b.
 - c.
3. Review of Last Months Meeting
 - a. Approval of Minutes – September Meeting – NO QUORUM
4. Correspondence
 - a. Policy 11 – Role of the Superintendent
 - b. Bill Woodward and Anzac School PM reports
5. Old Business
 - a. Concrete Issues – Concrete is Spalling and Grates are loose, missing and a safety hazard. Addition concrete concerns in front of bus on & off loading. Concrete repairs were attempted. All they did was fill the drainage grates with concrete. So now the water accumulates on the grass and should rot the grass in the spring. As well, the top of the cement is crumbling and it will soon become a tripping issue. This issue is not solved.
 - b. Taxable Benefits Program – Get information on comparable rates on local rentals. Information coming Trudy – receiving market assessment from exit realty Trudy has been talking to people in town but there has been no movement on this issue

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- c. Housing maintenance needs to be brought up to a reasonable level. – Housing maintenance is still at an unacceptable level. No movement on this issue. Gord (Superintendent) has said that there needs to be a separate entity but there has been no traction yet
- d. Update on Wall lettering for the Gym. Lettering has been put up in the Gym and looks awesome.
- e. Football Equipment return Sept 28th was the night. 2 came in and 2 more have come into the school.
- f. Football funds. Update No movement on this issue

6. Principals Report:

- a. Student count is 195 down 11 from last year.
- b. Overall Attendance this month 92% and overall this year 92% for the year
- c. Only one suspension so far this year
- d. Heat has been an issue but appears to be fixed
- e. Snow removal is an issue as it was too expensive last year.
- f. Currently \$136,000 dollars in school generated funds
- g. \$30,000 transferable for Anzac School
- h. \$45,000 transferable for Bill Woodward
- i. Volleyball teams are doing very well. Sr Girls 3rd in the city and are going to Lac La Biche. Hosting 1A tourney Nov 18/19
- j. Sr. Boys are currently 5th in the city. They will be playing zones in Vegreville on Nov 18/19.
- k. Jr. girls Tier 1 currently undefeated and playing city finals in November
- l. Tier 2 girls are 8-4 in the city
- m. 2 grade 9 boys playing football at Fr. Merc

7. New Business

- a. Role of Superintendent – request for review Those in attendance had reviewed the Policy and felt that it makes sense. Perhaps the attendance should be under student learning and not wellness
- b. University Field Trip Need a board motion. No Quorum so Geoff will have to send on out via email.
- c. Second Level in the Gym Equipment Room Diagram was available for review. Looks like there will be a lot more room. Northlands said that We need to pay the bill for the drawings. This bill is over \$10,000.00. David C from Northlands said that we told him to go ahead. We do not recall authorizing it and we do not feel that items over \$10,000 should be committed to without any email or paper confirmation. We would like Geoff to get clarification on the process and Northlands expectations of us in this process.
- d.

8. Announcements:

9. Next meeting .

- a. November: 15th
- b. December: 13th
- c. January:
- d. February:
- e. March:
- f. April:
- g. May:
- h. June:

10. Adjournment : 8:07 no motion as there was no Quorum

**Athabasca Delta Community School
Local School Board Meeting Agenda
Monday October 17, 2016**

Start time: 6:30 p.m.

Attending: Julia Cardinal, Tania Dashcavich, Claris Voyageur, Tegan Vacheresse, Wes Silliker

Regrets: Lorraine Cardinal, Dan Mercredi (leave)

1. Prayer- Tania
2. Approval of Agenda 802-16-10-17
Addition of in-camera #9 (Julia)
Motion- Julia
3. Approval of Minutes dated September 21 803-16-10-17
Motion- Tania
4. Principals Report
 - Budgets
 - o Board members to look at attending Indspire
 - o -CAMPSUL (conference for board) date TBD
 - Housing / School Upkeep
 - o Computer lab renovations out to tender
 - o Sidewalks being replaced (in progress)
 - o New doors in hallways/gym
 - o Painting/general school upkeep to get underway
 - o Greenhouse grant (TD)- details to follow
 - Kitchen
 - o No update
5. Chair's Report
 - Request for notice to the board for administrative absences (Claris)
 - Community engagement meeting in Wabasca
6. PAT results
 - Presented PAT results
 - Dates for testing should be changed (Julia)
 - Incentives for kids to write PATs?
 - Good communication regarding testing is key- phone calls home, parents informed well in advance, etc.
7. Northland Policy 20
-reviewed the policy

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- no updates or concerns
- will go out to community

8. Application for boarding home 804-16-10-17
 - Treaty status- should go to ATC before other fundingMotion- Julia
Approved
9. In Camera (7:07) Julia 805-16-10-17
Out (7:24) Julia 806-16-10-17
10. Adjournment 807-16-10-17
11. Next Meeting time and date – November 21st at 6:30

**CLSB
Conklin Local School Board
Regular School Board Meeting Minutes
November 8, 2016**

Participants:

Margaret Quintal
Shirley Tremblay
Kathryn Quintal
Wendy Tremblay
Verna Quintal-Janvier (Conferenced-in at 6:30 p.m.)
Cal Johnson – School Principal

Excused Regrets:**Call to order:**

Shirley Tremblay called the meeting to order at 6:24 p.m. at Conklin Community School.

A recommendation was made to table June 22nd regular meeting minutes, September 9th special meeting minutes, September 28th regular meeting minutes and November 8th regular meeting minutes until the next meeting.

Motion # 0389—16

Conklin Local School Board motions to waive Section 67 (4) of the School Act.
All in favor, motion carried

Motion # 0390-16

Conklin Local School Board motions to accept the November 8, 2016 principals report as presented.
All in favor, motion carried

Meeting adjourned at 7:42 p.m.

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Desmarais Local School Board Committee

May 11, 2016

Present: Kim Courtoreille, Ernie Grach, Bobby Beaver, Terri-Lynn McLeod, Charles Greening

Call to order: by Kim at 4:08 pm

Motion to accept agenda with additions by Ernie, seconded by Bobby; carried

Motion to accept previous minutes by Ernie, seconded by Bobby; carried

Business Arising:

- Motion made in February regarding youth conferences was removed from the minutes
 - This would be a good topic to bring up at the long term education planning meeting
- Motion made in February regarding accepting transfers was excluded from the minutes

New Business:

- PARTY program was today at the hall for Grades 9 & 10
- Northland Games on Friday, May 27. Volunteers will be appreciated
- 2 Mistassiniy students will be taking part in the Junior Forest Rangers program this summer
- 4 applications have been received for the health internship
- Positions are available for the wastewater management program
- Housing
 - 3 units being disposed of
 - 2 short term units will be created for substitute teachers or Northland staff
 - Supposed to be building apartments
 - New staff will be moved into most expensive units
- Marten Lakes Boreal camp is postponed until further notice due to booking issues at the camp and the current fire ban
- Long service awards were held in Peace River – Shirley Fayant recognized for 25 years and Denise Rathbone recognized for 30 years
- Mustang Day will be held June 2. Grade 6 students from St. Theresa and Grades 6 & 7 students from OPK are invited to welcome them to Mistassiniy
- Ernie stated that we have made a difference in the atmosphere at the school this year.
- Ernie moved that the LSBC sponsor a year end staff/board barbecue for an amount up to \$1000, seconded by Bobby; carried (4031/16)

Career Pathways Update

- No update available.

Adjournment at 5:00 pm.

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Desmarais Local School Board Committee

June 8, 2016

Present: Kim Courtoreille, Ernie Grach, Bobby Beaver, Fay Cardinal, Silas Yellowknee, Terri-Lynn McLeod, Christoph Ruge

Call to order: by Kim at 4:09 pm

Motion to accept agenda by Fay, seconded by Silas; carried

Motion to accept previous minutes by Silas, seconded by Ernie; carried

Business Arising:

- Regarding Youth Conference: Ernie moved that Mistassiniy School students should not be taking unnecessary time off of classes for events such as youth conferences and that Mistassiniy and Bigstone need to work together to plan such events, seconded by Silas; carried (4032/16)
- Ernie moved that Mistassiniy School not accept transfer teachers from other schools where the teachers were having problems in their previous school, seconded by Silas; carried (4033/16)

New Business:

- Housing: There is not yet enough information known. Information was discussed from the meeting between Mistassiniy, St. Theresa, Donna, and Colin. Lack of affordable housing in Wabasca will limit good teachers
- Denise will raffle the two sheds in the school yard
- Northland Games on Friday, May 27 was a success
- Mustang Day on Friday was well received by all that attended. It was a good way to introduce St. Theresa and OPK students to the school in a non-threatening way
- Exam schedule was shared
- Awards day: June 27 at 1:00 pm. The board is invited to attend.
- Year-end BBQ: June 28 at noon. The board is invited to attend.

Career Pathways Update

- EMR program: 6 students received credits, 1 received full credential
- 2 students completed first year welding
- Anticipate 9 graduates this year
- Looking at a relationship with Donald Alook and Bigstone to build tiny homes
- Met with Mistassiniy to work on a plan to let students have access to programs in both schools
- Working with Atoske and ASETS
- 55 students are needed for next year to maintain current staff

FILED IN
DOCUSHARE

Fay Cardinal

Other

- **Shelly Hamelin will be principal next year, Charles will go back to his previous position as guidance counsellor**
- **6 applications for Summer Health Internship have been handed in to Bigstone**
- **Mind Over Metal welding camp for grades 7 to 9 is planned for July, capacity for 26 students**
- **Discussed the idea of a certified chef to work with the foods programs at Mistassiniy and Career Pathways**

Next meeting: September 14 at 4:00pm

Adjournment at 5:28 pm.

Desmarais Local School Board Committee

August 24, 2016

Attendance: Silas Yellowknee, Ernie Grach, Fay Cardinal, Terri-Lynn Mcleod, Shelly Hamelin

Absent: Ronald (Bobby) Beaver (Work), Kim Courtereille (Resigned)

Agenda

1. Call to Order at 7:30 pm.
2. Additions to Agenda
3. Reading of Previous Minutes:
 - a. Business Arising from Previous Minutes (NA)
4. Adopt Minutes
5. New Business:
 - a. Hiring of the 0.5 EA and 0.5 ART Facilitator

Motion #216-08-24-001

The Desmarais LSBC motions to offer the position of EA/ART Facilitator to Candidate A, pending receipt of a clean Criminal Record Check.

Moved by Ernie Grach

Seconded by Silas Yellowknee

Carried: All in favor.

- b. Resignation Letter

Northland to start the By-Election process. Next meeting appointment of new chair.

Other: Contracts for housing, bidding process.

6. Next Meeting: September 7, 2016 at 7pm.
7. Adjournment at 7:58 pm.

FILED IN
DOCUSHARE

Fay Cardinal

Desmarais Local School Board Committee**September 7, 2016****Attendance:** Ernie Grach, Silas Yellowknee, Fay Cardinal, Terri-Lynn Mcleod, Ronald (Bobby) Beaver, Christoph Ruge, Shelly Hamelin**Agenda**

1. Call to Order at 7:04 pm.
2. Approval/Additions to Agenda

Motion 09-07-2016-001**The Desmarais LSBC does move to accept the agenda as presented.****Mover: Silas Yellowknee****Passed.**

3. Reading of Previous Minutes:
 - a. Business Arising from Previous Minutes (August 24, 2016)

Motion 09-07-2016-002**The Desmarais LSBC does move to accept the meeting minutes with corrections.****Mover: Silas yellowknee****Passed.**

4. Adopt Minutes
5. New Business:

- a. LSBC Appointment of New Chair: Call for Nominations, Vote, Fay Cardinal Successful
- b. LSBC By-Election: More information to follow.
- c. LSBC Concerns: Grade 12 Grade/Certificate of Learning/Diploma etc.

Motion 09-07-2016-003**The Desmarais LSBC does move to recommend that the Grade 12 Graduation/Commencement activities occur in the month of June for 2016. Further that all students are identified in the program with the credential they have obtained and only students with a credential may participate in the activity.****Mover: Ernie Grach****Seconder: Ronald Beaver****Passed.****FILED IN
DCCUSHARE**

d. **Standing Motion for all Day and Sports Related Trips**

Motion 09-07-2016-004

The Desmarais LSBC does move to approve all Day and Sports Related Trips for the 2016-2017 school year.

Mover: Ernie Grach

Seconder: Silas Yellowknee

Passed

- e. **Mustang Day/ Community Engagement: Sept. 14th, Community and LSBC invited for breakfast and all activities.**
- f. **Outreach and Mistassinii Partnership: Bridging Classes update from Christoph**
- g. **Budget: Should be uploaded by next week. CEU and Block Letter of Concern to go to Superintendent/ Central Office.**
- h. **Attendance: 381/392 on Maplewood, currently 164 HS students**
- i. **Certificate of Learning/Leaving (see item C above)**
- j. **Motion for In-Lieu Days for Administrator**

Motion 09-07-2016-005

The Desmarais LSBC does move to approve 10/5 in-lieu days for principal/vice-principal for the 2016-17.

Mover: Silas Yellowknee

Seconder: Ernie Grach

Passed

- k. **PLC Date Change: Date Change from Nov. 4 and ~~March 3~~ to December ~~19 & 20~~.**

Motion 09-07-2016-006

The Desmarais LSBC does move to approve the calendar changes as described above.

Mover: Silas Yellowknee

Seconder: Ronald Beaver

Passed.

6. Next Meeting: October 5, 2016 at 7PM.

Motion 09-07-2016-007

The Desmarais LSBC does move to change the next meeting date for 1 time only for October 5, 2016 at 7PM.

Mover: Ernie Grach

Seconder: Ronald Beaver

Passed

7: Adjournment: 8:26 PM

Ernie Grach



HILLVIEW ELEMENTARY SCHOOL

PO BOX 1589, HIGH PRAIRIE, AB, T0G 1E0

PHONE 780-523-9679 FAX 780-523-9671

Local School Board Committee Meeting September 14, 2016 @ 4:30 pm

Attendance: Shelly Auger – Chairperson, Rhonda Walter Desjarlais – Member, Joan Haggerty – Member, Karen L'Hirondelle – Member, Patrick Lambton – Principal

Absent: Victor Prinz who notified Shelly that he would be absent due to work.

1. Call to Order

Shelly called the meeting to order at 4:49 pm

2. Roll Call

3. Approval of minutes from last meeting

Karen moves to table June 8, 2016 minutes until next meeting. All in favor – **MOTION CARRIED 16.09.109**

4. Open Issues (Updates)

a) LSBC budget: update in transition (not available)

No use in providing this as it is in the middle and not updated

b) School Budget: Update – transferable

Reviewed the transferable budget about \$26,000 that can be used to buy books, school supplies, etc.

Patrick brought up his concerns of no volleyball standards (net, hole in floor, etc.). Suggestion that Patrick check to see if a board motion is required to spend the transferable budget.

c) Maintenance: heat problems, cold water running hot

It was on open valve, Elvin shut it down and it will be worked on later.

d) Student Attendance (Attendance Committee) – initiatives: trip, ice cream sundae



HILLVIEW ELEMENTARY SCHOOL

PO BOX 1589, HIGH PRAIRIE, AB, T0G 1E0

PHONE 780-523-9679 FAX 780-523-9671

- Trip to Grande Prairie the first week of December. Patrick recommends that students have 80% attendance to be eligible
- Penny Store out of Patrick's pocket – virtual store for grades 4-6. Classroom is society. Question was asked if he can claim at tax time.
- Incident forms – Yellow slip starts conversations on how the staff can approach differently. Alternate staff such as an adult may have to go with child on field trips, etc. 3rd is an automatic suspension. Red slip is automatic suspension and whoever is at home will be notified right away. Board agree with the two slips. The slips will be tailored to the student and their needs.
Karen moves to approve the use of the yellow and red slips and the board will review every month if need be. All in favor – **MOTION CARRIED 16.09.110**
- Ice cream prefect attendance social once a month where the students that get the reward can invite two adults. The program will NOT work if the students invite other students. Right now the students all have perfect attendance.

Note: Shelly is leaving due to work commitments. She handed the chair to Rhonda.

e) Current Staffing – New Cree Teacher

Note: Lorraine Cardinal Roy joined the meeting

New cree teacher – the posting says the position is based on the student(s) served remaining enrollment at the school

Pearl Calahasen is Lorraine's assistant

Note: Natalie Clouston joined the meeting

Joan moves to go into camera. All in favor – **MOTION CARRIED 16.09.111**

Joan moves to come out of camera. All in favor – **MOTION CARRIED 16.09.112**

Concern that our students suffer due to Northlands process and lack of budget to give our students the best. This doesn't put students first.



HILLVIEW ELEMENTARY SCHOOL

PO BOX 1589, HIGH PRAIRIE, AB, T0G 1E0

PHONE 780-523-9679 FAX 780-523-9671

The board is not prepared to make a recommendation at this time due to Human Resource questions that the board would like Patrick to check into such as budget/time restrictions/part time/native language instructor. Patrick will contract HR to see when we have to let applicants know by and he will let the board know. Patrick will check if he can hire without a board recommendations in motion form.

f) Literacy: Outstanding progress last year

- One member wants literacy and numerous focused on. They did show some improvements with PAT last year. Principal hopes are to get a 60% increase. Strategies, focus, behavior, attendance. (trips, rewards, store)
- Principal to research East Prairie's past PAT results
- when PAT results will be available. Patrick will look into

g) New Calendar: 2016-17 (gmail)

Principal gave everyone a copy. If the board wants to add anything let him know. Board asked Patrick to bring the calendar with PD days, etc. to the next meeting.

5. Business arising from minutes

a) Discussion of LSBC professional development/surplus

Patrick to see if there is going to be any board training other than the one for new board members.

6. New Business

- a) Transferable Budget
- b) Yellow/Red Discipline Policy
- c) New Teacher Interview

7. Board Concerns

Joan

- Rene's bus is getting the student to St. Andrews school by 8:05 am every day when the school starts at 8:30ish
- Previous minutes had issues/concerns with the playground
- Nomination day and postings

8. Next Meeting

**HILLVIEW ELEMENTARY SCHOOL**

PO BOX 1589, HIGH PRAIRIE, AB, T0G 1E0

PHONE 780-523-9679 FAX 780-523-9671

Next meeting is scheduled for Thursday, October 6, 2016 at 4:30 pm

9. Adjournment

Meeting adjourned at 8:10 pm

Shelly Auger, Chairperson

Date

**MINUTES - ELIZABETH COMMUNITY SCHOOL
LOCAL SCHOOL BOARD COMMITTEE MEETING
September 28, 2016**

PRESENT: Shelley Bartman Member/Chairperson
Gwen Morrissette Member
Tracy Jacknife Member
Sheila Thompson Member
Rick Horon Principal

ABSENT: Crystal Demmons Member (**resigned**)
GUESTS: N/A

Call to Order at 12:20 PM.

Meeting opened with a prayer by Tracy Jacknife.

RECOMMENDATION#: 2016.09.001 Recommended by Gwen Morrissette /**SECONDED** by Sheila Thompson **THAT,**

The agenda be adopted with the following additions:

12. Letter of resignation
13. PAC Committee
14. Habitat Systems Grant - Aviva

RECOMMENDATION#: 2016.09.002 Recommended by Gwen Morrissette /**SECONDED** by Tracy Jacknife **THAT,**

The minutes from the June 14, 2016 LSBC meeting be adopted as presented.

Principal's Report for September, 2016

Attendance and enrollment report:

Enrollment as of Sept 23:

K-16
1-14
2-17
3-14
4-20
5-15
6-16
7/8-22

Total-134

Elizabeth School Budget report:

School Generated/Northland – No New Update
School Budget – No New Update

**FILED IN
DOCUSHARE**

Review of Calendar Important Dates

Past Happenings

August 29-Sept 2: Organizational Days
 Mon Staff mtg- SMART Training
 Tues Math training with Jackie and Sylvia
 Wed Jump Math with Ben Goddard
 Thurs Literacy and math planning
 Fri Staff mtg/ Presentation/work in rooms
 Sept 6: First day for students
 Sept 15/16: PD Days
 Sept 20: Carnival
 Sept 20: Book Fair
 Sept 29: Earth Rangers
 Sept 30: Terry Fox Run (10:30 am)

Future Happenings

October 3: Fire Chief visit to classrooms
 October 3: Orange Shirt Day
 October 3: Girls group meeting (11:00 am)
 October 4: Literacy lead and principal area meeting in Wabasca
 October 5: Picture Day/Staff Meeting
 October 6: LSAA Cross Country Run
 October 7: Family Friday (No School)
 October 10: Thanksgiving (No School)
 October 12/13 Admin Meetings (Rick)
 October 14: Assembly
 October 19: Parent-Teacher Interviews (Math/LA levels)
 October 21: Dance (grade 5 – 8)
 October 26: We Day (Kathryn, Jenn)
 October 27/28: Vulnerable Readers Summit (Rick, Kathryn)
 October 27: Proclamation Day Celebrations
 October 29: PD Day (FASD presentation)
 October 31: Halloween Parade (pm)
 November 1: School closed for Proclamation Day

Student Discipline:

- In-school suspensions.
- Out of school suspension

Attendance

No update until the end of September

Field Trips

October 6 – Cross Country Run (Muriel Lake MD Park)

RECOMMENDATION#: 2016.09.003 Gwen Morrissette /SECONDED by Sheila Thompson
 THAT, the principal's report be accepted as presented.

DISCUSSION ITEMS**LSBC/Staff contact information** - updated**Teaching Assignments** – staff assigned provided**Areas of Focus for 2016/17** - reviewed for 2016-17**Home Reading Program** – Outlined for 2016-17**SLA's** – not being done this year (Gov't still piloting the program)**Intercom** – Is not working and has been reported to CO**After School Programs** -

Cross country

Karate

Adult volleyball

Carnival - September parent – engagement night**Dental Checks** – Alberta Health Services free checks**Tools for School** – Successful program with thanks to the Settlement office**Lockdown/Hold and Secure** – terms explained and recent incident discussed**SMART Boards** – waiting for final installation**LTA Agreement/ Education Implementation** – review of Sept 8 meeting**PAC** - Discussion was held regarding moving forward with the committee. We will try to recruit people at the parent night on October 19**Communication** - Discussion held on ways to communicate with parents... Presently we use the texting app "Remind", our web page, our Facebook page, the Settlement Facebook page and newsletters.**RECOMMENDATION#: 2016.09.004** Recommended by Gwen Morrissette /SECONDED by Tracy Jacknife THAT,

The school be able to take one day field trips.

RECOMMENDATION#: 2016.09.005 Gwen Morrissette /SECONDED by Sheila Thompson THAT,

The resignation of LSBC member Crystal Demmons be accepted.

RECOMMENDATION#: 2016.09.006 Gwen Morrissette /SECONDED by Sheila Thompson THAT,

The LSBC have a bi-election to fill the vacant spot.

RECOMMENDATION#: 2016.09.007 Recommended by Gwen Morrissette /SECONDED by Tracy Jacknife THAT,

The principal be given 5 "In-lieu-Days" for preparation of the school over summer.

Next meeting is a Special Meeting on September 30 at 12:00 noon, to work on the AVIVA – Healthy Place grant

Next regular meeting on Monday, October 24 @ 3:30 pm.
Meeting adjourned at 2:00 pm

**Fort McKay
Local School Board Committee
Meeting Minutes
November 9, 2016
12:30 PM**

Call LSB Meeting to Order @12:35

Board Members Present:

Janet McDonald
Tina Black

Administration Present:

Ruth Ryan

Absent:

Additions to Agenda...

1. Approval of Agenda

Adopt Agenda: Janet McDonald moved to adopt the agenda as presented.

2. Approval of Previous Minutes

Adopt Minutes: Tina Black moved to adopt minutes of October 5, 2016.

3. Business Arising from the Minutes...nothing at this time

4. Maintenance Report- discussed

5. Correspondence – Policy 13,19 and Commitments to NSD and Communities – this was discussed

- **Public Health Amendment** – this was shared by Janet McDonald and discussed

6. Principal's Report ... see attachment Janet McDonald moved to adopt the Principal's Report as presented.

7. FMS Counselling – this was discussed and Northland is not providing any counselling to students at this time

**FILED IN
DOCUSHARE**

8. New Business –

- Staffing- TA's- Liaison worker- this was discussed and the position of liaison worker will be discussed at the next meeting
- Apple School- this was discussed and the Health Facilitator has contacted the Day Care about ordering food for the school for the taste testing and Cooking club that occurs on Thursdays at the school.
- Christmas Concert- December 14...This year's theme is "Peace on Earth"
- Christmas lunch for students/ Staff dinner...this was discussed and the students' lunch will be further discussed...either have the Moms of McKay cater or another catering company/ the staff will meet at the Keg for their Christmas meal
- Band Housing for teachers- this was discussed
- Ski Fit...this was discussed
- Scholastic Book Fair...this was discussed and the school will be hosting a Book Fair the week of Report Cards
- Parent /Teacher Interviews...the school will order pizza and wings for the students and parents- pizza night
- NAAW – Nov.14 – walk...the students will participate in National Addictions Awareness Week by walking with the Family Support on the 14th.
- Dancers – attendance ...if the student is at school for the field trip then this will be considered a cultural field trip
- Remembrance Day Service- November 10th at 11:00 in the gym
- Trustee question- What is the role of the LSB Committee in eliminating the results gap? LSB chair - Ask to members...

Answers from the LSB:

This might be one role of a liaison worker... more parental engagement in the curriculum. Making sure the parents call into the school for an excused absence and also to make sure the students bring a lunch to school.

Have parents volunteer more at the school and have them read with students. The teachers cannot do it all on their own PARENTS NEED TO BE MORE INVOLVED.

Each month have a printed copy from Maplewood of each child's attendance sent home so the parents can see on a monthly basis their child's attendance with the lates and absences noted.

Maybe we have to bring back agendas where parents need to sign the book each night and the parents can see what homework their child is asked to complete on a daily basis.

- Attendance...students with 95% or higher attendance are being recognized each month with certificates and books – plus continue to class recognitions/parties
- AERR discuss...this was discussed
- Field trip- Attendance – percentage 80% - this was discussed and it will be a case by case situation because it was noted that it is often not the student's fault.

Additions to Agenda:

-
-
-

9. Any other business...nothing at this time

Next Meeting December 6, 2016

Adjournment @2:00PM

**Fort McKay School
Local School Board Committee Recommendations
November 9, 2016**

- 39-16 Recommendation to adopt the agenda as presented.
Moved by Janet McDonald
- 40-16 Recommendation to approve the previous minutes from October 5, 2016.
Moved by Tina Black
- 41-16 Recommendation to accept the Principal's Report as presented.
Moved by Janet McDonald



Grouard Northland School

Bag 2000

Grouard, Alberta

TOG-1C0

Ph: (780)751-3772 Fax: (780) 751-3731

Local School Board Committee Meeting Minutes – September 19, 2016

In attendance: Shawn Auger, Jacqueline Courtoreille, Darcy Halcrow, Karen Lemay. Absent: Becky Cloutier, Jesse Lamouche

An informal meeting with Lois Byers was held with LSBC at 5:00pm prior to official meeting starting.

1. Call to Order - 7:30pm
2. Adopt Agenda – Shawn moved to adopt agenda. Darcy seconded. All in favor.
Motion # 09.19.2016.001
3. Read and adopt Minutes – Jacqueline moved to adopt minutes. Darcy seconded. All in favor.
Motion # 09.19.2016.002
4. Business arising from previous minutes
Darcy asked about the Frontier College Literacy Camp that was held in the summer. He wondered who provided the funding and who facilitated the program. Was it successful? Should we try to do this again? If yes, need clear guidelines for operations.
5. Principal's Report
 - a. Student enrollment – 68 – (k-7, 1-9, 2-11, 3-13, 4 – 6, 5 -7, 6-8, 7 – 3, 8 – 3, 9 -1)
 - b. Attendance - Attendance Initiative
 - c. Calendar – PD day change
 - d. Budget – LSBC; School: School generated funds (need motion to change signing authority)
Shawn moved that signing authority for the SGF account be changed from the current signers to
Darcy seconded. All in favor.
Motion # 09.19.2016.003
 - e. Academics – Whole School Write (Nov.25); Benchmarking/CAT4 (Oct.7)
 - f. Administrative classroom visits – regular visits being made
 - g. Instructional Delivery Plan - changes
 - h. Field Trips – Standing motion required for day trips. Darcy moved to approve a standing motion for the 2016-17 school year for all day or sports related trips. Jacqueline seconded. All in favor. Motion # 09.19.2016.004
 - i. Safe and Caring Initiatives – Tribes; Safely on Board

**FILED IN
DOCUSHARE**

- j. Monthly Family Engagement – Meet the Staff, Sept 14 – 5-7pm; Thanksgiving dinner – October 6 at noon; Awards – 1st Wednesday of month @2:30
- k. Maintenance – work orders -runoff from the eaves/drainage resulting in ice buildup when cold. A maintenance request will be submitted.
- l. Other – Principal lieu days (procedure 430) – Shawn moved to approve 5 lieu days for the principal as per Procedure 430. Jacqueline seconded. All in favor. **Motion # 09.19.2016.005**

Upcoming workshops/meetings for Principal – will be attending Solution Tree PLCs at work conference, Administrators' meeting, Transition Planning meeting and Vulnerable Readers Conference

Maintenance

- 6. LSBC Concerns – none at this time
- 7. Next Meeting – October 17 @ 5:00pm
- 8. Adjournment – 8:43 pm



LSBC Chair

Nov 14 2016
Date

J.F. Dion

Local School Board Meeting

October 4, 2016

School Board Members: Joan Daniels, Kristen Lindsay, Carlene Gladue

Call to Order: Meeting called to order at 4:10 p.m.

Opening Prayer led by Joan Daniels.

Motion to Adopt Agenda:

Motion: #480-10/16, Carlene/ Kristen, All in Favor.

Motion to Adopt Sept 6, 2016 Minutes:

Motion: #481-10/16, Kristen/ Carlene. All in Favor.

Business arising from minutes:

No business arising from minutes.

New Business:

No new business

Lunch Program:

Nothing to report.

**FILED IN
DCCUSHARE**

Principal's Report:

Motion to approve purchase of PA Sound System from Long and McQuade for \$5452.90

Motion: #482-10/16, Kristen/ Carlene. All in favor

Motion to change PD Days from Sept 23 to Oct 6, and October 28 to Oct 31, 2016

Motion: #483-10/16, Kristen/ Carlene. All in favor

We had a discussion regarding the community use of JF Dion School for Out-of-school care.

Motion to approve: Principal's Report as presented.

Motion: #484-10/16, Kristen/ Carlene. All in favor

Chairperson's Report:

Nothing new to report.

Budget:

We had a budget discussion.

Correspondence:

We reviewed all correspondence.

Member/Parent/Board Concerns:

No new concerns.

Next Meeting Date:

Next regularly scheduled LSB meeting set for November 8, 2016 at 4:00 p.m.

Adjournment:

Motion to adjourn meeting at 5:05 p.m.

Motion: #485-10/16, Kristen/ Carlene. All in favor

J.F. Dion

Local School Board Meeting

November 8, 2016

School Board Members: Joan Daniels, Raymond Durocher, Tyler Gladue

Principal: Elaine Ward

Call to Order: Meeting called to order at 4:00 p.m.

Opening Prayer led by Elaine Ward.

Motion to Adopt Agenda:

Motion: #486-11/16, Ray/Tyler, All in Favor.

Motion to Adopt Sept 6, 2016 Minutes:

Motion: #487-11/16, Tyler/Ray. All in Favor.

Business arising from minutes:

The PA system for the gym has been ordered and will arrive shortly.

New Business:

There was an update on the LTA agreement and funding.

Lunch Program:

**FILED IN
DOGUSHARE**

Maria deBoer, Lunch Program Supervisor for our area, visited the kitchen on November 1st. The sterilizer has been properly repaired.

Principal's Report:

Motion to approve the Principal's Report as presented.

Motion: #488-11/16, Ray/Tyler. All in favor

Chairperson's Report:

Discussion:

- Alberta Education conference call regarding Community Consultations/NSD Act.
- LTA - benefits to the school
- Alberta Health/Alberta Education- Vaccination of children/students
- Remembrance Day wreath and community ceremony.

Budget:

- LSB budget
- SGF-discussion on fundraising
- School Budget- discussion on purchases

Correspondence:

- Reviewed and discussed Policy 11, 13 and 19.
-

Member/Parent/Board Concerns:

Discussion; The parent pickup and drop off area gets congested as it is being used as a stop and park area while parents get out and visit the school. Parents will need a reminder to pull further up and to the side of the curb so others can pass through. A note will go out from the school to parents.

Next Meeting Date:

Next regularly scheduled LSB meeting set for December 6, 2016 at 4:00 p.m.

Adjournment:

Motion to adjourn meeting at 5:10 p.m.

Motion: #489-11/16, Tyler/Ray. All in favor



Local School Board Meeting Tuesday November 1 2016 5:00 pm

Members attending: Iesha Piche, Martha Nokohoo, Alice Fontaine, Bernard Woodfine

Father R. Perin

- Opening Prayer 5:00 pm
- Note: Last motion number used 16-61
- Review minutes of October meeting
October Minutes reviewed and adopted

New Business

- Principal Report
Principal presented monthly report highlighting
 - ...home contacts
 - ...financial [SGF and LSB funds]
 - ...attendance data
 - ...staffing assignments and staff changes

Noted points:

1. Attendance data is very encouraging for September and October
2. Home contact requirements down significantly because more effort is being made to speak with parents and guardians while they are on site and also teachers are contacting home more frequently

Other items added to agenda...

- Principal informed LSB members that Northland School Division is attempting to assist all LSB's in the use of In-Camera sessions. Memo from Northlands emailed to Principals today and more time was needed by Principal to digest before fully discussing. Main point however is that
 - ...In-Camera sessions are permitted under School's Act but should be used sparingly and if used all privacy and personal items are to be preserved. Individuals are never discussed only issues.
- LSB members expressed interest in attending any available PD. Principal will explore available PD and report back to LSB
- Rosalind Best being school rep on Redesigning school curriculum presented synopsis of her initial "train-facilitator" session and said she would be working with community and staff to give opportunity for input.
- LSB members and staff present suggested Dec. 19 for our Christmas Concert. Principal will check with all staff to confirm.

FILED IN
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Keg River Local School Board Committee

Regular Meeting 79

JUNE 07 2016

@ 7pm DR Mary Jackson school

PRESENT : Delores, Jordie, Mike, MR Wier

CALLED TO ORDER:7:30

ADOPT AGENGA :4517 Jordie adopt agenda carried

ADOPT MINUTES :4518

HOT LUNCH : accepeted as information carried

REGULAR SCHOOL ITEMS:4519 jordie moved to approval for over night stay in grande prairie for jump yard and swimming

PRINCIPAL REPORT:4520 Delores accepted as information

NEW BUSSINESS:4521 Delores moved to approve MrWeir to spend money out of school funds for attendance awards for year end . \$

ADJOURMENT :810



Keg River Local School Board Committee**Regular Meeting 80****September 06 2016****@ 7pm DR Mary Jackson school****PRESENT : Delores, Jordie , kathy,mike, Doreen, Chris****CALLED TO ORDER:7:15****ADOPT AGENGA : 4425 kathy moved to adopt agenda carried****ADOPT MINUTES :4426 Jordie adopt mins****Mike made motion to accepted with changes carried****Welcomed chri Larose accept as information****HOT LUNCH : N/A****REGULAR SCHOOL ITEMS:4527 bussing to see if the bus can move the boulder line to the chin road for kids from paddle to come to school,****Kathy move to request bus boulder lie to be oved to chin road this will help 8 school children****Dress code send letter home****PRINCIPAL REPORT:4528 Delores accepted as information****NEW BUSSINESS:4529 Boarding allowance Kathy putting in request to approval for boarder allowance for student ,****ADJOURMENT :835****FILED IN
DOCUSHARE**

Keg River Local School Board Committee

Regular Meeting 81

October 03 2016

@ 7pm DR Mary Jackson school

PRESENT: Mike Fisher, Debora Mosore, Kathy Thomas, Doreen, Chris, Wallace

CALLED TO ORDER 7. pm

ADOPT AGENGA: 4530 - Kathy moved to accept with changes.

ADOPT MINUTES 4531 - Kathy adopt min from meeting # 80

HOT LUNCH: Accepted as information

REGULAR SCHOOL ITEMS: 4532 Debora moves for standing motion for day trip for year.

PRINCIPAL REPORT: 4533 - Kathy moves for motion for trip to Calgary over night stay 8/9 class.

4534 - accept as information

NEW BUSSINESS: 4535 - Policy 11 -
accept as information

ADJOURMENT: 7:50 pm

PROCESSED
 DECEMBER 3

AGENDA: October 18, 2016

LBS BOARD MEETING

Meeting called to order at

Attendance:

Dwight Gladue Chair

Larry Ominayak

Bryan Laboucan

Troy Laboucan

Crystal Colville –Principal

Debra McBride

Kelly Parsons

Absent –

Cheryl McMann - excused

Meeting called to order at 7:40 pm

1. Enrollment

ECS – 23

Grade 1 -10

Grade 2 -17

Grade 3 -24

Grade 4 -20

Grade 5 - 18

Grade 6 -18 Gr 7 – 7

Grade 7 – 12

Grade 8 - 13

Grade 9 - 5

Grade 10 -15

Grade 11 - 11

Grade 12 – 11

Nominal Roll

Total Students – 205

Total Woodland 58

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2. Attendance -

k-6/7 class had 40 perfect attenders and 89 with 90% or higher. Last year we had 64 with 90 or higher and 6 with perfect attendance

7/8-12 we had 32 with 85% or higher attendance. Last year we had 6 with 100% and 9 with 90%

2. Culture camp Sept 26-30 – We sent 13 student grade 4 students and 1 high school student who received credit for helping out.

Culture Camp October 24- 28 we are sending 7 grade 7 students for sure, I have asked for another 5 spots. Am also sending one Grade 12 student to help at the camp for Credit.

3. Fundraising

4. MD had scheduled a community meeting to discuss the sewer lagoon and the water for Wednesday and they called after school and canceled.

5. Dream Catchers – we took 7 high school student to dream catchers at Grant McEwan last week.

6. Cell Phone Policy

8. Policy 11 Role of the Superintendent

9. Corporate Board Agenda

Meeting adjourned at 8:55 pm

**PADDLE PRAIRIE LOCAL SCHOOL BOARD COMMITTEE
REGULAR MONTHLY MEETING
OCTOBER 19, 2016**

In Attendance: Candice Calliou, Chairperson
Kristen McGillivray, Secretary/Treasurer
Priscilla Christian, Board Member
Jill Gaudet, Principal
Reta Nooskey, Recording Secretary

Absent: Doreen Poitras, Board Member (medical-excusable)
Nelson Auger, Board Member

Call to Order: The meeting was called to order at 3:40 p.m.

Agenda:

Motion # 016:16/17 Priscilla Christian moved to accept the agenda as presented. Carried.

Minutes:

Motion #017:16/17 Kristen McGillivray moved a blanket motion to approve the minutes of the Sept. 12/16 regular board meeting and the Oct.03/16 special board meeting. Carried.

Principal's Report:

Motion #018:16/17 Priscilla Christian moved to accept the Principal's report as information. Carried.

Motion #019:16/17 Kristen McGillivray moved to recommend that the decision of NLS D to refuse the Application for Transportation on Private Property for the _____ family be reversed, due to the safety issues. Carried.

Chairperson's Report: The Chairperson informed the board that there will be a Community Engagement Meeting in November. She has met with the Settlement Administrator and invited the Settlement Council to attend.

Board Member Concerns:

Motion # 020:16/17 Kristen McGillivray moved to recommend that board members be paid an honorarium for attending special board meetings of the LSBC. Carried.

Boarding Home Application: The application had to be tabled until for a quorum of eligible voting members. If necessary, a telephone meeting will be set up.

Meeting Dates: Next regular board meeting, Monday, November 14/16 at 3:30 p.m.

Adjournment: The meeting adjourned at 4:44 p.m.

Signatures:

Candice Calliou, Chairperson

Reta Nooskey, Recording Secretary

**FILED IN
DOCUSHARE**

**PADDLE PRAIRIE LOCAL SCHOOL BOARD COMMITTEE
REGULAR MONTHLY BOARD MEETING
NOVEMBER 14, 2016**

In Attendance: Candice Calliou, Chairperson
Kristen McGillivray, Secretary/Treasurer
Priscilla Christian, Board Member
Nelson Auger, Board Member

Absent: Doreen Poitras, Board Member (medical-excusable)

Call to Order: The meeting was called to order at 3:30 p.m.

Agenda:

Motion #021:16/17 Nelson Auger moved to approve the agenda as presented. Carried.

Principal's Report:

Motion #022:16/17 Priscilla Christian moved to accept the Principal's Report as information. Carried.

Motion #023:16/17 Priscilla Christian moved to recommend the Boarding Home Application for Student "JF" be approved, as PP School does not offer French. Carried.

Motion #024:16/17 Nelson Auger moved to approve the application for sub for Cook of Jody Ghostkeeper. Carried.

Motion #025:16/17 Nelson Auger moved to recommend that Candidate "H" be hired for the .3EA position. Carried.

Provincial Achievement Results - accepted as information.

Aboriginal Education Gap – PPLSBC did not feel they can give a response at this time as they do not have enough information about the GAP issue.

Minutes:

Motion #026:16/17 Kristen McGillivray moved to approve the minutes of the October 19, 2016 regular Board meeting, with a correction to the attendance – Nelson Auger, Board Member should be marked as absent for work-excusable. Carried.

Motion #027:16/17 Nelson Auger moved to ratify the recommendation of the special meeting of November 08, 2016, to approve the Boarding Home Application for Student "J" as PP School does not offer Personal Fitness or Foods courses. Carried.

Board Member Concerns;

Absent Board Member –There is a concern that because there is an even number of board members at most meetings, that many times decisions can not be made as there is not a quorum of board members. There was discussion about a bi-election. The Chairperson will talk to the Superintendent about the situation and information will be provided at the next regular board meeting on steps to call a bi-election.

**FILED IN
DOCUSHARE**

Meeting dates: the next regular meeting is Monday, December 12, 2016 at 3:30 p.m.

Adjournment: The meeting adjourned at 5:00 p.m.

Signatures:

Candice Calliou, Chairperson

Reta Nooskey, Recording Secretary

Minutes: Pelican Mountain School LSBC
November 8, 2016
Regular Meeting

Attendance: Linda Foster –Principal, Violet Carlsen – Chairperson of Board and Heather Oar –Board Member

Meeting called to Order 7:10 PM.

New Business

1. Copies of Policies 13 and 19 were given to the Board for their perusal. No feedback was given. The question regarding how the Board could help heal the long term effects of the Residential School impact was met with some resistance. It was felt that this was not something that they could make a difference with.
2. Board requested that principal buy 24 \$50.00 gift cards to be presented to students as Christmas gifts. This is to be taken from Board Funds Motion made by Violet and seconded by Heather. **Motion #1110082016**
3. Heather made a motion to allow the principal to buy material and two \$25.00gift cards to be placed in Christmas raffle basket s. Seconded by Violet. **Motion #1210082016**

Chairperson's Report:

Violet reported that she had been to a meeting with Los Byers and other Board Members. Found Meeting to be very informative.

3. Principal's Report included the fact that enrollment was now at twenty- two. Principal informed board that attendance was around 84% so must be worked on.

Other Business –n/a
Next Meeting

Adjournment at 8:20 PM

NOV 11 2016
BOOKING



Kateri School



Local School Board Committee Meeting

October 4th, 2016

Meeting called to order at 7:09 PM by Julianne Noskiye

In Attendance: Shane Metsikassus Julianne Noskiye
Jennifer Nanooch (A. Principal)

Late: Caroline Bigstone (7:30 PM)

Absent: Elmer Gullion (excused)

Motion #895771 Motion to adopt agenda for October 4th, 2016
By: Shane Metsikassus
Carried Unanimously

Motion #895772 Motion to accept the minutes of September 1st, 2016.
By: Julianne Noskiye
Carried Unanimously

Motion #895773 Motion to accept the minutes of the special meeting on September 19th,
2016.
By: Shane Metsikassus
Carried Unanimously

Motion #895774 Motion to accept the principal's report.
By: Shane Metsikassus
Carried Unanimously

Caroline arrived

Motion #895775 Motion to accept the financial report.
By: Caroline Bigstone
Carried Unanimously

Questions regarding financial reports. Board would like some explanation about it.

Motion #895776 Motion to accept Attendance Improvement Planning & Reporting Template
for the period September 2016 – June 2017.
By: Shane Metsikassus
Carried Unanimously

Motion #895777 Motion to recommend a protocol that any group or individuals wanting to
use the gymnasium for evening use agree to support our attendance
initiative including not permitting our unexcused, non-attending students to
attend their functions in the evening. This protocol will be added to the
gymnasium contract.
By: Shane Metsikassus
Carried Unanimously

**FILED IN
DOCUSHARE**

Wabasca Local School Board Committee Meeting

October 17, 2016

ATTENDANCE:

Mandi MacLennan

Shelley Stevenson

Robin Guild

Robert Gullion

Anthony Rathbone

Jeff Junkin

June Houle

ABSENT:

Thomas Bissell

1. CALL MEETING TO ORDER:

Robin called the meeting to order at 7:00 p.m.

2. ADOPTION OF AGENDA: Recommendation # 3139/10/16.

Anthony moved to adopt the agenda as presented. Carried.

3. ADOPTION OF MINUTES: Recommendation # 3140/10/16.

Robert moved to accept the minutes from the September 13, 2016 meeting. Carried.

4. CHAIRPERSON'S REPORT: Recommendation 3141/10/16.

Jeff moved to accept the Chairperson's report as Information. Carried.

5. ASSISTANT PRINCIPAL'S REPORT: Recommendation 3142/10/16.

Anthony moved to accept the Assistant Principal's report as Information. Carried.

6. PRINCIPAL'S REPORT: Recommendation 3143/10/16.

Robert moved to accept the Principal's report as Information. Carried.

7. CORRESPONDENCE: Recommendation 3144/10/16.

Jeff moved to accept the correspondence as Information. Carried.

**FILED IN
DOCUSHARE**

8. SCHOOL USE: Recommendation 3145/10/16.

Anthony moved to approve the school use application submitted by J.R. Carried.

9. NEXT MEETING: November 15, 2016 at 7:00 p.m.

10. ADJOURN MEETING: Recommendation 3146/10/16.

Jeff moved to adjourn the meeting at 8:00 p.m. Carried.

TOPICS OF DISCUSSION:

Literacy Summer Camp – Was beneficial to the students that attended.

Financial report

School Application for J.R. – deposit on gym use has been made already

Corporate Board meeting will be held in Wabasca from 5 until 8.

In the future, when it comes to closing the school for emergencies, the local school board should have input and there needs to be procedures in place.

Corporate board modernization – Thursday between 1 – 4 at Mistassiniy, please attend if possible.

Shelley – working on IPP's, paperwork. Walk-thru, clever system, and also Liaison for NLCS.

Mandy – Literacy – round one – most growth seen from beginning of the year.

LLI training – targeting Kindergarten teachers this year – training in November.

Writing contest going well this year.

Flea market on Wednesday – proceeds will go towards literacy

After school reading program has started – students will publish stories of their own.

PAT Item analysis on November 18th – PD day.

Numeracy – PD day last month – overview of what numeracy and literacy are.

Literacy – seems to give students more motivation to read.

Apple schools – exercise regime is going well.

Dances will continue – next one in November.

Water bottles – distribution

Diabetes/Health presentation – went well and they will be invited back

Sharing Ideas

Psychological first aid for schools scheduled for PLC

Mandi attending the Shaping the Futures conference

Healthy party snacks/teeth brushing

Students are still hungry, asking for snacks in the morning

Students are in need of winter gear

Community/Cultural Engagement

Orange shirt day – Grade 6 students were great and very well behaved

Halloween Carnival – October 26

Halloween costume judging

P.C. will be here tomorrow working with Cree Instructor

Cree phrases of the month

Remembrance Day

After school drumming lessons

EYE training

M.D. – Schools can't use the charter bus, MD Councilor M.A. will present to the next council meeting

Safe and Caring – Thankfulness

Teacher's recognition – Student Council want to start doing this for the students

Getting caught being nice on the playground

Supervision has been increased

Bus safety – Instructor is doing a good job with the kids

Fire Safety – MD is paying for people coming in from Boreal

Attendance - meeting November 14 at 1:00 p.m.

New staff vs. students – next one will take place on Friday, October 28th at 2:00 p.m. – Soccer baseball

Perfect attendance celebration – bobbing for apples

Class Attendance trophies

Most Improved Award

Parent draws

Certificates

Staffing updates – one EA has resigned and will need to be replaced

Kindergarten teacher – still vacant

AERR and PAT results will be discussed at the next meeting.

Superintendent's Report

November 24, 2016



			Student Learning	Student Wellness	Fiscal Responsibility	Personnel Management	Policy and Administrative Procedures	Superintendent/Board Relations	Strategic Planning and Reporting	Organizational Management	Communications and Community Relations	Leadership Practices
10/20/16	Wabasca	Executive Team Meeting	✓	✓	✓	✓	✓		✓	✓		✓
		Mistassiniy Modernization Meeting	✓	✓					✓	✓	✓	✓
10/21/16	Chipewyan Lake	Chipewyan Lake School Visit	✓	✓		✓						✓
		Chipewyan Lake Principal Interview				✓						✓
10/24/16	Fort McMurray	Meeting with Athabasca Tribal Council Director of Education	✓	✓						✓	✓	✓
	Conklin	Meeting with Athabasca Tribal Council Director of Education and Chipewyan Prairie First Nation Re: Bussing from Janvier to Anzac	✓	✓						✓	✓	✓
	Janvier	Father R. Perin School Visit	✓	✓		✓					✓	✓
		Cenovus Grant Announcement			✓			✓		✓	✓	
10/25/16	Fort Chipewyan	ADCS School Visit	✓	✓		✓					✓	✓
10/26/16	Calgary	WE Day	✓	✓				✓				✓
10/27/16	Calgary	Vulnerable Readers Conference	✓	✓								
10/31/16	Peace River	Central Office Staff Meeting				✓	✓		✓		✓	✓
		Meeting with Peace River School Division Superintendent	✓	✓			✓				✓	
		Teleconference with Office of the Auditor General Re: Exit Conference Planning			✓			✓				
11/1/16	Edmonton	Meeting with Terry Gunderson at ASBA Re: NSD61 Procedures					✓	✓	✓			
		Meeting with Shawn Pritchard Re: Attendance Initiative	✓	✓			✓				✓	
		Meeting with Donna Barrett Re: AERR	✓	✓				✓	✓			
11/2/16	Calgary	Executive Team Meeting	✓	✓	✓	✓	✓		✓	✓		✓
		CASS Conference					✓	✓			✓	
11/3/16	Calgary	CASS Conference					✓	✓			✓	
11/7/16	Edmonton	Meeting with Bigstone Cree Nation	✓	✓				✓		✓	✓	✓
11/8/16	High Prairie	Student Transitions Meeting	✓	✓						✓	✓	✓
11/9/16	Grouard	Meeting with the President of Northern Lakes College	✓	✓								✓
		Meeting with Kapawe'no First Nation	✓	✓						✓	✓	✓
		Grouard Northland School Visit	✓	✓		✓						✓
11/10/16	Slave Lake	Numeracy Meeting	✓	✓			✓					

Superintendent's Report

November 24, 2016



			Student Learning	Student Wellness	Fiscal Responsibility	Personnel Management	Policy and Administrative Procedures	Superintendent/Board Relations	Strategic Planning and Reporting	Organizational Management	Communications and Community Relations	Leadership Practices
11/14/16	Edmonton	Meeting with Bigstone Cree Nation and University of Calgary	✓	✓				✓		✓	✓	✓
		Teleconference with Heart & Soul Leadership Academy	✓	✓							✓	
11/15/16	Keg River	Dr. Mary Jackson School Visit	✓	✓		✓					✓	✓
	Paddle Prairie	Paddle Prairie School Visit	✓	✓		✓					✓	✓
11/17/16	Trout Lake	Kateri School Visit	✓	✓		✓					✓	✓
	Peerless Lake	Peerless Lake School Visit	✓	✓		✓					✓	✓
11/18/16	Wabasca	Quality of Work/Life Meeting			✓	✓	✓					✓
11/20/16	Edmonton	Alberta School Boards Association Fall General Meeting	✓		✓		✓	✓			✓	✓
11/21/16	Edmonton	Alberta School Boards Association Fall General Meeting	✓		✓		✓	✓			✓	✓
11/22/16	Edmonton	Alberta School Boards Association Fall General Meeting	✓		✓		✓	✓			✓	✓
11/23/16	Fort McMurray	Meeting with Athabasca Tribal Council Education Committee	✓	✓						✓	✓	✓
		Teleconference with the Office of the Auditor General Re: Exit Conference			✓			✓				
11/24/16	Anzac	Executive Team Meeting	✓	✓	✓	✓	✓		✓	✓		✓
		Corporate Board Meeting			✓			✓				



ALBERTA
EDUCATION

Office of the Minister

AR96271

NOV - 8 2016

Mr. Gord Atkinson
Superintendent of Schools
Northland School Division No. 61
Bag 1400
9809 - 77 Avenue
Peace River AB T8S 1V2

Dear Mr. Atkinson:

Thank you for sending me a copy of your 2016/2017 school calendar. The artwork is lovely and will serve as a wonderful reminder of the schools and students in Northland School Division.

Please extend my appreciation to your students as well. I hope they will continue to pursue their artistic endeavours and share their talents with others, while they are in school and throughout their lives. I look forward to seeing more of their work, and hearing about their successes, in the years to come.

Best wishes for the school year.

Sincerely,

David Eggen
Minister

cc: Lois Byers, Official Trustee

FILED IN
DOCUMENTS

DIVISION ATTENDANCE SEPTEMBER 2016

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	122	47	51	22	12	11	9	274
Gr. 1	113	45	43	23	15	6	1	246
Gr. 2	122	39	41	16	8	1	3	230
Gr. 3	130	46	40	16	5	3	4	244
Gr. 4	137	47	36	14	6	2	3	245
Gr. 5	130	47	29	9	3	4	2	224
Gr. 6	98	43	32	24	9	7	5	218
Gr. 7	98	29	42	10	7	10	6	202
Gr. 8	80	34	41	20	9	2	6	192
Gr. 9	46	29	45	17	12	6	9	164
Gr. 10	36	27	31	16	10	10	19	149
Gr. 11	33	18	23	11	5	4	7	101
Gr. 12	24	14	14	16	12	10	11	101
Student Totals	1169	465	468	214	113	76	85	2590

*Does not include Outreach Schools

September 2016 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	48 (58%)	16 (19%)	9 (11%)	5 (6%)	4 (5%)	1 (1%)	0 (0%)	83
ADCS	64 (29%)	37 (17%)	44 (20%)	15 (7%)	21 (10%)	20 (9%)	17 (8%)	218
Bill Woodward School	63 (54%)	6 (5%)	36 (31%)	6 (5%)	2 (2%)	1 (1%)	2 (2%)	116
Bishop Routhier School	43 (65%)	11 (17%)	8 (12%)	2 (3%)	0 (0%)	1 (2%)	1 (2%)	66
Calling Lake School	51 (49%)	23 (22%)	16 (15%)	6 (6%)	5 (5%)	0 (0%)	3 (3%)	104
Chipewyan Lake School	8 (38%)	1 (5%)	5 (24%)	2 (10%)	3 (14%)	2 (10%)	0 (0%)	21
Conklin Community School	21 (62%)	4 (12%)	6 (18%)	0 (0%)	0 (0%)	0 (0%)	3 (9%)	34
Dr. Mary Jackson School	13 (45%)	1 (3%)	6 (21%)	3 (10%)	5 (17%)	1 (3%)	0 (0%)	29
Elizabeth School	59 (42%)	30 (22%)	26 (19%)	12 (9%)	3 (2%)	4 (3%)	0 (0%)	184
Father R. Perin School	42 (52%)	18 (22%)	13 (16%)	6 (7%)	1 (1%)	1 (1%)	0 (0%)	81
Fort McKay School	40 (45%)	10 (11%)	10 (11%)	3 (3%)	4 (4%)	4 (4%)	2 (2%)	73
Gift Lake School	75 (42%)	37 (21%)	35 (20%)	16 (9%)	6 (3%)	5 (3%)	1 (1%)	175
Grouard Northland School	31 (38%)	15 (19%)	12 (15%)	7 (9%)	1 (1%)	1 (1%)	1 (1%)	68
Hillview School	8 (27%)	4 (13%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)	1 (3%)	16
JF Dion School	66 (76%)	3 (3%)	12 (14%)	3 (3%)	1 (1%)	1 (1%)	0 (0%)	86
Kateri School	44 (47%)	19 (20%)	21 (22%)	7 (7%)	2 (2%)	0 (0%)	1 (1%)	94
Little Buffalo School	70 (39%)	44 (24%)	29 (16%)	30 (17%)	9 (5%)	9 (5%)	14 (8%)	205
Mistassiniy School	75 (21%)	58 (17%)	70 (20%)	49 (14%)	27 (8%)	19 (5%)	32 (9%)	330
Paddle Prairie School	64 (55%)	20 (17%)	15 (13%)	5 (4%)	4 (3%)	4 (3%)	3 (3%)	115
Peerless Lake School	58 (46%)	32 (26%)	26 (21%)	7 (6%)	4 (3%)	2 (2%)	2 (2%)	131
Pelican Mountain School	13 (59%)	5 (23%)	4 (18%)	1 (5%)	1 (5%)	0 (0%)	0 (0%)	24
St. Theresa School	192 (46%)	78 (19%)	50 (12%)	24 (6%)	10 (2%)	0 (0%)	6 (1%)	360
Susa Creek School	17 (35%)	9 (18%)	5 (10%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)	33

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	31 (34%)	4 (4%)	16 (17%)	17 (18%)	7 (8%)	2 (2%)	1 (1%)	78
Calling Lake Outreach School	5 (31%)	0 (0%)	2 (13%)	2 (13%)	1 (6%)	0 (0%)	5 (31%)	15

DIVISION ATTENDANCE OCTOBER 2016

	95% -100%	90% - 94%	80% - 89%	70% -79%	60% -69%	50% - 59%	Below.50%	Total
ECS	96	41	62	28	25	12	9	273
Gr. 1	82	45	53	27	15	12	10	244
Gr. 2	80	48	65	22	9	2	8	229
Gr. 3	99	52	54	18	10	3	8	244
Gr. 4	121	34	56	20	6	2	3	242
Gr. 5	130	31	37	15	5	1	5	224
Gr. 6	90	38	56	15	7	4	9	219
Gr. 7	67	34	41	32	11	8	9	202
Gr. 8	62	34	46	23	5	9	11	190
Gr. 9	40	29	43	17	12	11	11	163
Gr. 10	34	14	37	17	15	7	24	148
Gr. 11	33	9	22	14	12	4	6	100
Gr. 12	20	7	22	11	11	9	22	102
Student Totals	954	416	594	259	143	84	130	2580

*Does not include Outreach Schools

October 2016 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	30 (40%)	23 (31%)	13 (17%)	7 (9%)	2 (3%)	0 (0%)	0 (0%)	75
ADCS	82 (37%)	10 (5%)	42 (19%)	24 (11%)	16 (7%)	10 (5%)	36 (16%)	220
Bill Woodward School	67 (59%)	9 (8%)	23 (20%)	7 (6%)	6 (5%)	0 (0%)	1 (1%)	113
Bishop Routhier School	22 (35%)	1 (2%)	16 (25%)	14 (22%)	2 (3%)	2 (3%)	6 (10%)	63
Calling Lake School	31 (30%)	33 (32%)	16 (15%)	9 (9%)	8 (8%)	1 (1%)	6 (6%)	104
Chipewyan Lake School	7 (33%)	5 (24%)	3 (14%)	3 (14%)	3 (14%)	0 (0%)	0 (0%)	21
Conklin Community School	26 (76%)	2 (6%)	4 (12%)	2 (6%)	0 (0%)	0 (0%)	0 (0%)	34
Dr. Mary Jackson School	13 (45%)	2 (7%)	2 (7%)	6 (21%)	5 (17%)	1 (3%)	0 (0%)	29
Elizabeth School	15 (11%)	53 (40%)	44 (33%)	11 (8%)	9 (7%)	0 (0%)	1 (1%)	133
Father R. Perin School	36 (44%)	23 (28%)	10 (12%)	6 (7%)	3 (4%)	2 (2%)	2 (2%)	82
Fort McKay School	42 (58%)	4 (6%)	14 (19%)	2 (3%)	6 (8%)	1 (1%)	3 (4%)	72
Gift Lake School	81 (46%)	11 (6%)	46 (26%)	20 (11%)	7 (4%)	4 (2%)	6 (3%)	175
Grouard Northland School	27 (40%)	10 (15%)	13 (19%)	8 (12%)	5 (7%)	2 (3%)	3 (4%)	68
Hillview School	7 (44%)	3 (19%)	6 (38%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	16
JF Dion School	41 (48%)	16 (19%)	17 (20%)	7 (8%)	1 (1%)	3 (4%)	0 (0%)	85
Kateri School	39 (41%)	15 (16%)	20 (21%)	6 (6%)	6 (6%)	4 (4%)	6 (6%)	96
Little Buffalo School	75 (37%)	9 (4%)	56 (28%)	28 (14%)	17 (8%)	7 (3%)	11 (5%)	203
Mistassiniy School	49 (15%)	61 (19%)	75 (23%)	51 (16%)	22 (7%)	31 (9%)	39 (12%)	328
Paddle Prairie School	39 (34%)	22 (19%)	37 (32%)	8 (7%)	5 (4%)	1 (1%)	2 (2%)	114
Peerless Lake School	58 (44%)	6 (5%)	43 (33%)	14 (11%)	5 (4%)	4 (3%)	1 (1%)	131
Pelican Mountain School	5 (24%)	2 (10%)	7 (33%)	5 (24%)	1 (5%)	1 (5%)	0 (0%)	21
St. Theresa School	146 (41%)	89 (25%)	82 (23%)	16 (4%)	13 (4%)	9 (3%)	5 (1%)	360
Susa Creek School	16 (48%)	7 (21%)	5 (15%)	5 (15%)	0 (0%)	0 (0%)	0 (0%)	33

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	30 (40%)	3 (4%)	11 (15%)	8 (11%)	23 (31%)	0 (0%)	0 (0%)	75
Calling Lake Outreach School	7 (47%)	1 (7%)	1 (7%)	2 (13%)	2 (13%)	0 (0%)	2 (13%)	15

2014/15 - 2016/17 Division Attendance

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
September 2014	1347 (48%)	347 (12%)	470 (17%)	272 (10%)	149 (5%)	82 (3%)	146 (5%)	2807
September 2015	1445 (52%)	305 (11%)	450 (16%)	249 (9%)	127 (5%)	79 (3%)	116 (4%)	2771
September 2016	1169 (45%)	465 (18%)	468 (18%)	214 (8%)	113 (4%)	76 (3%)	85 (3%)	2590
October 2014	1168 (42%)	390 (14%)	496 (18%)	294 (10%)	170 (6%)	84 (3%)	204 (7%)	2806
October 2015	1229 (45%)	245 (9%)	516 (19%)	287 (10%)	152 (6%)	101 (4%)	228 (8%)	2758
October 2016	954 (42%)	416 (18%)	594 (26%)	259 (11%)	143 (6%)	84 (4%)	130 (6%)	2269
November 2014	793 (28%)	456 (16%)	579 (21%)	316 (11%)	235 (8%)	133 (5%)	271 (10%)	2783
November 2015	873 (32%)	399 (14%)	603 (22%)	303 (11%)	184 (7%)	121 (4%)	270 (10%)	2753
December 2014	596 (21%)	439 (16%)	531 (19%)	355 (13%)	290 (10%)	161 (6%)	426 (15%)	2798
December 2015	895 (32%)	396 (14%)	478 (17%)	362 (13%)	212 (8%)	129 (5%)	283 (10%)	2755
January 2015	902 (32%)	223 (8%)	529 (19%)	372 (13%)	249 (9%)	173 (6%)	338 (12%)	2798
January 2016	846 (31%)	402 (15%)	554 (20%)	305 (11%)	250 (9%)	128 (5%)	267 (10%)	2752
February 2015	793 (29%)	430 (16%)	536 (19%)	350 (13%)	239 (9%)	174 (6%)	240 (9%)	2762
February 2016	909 (34%)	393 (15%)	527 (20%)	295 (11%)	228 (9%)	114 (4%)	200 (8%)	2666
March 2015	873 (32%)	296 (11%)	569 (21%)	352 (13%)	225 (8%)	146 (5%)	296 (11%)	2557
March 2016	603 (23%)	424 (16%)	577 (22%)	395 (15%)	229 (9%)	178 (7%)	262 (10%)	2665
April 2015	688 (25%)	443 (16%)	598 (22%)	306 (11%)	225 (8%)	152 (6%)	317 (12%)	2729
April 2016	653 (24%)	417 (16%)	573 (21%)	384 (14%)	228 (9%)	176 (7%)	242 (9%)	2673
May 2015	880 (32%)	250 (9%)	542 (20%)	324 (12%)	226 (6%)	162 (6%)	364 (13%)	2748
May 2016	839 (36%)	200 (9%)	440 (19%)	294 (13%)	163 (7%)	103 (4%)	269 (12%)	2308
June 2015	658 (23%)	373 (13%)	571 (20%)	321 (11%)	241 (9%)	171 (6%)	492 (17%)	2817
June 2016	745 (32%)	156 (7%)	388 (17%)	331 (14%)	195 (8%)	148 (6%)	341 (15%)	2304

*Does not include Outreach

*May 2016 and June 2016 do not include Anzac, Bill Woodward, Father R. Perin, or Fort McKay due to Fire Evacuation



Official Trustee's Report

November 24, 2016

October, 2016

19	Wabasca	Corporate Board Meeting
20	Wabasca	Mistassiniy Modernization Meeting
31		Teleconference with the Office of the Auditor General Re: Exit Conference Planning

November, 2016

2	High Prairie	Alberta School Boards Association Zone 1 Meeting
	Grouard	Meeting with Kapawe'no First Nation Administration
		Meeting with Grouard Local School Board Committee Meeting
3	Gift Lake	Gift Lake School Visit & some LSBC members
4	Edmonton	Meeting with Alberta Education Re: Planning for Formal Engagement Sessions
7	Edmonton	Meeting with Bigstone Cree Nation
9	Grouard	Meeting with Kapawe'no First Nation Chief
14	Edmonton	Meeting with Bigstone Cree Nation and University of Calgary
		Meeting with Alberta Education Re: Planning for Formal Engagement Sessions
		Speaker at U of A: Dr. Dwayne Donald – FMNI Education in Alberta
15	East Prairie	Meeting with East Prairie Local School Board Committee & Metis Settlement Council
18	Wabasca	Teleconference with Alberta Education Re: Planning for Formal Engagement Sessions
		Quality of Work/Life Meeting
20	Edmonton	Alberta School Boards Association Fall General Meeting
21	Edmonton	Alberta School Boards Association Fall General Meeting
22	Edmonton	Alberta School Boards Association Fall General Meeting
23	Fort McMurray	Meeting with Athabasca Tribal Council Education Committee
		Teleconference with the Office of the Auditor General Re: Exit Conference
24	Anzac	Corporate Board Meeting

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

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
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%
<u>Athabasca Delta</u>						
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%
<u>Bishop Routhier</u>						
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%
<u>Calling Lake</u>						
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%
<u>Chipewyan Lakes</u>						
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%
<u>Conklin</u>						
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
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,184.00	2,184.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	4,516.00	4,516.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	11,870.00	11,870.00	0.0%
<u>East Prairie</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,128.00	2,128.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	2,957.00	2,957.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	10,255.00	10,255.00	0.0%
<u>Elizabeth</u>						
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%
<u>Father R Perin</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	4,144.00	4,144.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	8,664.00	8,664.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	17,978.00	17,978.00	0.0%
<u>Fort McKay</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	4,144.00	4,144.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	17,001.00	17,001.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	26,315.00	26,315.00	0.0%
<u>Gift Lake</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,292.00	2,292.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	6,354.00	6,354.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	13,816.00	13,816.00	0.0%
<u>Grouard</u>						
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	Budget	Difference	Percent Expended
<u>J.F. Dion</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	4,052.00	4,052.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	9,349.00	9,349.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	18,571.00	18,571.00	0.0%
<u>Kateri</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,416.00	2,416.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	10,863.00	10,863.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	18,449.00	18,449.00	0.0%
<u>Little Buffalo</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	1,880.00	1,880.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	1,703.00	1,703.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	8,753.00	8,753.00	0.0%
<u>Mistassiniy</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,836.00	2,836.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	2,319.00	2,319.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	10,325.00	10,325.00	0.0%
<u>Paddle Prairie</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,288.00	2,288.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	8,035.00	8,035.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	15,493.00	15,493.00	0.0%
<u>Peerless Lake</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,340.00	2,340.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	3,508.00	3,508.00	
Casual Labour, Supplies & Awards	-	98.95	98.95	250.00	151.05	
Total	-	98.95	98.95	11,018.00	10,919.05	0.9%
<u>Pelican Mountain</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	3,096.00	3,096.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	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
<u>St. Theresa</u>						
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	-	275.02	275.02	250.00	(25.02)	
Total	-	275.02	275.02	11,720.00	11,444.98	2.3%
<u>Susa Creek</u>						
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	
Total	-	-	-	20,686.00	20,686.00	0.0%
GRAND TOTAL	-	373.97	373.97	375,128.00	374,754.03	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	374,754.03
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	374,754.03

NORTHLAND SCHOOL DIVISION NO. 61
 BOARD REPORT
 2016/2017 SCHOOL YEAR
 PERIOD ENDING -October 31, 2016

	ACTUAL	BUDGET	VARIANCE
<u>ELECTIONS</u>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS-TRUSTEES	-	-	-
LEGAL FEES	-	-	-
POSTAGE--ELECTIONS	-	-	-
INSERVICE--ELECTIONS	-	-	-
RENUMERATION--ELECTIONS	-	80,000.00	80,000.00
TRAVEL & SUBSISTENCE--ELECTIONS	-	-	-
PRINTING & BINDING--ELECTIONS	-	-	-
ADVERTISING--ELECTIONS	-	-	-
OFFICE SUPPLIES--ELECTIONS	-	-	-
SUB-TOTAL	-	80,000.00	80,000.00
<u>COMMITTEES</u>			
RENUMERATION 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
<u>OTHER EXPENSES</u>			
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	36.63	3,000.00	2,963.37
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	10,929.28	40,000.00	29,070.72
TRAVEL & SUBSISTENCE - PSBA	-	-	-
TRAVEL & SUBSISTENCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - RETREAT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	20,114.87	38,000.00	17,885.13
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	161.34	5,000.00	4,838.66
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	31,410.27	411,750.00	380,339.73
TOTAL	33,703.92	521,750.00	488,046.08



ALBERTA
EDUCATION

Office of the Minister

AR96145

OCT 31 2016

Ms. Lois Byers
Official Trustee
Northland School Division
PO Bag 1400 Station Main
Peace River AB T8S 1V2

Dear Ms. Byers:

Many inspiring stories of sacrifice, courage and compassion have emerged after the devastating wildfire in Fort McMurray and the Wood Buffalo Region. As rebuilding continues, our government would like to celebrate those individuals who acted selflessly – and those who continue to do so – to protect and support these communities.

I appreciate your ongoing efforts on behalf of your students, staff and families. Through your work with community leaders, you may have been made aware of many Heroes of the Wildfire. I encourage you to recognize these extraordinary individuals, and to share their stories with all Albertans.

To learn more about Heroes of the Wildfire or to share a nomination story, please visit the Government of Alberta website at www.alberta.ca/wildfire-heroes.aspx.

Once again, please accept my thanks for all you have done to ensure the safety and well-being of your students.

Sincerely,

David Eggen
Minister

FILED IN
EGG-2016-25

From: EDC Minister <Education.Minister@gov.ab.ca>
 Date: Monday, 7 November 2016
 Subject: Public Health Amendments Act
 To:
 Cc: Doreen Lupaschuk <Doreen.Lupaschuk@gov.ab.ca>

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

Presidents of Stakeholder Associations

ACSTA (Alberta Catholic School Trustees' Association)
 AEFAA (Alberta Educational Facilities Administrators Association)
 ASBA (Alberta School Boards Association)
 AHEA (Alberta Home Education Association)
 ASCA (Alberta School Councils' Association)
 ATA (Alberta Teachers' Association)
 AAPCS (Association of Alberta Public Charter Schools)
 ACFA (Association canadienne-française de l'Alberta)
 AISCA (Association of Independent Schools & Colleges in Alberta)
 ASBOA (Association of School Business Officials of Alberta)
 CASS (College of Alberta School Superintendents)
 CCSSA (Council of Catholic Superintendents of Alberta)
 Fédération des parents francophones de l'Alberta
 Fédération des conseils scolaires francophones de l'Alberta
 Learning Disabilities Association of Alberta
 PSBAA (Public School Boards' Association of Alberta)

Dear Colleagues,

At Alberta Education, our top priority is the safety, well-being and success of all students in Alberta.

We know that immunization saves lives. However, our current immunization rates in Alberta are not high enough to prevent outbreaks of vaccine-preventable diseases. In addition, the health sector does not currently have immunization information for 15-25 percent of students. This poses a challenge to effectively manage outbreaks in schools and safeguard the health of all students.

Today, the Government of Alberta proposed amendments to the *Public Health Act*, which, if passed, would allow Alberta Health to collect student enrolment information from Alberta Education to help identify students with missing or incomplete immunization records on a more proactive basis.

The amendments to the *Public Health Act* will support public health professionals to request that parents/guardians of students with incomplete or missing immunization records:

- provide the student's immunization records;

- complete or update missing immunizations;
- provide a letter indicating a medical exemption has been granted; or
- sign a form indicating they are choosing not to immunize their child.

Public health professionals will also have an opportunity to remind parents that unimmunized students may be kept home from school in the event of an outbreak of a vaccine-preventable disease. This is in line with current practices which are designed to help prevent the spread of these diseases in our schools and communities.

Public health professionals, not schools or school authorities, will be responsible for contacting parents. If the proposed legislation is passed, school authorities will be informally engaged regarding notifying parents of the legislative changes and Alberta Health's collection of student enrolment information.

The health and safety of students and school communities is our utmost priority. These amendments are in line with recommendations by the Canadian Medical Association. You can learn more by visiting <http://www.health.alberta.ca/newsroom/news.html>

My ministry and I will continue to keep you informed as decisions around the proposed changes to the *Public Health Act* move forward.

If you have any questions, please contact your respective Field Services Liaison Manager or Doreen Lupaschuk, Director, Greater Edmonton Services Branch at atdoreen.lupaschuk@gov.ab.ca or [780-427-9296](tel:780-427-9296).

Sincerely,

David Eggen
Minister of Education

cc: Superintendents of Public, Separate, Francophone and Charter School Boards
Accredited Private Schools Authorities
Executive Directors of Stakeholder Associations
Communications Contacts at School Divisions

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BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: TRUDY RASMUSON, SECRETARY-TREASURER

SUBJECT: COMMITTEE REPORT: WABASCA MODERNIZATION UPDATE

**Wabasca Modernization Update
Report to the Board as of Nov. 14, 2016**

Alberta Education and Alberta Infrastructure will be putting together a draft report on what has happened to date, and the criteria for the modernization. When that report is completed, it will be sent to NSD for review. After the review, government officials will meet with NSD and agree on the scope of work and a budget for the modernization.

After this work is done, and an agreement reached, application for the grant money will be completed, and the money approved.

An architect will be hired, after the money is approved, and a design team/group will be formed, led by the Alberta government departments engaged in the project. NSD will have input into the choosing of the architect, and throughout the design process. This process is expected to take about 18 months.

At this point, the report is being drafted. As the process continues, the board will be updated.

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: LIAISON WORKERS

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

<i>INFORMATION ITEM</i>

Although NSD has identified Family Community Liaison Advisors and School Community Liaison Workers as key parts of building relationships and providing supports to improve student attendance, not all schools have liaison positions.

The liaison workers are key pieces of the attendance strategy in NSD that was identified in the Attendance Improvement Initiative Report (November 2014).

6 of 24 schools have some level of liaison workers (0.15-1.0 FTE - see chart). As we continue to focus on attendance, we would recommend that schools look at including liaison workers in their staff complement.

2016-2017 NSD Liaison Positions

<u>School</u>	<u>FTE</u>
ADCS	1.0
Anzac/Bill Woodward	1.0
Calling Lake	0.5
Gift Lake	0.5
JF Dion	Education Leave
Mistassiniy	1.0 (plus 1.0 Bigstone Band funded unfilled)
Paddle Prairie	0.35
Peerless Lake	0.15
<u>St Theresa</u>	<u>2.0</u>
Total	6.5

The budgeted average cost (salary and benefits) for a liaison worker is \$64,135.00. To implement the new positions outlined below would cost approximately \$888,269.75 per annum.

Recommended Future Liaisons

Bishop Routhier

Chipewyan Lake

Conklin

Dr. Mary Jackson

Elizabeth School

Father R. Perin

Fort McKay

Grouard Northland

Hillview

Kateri

Little Buffalo

Pelican Mountain

Susa Creek

Increase Peerless

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: MEMO TO PRINCIPALS RE: STAFFING UPDATE

ORIGINATOR: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

<i>INFORMATION ITEM</i>

As a follow-up to information shared with Principals and Vice-Principals at the October 2016 administrators' meeting, a memo reviewing our current staffing and financial position was provided November 3rd, 2016. Principals were advised they were free to share as they saw fit.



Memo

To: Principals

Date: November 3, 2016

From: Gord Atkinson, Superintendent of Schools

Subject: Staffing Updates

Hello All:

I would like to offer some further insight into our current staffing levels as well as financial situation.

1. At the Principals' meeting on October 12th and 13th, principals were informed the current Pupil Teacher Ratio (PTR) in the district was 13.9 : 1 as of October 1st. Last year the Alberta provincial class size average was:

	<u>K - 3</u>	<u>4 - 6</u>	<u>7 - 8</u>	<u>10 - 12</u>
Provincial Average	20.3	22.6	23.4	23.0

2. We have received several resignations so far this year.
3. Schools have varying levels of PTR and from my perspective it looks like staffing determinations were made on a school by school basis rather than following a funding allocation formula.

See Northland PTR data at:

<https://docs.google.com/a/nsd61.ca/spreadsheets/d/1-PEJdJ5qzmizInk!OCBoALqubEGfTVgQabLXmMKS-dU/edit?usp=sharing>

Please note: These numbers do not exactly match our current situation as we have had some changes. Also, the numbers do not match our most current financial statements as the financial statements are prepared separately to match Alberta Education financial statement requirements. The numbers presented are in an acceptable range to actuals.

4. We have a few schools with abnormal pressures due to resignations/transfers/and population. We also have some schools and regions that receive donations or special gifts for programming. These arrangements are not included in our PTR ratios.
5. It is the intent of the district to have a minimum teaching staff of two for our small schools but this may need to be revisited.
6. The overall deficit for the 2016/2017 school year is \$4.1 million.
7. The deficit is primarily caused by a combination of overestimation of students to start the year, late enrolments by students, and students choosing to:
 - a. Not come to school at all;
 - b. Enroll in another school division;
 - c. Left the area due to parents experiencing difficulty from economy;
 - d. Left the area due to fire catastrophe in Fort McMurray area.
8. Our students have unique multi-faceted challenges that impact student learning. Maintaining appropriate PTR will remain a priority.

Therefore

To completely eliminate the deficit we would have needed to undertake significant workforce reductions and cancel many maintenance projects. This is not the preferred method.

When openings occur in the district we will be looking to right size the school staff complement as best we can, or fill the vacancies with current employees. The target division PTR average is 16:1 at the beginning of the 2018/2019 school year. This will cause further disruption as schools will experience pressures with staffing vacancies. We know this is painful and we are working to reduce the impacts, however, bringing in new employees to spot fill longer term problems, is also a future NSD problem.

At the Board meeting on October 20th the Board passed a motion to approve the October draft amended budget with the \$4.1M deficit, including the following reconfiguration:

1. Three (3) Area Superintendents/Directors to offer support in regions to the Principals. The jobs would likely be 50% school focused and 50% district focused.

.../3

- a. **School Focus**
 - i. Ensure all annualized activities meant to be occurring in schools are completed successfully;
 - ii. Ensure all schools, principals, and staffs are supported with appropriate supervision, to the depth of teacher planning, growth, and supervision;
 - iii. Ensure all local communities are supported with a known divisional champion for local initiatives, events, programming.

- b. **Division Focus**
 - i. Assume responsibility for division initiatives including:
 - 1. Professional Learning
 - 2. Technology
 - a. Education Tech including 21st Century Learning
 - b. Technology Planning (Hardware, Network)
 - 3. FNMI Initiatives
 - a. Education Services Agreements
 - b. Language Instruction
 - c. BCCE Grants
 - d. Cultural Learning Opportunities
 - 4. Student Services
 - 5. LSBC / Board relations
 - 6. Pedagogical Supports for Literacy and Numeracy
 - 7. Curriculum Redesign
 - 8. Mistassiniy Modernization
 - 9. Student Wellness
 - 10. Staff Wellness
 - 11. CTF/CTS Implementation

Area Superintendents are to be implemented by April 1st, 2017. Our preferred candidates will be internal. This may also have an impact on school PTR and staffing complements. The goal is to have the best possible stability to start the 2017/2018 school year, and to have minimal interruption to the current school year. Recognizing that change creates unbalanced situations.

2. Commentary

- a. This current school year will be a year of opportunity for movement. Staff members in a position to take advantage of relocation opportunities should do so. With further attrition and rebalancing staff to schools we could be in a position to keep everyone employed at the beginning of the next school year. Exceptions may occur.
- b. If someone is considering a relocation opportunity please ensure Mr. Oginski is aware of intent as soon as possible.
- c. If someone is considering not staying with the division, please assist us by informing Mr. Oginski as soon as possible. This will help us in our plans for next year. We don't want to encourage people to go, but if you are going letting us know early will certainly help NSD. There will shortly be information about the Transition to Retirement Program that might assist with this strategy.
- d. Our academic results are very weak. There are many other great things happening in our schools however, for some reason these activities etc. aren't translating to high school completion or academic success. We have to make a concerted effort to improve the academic success for our students. It is a K-12 problem, not just a problem for grades 6, 9 and 12. The changes to the organization structure above signal a move to ensure academic success for students. Staff will be encouraged to take part in new learning opportunities.

In the spirit of transparency and moving forward we want to share this information as it helps explain some of the decisions and moves we need to make to be sustainable and resilient.

Respectfully,



Gord Atkinson
 Superintendent of Schools
 Northland School Division No. 61

WO:kp

c: Wesley Oginski, Director of Human Resources
 Don Tessier, Associate Superintendent
 Trudy Rasmuson, Secretary-Treasurer
 Lorraine Cardinal-Roy, Director of First Nation, Métis, Inuit Learner Success

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: RETIREMENT INCENTIVE PROGRAM 2016/2017

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

<i>INFORMATION ITEM</i>

NSD has facilitated and assisted staff to transition to retirement over the past four years as part of its staffing management and recruitment projection strategies.

The Transition to Retirement Program is designed to allow all continuous or probationary school or central staff who are eligible to retire to access pension benefits in the final few months of their employment before leaving for retirement, and at the same time receive full salary for that period under a temporary contract.

Essentially a person must resign and retire, then enter into a temporary contract with Northland School Division for the remainder of the school year. This person will then be able to collect a pension for the remainder of the school year with a full salary that no longer has pension deductions.

Memos will be sent to all principals and staff members, along with a program information sheet.

Attachment 1: Transition to Retirement Program Information Sheet

Northland School Division No. 61 Transition to Retirement Program (TRP)

The *Transition to Retirement Program (TRP)* is designed to allow individuals to access pension benefits in the final few months of their employment before retirement, and at the same time receive full salary for that period under a Temporary Contract. The following guidelines apply:

1. The TRP is available to all continuous or probationary school-based and central staff members currently employed by Northland School Division and covered by the Alberta Teachers' Retirement Fund (ATRF) or the Local Authorities Pension Plan (LAPP).
2. Applicants who are **54 and up to and prior to the year the 85 pension index** at the retirement date selected.
3. Employees must retire during the school year in which they have chosen to apply for the TRP.
4. Staff need to apply to the Superintendent in writing at least 30 days prior to their retirement date to be considered for the program.
5. For professional staff covered by the Alberta Teachers' Association (ATA) Collective Agreement:

Resignations will be accepted as of **December 31st, January 31st, February 28th, March 31st, or April 30th**. Such resignation must be made effective at the end of a given month in order that the pension benefit can take effect on the first day of the next month. *(ATRF regulations provide for a teacher to teach up to 0.6 FTE of a given school year without reduction to their pension. It is the sole responsibility of the teacher to obtain all 'returning to teaching after retirement' information, estimations and advice from the ATRF prior to making application for this Retirement Transition Opportunity. The Division will not advise and takes no responsibility for any possible reduction of pension or any financial shortfall which may result from service overpayment.)*

6. Other staff will be expected to provide a minimum *30 days notice* of retirement.
7. Requests for variation from the application dates noted above should be forwarded to the Superintendent with consideration to occur on a case-by-case basis.
8. Approval of staff TRP requests is at the sole discretion of the Board.

For more information contact Wesley Oginski, Director of Human Resources (ph 780.624.2060 ext 6157 or email welsey.oginski@nsd61.ca).

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: STAFF APPOINTMENTS

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

<i>INFORMATION ITEM</i>

Effective November 7th, 2016, Cindy Moore was appointed Acting Principal for Chipewyan Lake School. Cindy has been with the division since 1995, first as a Special Assistant and then as a Teacher since obtaining her Bachelor of Education degree.

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

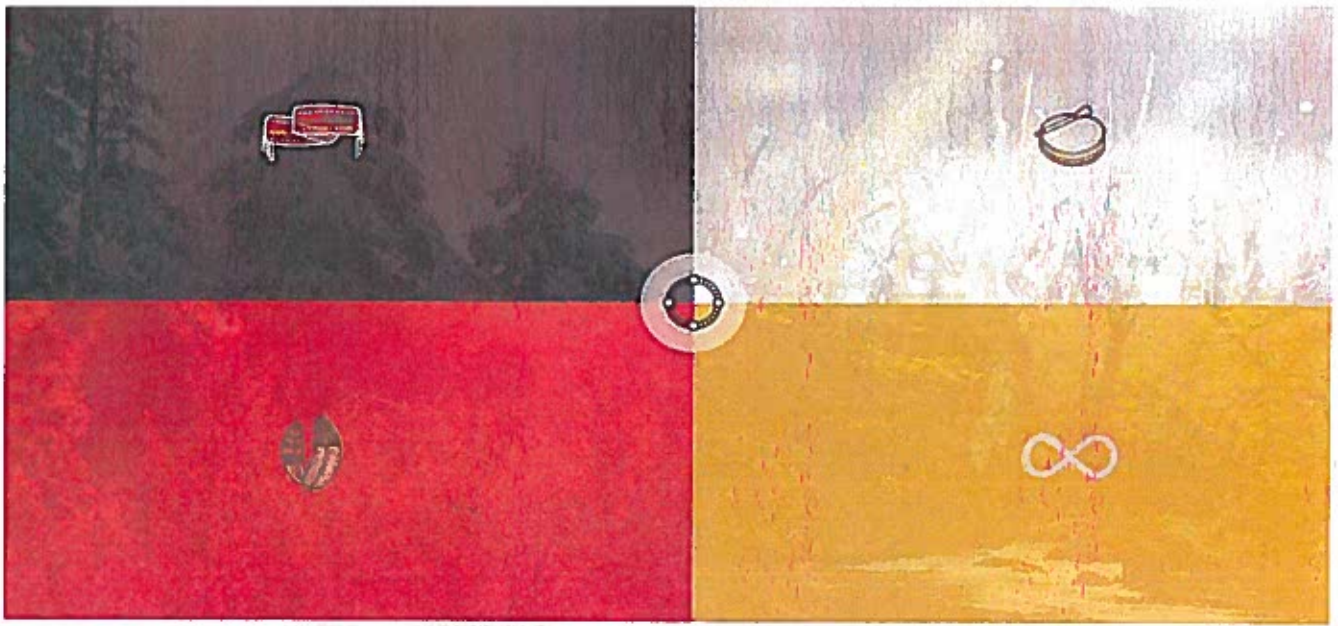
PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

**SUBJECT: ATTENDANCE IMPROVEMENT INITIATIVE EVERY DAY COUNTS
PAMPHLET**

**ORIGINATOR: DON TESSIER, ASSOCIATE SUPERINTENDENT/
CURTIS WALTY, COMMUNICATIONS COORDINATOR**

<i>INFORMATION ITEM</i>

At the June 2016 Board Meeting, past Official Trustee, Colin Kelly requested administration design a pamphlet to share with parents and community members the importance of attendance and how it affects literacy.



Attendance Improvement Initiative “Every Day Counts”

Resource for Parents/Guardians & Community
Stakeholders



Attendance Improvement Initiative “Every Day Counts”

Tansi, Edlánat’e, Dear Parents/Guardians and Community Stakeholders:

Northland School Division No. 61 (NSD61) is pleased to provide you this resource! In 2014, NSD61 launched the *Attendance Improvement Initiative “Every Day Counts”*. This initiative is part of NSD61’s commitment to achieving the second goal of the Ministry of Education Business Plan: “The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated” – “Eliminate the Gap”.

Since implementation, overall student attendance has improved by 3%. This improvement is attributed to the schools developing strategies using the Attendance Improvement Planning Tool <http://nsd61.ca/download/73400>.

While the division is pleased with school-based efforts, overall student attendance improvement is not possible without your support. This resource explains:

- What Parents and Guardians Can Do
- What Community Members and Community Leaders Can Do
- When Absences Become a Concern
- Difference between Excused Absences and Unexcused Absences
- Consequences of Absences for students
- Data analysis showing a correlation between literacy achievement and student attendance

What Parents and Guardians Can Do

- Know your child's teachers. Let teachers know that you want to be contacted immediately about any concerns.
- Help your child understand NSD61's student attendance procedure <http://nsd61.ca/download/21965>.
- Contact the principal to learn more about the school's attendance improvement strategies, attendance protocol and *School Attendance Committee* meetings.
- Watch for signs that your child might be at risk.
- If your child is absent, work with the teacher to make sure she or he has an opportunity to learn and make up for the academics missed.
- Attend parent-teacher interviews and community engagement events and regularly seek out information about your child's progress.
- Seek out and take advantage of programs that expose your child to educational and career opportunities in the community.

What Parents and Guardians Can Do

- Establish and stick to basic routines (going to bed early, waking up on time, etc.) that will help your child develop the habit of on-time attendance.
- Teach your child that attending school is non-negotiable unless they are truly sick.
- Contact the school when your child is absent.
- Whenever possible try to make appointments during non-school hours on non-instructional days
- Come up with back up plans for who to turn to (another family member, a neighbor or fellow parents) to help you get your child to school if something comes up (e.g. another child gets sick, your car breaks down, [missed the bus] etc.).
- Reach out for help if you are experiencing tough times (e.g. transportation, unstable housing, loss of a job, health problems) that make it difficult to get your child to school. Other parents, your child's teacher, principal, social worker, school [counselor], afterschool providers or community agencies can help you problem solve or connect you to a needed resource.

What Community Agencies, Community Members and Community Leaders Can Do

- Assist schools with educating parents about the importance of regular attendance starting in kindergarten.
- Contact the school about becoming a regular member of the *School Attendance Committee*.
- Help parents of older students understand that excessive absence is a critical warning sign for dropping out.
- Partner with schools to provide support to families of children with extended absences.
- Partner with schools to develop attendance incentives for students and parents.
- Address barriers to attendance by offering services (economic supports, social services, etc.) at schools and referring families to other available resources in the community.
- Inspire families to set high aspirations for their children by introducing them to successful role models.
- Help parents and students understand available career options and the pathways for gaining the necessary skills.
- Educate and support parents with courses and training on specific topics such as (family literacy, graduation requirements) and general skills (communication, decision making) so they can support their children's education.
- Community Leaders should encourage good student attendance because absenteeism contributes to high school drop-out rates, leaving students without the academic credentials and skills needed to compete in a 21st century workforce.

When Absences Become a Concern



Chronic Absences

17+ days

Caution

10-16 days

Good Attendance

8 days or less

Based on 175 Instructional Days

Attendance during one school year	Number of days absent	Percentage of days missed
95%	8	5%
90%	17	10%
85%	26	15%
80%	35	20%
75%	44	25%
70%	53	30%
65%	61	35%

Your children can suffer academically if they miss 10% of the school year or 17 days. That can be just one day every two weeks!

Excused Absences

Excused absences are when students are absent from school with a valid excuse and parental approval. Examples of excused absences include:

- Illness
- Medical appointments
- Other reasons deemed acceptable by the school administrator

Unexcused Absences

Unexcused absences are when students are absent from school without a valid excuse. Examples of unexcused absences include:

- Babysitting
- Shopping
- Skipping Class
- Sleeping in
- Out-of-Town
- Missing the school bus
- Doing errands

Consequences of Unexcused Absences

NSD61 schools are required to use the following Attendance Action Protocol (or a variation thereof) when working with daily and longer term absences.

Standard Action by School Staff:

- Make personal phone call to parents
- Absence will be documented

3rd Day Absent:

- Classroom teacher phones home if no contact, conducts home visit using an established protocol
- Student is flagged on the first Notice of Truancy letter log

6th Day Absent:

- Classroom teacher phones home if no contact, school investigates
- Student is flagged on the second Notice of Truancy letter log
- Intervention meeting is scheduled

10th Day Absent:

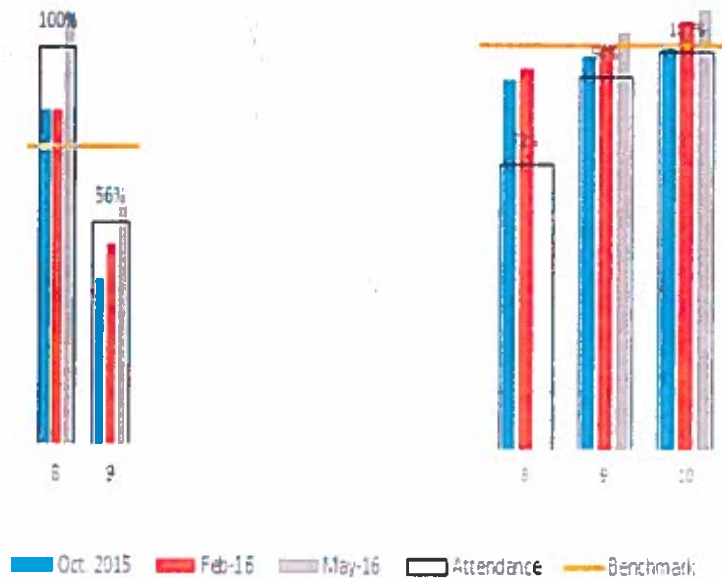
- School Attendance Committee representatives (school community liaison worker, elder, principal) schedule meeting with parents (and child if appropriate) stressing the importance of attending school
- Student is flagged on the third Notice of Truancy letter log
- An action plan for student is developed

Data analysis showing a correlation between literacy achievement and student attendance

Reading levels for students division-wide are improving! In 2015-2016, 14 out of 18 schools achieved a 7% or 8% increase in the number of students reading at grade level! The following graphs below show a correlation between reading achievement and student attendance.

Graph # 1 - Reading level results versus student attendance example for grade 3 at one NSD61 school.

Graph # 2 - Reading level results versus student attendance example for grade 7 at one NSD61 school.



- **Blue** = October 2015 reading level results
- **Orange** = February 2016 reading level results
- **Grey** = June 2016 reading level results
- **Yellow** = Reading level benchmark students should achieve
- **White box** = attendance percentage

Sources Consulted

Alberta Education - <https://education.alberta.ca/attendance/>

America's Promise Alliance - <http://www.americaspromise.org/parent-engagement-toolkit>

Attendance Works - <http://www.attendanceworks.org/about/what-can-i-do/parents/>

Holy Family Catholic Regional Division No.37

Did you know?

The School Act requires:

- Children and youth between the ages of 6 and 16 to attend school
- School authorities to make reasonable efforts to ensure that a student enrolled in one of their schools attends school
- A Public School authority may make a referral to the Attendance Board when a student is not attending.
- The School Act (sections 126, 127, 128, 129 and 130) sets out all matters related to the duties, powers and establishment of an Attendance Board panel.



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BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: TRUDY RASMUSON, SECRETARY-TREASURER

SUBJECT: CONSTRUCTION PROGRESS REPORT

ORIGINATOR: DAVID COX, DIVISION FACILITIES MANAGER

INFORMATION ITEM

Attached is a summary of major expenditures projected for the 2016-2017 school year.

FACILITY SERVICES - 2016/17 PROJECTS LIST

Assign	Facility	Description	IMR #	Budgeted Cost	Actual Cost	Status	Progress %	Name of Company & Date
		SUMMARY OF MAJOR EXPENDITURES						
	All Schools	Security - front entrance of all schools		125,000		spec out	Early 2017	
	All Schools	Intercom install/upgrade		207,000		spec out	Early 2017	
	All Schools	HVAC repair/upgrades		250,000		on hold		
	All Schools	Upgrade Playground		400,000		on hold	To be sched	
	All Schools	Replace grounds equipment		60,000		on hold		
	SC, KR, PP,ADCS	Inside / outside cameras		130,000		spec out	Early 2017	
	PP), JFD, CL	Fire alarm replacement/upgrade		90,000		spec out	Early 2017	
	C, E, JF	Supply/return air duct and coil cleaning		45,000		in works		
	KR, PP	HOT water heating system flush		50,000		sched	Summer 2017	
	E, UB	AC and roof top heating replacement		120,000		sched	Summer 2017	
	CONKLIN	Demo 2 portable classrooms		50,000		in works	Dec-16	
	KR	Water Treatment Plant Upgrade		32,000	39,835	100%	Nov-17	
	ADCS	Reno PH 1		300,000		90%	Dec-17	
	ADCS	Reno PH 2		200,000			Jul-05	
	PP	CTS /Equip/Storage		125,000		on hold		
	Main Connection	Equip hardware/software		50,000		40%		
	Service Vech	Replace 3		150,000		in works	Jan-17	
	PP	2 additional washrooms		50,000		on hold		
	BW, St Th, Miss	Refinish gym floor		20,000		30%		
	GL	Install AC units on portable classrooms		20,000		100%		
	St The	Interior upgrade Ph 1 of 3		45,000		spec out	Jan-17	

BOARD OF TRUSTEES

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

DATE: NOVEMBER 24, 2016

PRESENTED BY: TRUDY RASMSON, SECRETARY-TREASURER

**SUBJECT: TEMPORARY SUSPENSION OF BUS SERVICE IN PEAVINE AND
EAST PRAIRIE**

ORIGINATOR: SUSANNE JONES, TRANSPORTATION MANAGER

<i>INFORMATION ITEM</i>

This information is to keep the Board informed on the issues that led to the temporary suspension of bus service in Peavine and East Prairie. Due to the high amount of rain in certain areas of the division, some of the gravel roads are less than ideal. Where drivers feel the road conditions pose a hazard for the students, the division will make arrangements for a safer pick up point for the children. Parents may need to drive their children out to a safer pick up point, or find alternate means of transportation to get to school.

Between Oct. 24 and Nov. 13, roads in the East Prairie and Peavine area were determined to be in some disrepair – washouts, deep mud and rough patches. The buses were scraping their undercarriages on the roads, and there was a danger of the buses getting stuck, or sliding into the ditches.

Throughout that period of time, there was regular contact with the bus drivers in terms of the road conditions, and the parents were contacted personally (either by the driver or by the Transportation Manager), and through the website.

Changes to the routings were made as required, to reflect the changes to the road conditions. The roads continue to be monitored every few days, and bus runs will return to normal as the road conditions improve.