

**January 26, 2017  
Board Meeting  
Attachments**

<b>Agenda Item</b>	<b>Motion No.</b>
1. 2016-2017 NOVEMBER REVISED BUDGET	24241/17
2. HILLVIEW SCHOOL VIABILITY STUDY	24259/17
3. HOUSING PLAN	24244/17
4. FLEXIBLE LEARNING PILOT PROGRAM	24245/17
5. ATTENDANCE IMPROVEMENT INITIATIVE YEAR-END REPORT	24246/17
6. POLICY 13 – APPEALS AND HEARINGS REGARDING STUDENT MATTERS (3 <sup>rd</sup> READING)	24249/17
7. POLICY 19 – WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING AND WORKING ENVIRONMENTS (3 <sup>rd</sup> READING)	24250/17
8. POLICY 14 – HEARINGS ON TEACHER MATTERS (1 <sup>st</sup> READING)	24251/17
9. POLICY 15 – SCHOOL CLOSURE (1 <sup>st</sup> READING)	24252/17
10. POLICY 18 – ALTERNATIVE PROGRAMS (1 <sup>st</sup> READING)	24253/17
11. SUPERINTENDENT’S REPORT	24256/17
12. OFFICIAL TRUSTEE’S REPORT	24257/17

**BOARD OF TRUSTEES**

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

**DATE: JANUARY 26, 2017**

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

**SUBJECT: 2016-2017 NOVEMBER REVISED BUDGET**

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**ORIGINATOR: FINANCE DEPARTMENT**

<b>RECOMMENDATION</b>
That the Board of Trustees approve the 2016-2017 November Revised Budget, as presented and attached.

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# NORTHLAND SCHOOL DIVISION NO. 61

**November  
Revised  
Budget**

**2016/2017**

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

Report to the  
Board of Trustees  
January 26, 2017

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

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

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

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

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

- Compensation:
  - Certificated, uncertificated and trustee wage rates will remain at 2015/2016 levels (with the exception of grid movement).
  - Certificated unit costs remain at 2015/2016 levels.
- Operating Reserve
  - NSD has no operating reserves.
- Cashflow will be sufficient to cover all operating expenses.
- Payments of the outstanding receivables will be made as agreed.
- Transfer of \$3.165 million from unrestricted surplus to capital reserves to support capital purchases.

### **Budget Highlights**

The 2016/2017 budget is balanced, with revenues of \$67.207million and expenses of 66.956 million.

Enrolment has fallen from 2,798 last year to 2,705, a decrease of 93 students.

Revenue is up from last November budget, by \$2.752 million. The increases are from:

#### Provincial Revenue

- Base funding increases due to increase in CEUs and additional provincial students over last November's budget.
- One-time Alberta Education funding in the amount of \$3 million.

#### Federal Revenue

- Federal Revenue is down, due to the decrease in tuition rate and federal student enrolment.
- However, additional revenue of \$750,000 is budgeted for the partial collection of an outstanding receivable from Mikisew Cree First Nation.

Expenses are higher as a result of a commitment to providing an increase in centralized services to schools, and some additional training and meetings for school staff. As a result, central staffing is budgeted to increase by:

- 2 half-year educational technology coaches (total of 3 half-year coaches)
- 2 half-year area associate superintendents
- 1 additional assistant supervisors in Testing and Achieving (counsellor at some eastside schools)
- 1 additional pedagogical supervisor
- 1 FNMI coordinator

Note: some of the above positions have not been filled to date, so actual costs will be reduced from budgeted amounts.

Total administration expenses are 5.79% of expenses; this is above the approximate 5.4% set by Alberta Education. The difference between the 5.79% and the 5.4% is attributable to the expense of the Local School Board Committees, as other divisions do not have that additional cost.

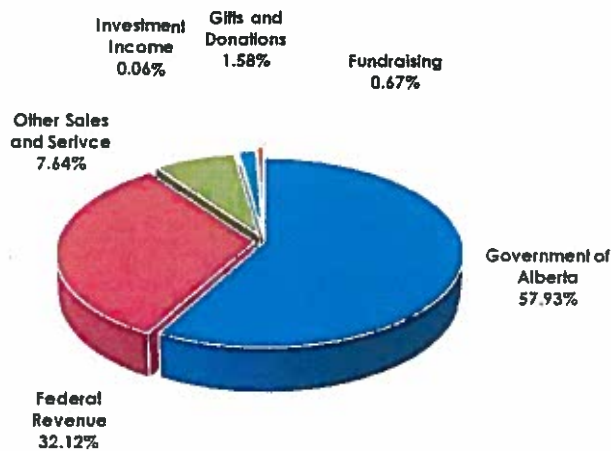
The budget also includes:

- \$180,000 for additional principal meetings
- \$80,000 for numeracy training
- \$50,000 staff wellness project
- Building Collaboration and Capacity in Education Grant revenue and expenses of \$669,000.

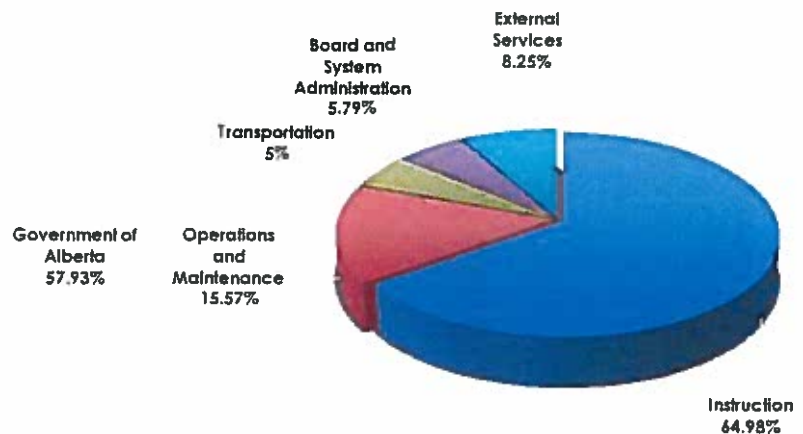
**NORTHLAND SCHOOL DIVISION NO. 61  
2016-2017 FALL BUDGET  
STATEMENT OF REVENUES AND EXPENSES**

	<u>2015/2016 Fall Budget</u>	<u>2016/2017 Fall Budget</u>	<u>\$ Change</u>	<u>% Change</u>
<b>REVENUES</b>				
Government of Alberta				
Alberta Education	\$ 30,858,889	\$ 32,189,374	\$ 1,330,485	4.31%
Other Government of Alberta	3,391,242	6,742,588	3,351,346	98.82%
	<u>34,250,131</u>	<u>38,931,962</u>	<u>4,681,831</u>	<u>13.67%</u>
Federal Revenue	22,486,874	21,585,999	(900,875)	-4.01%
Other Sales and Services	5,141,545	5,137,678	(3,867)	-0.08%
Investment Income	40,000	40,000	-	0.00%
Gifts and Donations	1,273,108	1,062,000	(211,108)	-16.58%
Fundraising	450,000	450,000	-	0.00%
	<u>63,641,658</u>	<u>67,207,639</u>	<u>3,565,981</u>	<u>5.60%</u>
<b>EXPENSES</b>				
Instruction				
Schools	29,602,360	30,711,580	1,109,220	3.75%
Central Services (Instructional Support)	10,828,120	12,799,910	1,971,790	18.21%
	<u>40,430,480</u>	<u>43,511,490</u>	<u>3,081,010</u>	<u>7.62%</u>
Operations & Maintenance	10,401,915	10,425,067	23,152	0.22%
Transportation	3,579,355	3,615,635	36,280	1.01%
Board and System Administration	3,829,242	3,878,712	49,470	1.29%
External Services	5,483,708	5,525,338	41,630	0.76%
	<u>63,724,700</u>	<u>66,956,242</u>	<u>3,231,542</u>	<u>5.07%</u>
<b>OPERATING SURPLUS/(DEFICIT)</b>	<u>(83,042)</u>	<u>251,397</u>	<u>334,439</u>	

**2016/2017 Revenues**



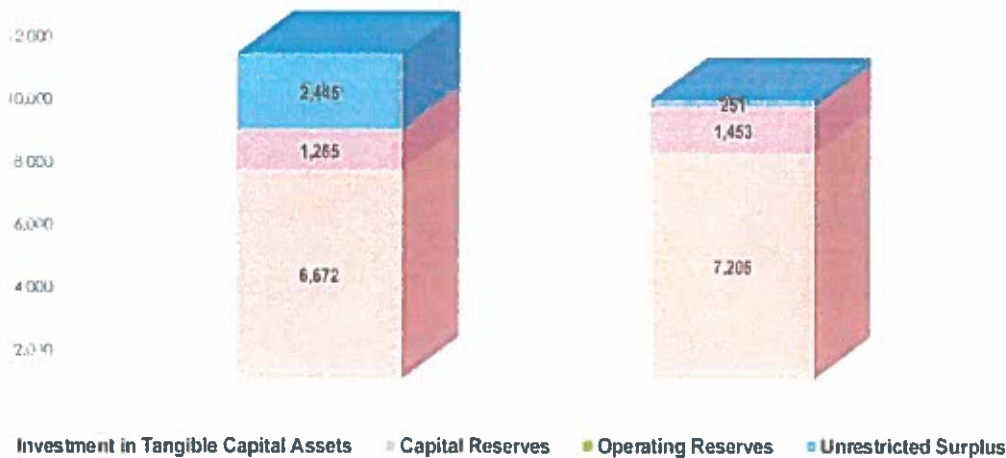
**2016/2017 Expenses**



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

	A=B+C+D+E	B	C	D Internally Restricted	
	Accumulated Surplus	Investment in Tangible Capital Assets	Unrestricted Surplus	Operating Reserves	Capital Reserves
<b>Audited Balance at August 31, 2016</b>	\$ 10,382,214	\$ 6,671,861	\$ 2,444,970	\$ -	\$ 1,265,383
Surplus/(Deficit)	\$ 251,397		\$ 251,397		
Net Reserve Transfers			\$ (3,165,477)		\$ 3,165,477
Board Funded Capital Asset Additions		\$ 1,847,000			\$ (1,847,000)
Net Amortization & Debt Repayments		\$ (1,312,578)	\$ 1,312,578		
<b>Funds Unavailable for Board Use</b>					
School Generated Funds			\$ (592,071)		
External Services (housing/SFS)					\$ (1,131,122)
<b>Projected Balance at August 31, 2017</b>	<b>\$ 10,633,611</b>	<b>\$ 7,206,283</b>	<b>\$ 251,397</b>	<b>\$ -</b>	<b>\$ 1,452,738</b>

- A Accumulated surplus from operations which includes investment in Board funded tangible capital assets, unrestricted surplus and internally restricted reserves
  - B Board funded (unsupported) tangible capital assets. A list of the proposed projects is included in the package.
  - C Unrestricted surplus (deficit) from 2015/2016, and SGF funds that are not available to spend at the board level.
  - D Operating reserves including Schools - Operations, School Generated Funds, Departments and District reserves.
  - E Capital reserves available for future unsupported capital purchases. Please note that \$1,131,122 is surplus generated from external services (housing, SFS), which are separate cost centres of the Division, and not available to spend at the board level.
- There are additional capital projects that may be considered for this balance; however, due to cashflow constraints, they are not in the budget. This money is usually set aside for the replacement of buses, vehicles, computers, and some building projects.



**NORTHLAND SCHOOL DIVISION  
2016/2017 FALL BUDGET  
REVENUE DETAILS**

	2015/2016 Fall Budget	2016/2017 Fall Budget	\$ Change	% Change
<b>ALBERTA EDUCATION</b>				
<b>Base Funding</b>				
Early Childhood Services (ECS)	\$ 791,443	\$ 844,752	\$ 53,309	6.74%
Base Instruction (Gr 1-9)	8,335,979	8,471,612	135,633	1.63%
Base Instruction (Gr 10-12)	685,579	800,028	114,449	16.69%
Home Education	15,037	15,037	-	0.00%
System Administration Reduction	(380,000)	(397,000)	(17,000)	4.47%
Board Governance & Administration	471,000	471,000	-	0.00%
Base Funding Enrolment Adjustment (1.5%)	(147,195)	(50,582)	96,613	-65.64%
	<u>9,771,843</u>	<u>10,154,847</u>	<u>383,004</u>	<u>3.92%</u>
<b>Differential Cost Funding</b>				
ECS Program Unit Funding (PUF)	630,000	1,100,000	470,000	74.60%
Equity of Opportunity	1,335,000	1,335,000	-	0.00%
English as a Second Language	432,952	432,952	-	0.00%
First Nation, Metis, Inuit Funding	1,400,761	1,400,761	-	0.00%
Inclusive Education	2,977,500	2,977,500	-	0.00%
Northern Allowance	693,656	740,235	46,579	6.71%
Outreach Program Funding	125,946	125,946	-	0.00%
Plant Operation & Maintenance	2,959,630	2,959,630	-	0.00%
Small Schools by Necessity	3,252,000	3,252,000	-	0.00%
Socio Economic Status	195,829	202,640	6,811	3.48%
Special Approvals Funding	550,000	550,000	-	0.00%
Enrolment Adjustments	(105,535)	(35,445)	70,090	-66.41%
	<u>14,447,739</u>	<u>15,041,219</u>	<u>593,480</u>	<u>4.11%</u>
<b>Targeted Funding</b>				
Supernet Funding	211,200	211,200	-	0.00%
Regional Collaborative Service Delivery	59,508	159,508	100,000	168.04%
	<u>270,708</u>	<u>370,708</u>	<u>100,000</u>	<u>36.94%</u>
<b>Transportation Funding</b>	2,441,324	2,441,324	-	0.00%
<b>Infrastructure Maintenance Renewal (IMR)</b>	427,261	681,261	254,000	59.45%
<b>Other Alberta Education Revenue</b>				
Fort McMurray COLA	500,000	500,000	-	0.00%
1% one-time teacher bonus/one-time funding	228,000	3,000,000	2,772,000	1215.79%
Deferred Regional Collaborative Service Delivery	163,242	72,698	(90,544)	-55.47%
Building Collaboration and Capacity in Education Grant	-	669,890	669,890	100.00%
	<u>891,242</u>	<u>4,242,588</u>	<u>3,351,346</u>	<u>376.03%</u>
<b>Alberta Education Supported Amortization</b>	3,500,015	3,500,015	-	0.00%
<b>Teacher Retirement Fund</b>	2,500,000	2,500,000	-	0.00%



**FEDERAL REVENUE****Regular Tuition**

Bigstone First Nation	8,060,866	7,845,237	(215,629)	-2.68%
Chip Prairie	1,156,484	974,131	(182,353)	-15.77%
Indigenous and Northern Affairs Canada	2,192,141	1,861,287	(330,854)	-15.09%
Lubicon Lake Band	2,658,187	2,226,586	(431,601)	-16.24%
Mikisew Cree First Nation	3,461,776	2,897,512	(564,264)	-16.30%
Peerless Trout First Nation	3,624,801	3,618,202	(6,599)	-0.18%
Fort Chipewyan Education Authority	81,000	81,000	-	0.00%
	<u>21,235,255</u>	<u>19,503,955</u>	<u>(1,731,300)</u>	<u>-8.15%</u>

**Early Childhood Services Tuition**

Bigstone First Nation	289,305	370,258	80,953	27.98%
Chip Prairie	57,861	-	(57,861)	-100.00%
Mikisew Cree First Nation		32,631		
Indigenous and Northern Affairs Canada	192,870	-	(192,870)	-100.00%
Peerless Trout First Nation	173,583	222,155	48,572	27.98%
	<u>713,619</u>	<u>625,044</u>	<u>(88,575)</u>	<u>-12.41%</u>

**Federal Outreach****Additional Federal Revenue**

	538,000	643,000	105,000	19.52%
		<u>814,000</u>	<u>814,000</u>	<u>100.00%</u>

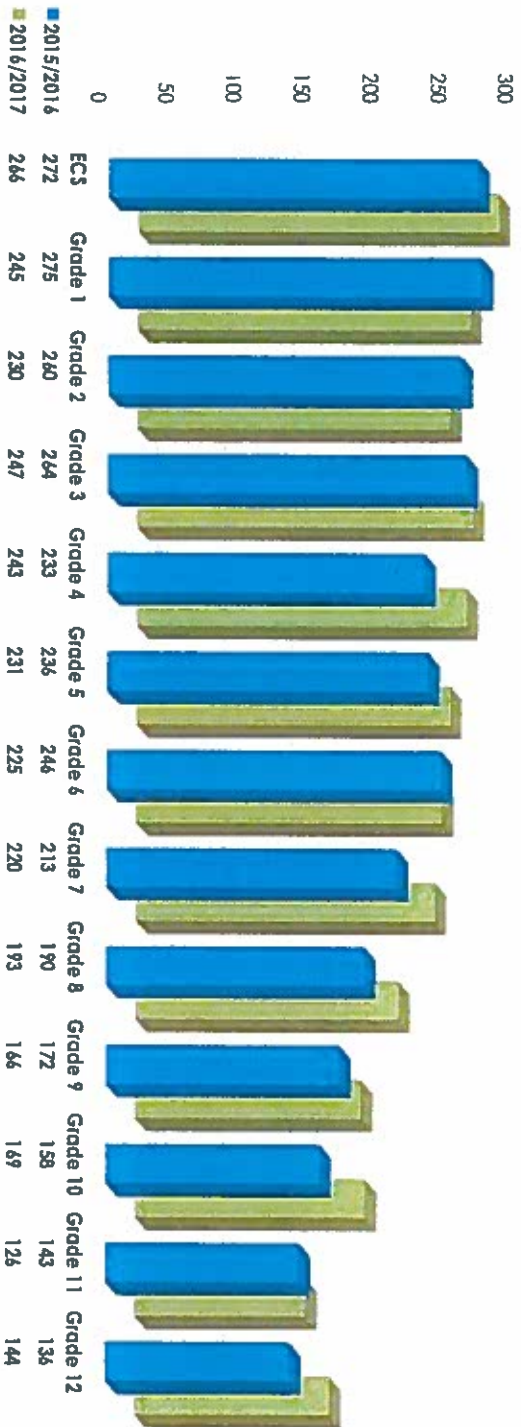
**LOCAL REVENUES**

School Food Services	3,168,314	3,168,314	-	0.00%
Rental Revenue	1,045,540	1,045,540	-	0.00%
Hot Lunch Revenue	36,375	32,508	(3,867)	-10.63%
Industry Funded Revenue/Donations	1,273,108	1,062,000	(211,108)	-16.58%
Alberta Mental Health Project	871,316	871,316	-	0.00%
School Generated Fundraising	450,000	450,000	-	0.00%
Investment Income/rebates	60,000	60,000	-	0.00%
	<u>6,904,653</u>	<u>6,689,678</u>	<u>(214,975)</u>	<u>-3.11%</u>
	<u>63,641,659</u>	<u>67,207,639</u>	<u>2,751,980</u>	<u>4.32%</u>

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

	Student Enrolment		Variance	
	2015-2016 Actual	2016-2017 Actual	Enrolment Change	% Change
Athabasca Delta	215	218	3	1.40%
Anzac	85	73	(12)	-14.12%
Bill Woodward	115	112	(3)	-2.61%
Bishop Routhier	64	60	(4)	-6.25%
Calling Lake	121	111	(10)	-8.26%
Calling Lake Outreach	5	2	(3)	-60.00%
Career Pathways	76	74	(2)	-2.63%
Chipewyan Lakes	28	18	(10)	-35.71%
Conklin	33	39	6	18.18%
Dr. Mary Jackson	37	29	(8)	-21.62%
Elizabeth	134	146	12	8.96%
Father R. Perin	85	78	(7)	-8.24%
Fort McKay School	90	74	(16)	-17.78%
Gift Lake School	177	190	13	7.34%
Grouard	89	68	(21)	-23.60%
Hillview	26	16	(10)	-38.46%
J.F. Dion	81	85	4	4.94%
Kateri	96	96	0	0.00%
Little Buffalo	183	202	19	10.38%
Mistassiniy	333	343	10	3.00%
Paddle Prairie	112	121	9	8.04%
Peerless Lake	131	134	3	2.29%
Pelican Mountain	25	20	(5)	-20.00%
St. Theresa	412	363	(49)	-11.89%
Susa Creek	45	33	(12)	-26.67%
	<u>2,798</u>	<u>2,705</u>	<u>(93)</u>	<u>-3.32%</u>
ECS	272	266	(6)	-2.21%
Grades 1-6	1,514	1,421	(93)	-6.14%
Grades 7-9	575	579	4	0.70%
Grades 10-12	437	439	2	0.46%
	<u>2,798</u>	<u>2,705</u>	<u>(93)</u>	<u>-3.32%</u>
Federal Enrolment	1,329	1,159	(170)	-6.14%
% of students	47.50%	42.85%		

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



**2015/2016 TOTAL ENROLMENT - 2798  
2016/2017 TOTAL ENROLMENT - 2705**

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

	2015/2016			2016/2017			Change in FTE		
	Certificated	Uncertificated	Total	Certificated	Uncertificated	Total	Certificated	Uncertificated	Total
<b>CENTRAL SERVICES</b>									
Education Executive (inc. PR)	1	2.45	3.45	1	2.45	3.45	0	0	0
Instructional Services - Central	6.7	4.83	11.53	10	5.92	15.92	3.3	1.09	4.39
Instructional Services - Schools	1.5	0	1.5	2	0				
Human Resources	1	2	3	1	2	3	0	0	0
Business Services	0	12.3	12.3	0	12.3	12.3	0	0	0
Facility Services (inc. OH&S)	0	58.25	58.25	0	57.96	57.96	0	-0.29	-0.29
Student Transportation	0	43	43	0	43.8	43.8	0	0.8	0.8
External Services	0	39.41	39.41	0	40.28	40.28	0	0.87	0.87
	<u>10.2</u>	<u>162.24</u>	<u>172.44</u>	<u>14</u>	<u>164.71</u>	<u>176.71</u>	<u>3.3</u>	<u>2.47</u>	<u>5.77</u>
<b>SCHOOLS</b>									
Schools	<u>201.45</u>	<u>115.85</u>	<u>317.3</u>	<u>197.98</u>	<u>127.25</u>	<u>325.23</u>	<u>-3.47</u>	<u>11.4</u>	<u>7.93</u>
<b>TOTAL STAFFING (FTEs)</b>	<u>211.65</u>	<u>278.09</u>	<u>489.74</u>	<u>211.98</u>	<u>291.96</u>	<u>503.94</u>	<u>-3.47</u>	<u>13.87</u>	<u>7.93</u>

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

	2015/2016 Fall Budget		2016/2017 Fall Budget		Change in FTE	
	Certificated	Uncertificated	Certificated	Uncertificated	Certificated	Uncertificated
<b>Education Executive</b>						
Superintendent	1	1.45	1	1.45	0	0
Communications	0	1	0	1	0	0
	<u>1</u>	<u>2.45</u>	<u>1</u>	<u>2.45</u>	<u>0</u>	<u>0</u>
<b>Instructional Services - Central</b>						
Associate Superintendent	1	0	2	0	1	0
Testing and Achieving/Pedogical	3.7	0.5	5.5	0.5	1.8	0
First Nations, Metis and Inuit	1	0.25	1	1.25	0	1
System Computers	1	4.08	1.5	4.17	0.5	0.09
	<u>6.7</u>	<u>4.83</u>	<u>10</u>	<u>5.92</u>	<u>3.3</u>	<u>1.09</u>
<b>Instructional Services - Schools</b>						
CTS mobile coordinator	0.5	0	1	0	0.5	0
Literacy	1	0	1	0	0	0
	<u>1.5</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0.5</u>	<u>0</u>
<b>Human Resources</b>						
Director Human Resources	1	2	1	2	0	0
	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>
<b>Business Services</b>						
Financial Services	0	11.3	0	11.3	0	0
Purchasing & Contract Services	0	1	0	1	0	0
	<u>0</u>	<u>12.3</u>	<u>0</u>	<u>12.3</u>	<u>0</u>	<u>0</u>
<b>Facility Services (includes OH&amp;S)</b>	0	58.25	0	57.96	0	-0.29
<b>Student Transportation</b>	0	43	0	43.8	0	0.8
<b>External Services</b>	0	39.41	0	40.28	0	0.87
	<u>10.2</u>	<u>162.24</u>	<u>14</u>	<u>164.71</u>	<u>3.8</u>	<u>2.47</u>

	2015/2016 Fall Budget		2016/2017 Fall Budget		Change in FTE		Pupil to Teacher Ratio
	FTE		FTE		Change in FTE		
	Certificated	Uncertificated	Certificated	Uncertificated	Certificated	Uncertificated	
Athabasca Delta	18	7	20	11	2	4	10.9
Anzac	4	3.35	5	6.1	1	2.75	14.6
Bill Woodward	9	6.6	8	5.1	-1	-1.5	14.0
Bishop Routhier	5	3.5	5	4	0	0.5	12.0
Calling Lake	10.75	3.4	11	3	0.25	-0.4	10.1
Calling Lake Outreach	1	0	0	0	-1	0	
Career Pathways	2.5	2	3	2	0.5	0	24.7
Chipewyan Lakes	3	1	2	2	-1	1	9.0
Conklin	4	1.1	5	2	1	0.9	7.8
Dr. Mary Jackson	2	3.4	2	2.6	0	-0.8	14.5
Elizabeth	10	4	10	5.65	0	1.65	14.6
Father R. Perin	7.6	1.9	7	3	-0.6	1.1	11.1
Fort McKay School	7	7	6	7	-1	0	12.3
Gift Lake School	14	9	14	9	0	0	13.6
Grouard	7	5	6	3	-1	-2	11.3
Hillview	3	1	2	1.5	-1	0.5	8.0
J.F. Dion	6	3.5	6.48	3	0.48	-0.5	13.1
Kateri	7	4	7	5	0	1	13.7
Little Buffalo	11	6.8	11	7	0	0.2	18.4
Mistassiniy	21.5	8	20.5	10	-1	2	16.7
Paddle Prairie	8	3.4	8	3.9	0	0.5	15.1
Peerless Lake	9	4.8	9	4.6	0	-0.2	14.9
Pelican Mountain	2	1	2	1.5	0	0.5	10.0
St. Theresa	25.5	23	24	23	-1.5	0	15.1
Susa Creek	3.6	2.1	4	2.3	0.4	0.2	8.3
	201.45	115.85	197.98	127.25	-3.47	11.4	14.1

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

	<u>2015/2016 Fall Budget</u>	<u>2016/2017 Fall Budget</u>	<u>\$ Change</u>	<u>% Change</u>
<b>Staffing Allocations</b>				
Certificated staff	\$ 20,405,143	\$ 20,859,777	\$ 454,634	2.23%
Uncertificated staff	6,073,742	6,571,760	498,018	8.20%
	<u>26,478,885</u>	<u>27,431,537</u>	<u>952,652</u>	<u>3.60%</u>
<b>Allowances</b>	444,178	731,700	287,522	64.73%
<b>Basic Allocations (transferrable)</b>				
Base Allocation	1,245,937	1,221,633	(24,304)	-1.95%
ECS Allocation	47,243	47,192	(51)	-0.11%
Junior and Senior High Student	197,470	205,881	8,411	4.26%
Transferrable Funding Supplement	13,779	22,329	8,550	62.05%
	<u>1,504,429</u>	<u>1,497,035</u>	<u>(7,394)</u>	<u>-0.49%</u>
<b>System Programs (non-transferrable)</b>				
First Nations, Metis, Inuit	255,443	257,867	2,424	0.95%
Donations/Industry Funding	268,010	90,000	(178,010)	-66.42%
	<u>523,453</u>	<u>347,867</u>	<u>(175,586)</u>	<u>-33.54%</u>
<b>Teacher Pensions</b>	2,500,000	2,500,000	-	0.00%
<b>School Generated Funds</b>	450,000	450,000	-	0.00%
	<u>31,900,945</u>	<u>32,958,139</u>	<u>1,057,194</u>	<u>3.31%</u>

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

	2015/2016 Actuals	2016/2017 Fall Budget	\$ Change	Salary & Benefits	Supplies Equipment Services	% of Total Salaries To Budget
Athabasca Delta	2,761,573	3,031,882	270,309	2,809,306	222,576	92.66%
Anzac	962,710	1,044,026	81,316	996,322	47,704	95.43%
Bill Woodward	1,334,174	1,382,299	48,125	1,300,830	81,469	94.11%
Bishop Routhier	776,864	771,009	(5,855)	723,820	47,189	93.88%
Calling Lake	1,238,873	1,418,058	179,185	1,330,530	87,528	93.83%
Calling Lake Outreach	104,794	288,556	183,762	-	288,556	0.00%
Career Pathways	388,662	492,684	104,022	424,753	67,931	86.21%
Chipewyan Lakes	368,526	371,389	2,863	337,414	33,975	90.85%
Conklin	623,806	671,499	47,693	636,983	34,516	94.86%
Dr. Mary Jackson	387,538	379,060	(8,478)	349,466	29,594	92.19%
Elizabeth	1,492,014	1,413,479	(78,535)	1,334,778	78,701	94.43%
Father R. Perin	973,383	957,183	(16,200)	898,419	58,764	93.86%
Fort McKay School	1,337,660	1,274,832	(62,828)	1,210,546	64,286	94.96%
Gift Lake School	1,980,894	2,034,427	53,533	1,933,482	100,945	95.04%
Grouard	1,140,075	852,446	(287,629)	790,537	61,909	92.74%
Hillview	441,660	323,941	(117,719)	294,377	29,564	90.87%
J.F. Dion	844,845	894,403	49,558	839,317	55,086	93.84%
Kateri	948,914	1,059,969	111,055	992,859	67,110	93.67%
Little Buffalo	1,595,923	1,611,877	15,954	1,507,254	104,623	93.51%
Mistassiniy	2,583,871	2,922,787	338,916	2,705,370	217,417	92.56%
Paddle Prairie	1,042,429	1,133,104	90,675	1,052,150	80,954	92.86%
Peerless Lake	1,222,191	1,272,889	50,698	1,192,051	80,838	93.65%
Pelican Mountain	323,396	327,660	4,264	299,025	28,635	91.26%
St. Theresa	4,160,200	3,843,719	(316,481)	3,660,110	183,609	95.22%
Susa Creek	589,165	584,452	(4,713)	543,538	40,914	93.00%
Home Education	20,000	20,266	266	-	20,266	0.00%
	<b>\$ 29,644,140</b>	<b>\$ 30,377,896</b>	<b>\$ 733,490</b>	<b>\$ 28,163,237</b>	<b>\$ 2,194,393</b>	<b>92.71%</b>



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

	2016/2017	2015/2016			2014/2015		
	Budget CEUs	Budget CEUs	Actual CEUs	\$ Variance	Budget CEUs	Actual CEUs	\$ Variance
Career Pathways	689.31	155.22	510	354.78	415.8	517	101.2
Bill Woodward	673.8	845.28	913	67.72	829.85	703	-126.85
Calling Lake	0	66.64	61	-5.64	170	395	225
Mistassiniy	871.3	779.95	1700	920.05	1118.61	1636	517.39
Athabasca Delta	197.21	136.07	265	128.93	116.73	196	79.27
Dr. Mary Jackson	28.28	27.88	37	9.12	41.43	39.5	-1.93
Little Buffalo	161.7	17.97	340	322.03		532	532
Paddle Prairie	289.3	260.26	470	209.74	217.8	285	67.2
Peerless Lake			99	99		191	191
Kateri	0	7.74	52	44.26		46	46
Division-wide block-funded CEUs	1295	1295			0		
	4205.9	3592.01	4447	2149.99	2910.22	4540.5	1630.28

Note: budgeted CEUs are based on the number of students in high school, and the average CEUs earned per student over the last 6 years.

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

	2015/2016 Fall Budget	2016/2017 Fall Budget	\$ Change	Salary & Benefits	Supplies Equipment Services	% of Total Salaries To Budget
<b>Governance</b>						
Corporate Board	\$ 521,750	\$ 521,750	\$ -	\$ -	\$ 521,750	0.00%
Local School Board Advisory Committees	310,905	\$ 365,631	\$ 54,726	-	375,128	0.00%
	<u>832,655</u>	<u>887,381</u>	<u>\$ 54,726</u>		<u>896,878</u>	
<b>Education Executive</b>						
Superintendent Office & PR	947,870	1,096,939	258,521	574,763	522,176	52.40%
<b>Instructional Services-Central</b>						
CTS Mobile	219,744	229,779	10,035	139,779	90,000	60.83%
First Nations, Metis and Inuit	239,069	344,736	105,667	247,036	97,700	71.66%
Literacy	396,966	295,966	(101,000)	120,556	175,410	40.73%
Occupational Health and Safety	120,536	118,787	(1,749)	87,437	31,350	73.61%
CT S/FNMI/Literacy/OHS	976,315	989,268	12,953	594,808	394,460	60.13%
Pedagogical	328,173	454,417	126,244	373,388	81,029	82.17%
System Computers	1,504,410	1,566,677	62,267	546,927	1,019,750	34.91%
Testing and Achievement	1,390,541	2,096,959	706,418	344,571	1,752,388	16.43%
	<u>5,175,754</u>	<u>5,107,321</u>	<u>907,882</u>	<u>1,859,694</u>	<u>3,247,627</u>	<u>36.41%</u>
<b>Instructional Services-Schools</b>						
Certificated Substitutes, Leaves,	685,000	585,000	(100,000)		585,000	0.00%
Teacher Pension	2,500,000	2,500,000	-		2,500,000	0.00%
Uncertificated Substitutes, Leaves,	400,000	375,000	(25,000)		375,000	0.00%
Projects	48,000	134,000	86,000		84,000	0.00%
Boarding Home Allowances and Supplies	175,000	175,000	-		175,000	0.00%
Training	598,500	858,500	260,000		598,500	0.00%
Donations and SGF	589,283	672,144	82,861		850,000	0.00%
Operating expenses	265,200	939,090	673,890		989,090	0.00%
Field Trips	50,100	-	(50,100)		-	0.00%
Northland Games	15,000	15,000	-		15,000	0.00%
Special Approvals	600,000	600,000	-		550,000	0.00%
Committees	41,000	141,000	100,000		141,000	0.00%
Amortization	625,343	697,855	72,512		697,855	0.00%
Allowance for Doubtful Accounts	(36,256)	-	36,256		-	0.00%
	<u>6,556,170</u>	<u>7,692,589</u>	<u>1,136,419</u>		<u>7,560,445</u>	<u>0.00%</u>
<b>Human Resources</b>	575,552	612,229	36,677	300,243	311,986	49.04%
<b>Business Services</b>	1,641,658	1,615,843	(25,815)	1,040,765	575,078	64.41%
<b>Facility Services</b>						
Facilities	9,975,655	9,743,806	(231,849)	3,867,727	5,876,079	39.69%
Infrastructure Maintenance Renewal (IMR)	426,260	681,261	255,001		681,261	0.00%
	<u>10,401,915</u>	<u>10,425,067</u>	<u>23,152</u>	<u>3,867,727</u>	<u>6,557,340</u>	<u>37.10%</u>
<b>Student Transportation</b>	3,579,355	3,615,635	36,280	1,346,873	2,268,762	37.25%
<b>External Services</b>	5,483,708	5,525,338				
	<u>35,194,637</u>	<u>36,578,342</u>	<u>1,383,705</u>	<u>8,990,065</u>	<u>21,940,292</u>	<u>24.58%</u>

## 2016/2017 FALL BUDGET School Variance Notes

### General Comments:

There have been no increases or decreases to any individual schools as a result of projects or initiatives. All schools have allocations based on enrolments – if enrolments increase, their budgets increase; if enrolments decrease, there is a corresponding decrease to their budgets. These changes to budget are normally reflected in their operating budget, not to their staffing budget. However, if enrolment changes are significant, staffing levels will change as well. In this case, overall funding to schools increased by almost \$1 million over last November. The goal over the next three years is to bring student-teacher ratios closer to 17:1, as enrolment numbers drop, the low ratio is becoming more difficult to sustain. Some of the reductions outlined below are as a result of resignations, and the positions have not been filled.

#### A. ADCS

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

#### A. Anzac/Bill Woodward

Staffing – Uncertificated staff increased 1.25.

#### B. Bishop Routhier

Staffing – Uncertificated staff increase 0.5.

#### C. Calling Lake

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

#### D. Calling Lake Outreach

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

#### E. Career Pathways

Staffing – Certificated increase of 0.5.

#### F. Chipewyan Lakes

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

#### G. Conklin

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

#### H. Dr. Mary Jackson

Staffing – Uncertificated decrease of 0.8.

- I. Elizabeth**  
Staffing – Uncertificated increase of 1.65.
- J. Father R. Perin**  
Staffing – Certificated decrease of 0.6 and uncertificated increase of 1.1.
- K. Fort McKay School**  
Staffing – decrease of 1 certificated.
- L. Gift Lake School**  
Staffing – no change from last November.
- M. Grouard**  
Staffing – Certificated decrease 1, uncertificated by 2. This has to do with the decrease in students due to the reduction in the high school programming.
- N. Hillview**  
Staffing – Certificated decrease 1, partly offset by an increase in uncertificated of 0.5. Enrolment has fallen by 10 (about 30%).
- O. J. F. Dion**  
Staffing – Certificated increase of 0.48, partly offset by a decrease in uncertificated by 0.5.
- P. Kateri**  
Staffing – Uncertificated increase of 1.
- Q. Little Buffalo**  
Staffing – Certificated decrease of 1, which is offset by the uncertificated increase of 0.2.
- R. Mistassiniy**  
Staffing – Uncertificated increase of 2.
- S. Paddle Prairie**  
Staffing – Uncertificated increase of 0.5.
- T. Peerless Lake**  
Staffing – Uncertificated decrease of 0.2.
- U. Pelican Mountain**  
Staffing – Uncertificated increase of 0.5.
- V. St. Theresa**  
Staffing – Certificated decrease of 1.5.
- W. Susa Creek**  
Staffing – Certificated increase of 0.4, uncertificated increase of 0.2.

**NORTHLAND SCHOOL DIVISION NO. 61  
2016/2017 FALL BUDGET  
Instructional Support Expenses**

Expenses: Increase of \$1.4 million (4%)

- \$180,000 for additional principal meetings
- \$80,000 for numeracy training
- \$50,000 staff wellness project
- Expenses for the BCCE grant (includes \$180,000 for land-based learning at camps)
- Additional central staffing:
  - 2 half-year educational technology coaches
  - 2 half-year area associate superintendents
  - 1 additional assistant supervisors in Testing and Achieving (counsellor in some eastside schools)
  - 1 additional pedagogical supervisor
  - 1 FNMI coordinator

Note: some of the above positions have not been filled to date, so actual costs will be less than budgeted.

**External Services Expenses**

**Housing**

There has been no change to the housing budget for this report; however, there will be changes in the updates. Revenue for the Wabasca housing has decreased significantly, and the Housing Department is working up a new budget to take the decrease into account. External services budgets are generally break-even budgets (expenses and revenue match), and generally any increase or decrease in revenue is matched by a corresponding increase or decrease in expenses.

**Board and Administration Expenses**

**Local School Board Advisory Committees**

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

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

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

Note: There is an additional approx. \$1 m in carryforward for IMR

**Capital Projects**

Project	Cost	Status of work
Replace school grounds maintenance equipment	60,000	
Replace 4 school buses	500,000	
Replace 8 fleet vehicles	500,000	tenders have been received
ADCS school renovations	170,000	
Hardware upgrade for maintenance system	50,000	
New air conditioning units - Gift lake	20,000	
Hallway divider - Gift Lake	20,000	
Teacherage fencing - Gift Lake	12,000	
Teacherage shutters - Little Buffalo	45,000	
Parking lot at St. Theresa	400,000	
New bathrooms (2) - Paddle Prairie	50,000	
Purchase of e-learning portable from Devon Canada	<u>20,000</u>	
<b>Total unsupported capital projects</b>	<b>1,847,000</b>	

**BOARD OF TRUSTEES**

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

**DATE: JANUARY 26, 2017**

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

**SUBJECT: HILLVIEW SCHOOL VIABILITY STUDY**

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<b>RECOMMENDATION</b>
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That the Board of Trustees receive as information the Hillview School Viability Study as attached.
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**BACKGROUND**

At the November 24, 2016, Superintendent Atkinson discussed enrollment at Hillview School, Lois Byers, Official Trustee directed that a viability study be done and brought to the January 26, 2017 Board meeting.

# Hillview School Viability Report

## January 2017

Prepared by

Gord Atkinson  
Superintendent of Schools



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## Purpose Statement

This report is intended to collect information regarding the viability of Hillview School. The report was requested by the Northland School Division #61 Board of Trustees at the November 2016 Board meeting.

The report is formatted to match the requirements of

Northland School Division #61 Policy 16 School Closure (Current)

Alberta Education School Act Sections 45, 58, 60, 113, 200, 201, 271

Alberta Education Regulation 257/2003

Northland School Division Policy 15 School Closure (Proposed)

## Background Information

Hillview School is located on the East Prairie Metis Settlement near High Prairie Alberta.

The school vision statement is

“Educating today’s children for tomorrow’s future”

The school mission statement

Embrace diversity in a safe caring environment

Strive to meet the educational needs of each individual child

Promote the Metis culture

## Data

Teachers	1
Support Staff	2.5
LSBC Members	5

### Students

ECS	2
1 - 6	19

The school was opened in 2008. The student capacity of the school is 129.  
Community Population 520

## Rationale

As per Northland School Division #61 proposed policy 15 and current Policy 16 the report is prepared to meet article 3 of proposed policy and articles 2.1, 2.2 in current policy, which reads -

- 3.1 Unnecessary costs are incurred by the Board in maintaining the school and educational program.
- 3.2 The ability to provide an adequate educational program to the students in attendance.

## Analysis

- 4.1 The consideration factors precipitating the proposed school closure;

The consideration factors triggering this report are items outlined above in the rationale section. The viability study was done to determine whether or not the costs to operate the program are effective and sustainable, and whether or not the school division can provide an adequate educational program at the school.

- 4.2 How the closure would affect the attendance area defined for that school;

The attendance area defined for this school is the East Prairie Metis Settlement as per the map attached as Appendix 1. There are no other schools affected by the closure of this school.

**4.3 How the closure would affect the attendance at other schools;**

Closure of Hillview School will have no impact on other Northland School Division schools. The school is isolated to East Prairie Metis Settlement. Students will be bused to either High Prairie School Division or Holy Family Catholic Regional Division operating schools in High Prairie.

**4.4 Information on the Board's long-range capital plan;**

The school was built in 2009 and is in excellent condition including the grounds, play structures and building. Northland School Division has no plans to improve or modernize the building as per the long-range capital plan. Alternative uses or next steps for the facility will need to be determined. See Article 4.11

**4.5 The number of students who would need to be relocated as a result of the closure;**

21 students will be displaced to High Prairie.

**4.6 The need for, and extent of, busing;**

Students would be bused to High Prairie to attend High Prairie School Division or Holy Family Catholic Regional Division schools. Northland School Division or one or the other school divisions will operate the bus service. The approximate ride time for all students is 45 - 50 minutes one way.

**4.7 Program implications for other schools and for the students when they are attending other schools;**

The absorption of 21 students should not significantly impact other schools' educational programming.

**4.8 The educational and financial impact of closing the school, including the effect on operational costs and capital implications;**

The educational impact on students would be that some younger students would now be riding a bus to school which may be close to 2 hours per day. For young students this can have a negative impact as they are not used to this type of daily commute. While not preferred, this is within tolerable limits given that many other similar aged children have similar ride times in the province.

The Principal of the school reports that it is very difficult to be the only teacher in the school and carry out all Principal duties at the same time. Administrative duties are

time consuming and regardless of the number of students in the school some duties do not reduce in scope. At least .25 time must be given to teachers to be Principals and adequately cover all duties. In the case of Hillview and 21 students .25 administrative time is not financially viable.

The financial analysis is prepared in item 4.9

If the school were closed the Board would need to consider alternatives for the use of the building or transferring the building to the community. See item 4.11

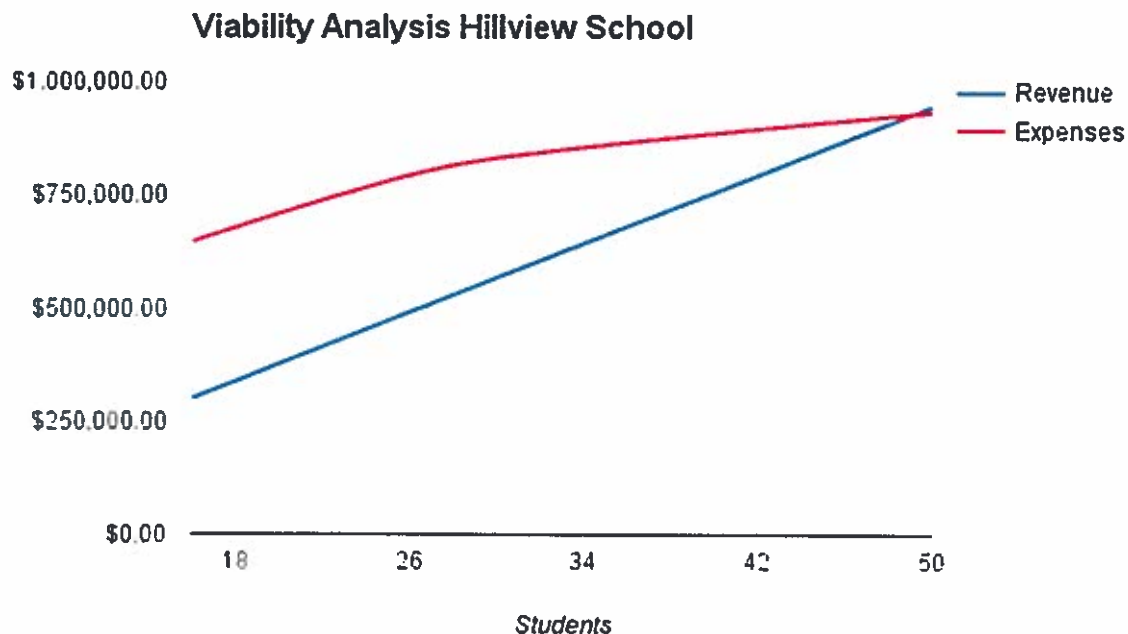
#### 4.9 The educational and financial impact if the school were to remain open;

If the school were to remain open the current students would continue to be serviced with the quality of education and educational opportunity that Hillview provides. Northland School Division operates an adequate educational program in Hillview. The academic results are similar to the Division average. The Education Results for 2015-2016 are attached as Appendix 2. The financial analysis below reports a \$346,330 net operating deficit. If the school were to continue in operation and no new students were to attend this deficit would continue. The current cost per student is \$40,375 as compared to the division funding average of \$19,979. There is an economy of scale factor if more students were to attend the school. The approximate break even point for the school is 4 ECS and 45 grades 1 - 6 students. Any combination comprising a student composition of 10% ECS and over 45 grades 1 - 6 students would make the school financially viable.

## Financial Analysis

		Hillview School Financial Analysis Jan 2017	
		15-16	16-17
<b>Enrollment</b>			
ECS		3.00	2.00
1- 12		23.00	19.00
	\$19,979.0		
Rate	0		
<b>Revenue</b>			
ECS		\$29,968.50	\$19,979.00
1 -12		\$459,517.00	\$379,601.00
<b>Total</b>		<b>\$489,485.50</b>	<b>\$399,580.00</b>
<b>Expenses</b>			
Instruction and Supplies		\$464,494.00	\$232,720.00
Maintenance		\$102,333.00	\$225,040.00
LSBC		\$7,280.00	\$10,255.00
Transportation		\$133,046.00	\$135,000.00
Food Services		\$43,025.00	\$43,000.00
<b>Total Expenses</b>		<b>\$750,178.00</b>	<b>\$646,015.00</b>
<b>Deficit</b>		<b>-\$260,692.50</b>	<b>-\$246,435.00</b>

Chart 1. Hillview School Viability Analysis



Variable expenses include instruction and supplies, food services, transportation.  
Fixed expenses include LSBC, maintenance.

- 4.10 The capital needs of the schools that may have increased enrolment as a result of the closure;

There are no anticipated capital needs of other schools who would receive Hillview students.

- 4.11 Possible uses of the school building or space if the entire school is being closed, or three (3) or more consecutive grades in the school are being closed entirely.

No anticipated possible uses of the school are under consideration at this time.  
Alternatives for the use of the facility could be:

4.11.1 Turn the facility to East Prairie Metis Settlement for their use as they see fit.

4.11.2 Create an outdoor education campus for all area school division and college use. A place for cultural education with excellent facility and access to

outdoor education opportunities including land based learning and cultural connections to Metis peoples.

4.11.3 Turn the facility over to the regional college for adult learning opportunities.

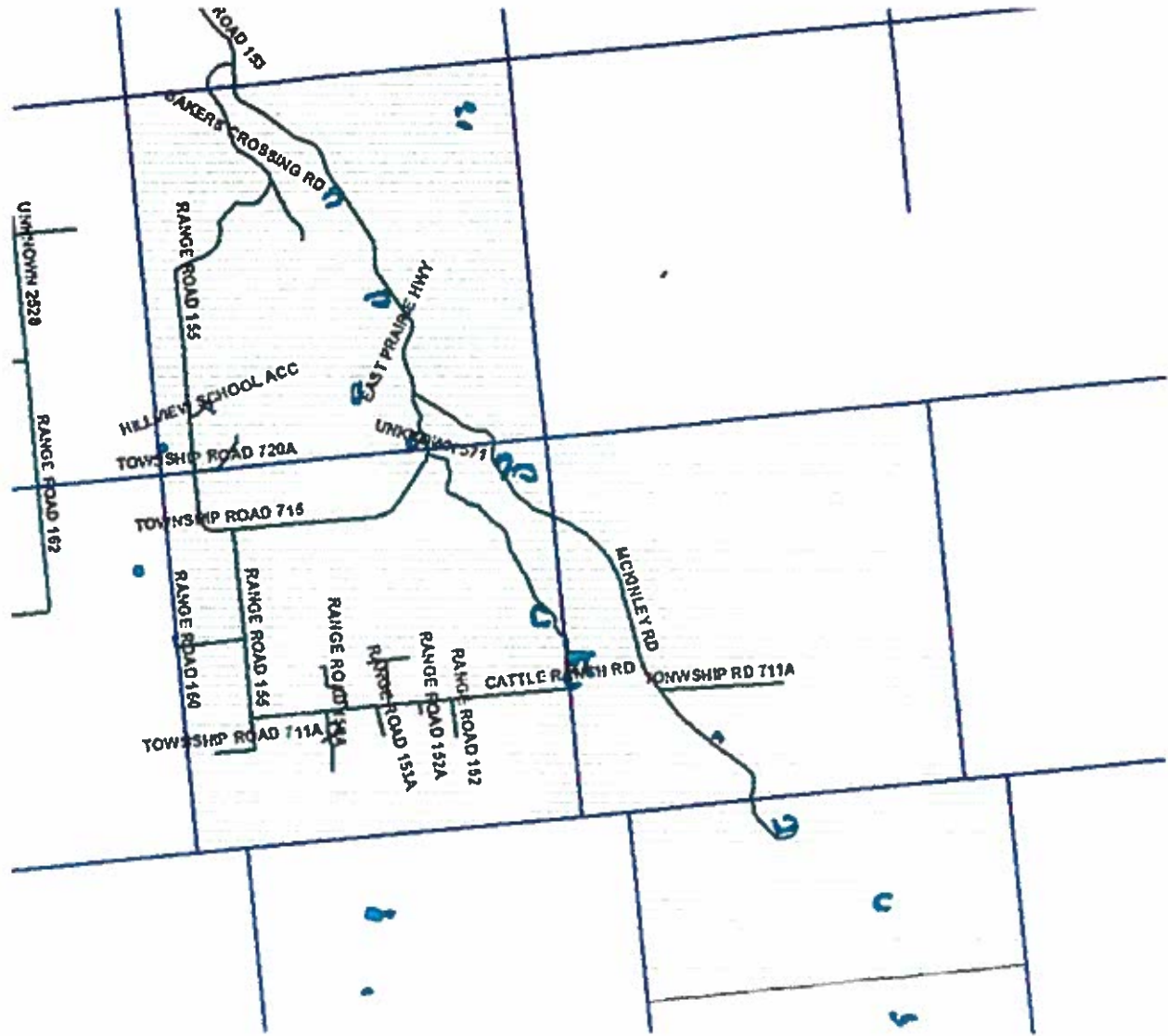
4.11.4 Jointly operate the facility as a community education centre with any combination of the above ideas. A business proposal would need to be developed that would capture the operating costs of approximately \$275,000 per year. (maintenance/operations and facility manager)

## School Closure Schedule

January 26, 2017	Notice of Motion - Proposed School Closure  Hillview School ECS to Grade 6  School closure decision May 25, 2017
February 10, 2017	Written notification to parents of Hillview School
February 14, 2017	Public notification process
March 15, 2017	Public meeting - proposed school closure
March 22, 2017	Minutes from public meeting posted
April 15, 2017	Deadline for written submissions
May 25, 2017	Regular Board Meeting  School closure decision



# Appendix 1 School Attendance Area Map



## Appendix 2 2015 - 2016 Education Results

PAT Results Course By Course Summary By Enrolled With Measure Evaluation												
School: 1379 Hillview School												
		Hillview School						Alberta				
		Achievement	Improvement	Overall	Prev 3 Year 2016 Average				Prev 3 Year 2016 Average			
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	n/a	n/a	7	28.6	n/a	n/a	47,606	82.9	45,843	82.4
	Standard of Excellence	Very Low	n/a	n/a	7	0	n/a	n/a	47,606	20.4	45,843	17.8
Mathematics 6	Acceptable Standard	Very Low	n/a	n/a	7	14.3	n/a	n/a	47,512	72.2	45,774	73.2
	Standard of Excellence	Very Low	n/a	n/a	7	0	n/a	n/a	47,512	14	45,774	15.3
Science 6	Acceptable Standard	Very Low	n/a	n/a	7	14.3	n/a	n/a	47,543	78	45,788	76.6
	Standard of Excellence	Very Low	n/a	n/a	7	0	n/a	n/a	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	*	*	*	7	*	n/a	n/a	47,522	71.4	45,710	71
	Standard of Excellence	*	*	*	7	*	n/a	n/a	47,522	22	45,710	17.9

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2016**  
**School: 1379 Hillview School**

Measure Category	Measure Category Evaluation	Measures	Hillview School			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	Concern	Safe and Caring	58.5	62.0	73.5	88.5	89.2	89.1	Very Low	Maintained	Concern
Student Learning Opportunities	n/a	Program of Studies	n/a	69.1	60.3	81.9	81.3	81.4	n/a	n/a	n/a
		Education Quality	60.0	64.9	73.8	90.1	89.5	89.5	Very Low	Maintained	Concern
		Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	17.9	*	n/a	73.6	72.9	73.4	Very Low	n/a	n/a
		PAT: Excellence	0.0	*	n/a	19.4	18.8	18.6	Very Low	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	n/a	n/a	37.5	82.6	82.0	81.1	n/a	n/a	n/a
		Citizenship	35.3	38.8	47.7	83.9	83.5	83.4	Very Low	Maintained	Concern
Parental Involvement	n/a	Parental Involvement	n/a	70.0	52.8	80.9	80.7	80.5	n/a	n/a	n/a
Continuous Improvement	Concern	School Improvement	38.5	70.5	76.0	81.2	79.6	80.0	Very Low	Declined Significantly	Concern

**BOARD OF TRUSTEES**

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

**DATE: JANUARY 26, 2017**

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

**SUBJECT: HOUSING PLAN**

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<b>RECOMMENDATION</b>
That the Board of Trustees receive the attached Housing Plan, as information.

**CURRENT SITUATION**

This plan is an analysis of the financial implications of renovating all of Northland's current teacher housing.

**Northland School Division Housing Plan**  
December, 2016

**Background**

The administration was tasked by the Superintendent to put together a plan to totally overhaul all the housing of the Division. The renovation plan was to take place over 5 years, and would include closing and demolishing the housing no longer required, upgrading the remaining housing to current standards (both to building codes and cosmetic upgrades), and adding to the housing inventory in communities where it was required, as stated by the Board:

Board Policy 17 reads, "The Board will provide safe reliable housing for teachers resident in communities identified as requiring such services..."

The plan would also include a basic outline of what needs to be done in each community, preliminary costs on the work needed to be done, a cash flow analysis and a repayment plan (if money is to be borrowed). As well, the plan should include a maintenance schedule and a process for setting aside money annually to provide cash for major repairs as the units age, so that the Division is not put in the position to have to defer maintenance due to lack of funding. The plan would also include a proposal for rent increases, in order to help fund the renovations and finance the future upkeep of the units.

**Current Situation**

The schools in the communities that will be discussed, the number of units and square footage of the units are as follows:

Athabasca Delta	14 units	13,930 square feet
Anzac	10 units	8,077 square feet
Bishop Routhier	1 unit	610 square feet
Calling Lake	4 units	4,023 square feet
Chipewyan Lake	3 units	2,624 square feet
Conklin	5 units	3,235 square feet
Dr. Mary Jackson	3 units	3,059 square feet
Father R. Perin	10 units	6,077 square feet
Gift Lake	6 units	3,616 square feet
Kateri	8 units	7,200 square feet
Little Buffalo	11 units	9,168 square feet
Mistassiniy and St. Theresa	40 units	20,567 square feet
Paddle Prairie	7 units	5,424 square feet
Peerless Lake	8 units	7,408 square feet
Pelican Mountain	<u>1 unit</u>	<u>864 square feet</u>
<b>TOTALS</b>	<b>131 units</b>	<b>95,882 square feet</b>

Note: The number of units and square footage in the Mistassiniy and St. Theresa houses was higher in 2015-2016, but as a result of the building inspections, some were closed permanently, and the Division entered into an agreement with Schroder Oilfield to provide some additional rental accommodations.

During the fall and winter of 2016, further building inspections were conducted. Inspections were done on the majority of units – the newer Slave Lake mobile homes that were added to the communities the summer of 2015, and recently renovated units were not inspected. Units that had major issues and were obviously not going to be renovated were also not inspected. As well, units in communities where the decision was made to not continue to offer housing were not included in the inspection cycle. Of the 131 current units, 60 were inspected.

### Renovation Costs

The inspections provided a dollar amount for renovations, and Wayne Turpin, Construction Foreman for the Division, was consulted for estimates on those units not inspected, but requiring work. The construction amounts for each school is as follows:

Athabasca Delta	\$2,207,000
Anzac	\$788,000
Calling Lake	\$40,000
Chipewyan Lake	\$80,000
Conklin	\$395,000
Father R. Perin	\$477,000
Gift Lake	\$20,000
Kateri	\$215,000
Little Buffalo	\$45,000
Mistassiniy and St. Theresa	\$179,000
Paddle Prairie	\$10,000
Peerless Lake	<u>\$357,000</u>

**TOTAL RENOVATION COSTS**      \$4,806,500

Additional costs include:

Mobile home and set up as temporary housing during renovations:	\$ 350,000
Utilities for temporary mobile home	\$ 5,000
Moving costs for staff	\$ 25,000
Demolition costs for closed units	\$ 550,000
Project coordinator (\$20,000 year for 5 years)	\$ 100,000
Contingency (5% of project costs)	<u>\$ 300,000</u>

**TOTAL ADDITIONAL COSTS**      \$1,330,000

**TOTAL PROJECT COSTS**      \$6,136,500

After the renovations are completed, the number of units will be reduced to 111, and will be made up of the following:

<b>SCHOOL</b>	<b>ORIGINAL</b>	<b>REVISED</b>
Athabasca Delta	14 units	20 units
Anzac	10 units	10 units
Bishop Routhier	1 unit	1 unit
Calling Lake	4 units	4 units
Chipewyan Lake	3 units	3 units
Conklin	5 units	5 units
Dr. Mary Jackson	3 units	3 units
Father R. Perin	10 units	10 units
Gift Lake	6 units	4 units
Kateri	8 units	8 units
Little Buffalo	11 units	10 units
Mistassiniy and St. Theresa	40 units	18 units
Paddle Prairie	7 units	6 units
Peerless Lake	8 units	8 units
Pelican Mountain	<u>1 unit</u>	<u>1 unit</u>
<b>TOTALS</b>	<b>131 units</b>	<b>111 units</b>

The differences in the number of units are:

Athabasca Delta will have no units taken out of use, and will have six additional units added to the inventory. This is due to several reasons – some of the teachers live within the community, and if they were to leave, the Division would need housing for them. As well, there is no additional housing for special purposes – facilities workers, Central Office staff visiting for more than a day – that would allow staff members to stay longer than a day.

Bishop Routhier will continue to house the current staff member, until the unit comes vacant. At that point, the unit will be closed down and demolished.

Gift Lake has two units that are currently unused. They will be turned over to the Gift Lake Settlement.

Little Buffalo has one house in inventory that is slated for demolition. However, it is currently being assessed for use as a CTS shop. Either way, it will not be considered a housing asset.

Mistassiniy/St. Theresa is undergoing a significant reduction in housing units. There are a significant number that are past their useful life, and need to be closed and demolished. As well, there are rental opportunities that are available in the community. There are some mobile home units that will not be required, so can be moved to other communities as units are taken out of service.

Paddle Prairie has a unit that has a cosmetology lab in the downstairs. This unit will be “turned over” to the school, for its use, and will no longer be considered for rent to teachers.

Pelican Mountain has one unit, and will continue to house the current staff member, until the unit comes vacant. At that point, the unit will be closed down and demolished.



## Renovation Timeline

A draft renovation timeline was discussed, based on distance from communities from a larger center and the availability of rental units from the community, or from the neighboring larger center.

Depending on the speed of the renovations, this timeline may be shorter or longer.

School	Year 1	Year 2	Year 3	Year 4	Year 5
Athabasca Delta	x	x	x	x	
Anzac					x
Calling Lake				x	
Chipewyan Lake	x				
Conklin		x			
Father R. Perin		x			
Gift Lake			x		
Kateri	x				
Little Buffalo					
Mistassiniy and St. Theresa				x	
Paddle Prairie				x	
Peerless Lake	x				

The renovations at Athabasca Delta are extensive, and six new units are being built. This will need at least three years, probably four to complete.

There are a couple of different ways to complete the project (or projects):

- Hire one company to complete the entire list of renovations – the company brings in its own crew, or hires, as it sees fit.

**Pro** – This would be the easiest – the company coming in would do the assessments and do the work as needed. Work could be started immediately.

**Con** – This has the potential for allowing costs to escalate, as the company is assessing/renovating as it goes.

May be able to do a detailed scope of work on all units, then tender. This will take some time to complete, and could not start on the project until completed.
- A detailed scope of work is completed by the Division for every unit scheduled for renovation that year, and the scope of work is tendered.

**Pro** – This could be done as work is being done in other communities – would allow the work to start right away. Would allow the use of local or smaller construction companies. Would also allow the Division to stop work at any point, for whatever reason, due to the fact that a larger contract is not in play.

**Con** – This would require the use of Division staff, as they are familiar with the units. There will need to be clarification as to what standard is being used (different companies may have different standards of work, and different understanding of what the Division requires). This may also be



more expensive, as the contractor in #1 above may give a price break, knowing that the work will be over a four or five year period.

### Financial Analysis

Current projected rental revenue is as follows:

<b>SCHOOL</b>	<b>ANNUAL RENT (10 MONTHS, 80% OCCUPANCY)</b>
Athabasca Delta	\$ 70,312
Anzac	\$ 48,880
Bishop Routhier	\$ 6,110
Calling Lake	\$ 21,888
Chipewyan Lake	\$ 14,360
Conklin	\$ 25,880
Dr. Mary Jackson	\$ 24,472
Father R. Perin	\$ 48,616
Gift Lake	\$ 21,696
Kateri	\$ 42,512
Little Buffalo	\$ 50,816
Mistassiniy and St. Theresa	\$ 88,872
Paddle Prairie	\$ 32,072
Peerless Lake	\$ 40,912
Pelican Mountain	\$ 6,050
Utility recovery	<u>\$155,400</u>
<b>TOTAL</b>	<b>\$698,848</b>

Current projected rental expenses are as follows:

Casual labour	\$ 4,400
Insurance	\$ 17,710
Electricity	\$ 35,500
Sewer	\$ 16,200
Water	\$ 28,200
Propane	\$125,700
Furniture and Equip.	\$ 2,000
Rent grants and vacancy	\$ 24,000
Coordinator salary	\$ 70,000
Housing secretary	\$ 16,000
Maintenance worker	\$200,000
Central office	\$ 50,000
Moving expenses	\$ 3,600
Property taxes	\$ 62,049
Storage	\$ 24,000
Legal	\$ 9,000
Professional services (cleaning)	\$ 12,000
Travel	\$ 6,000
Insurance	\$ 50,000

Misc.	<u>\$ 10,000</u>
TOTAL	\$766,357

In addition to the above costs, the Construction Foreman recommended an additional \$3,200 annually per unit be set aside for savings, to provide for maintaining and replacing major components (furnace, roofing, windows/doors) throughout the life of the rental unit. This would add an additional \$348,800 to the expenses annually.

#### RECAP

Revenue	\$698,848
Expenses	\$766,357
Maintenance expenses	<u>\$348,800</u>
Cash surplus (shortfall)	(\$416,309)

This shortfall does not allow for any repayment of the \$6.1 million that will need to be acquired for the renovation project.

The situation improves slightly as the renovations are done, and rent increases are put into effect. They are as follows:

CURRENT SQUARE FOOTAGE	GROSS REVENUE	RENT PER SQUARE FOOT
95,882	\$ 713,948	\$0.73

Note: The gross revenue is calculated:

95,882 x \$0.73 x 10 months + utility recovery of \$175/month x 111 units x 10 months, all @ 80% occupancy.

PROJECTED SQUARE FOOTAGE	GROSS REVENUE	RENT PER SQUARE FOOT
98,105	\$ 938,840	\$1.00
98,105	\$ 1,135,049	\$1.25

Note: The gross revenue is calculated:

98,105 x \$1.00 (or \$1.25) x 10 months + utility recovery of \$175/month x 111 units x 10 months, all @ 80% occupancy.

A rent increase to \$1.00 per square foot (an increase of between 25% - 35% for tenants, depending on the unit) will need to be implemented in order to increase the gross revenue to \$.9 million. This will allow the housing department to cover the costs of \$766,000 annually, with a shortfall of \$176,757 annually for current and future maintenance. In order to cover all costs, rent will have to be increased to \$1.25, but will not allow for any repayment of the capital costs of the renovations.

**REPAYMENT OF \$6.1 INVESTMENT/ \$4.1 MILLION LOAN**

Assuming an investment of \$6.1 million, a revolving (or term loan) of \$4.1 million will be required.

Renovations will be done over a five year period, and will follow the schedule:

Year 1 - \$1.75 million

Year 2 - \$1.6 million

Year 3 - \$.78 million

Year 4 - \$1 million

Year 5 - \$1 million

The loan will be repaid over 15 years, from the rent increases over the first five-year period. Rent increases will be implemented at the end of the first year, on the renovated units, then every year thereafter on the next set of renovated units.

Gross rental income (at 80% occupancy rate) will occur as follows:

Year 1 - \$776,992

Year 2 - \$981,050

Year 3 - \$1,185,108

Year 4 - \$1,389,167

Year 5 - \$1,593,225

After year 3, the increased in rent will allow principal payments of \$250,000 a year to be made to the line of credit, and increasing over the next two years and continuing for about 12 years. At that point, finances for the division will be reviewed, as there should be enough collected through the rent, without making payments on the Line of Credit, to consider rent reductions.

**BOARD OF TRUSTEES**

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

**DATE: JANUARY 26, 2017**

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

**SUBJECT: FLEXIBLE LEARNING PILOT PROGRAM**

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<b>RECOMMENDATION</b>
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That the Board of Trustees receive as information the Flexible Learning Pilot Program, as attached.
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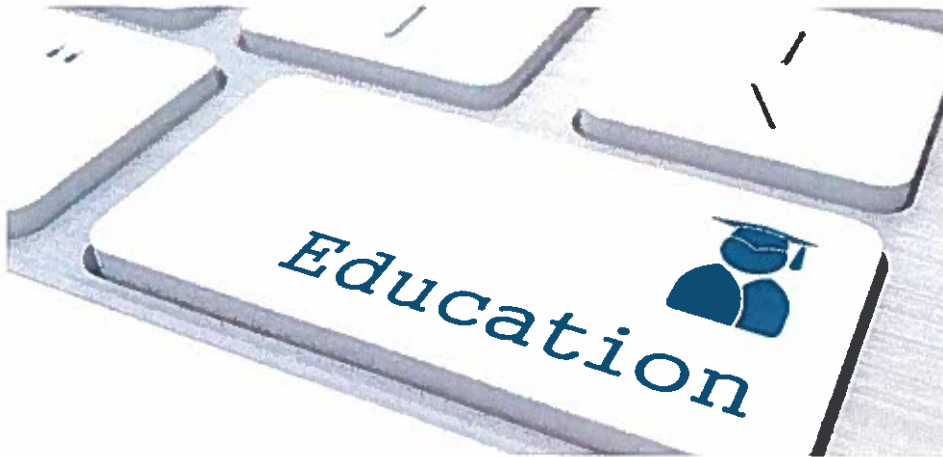
**CURRENT SITUATION**

Community members have engaged conversations with the Superintendent regarding supporting students with high school programming in their local community. As a result Career Pathways and the Superintendent have been working together to develop a program. Starting February 1 a pilot project, as outlined in the attached report, will start with the intention of learning how we can support students.

# Virtual Learning Environment Proposal

Commented [1]: Feel free to add any comments or suggestions.

Commented [KP2R1]:



## Northland School Division and Career Pathways School

## **Background**

Northland School Division has now been in existence for more than 50 years. Northland School Division is recognized as being culturally and geographically unique. The division was initially developed to provide education services to Albertans of First Nations and Metis descent in the northern part of the province. It is currently comprised of 25 schools in an area stretching as far north as Fort Chipewyan to as far southwest as Susa Creek. At present the division provides education services to many diverse cultures.

Career Pathways School was initially set up to provide educational services to school-aged mothers who required a space where their children were welcome while they studied and worked toward achieving their high school education. The current climate at the school carries no limits apart from age. We have both young men and women attending between the ages of 16 and 19. We provide a self-paced culture of learning through various means and blended opportunities.

## **Introduction**

Education has always required a diverse set of methods and opportunities to engage students and create success. Currently this seems more urgent than ever. Rapid changes in society and the business world have prompted an unprecedented need for a highly trained and skilled labour force. The workforce of today and the future needs to be adaptive and resilient. Thus the 21st century learner must possess skills that can accommodate the ever changing and diverse needs of our dynamic world.

Our current system of education emphasizes the 3 R's and should, as these are absolutely essential skills. Effective communication and comprehension of numeracy (ie. global financial systems) has never been more critical. Another skill set that we feel is a necessary part of a 21st century learner's repertoire is the ability to learn and adapt to various forms of technology. Our vision at Career Pathways is to ensure that students are able to demonstrate effective use and be adaptable to various forms of communication technology. Thus by the time they have finished their tenure with us at Career Pathways, our students will be comfortable with the use of Google Apps, iPads, and PC's, as well as many other software programs and devices.

## **Instructional Platforms**

There are possibilities for instructional platforms: Google Apps for Education (G Suite) or Moodle. Both of these are available at no cost, however each has its pros and cons.

### **Google Apps for Education**

Our school currently uses Google as an asynchronous platform for many of the courses we offer. The academic English Language Arts and Social Studies courses are housed within Google Classroom to provide the option to students if they wish to continue working outside of school hours. Others are also available as links to Tools 4 Teachers (T4T) courses, and some are still under construction. Each course section has PDF copies of textbooks and other reading resources, links to subject specific videos, teacher contact information (i.e. cell phone number, Hangout link, etc.) so that teacher help is available through text, video, and phone when not in school. All assignments have been set up with all relevant materials housed within the assignment section to prevent students from having to search for materials.

The idea behind using Google Apps for Education is to provide a seamless environment to support the 21st century learner and mastery learning. Within Google Classroom, students are able to complete their assignments on a Google Doc, Sheets, Slides, etc. which immediately becomes available to the teacher (automatic document share) so that they are able to coach the students while the work is in progress. This is a crucial step in developing self-esteem and self-efficacy in students. This collaborative feature allows both teacher and students to build better relationships. Students and teachers can see the progress and make changes as the assignment unfolds. From a personal point of view, our students seem to like the idea of creating something that will not be returned with a bad mark because most of the issues have been dealt with prior to the assignment being turned in.

### **Moodle**

Another proven, open source platform, is Moodle. This has been around for many years and is used by many educational institutions. I am currently researching the features that it has to offer. From my perspective, it seems like a stronger platform than what Google has to offer. Moodle offers a better user interface. The layout which Moodle offers enables a book like format, something Google Classroom does not support. At one point I overheard a teacher describe Google Classroom as "suffering from the scroll of death". Moodle also offers a very good gradebook feature, while Google provides a very primitive version. Parental access is also a key feature of Moodle. Although within the Outreach setting there is not necessarily a tremendous amount of parental involvement, it is an important feature to have especially if a decision is made to open up the VLE to junior high levels. As I continue to research I will add to this proposal.

### **Current School Resources**

Limited print resources are available at Career Pathways School. A high yield scanner would be an asset to every learning site. Continued creation and PDF conversion of resources are a necessity. The majority of our student resources are in a digital format. Virtually all of our textbooks have been converted to PDF and uploaded to Kindles, iPads, and Google Classroom.

### **Potential Resources**

- Teachers and courses at Northern Lakes College campuses
- Wildrose School Division (course material)
- Aspenview School Division (Centre for Alternative & Virtual Education - Athabasca)
- ATA Outreach Education Council
- Teachers within NSD #61 who may help with facilitation and/or specialized courses

### **Overview**

At present, Career Pathways School caters to approximately 70 students. We offer a blended, self-paced learning environment which offers courses in a synchronous and asynchronous manner. The majority of our teaching is done on an individual basis. This requires students to possess a certain amount of independence and self-discipline. Part of the purpose behind this proposal is to provide an alternative learning environment to the students of Northland School Division where they are able to continue and finish their primary and secondary education within their home communities. At Career Pathways, we believe that this can be achieved with the support of our divisional schools and administration.

### **The Program**

As proposed by our divisional Superintendent, the initial pilot would take place during the Winter/Spring of 2017. The goal is to help repatriate 6-10 students and give them the resources to follow through with their education and eventual High School graduation. These students would remain in their home communities to complete their High School education through the use of local and virtual resources.

Students will be required to complete the following courses, according to the Career Pathways Student Handbook, prior to starting any academic, core courses.

- ★ A Graduation Plan with the assistance of Career Pathways Staff: this can be accomplished through the use of [MyBlueprint.ca](#) which provides Career Spectrum surveys to help students discover personal traits and interests, and a course planning tool that will show classes needed to accomplish possible career goals.



- ★ CAT-4 Assessment (literacy and numeracy grade level)
- ★ Learning Strategies 15 (5 credits available)
- ★ Entrepreneurship 20/30 (10 credits available)
- ★ Google Apps (3 credits available)
- ★ Workplace Safety: HCS 3000/3010 (2 credits available)
- ★ Standard First Aid/CPR: HCS 2040 (1 credit available )
- ★ Mechanics 3010 (1 credit available)
- ★ Career & Life Management: PED 0770 (3 credits available)

- Total of 25 credits available

#### **Other requirements:**

Communication is a key ingredient in any educational scenario. At Career Pathways we believe that the lines of communication should remain open between staff and students at all times for both group and personal contact. In our current situation, we provide our students with a Google Hangout address, our cell phone numbers (voice and text), a Facebook page, and the school website for announcements. Virtual students will also be required to attend a 10 minute debriefing, using Google Hangouts, at the beginning of each day as well as weekly closing session with one of the teachers at Career Pathways. This will help us gauge student efficacy and deal with any personal or technical issues that may arise, as quickly as possible. Monthly, face-to-face visits would also help reassure students that the people on screen or at the other end of the phone are real and have a vested interest in their success. This could also be an occasion to help on-site with any questions or issues they may have regarding programming or technology.

#### **The Reward**

Upon completion of the above requirements, virtual students will receive a Chromebook, owned by Northland School Division, designated solely for their use. As long as they are in the program, the students will have access to the Chromebook in order to facilitate their continued studies. The ultimate reward is, of course, a High School Diploma.

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#### **Discussion Notes:**

#### **ACTION ITEMS:**

1. **Modify Review and complete document with flow Chart from Gord**
2. **Submit completed document to Krystal - to communicate to all Principals**
3. **Wait for response and begin planning**
4. **Gather further resources from Wildrose School Division- Waiting for Jason Juneau to arrange access! Sharing will be reciprocal.**
5. **Start planning resource deployment and facilitation**
6. **Elizabeth will be speaking with ATA Outreach Education Council Executive this weekend regarding resources, advice and tips they may have to offer regarding VLE**
7. **Setup Flex Learning access on CPS website**

**BOARD OF TRUSTEES**

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

**DATE: JANUARY 26, 2017**

**PRESENTED BY: DON TESSIER, ASSOCIATE SUPERINTENDENT**

**SUBJECT: ATTENDANCE IMPROVEMENT INITIATIVE YEAR-END REPORT**

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<b>RECOMMENDATION</b>
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That the Board of Trustees receive as information the Attendance Improvement Initiative – “Every Day Counts” Year End Report, as attached.
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**BACKGROUND**

The NSD61 Board established a *Division Attendance Improvement Committee* in April, 2014 to review current division attendance practices and offer recommendations for division-wide improvement. The committee’s efforts resulted in a Board approved report (*Attendance Improvement Initiative – “Every Day Counts” Report*) in January 2015 containing 29 recommendations for implementation. This initiative provides a systemic approach for division-wide attendance improvement.

In March 2015 the Office of the Auditor General (AG) provided specific recommendations to address attendance issues in Northland School Division. This report describes the actions being taken by NSD61 to improve attendance and respond to the Auditor General’s March 2015 Report.

# **Attendance Improvement Initiative – “Every Day Counts” Year-end Report**

Northland School Division No. 61



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## Background and introduction

Northland School Division No.61 (NSD61) realizes regular school attendance is critical to student success.

The NSD61 Board established a *Division Attendance Improvement Committee* in April, 2014 to review current division attendance practices and offer recommendations for division-wide improvement. The committee's efforts resulted in a Board approved report (*Attendance Improvement Initiative – "Every Day Counts" Report*) in January 2015 containing 29 recommendations for implementation. This initiative provides a systemic approach for division-wide attendance improvement.

In March 2015 the Office of the Auditor General (AG) provided specific recommendations to address attendance issues in Northland School Division. This report describes the actions being taken by NSD61 to improve attendance and respond to the Auditor General's March 2015 Report.

This report is divided into ten sections:

Section #1: Initiative Vision and Mission Statement

Section #2: Section #2: Initiative Goals and Targets

Section #3: Initiative Objectives, Strategies and Recommendations

Section #4: Planning

Section #5: Process and Procedures

Section #6: Training and Support

Section #7: Ongoing Initiative Results and Analysis

Section #8: Risks

Section #9: Reference Materials

Section #10: Report Summary

## Section #1: Initiative Vision and Mission

### Vision:

NSD61 is committed to establish standards that promote and support student attendance improvement across the Division.

### Mission:

Our core focus and purpose for attendance improvement is to ensure the following goals are achieved:

- To develop attendance gathering/collection processes that promote confidence and accuracy at all levels of the school division.
- To ensure that the resources provided to support student attendance improvement are used in the best interest of students.
- To ensure that our attendance improvement strategies engage our school communities, create an awareness of the importance of regular school attendance and are respectful of community cultural perspectives.
- To establish standards and action protocols to ensure that NSD61 maintains and communicates accurate attendance data and best practices.
- To ensure attendance practices are aligned with Sections 12, 13, 14, and 15 of the *School Act* and that all school-aged children access educational programming that support high school graduation and successful post-secondary opportunities.

## Section #2: Initiative Goals and Targets

### Introduction

There are four foundational goals to NSD61's attendance improvement initiative. The four goals are outlined below:

- To collect and analyze monthly attendance data to identify where to focus attendance improvement efforts, which students to engage and to evaluate our success.
- To develop effective incentives (extrinsic and intrinsic) to support and encourage school attendance improvement efforts.
- To have schools join forces with the school community (i.e. students, staff, parents, elders, community members, Métis Settlement Council, First Nation Chief and Council, Municipal Districts, community agencies and industry leaders) in the attendance improvement efforts.
- To build capacity in our communities to help students, parents, elders, community members, Métis Settlement Chairperson and Council, First Nation Chief and Council, Municipal Districts, Child and Family Services, health agencies, local business and industry leaders understand the 'prevention and early intervention improvement plan' and the connection between regular attendance and school success.

NSD61 has established two attendance improvement targets for the 2016-2017 school year: (a) a 5% improvement in the number of students achieving 90-94% over the previous school year and (b) a 5% improvement in the number of students achieving 95-100% over the previous school year. Our Division attendance improvement targets for the next three years are highlighted in red in Table #1.

*Table #1 - Average number of students division-wide achieving 90 – 94% and 95 – 100% for 2015-2016 and the projected 5% improvement targets for the next three years*

Year	90 – 94% Attendance	95 – 100% Attendance
2015-2016	524	600
2016-2017 *	550	630
2017-2018	578	662
2018-2019	607	695

\* The average numbers for September/October 2016 are 90-94% = 452 and 95-100% = 1096

### Summary

The overarching goal of the *Attendance Improvement Initiative – “Every Day Counts”* is to develop a culture of engagement in every Northland school community. Key goals include gathering reliable monthly attendance data, developing and implementing innovative attendance incentives, and garnering direct support from the school community in building skills and attitudes that support attendance improvement throughout the Division. Three-year attendance improvement projections for each school are outlined in [Appendix 1](#). By 2018-2019, it is anticipated that based on a division enrolment of two thousand six hundred forty students, forty-nine percent of Northland students will attend school at least ninety percent of the time.



### Section #3: Initiative Objectives, Strategies and Recommendations

*Introduction*

This section describes three main attendance improvement strategies. Student-centered attendance activities, monitoring protocols at schools and central office and an attendance improvement budget that serves to anchor NSD61’s *Attendance Improvement Initiative – “Every Day Counts”*. This section also lists the 29 recommendations found in the *Attendance Improvement – “Every Day Counts” Report*. These recommendations form the foundation piece to Northland School Division’s attendance improvement plan moving forward.

The initiative objectives and the corresponding strategies (Strategies #1, #2, #3) described below are in alignment with and begin to address the two recommendations outlined in the *Auditor General’s March 2015 Report*, namely: Recommendation 1 – Develop plan to improve attendance (i.e. Student-centered strategies, document costs, build implementation timeline, and report on progress), and Recommendation 3 – Monitor and Enforce Student Attendance (i.e. record and monitor student attendance, benchmark acceptable levels, manage & follow-up on non-attendance).

*Strategy #1: Develop student centered strategies that support ongoing student attendance improvement at the school level and division-wide*

Objectives	Strategies
<p>Enforce a standardized process for schools to report attendance targets, strategies, responsibilities and timelines.</p>	<p>Schools are required to use the <u><i>Attendance Improvement Planning and Reporting Template</i></u> 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 22. The planning tool includes strategies schools are required to implement:</p> <ul style="list-style-type: none"> <li>• <u>Procedure 301- Student Attendance</u>; and</li> <li>• Form a <i>School Attendance Committee</i>.</li> </ul> <p>Schools are to submit the report to the Division Attendance Lead (DAL). A DAL has not yet been hired to take on this role. At the present time, the Associate Superintendent assumes this role.</p>
<p>Continue to support student-centered school-based attendance programs with resources and consistent messaging.</p>	<p>Central Office personnel developed the <u><i>Attendance Improvement Initiative ‘Every Day Counts’ Toolkit</i></u> to support school-based attendance programs. The toolkit includes attendance incentive examples, sample letters and</p>

	<p>messages to communicate with parents and community and sample advertisements. The toolkit is updated yearly.</p> <p>Central Office will continue to formally recognize improved student attendance in the following ways:</p> <ul style="list-style-type: none"> <li>• Annual Division Attendance Certificates for K-8 students who achieve between 95%-100% and students with the greatest percentage of growth over the course of a school year.</li> <li>• Division Student Attendance Monthly Awards Draw Grades 9-12.</li> <li>• Communications Coordinator will continue to update <i>School Attendance Strategies</i> on the Northland School Division website so schools can learn from each other <a href="http://nsd61.ca/programs/attendance-improvement-initiative/school-attendance-strategies">http://nsd61.ca/programs/attendance-improvement-initiative/school-attendance-strategies</a>.</li> </ul>
<p>Continue to encourage student attendance discussion events in each school community.</p>	<p>Until a Division Attendance Lead is hired, the Associate Superintendent continues to work with school attendance committees to organize community gatherings to discuss the importance of student attendance. These sessions provide opportunities for stakeholders to: (a) stress the importance of attendance, (b) review and discuss current student attendance trends (intervention and prevention strategies) with, parents, staff, community members and community agencies and (c) develop relationships with community agencies and discuss ways to work together to improve student attendance.</p>
<p>Develop a transition pilot program for students who move from one school to another and for students who are chronically absent.</p>	<p>By way of example, Mistassiniy School (Wabasca-Desmarais) is currently developing a pilot program for students who move from one school to another and for students who are chronically absent. Mistassiniy School will soon be</p>

	incorporating the same literacy strategies as the elementary school.
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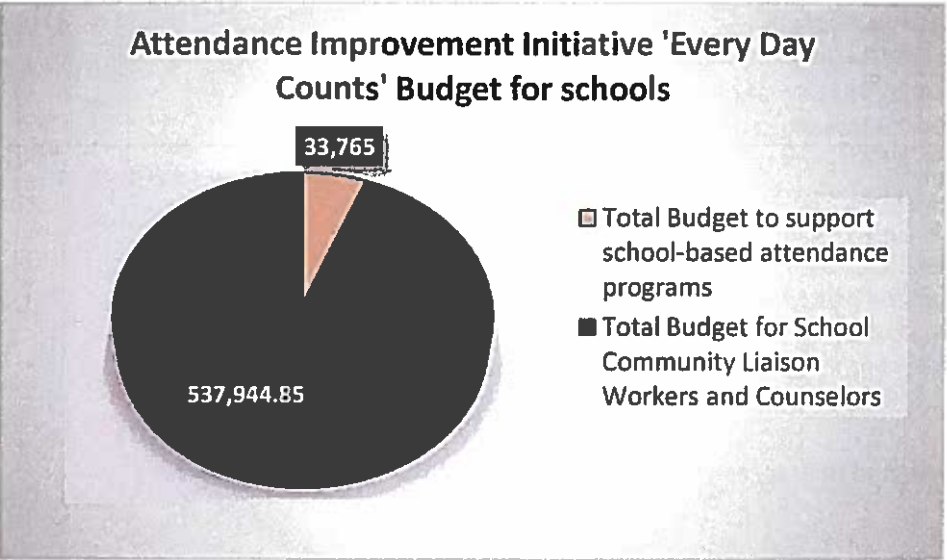
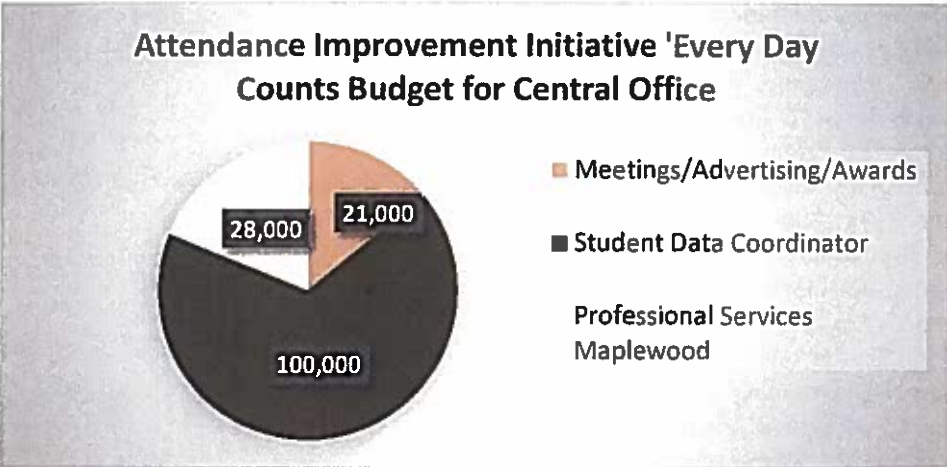
*Strategy #2: Develop, improve and successfully implement attendance improvement monitoring protocols at the school and central office levels*

Objectives	Strategies
Develop and enforce daily protocols at the school level for recording student attendance using Student Information System (SIS) Maplewood and reporting attendance information to central office and the school community.	<p>Schools, with support from Central Office, must:</p> <ul style="list-style-type: none"> <li>• ensure the date set in Maplewood is the correct operational day of attendance,</li> <li>• ensure attendance for each class is entered using the approved codes,</li> <li>• use Print Today's Absentees Report to review absentees; follow up with phone call home,</li> <li>• ensure students sign in or out if they are late or missing a class,</li> <li>• review daily attendance information before creating a monthly attendance report, and</li> <li>• submit monthly attendance report to central office (i.e. Principals Monthly Report) and discuss attendance results with school community (Local School Board Committee, parents).</li> </ul>
Continue to provide ongoing support to school administrators, secretaries, teachers and support staff who use the SIS Maplewood to record student attendance.	The Student Data Coordinator is scheduled to conduct on-site visits to all schools before March 2017 to train administrators, teachers and secretaries on how to enter student marks and attendance using Maplewood ConnectED teacher portal. Training thereafter will be ongoing on an as needed basis.
Identify school-aged chronic non-attenders and support their successful return to school leading to graduation.	Schools are required to establish an attendance action protocol. In the <u><i>Attendance Improvement Initiative 'Every Day Counts' Report (page 19-20)</i></u> , the <i>Division Attendance Improvement Committee</i> and Central Office Leadership requires all schools use this standardized protocol (or similar version)

	when working with daily and longer term absences.
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*Strategy #3: Develop and maintain a budget that reflects the costs and resources needed to sustain NSD’s Attendance Improvement Initiative ‘Every Day Counts’ Report.*

<b>Objectives</b>
To ensure central office and schools have the resources they need for student attendance improvement efforts. See budget graphs below.



### *Summary*

In concert with school administrators, central learning support services, school-based attendance committees and the Division Attendance Improvement Committee (DAIC), continue to work to take actions that support improved attendance patterns across the Division. Effective student-centered strategies, monitoring protocols and budgeted resources support this initiative.

The following 29 action recommendations have been identified as part of a foundation of support to develop a long term solution to the improvement of attendance in NSD61.

#### **Schools and School Administration**

- Recommendation 1-Division Attendance Goal
- Recommendation 2-Community Engagement Framework
- Recommendation 3-Quality Learning Experiences
- Recommendation 4-Elders Program
- Recommendation 5-Cultural Pride
- Recommendation 6-School Attendance Committees
- Recommendation 7-Attendance Tracking and Communication
- Recommendation 8-Central Office Attendance Tracking and Awards
- Recommendation 9-Transitioning Students Back to School
- Recommendation 10-School Climate
- Recommendation 11-Tell Them From Me Surveys
- Recommendation 12-Standardizing Attendance Procedures
- Recommendation 13-Attendance Action Protocol
- Recommendation 14-Engaging Students with CTF & CTS
- Recommendation 15-Importance of ECS
- Recommendation 16-Maintaining School Facilities
- Recommendation 17-Alberta Attendance Board
- Recommendation 18-LSBC Attendance Report Motion

#### **Central Office and Division Leadership**

- Recommendation 19-Tracking Chronic Absences*
- Recommendation 20-Bus Operations in Inclement Weather*
- Recommendation 21-Transportation Committee Support*
- Recommendation 22-Attendance Awards and School Recognition*
- Recommendation 23-School Community Liaison Worker*
- Recommendation 24-Division Attendance Improvement Officer*
- Recommendation 25-Student Services*
- Recommendation 26-Partnering with Community Agencies*
- Recommendation 27-Procedure 301-Student Attendance*
- Recommendation 28-Procedure 306-Student Suspension and Expulsion*
- Recommendation 29-Attendance Improvement Budget*

The above mentioned points of reference provide direction, insight and span all levels of the organization.

## Section #4: Planning

The planning of the *Attendance Improvement Initiative – “Every Day Counts”* are evolving and ongoing. The planning segments were conceived with review of internal and external documents (found in Section 9 of this report) and groups such as the Division Attendance Improvement Committee.

The direction of planning has been based on the high level strategy development and identification of key initiative goals from those strategies. This initiative has unique aspects due in part to:

- community history and diversity,
- social and economic disparities,
- school capacity,
- resource availability and capability, and
- operational volume (location, geography).

These factors are also the reason that the planning process, documents and tools have needed to be developed specifically for this project as opposed to standard incarnations.

Examples of specific project management tools that have been created based on traditional templates include:

- Gantt charts to monitor task timelines,
- flow chart timelines (See Appendix 1 of the *June 2016 Attendance Improvement Summary Report*),
- consistent protocols for both founding documents and reporting requirements,
- application of reporting principles, and
- utilization of existing procedure where necessary to ease the transition at the school level.

Future commitments to the planning phase of the project can be captured with use of the Gantt timeline. By setting markers on the chart in conjunction with the calendar work year, alignment between planning needs and operational realities merge.

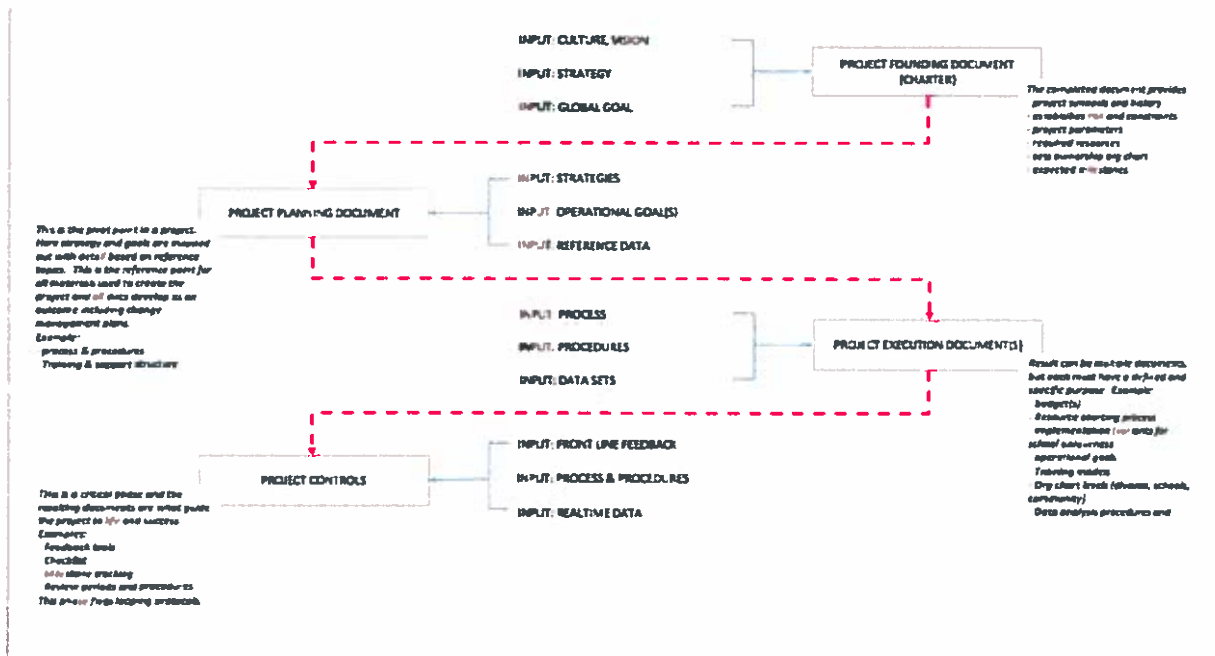
During the first evolutions of the project, periods with no returned data, admittedly were difficult to assess performance. As data is submitted as planned we can now develop the analysis phase of the project. This allows the next phases of growth to be mapped over any periods established.

## Section #5: Process and Procedures

Diagram 1 shows the expected cycle phases and progression of the *Attendance Improvement Initiative “Every Day Counts”*. At the apex, the **Founding Document** provides information relative to the initiative’s vision and mission. Overarching strategies and goals that provide overall guidance and structure are also included as foundational information. The **Planning Document** includes a mapping out of the strategies and goals from the *Attendance Improvement “Every Day Counts” Report*.

This section concerns questions like – What are the materials, tools and resources needed? What training is needed for staff? What changes in division management structure are needed? The **Project Execution Document** includes an articulation of an initiative budget, division / school / community organizational chart, ongoing training needs and the assignment of responsibilities. Input tools are used to monitor progress. In this phase, data is gathered and analyzed. Initiative outcomes are monitored in the **Project Controls** portion of the flow chart. In this phase, project tools are refined, updated or discarded. Modified project tools are re-introduced to the Planning phase.

Diagram 1 – NSD61 Attendance Improvement Initiative – ‘Every Day Counts’ Process Map



By way of example, there are a number of document tools that are being implemented to support data gathering and analysis. A few of these input data gathering tools are described below. These tools support target attainment.

Document Title: *Attendance Improvement Planning & Reporting Template*

Purpose: The school-based attendance improvement reporting tool is intended to be a living document that is refined and updated throughout the school year.

The completed document provides evidence of measurable results and delineates responsibilities. All NSD61 schools are required to establish and report on attendance targets, articulate and implement appropriate strategies, determine responsibilities & timelines, and demonstrate specific evidence of successful implementation at four specific reporting periods throughout the school year – September, February, June and August.

Description: The planning and reporting tool consists of:

- a title page for school identification and LSBC acknowledgement,
- directions for use and completion,
- articulation of attendance targets, and reporting timelines,
- space to identify five of actions / strategies to reach attendance targets, responsibilities and expected timelines,
- space to list ongoing barriers to strategy implementation, and
- year-end summary page outlining objective evidence that short and long term strategies are being implemented and successful.

See [Appendix 2](#) to view a completed *Attendance Improvement Planning & Reporting Template* from one of our schools.

Document Title: *Division Attendance Committee Meeting Agenda – March 7, 2016*

Purpose: The Division Attendance Committee meets to discuss the current state-of-affairs with respect to attendance improvement across the Division. From time to time, the committee will organize a community gathering for the purpose of meeting face-to-face with key community leaders, stakeholders and school representatives to discuss joint projects to support attendance improvement.

Description: The March 7, 2016 meeting brought community stakeholders and the two local schools together to discuss attendance improvement efforts. Participants were asked to brainstorm ways to work together for the betterment of all children in the community. This meeting is an example of community and school capacity building.

See [Appendix 3](#) to view the March 7, 2016 Division Attendance Improvement Committee Meeting Agenda.

The March 7, 2016 gathering was very well attended. Aside from administration and Local School Board Committee representation from both schools (i.e. St. Theresa and Mistassiniy schools), there were five local agencies and businesses in attendance – RCMP, Alberta Health Services, Bigstone Health Services, Bigstone Chief and Council representation, Municipal District of Opportunity, parents, interested members of the community and Northland's Division Attendance Improvement Committee. In total, the meeting generated interest from 18 community participants. As a group, we promised to spread the word about the importance of regular attendance, the Municipal District of Opportunity promised to financially sponsor a land-based peer leadership camp for non-attenders and continue to work together.



## Section #6: Training and Support

### *Introduction*

The Attendance Improvement Initiative – “Every Day Counts” requires central office, school-based staff and the school community to engage in training and ongoing capacity building. By way of example, to ensure that accurate attendance data is gathered, recorded, and communicated to education authorities, frontline staff (i.e. classroom teachers, secretaries, and administrators) and central office personnel require guidance, coaching and instruction. The Student Information System (SIS) Maplewood, is the means by which the Division communicates attendance (and other such student information) to provincial education authorities. To ensure staff throughout the Division have the skills and know-how to carry-out their responsibilities, our Student Data Coordinator schedules on-site school visits, small and large group training sessions, and individualized tailored support. This training is critical for funding, reporting and accountability purposes.

These attendance feedback tools have been developed to provide guidance and focus for administrators and school-based staff. When kept current, these tools support attendance target achievement at every school. Descriptions of three of attendance gathering tools currently in use follow:

**Attendance Improvement Planning & Reporting Template:** Principals receive instruction and coaching with the use of this attendance planning and reporting tool (described earlier in Section #5). Administrators receive ongoing instruction assistance four times a year at administrator meetings.

**Attendance Rubric and the Attendance Benchmarking Tools:** Both of these diagnostic tools are used by central office leadership and school-based administrators to gauge attendance improvement and progress at the school level. These tools help the alignment with school attendance improvement, progress and attendance target attainment. See [Appendix 4](#) to view the Attendance Rubric and Benchmarking tools.

Table 2 provides information relative to the type and kinds of training that Division personnel receive to support attendance improvement across all schools and central office.

*Table 2 – Professional development training to support school communities*

Type	Audience	School / Central	Delivery	Date
Maplewood Training	Administrators, secretaries, teachers,	All locations - school-based staff and school-assigned central office staff	Ongoing onsite school training; Face-to-face full day training for school-based staff	August 2015 (Peace River) February 15, 2017 (Edmonton)
Attendance Planning & Reporting Template	Administrators	All schools and the Leadership Support Services Team	Face-to-face training and support	Yearly - August, October, February and May
Attendance Rubric	Administrators and School-based staff	All schools and Leadership Support Services Team	Face-to-face tutoring workshop at	August 2016

			administrators' meetings	
Attendance Benchmarking Tool	Administrators and School-based staff	All schools and Leadership Support Services Team	Face-to-face tutoring workshop at administrators' meetings	February 2017
Community Attendance Information Gathering Sessions	School staff, parents, agencies, Chief & Councils, Metis Settlements and interested members of the community	All communities	Face-to-face ongoing onsite workshops conducted in 19 communities throughout the division	September 2014 through to June 2016

### Summary

Established methods have been utilized to provide support to school communities for the *Attendance Improvement Initiative – “Every Day Counts”*. As demands grows through processes and procedures and for schools to become self-sustaining a more inclusive standard for stakeholder capacity building of school and community responsibilities will be sourced and implemented. A Division Attendance Lead is being sourced to be assigned these responsibilities in the near future.

## Section #7: Ongoing Initiative Results and Analysis

### *Introduction*

Since the *Attendance Improvement Initiative – “Every Day Counts”* began in September 2013, overall student attendance in the jurisdiction has improved by 3%. Table 3 provides attendance information showing a gradual 3% improvement in attendance patterns over the past three years. This attendance data is drawn from the Student Information System – Maplewood.

*Table 3 – Three-Year Attendance Patterns for NSD61*

Year	Percent Attendance for NSD61
2013-2014	78%
2014-2015	80%
2015-2016	81%

Although attendance improvement growth for the Division over the past three years is considered modest at best, the trend is positive and encouraging.

Over the past three years, with a few exceptions, the majority of NSD61 schools have experienced positive growth in student attendance patterns. Feedback from principals, as outlined in their *Attendance Improvement Planning and Reporting Template*, suggests there are a number of key barriers to successful implementation of attendance strategies. These reports also indicate there are also reasons to celebrate.

At a recent administrators’ meeting in May 2016, principals completed an implementation rubric of 23 attendance improvement actions. An analysis of their responses indicate there are at least six attendance action items that have not yet been implemented – either “partially” or “fully”. On the positive side, there are at least four attendance improvement actions principals have indicated they are “achieving” implementation. The rubric tool implementation results are discussed further below.

### **Value Based Data**

How well did NSD61 Schools perform in meeting the 5% improvement target in each attendance category (90-94% and 95-100%) over the past 3 years?

Appendix 5 provides attendance data on the percentage of students from each school achieving 90-94% attendance and 95-100% over the past three years. This attendance data is drawn from daily Maplewood classroom attendance tracking. Year-to-year percentage differences (-/+ ) are calculated and displayed for each attendance grouping.

Table 4 summarizes how well each school did when measured against the 5% attendance improvement year-to-year targets established in the ‘Every Day Counts’ final report document. Schools meeting or exceeding the 5% improvement target are highlighted in green.

*Table 4 – Overall Average Percentage of students achieving 90-94% and 95-100% in NSD Schools for the past 3 Years*

School	Years	Average % of students achieving 95-100% attendance	Average Difference (-/+)	Average % of students achieving 90-94% attendance	Average Difference (-/+)
Anzac Community School	2013-2016	22%	-1	27%	+2
Athabasca Delta Community School	2013-2016	8%	+7	10%	-2
Bill Woodward School	2013-2016	37%	-12	25%	+9
Bishop Routhier School	2013-2016	19%	-1	12%	0
Calling Lake School	2013-2016	9%	+1	19%	+6
Calling Lake Outreach	2013-2016	19%	-3	14%	+2
Career Pathways School	2013-2016	20%	+13	1%	+2
Chipewyan Lake School	2013-2016	31%	-35	22%	+6
Conklin Community School	2013-2016	36%	-7	26%	+13
Dr. Mary Jackson School	2013-2016	18%	-7	20%	+15
Elizabeth School	2013-2016	46%	+8	28%	+5
Father R. Perin School	2013-2016	8%	+20	9%	+14
Fort McKay School	2013-2016	21%	+32	21%	+5
Gift Lake School	2013-2016	18%	-7	19%	+2
Grouard Northland School	2013-2016	28%	+13	19%	-3
Hillview School	2013-2016	24%	-23	29%	+13
J.F. Dion School	2013-2016	29%	-6	28%	-13

Kateri School	2013-2016	16%	+3	21%	0
Little Buffalo School	2013-2016	11%	-4	10%	+3
Mistassiniy School	2013-2016	7%	+1	10%	+3
Paddle Prairie School	2013-2016	19%	+18	19%	+4
Peerless Lake School	2013-2016	35%	+11	23%	-3
Pelican Mountain School	2013-2016	13%	+16	23%	-9
St. Theresa School	2013-2016	18%	+8	25%	+4
Susa Creek School	2013-2016	27%	+26	21%	+5

Table 4 Analysis

- 44% of NSD61 schools (11) met the 5% attendance improvement target for students achieving 95-100%.
- 40% of NSD61 schools (10) met the 5% attendance improvement target for students achieving 90-94%.
- Four schools have met or exceeded the attendance improvement targets in both attendance categories – Susa Creek School, Fort McKay School, Father R. Perin School and Elizabeth School.
- Small schools (Dr. Mary Jackson School, Pelican Mountain School, Hillview School, and Chipewyan Lake School) with student enrolments under 40 students are particularly vulnerable to attendance patterns that fluctuate dramatically when a single family with four or five children leave the community to attend school in other Northland communities or other jurisdictions.

It is important to point out three schools (Bill Woodward School, Conklin Community School and Elizabeth School) have over 60% of their student population attending 90% or better over the past three years. Three schools (Peerless Lake School, J.F. Dion School and Chipewyan Lake School) have overall averages that are approaching this mark.

#### Results of improvement plans and other sources of feedback

For the purposes of this report, a document analysis was undertaken of two attendance improvement tools – (a) *Attendance Improvement Planning and Reporting Template* and (b) *Rubric for Attendance Improvement – A Tool for school Reflection and Action*. Each of the two tools are designed to gather information about what steps schools are actually doing to improve student attendance and the level of perceived success with implementation of the 29 recommendations as outline in the *Attendance Improvement Initiative – “Every Day Counts” Report*.

*Attendance Improvement Planning and Reporting Template*: For the past two years, principals and their staff have completed attendance improvement planning and reporting templates for sharing and

reporting. These planning and reporting documents are shared at Principal meetings, with their Local School Board Committees at monthly meetings, school staff and interested parents and members of the school community.

An analysis of 'School Planning and Reporting Report' for the past two years shows all 23 schools submitted year-end attendance improvement summaries. An in-depth review of 23 planning and reporting reports for 2015-2016 indicate all NSD61 schools:

- Maintained current and active ongoing reports throughout the school year.
- Identified three to five key attendance improvement strategies; without exception, every school implemented actions components involving compliance with Procedure 301, establishment of school-based attendance improvement committees, school-based attendance incentive programs and an attendance action protocol for student absences. Each action component mentioned above has been assigned people responsible and timelines.
- Each school listed barriers to successful strategy implementation. A sampling of barriers that schools reported as being obstacles to implementation were:
  - "socioeconomic and social issues"
  - "kids as 'bosses' whereby students decide for themselves whether they go to school or not."
  - "Time"
  - "We have a fair bit of community support however parental involvement is limited."
  - "Winter Road – Lose many students at the opening of the road and the closing of the road. From ability to now access services (dentist, eye doctor, etc.) to the ability to see family or shop, the winter road proves to be a barrier in December and March attendance."
  - In 2014 – 2015, the death of a student to suicide triggered no attendance to family siblings and to our at-risk students. We saw an improvement come April."
  - "inconsistent bussing lid-Autumn and mid-winter"
- Each school listed implementation successes throughout the 2015-2016 school year. A sample of the successes listed by schools are:
  - 5% increase attendance from last year's May results. 2013-2014 had a 67% attendance and 2014 – 2015 had a 72% attendance.
  - Classroom conversations, excitement and celebration of 100% monthly attendees. Students wanting to be honored and disappointed if late and miss the opportunity.
  - "In January 2015, I started the ice cream parties for k-8 with 85% attendance. The first month I had 23 students that got to attend. Last month there was 61 students that had 85% attendance. Every month there has been more students coming on time and attending more often."
  - "Community businesses questioning truancy and not serving students during school hours. It's become a community push."
  - "RCMP keeping ADCS aware of students who are mandated to be in school as part of their conditions. This helps with supporting students through the conditions as well course completion."

- “High attendance on land-based learning and experiential learning activities for example Camp Voyageur.”

*Rubric for Attendance Improvement – A Tool for School Reflection and Action:* This reflection and action tool was presented to principals at the August 25/26, 2016 Administrators’ meeting in Peace River. Principals were oriented to the document, questions addressed and a series of activities were organized using the tool. Principals were asked to complete the tool individually and then be prepared to engage in a discussion with other principals in small and larger groups.

The purpose of the rubric is to assist with focus school attendance efforts; particularly in areas that may require more concerted effort and attention – as a school, staff and community. The tool is designed to engage school staff in discussions around implementation and compliance with addressing the 29 report recommendations.

Following the small and large group activities, principals were asked to take time during school staff meetings to carryout discussions as to school-based successes and areas that require more attendance and effort.

Based on work with principals on this tool at the August 2016 administrators’ meeting, the following attendance strategies were noted as “not yet” implemented:

*Table 5 – Six Attendance Strategies “Not Yet” Implemented based on Feedback from principals at August 2016 Administrators’ Meeting*

Attendance Strategies	“Not Yet” Implemented
The school conducts home visits when students are absent from school for a period of time.	X
There is evidence that the school has developed a return-to-school transition / reintegration plan for high-risk students	X
An elders program exists in the community or school.	X
There is evidence that an ‘early grades attendance strategy has been developed for Kindergarten through to grade 3.	X
As a last resort, school administration employs the services of the Alberta Attendance Review Board to support families and school attendance efforts.	X
Home visits are being conducted by the school as a way to follow-up on student absenteeism.	X

The majority of the principals indicated that the level of implementation for all other attendance strategies were “improving”.

The four strategies that most often received an “Achieving” implementation valuation are listed in Table 6 below:

*Table 6 – Four Attendance Strategies Receiving “Achieving” Implementation Designation based on Feedback from principals at the August 2016 Administrators’ Meeting*

Attendance Strategies	“Achieving” Implementation
Tracking of late arrivals (AM) and early departures (PM) are in place and effective	✓

School tracks and communicates monthly attendance and the importance of regular attendance throughout the school community (i.e. newsletters, gatherings, notices home)	✓
The school has developed incentives to support and encourage regular attendance (i.e. monthly and at year-end attendance awards)	✓
Classroom teachers are recording student attendance daily in Maplewood	✓

Tracking student absences, Maplewood training, communicating with our school communities, and the creation of innovative incentives have been a major focus of the *Attendance Improvement Initiative – “Every Day Counts”* from its inception in September 2013. To ensure accurate attendance data, NSD61 hired a fulltime Student Data Coordinator whose role it is to engage frontline school-based staff with onsite training and support. In collaboration with central office personnel, the Student Data Coordinator has developed daily attendance taking protocols and coding system for school secretaries and classroom teachers to use (i.e. late arrivals and early departures). These Maplewood protocols are now standard operating practices at all NSD61 schools.

Principals, teachers and support staff have worked to ensure that students are rewarded for academic growth and excellence in daily attendance patterns. School staff have developed motivational programs that support and celebrate attendance growth and all around good citizenship. Monthly and year-end award events are effective and fully operational in all schools.

For the purposes of this rubric tool, descriptors for the levels of implementation (i.e. “Not Yet”, “Improving” and “Achieving”) are defined in Table 7 as follows:

*Table 7 - Rubric for Attendance Improvement – Levels of Implementation Descriptors*

“Not Yet”	= The attendance improvement strategy is not being implemented at this time
“Improving”	= There is evidence that the school is using this attendance improvement strategy. However, implementation is only partially successful.
“Achieving”	= At this level, school staff/administration make significant progress on building school attendance capacity when using this strategy.

### *Summary*

This brief analysis shows a number of recommendations of the *Attendance Improvement Initiative ‘Every Day Counts’ Report* are not only being implemented successfully, but are realizing positive and encouraging results. A few key areas of successful implementation include daily, weekly and monthly tracking of student attendance by school and central office staff. School-based incentive programs designed to encourage and support attendance improvement are meeting with success. Schools are communicating more than ever before with parents about absences and the importance of regular school attendance.



## Section #8: Risks

### *Introduction*

There are inherent risks involved in any goal or project worth achieving. The *Attendance Improvement Initiative – “Every Day Counts”* is no different in this regard. The confluence between people, change and day to day realities create known and unknown risks. This section of the report articulates fundamental challenges and barriers. Section 7 listed several changes / barriers encountered by the school and school community when implementing attendance improvement efforts at the school and community level. This section discusses the risks associated with successful implementation and possible answers moving forward.

On a preliminary level, this section of the report attempts to address two questions: What has proven difficult at this point/place/time? What has proven to be successful at this point/place/time? Included in this discussion is an informed guess for possible solutions to a few of these challenges and reasoned speculations for our successes.

**Risks and Challenges: What has proven difficult at this point at this juncture in the initiative?**

*Table 8 – Initiative Risks & Challenges*

Risks & Challenges	Moving Forward Solutions
<p>Transportation: Although daily busing is a stable and reliable means of getting students to and from school in the majority of our communities, there are serious issues (i.e. no spare drivers, mechanical problems) in too many of our communities. This issue has an acute and grave impact on student attendance. In some of our communities, parents have lost faith in our ability to operate an effective transportation program.</p>	<p>Steps have been taken to remedy (i.e. licensing costs are paid by NSD61, bonus incentives for drives) busing issues facing some of our communities.</p> <p>Solutions: more competitive bus driver wages; acquire additional buses in those areas where mechanical breakdowns tend to be most frequent; develop a comprehensive recruitment bus driver training program and continue the incentive programs already in place.</p>
<p>Poverty, Socioeconomic Factors: With few exceptions, many of our communities face a heavy burden of social disadvantage. Parents and extended family face daily poverty issues that can only be imagined. Many significant others in children lives are in survival mode – children are forced to make life decisions that are beyond their capacities. Chronic absenteeism is the result of these community realities.</p>	<p>Continue to build bridges with leaders, support agencies, parents and interested others. These ‘bridges’ need to be built on trust and the hard work of working together – it takes a village to raise a child’ notion.</p>
<p>Trust: Some of our community parents, leaders simply do not trust NSD61 and therefore are reluctant to work in partnership to improve educational delivery services to the local school. As a result, there is little community support of</p>	<p>Although much has been done lately to change this situation, NSD61 must work hard to overcome the fact that there is little trust and goodwill in a few of our communities.</p>

<p>the school and attendance and achievement suffers.</p>	
<p><b>Chronic Absenteeism and School-based Prevention Programs:</b> Early intervention and prevention practices at the school level are not yet fully operationalized / routinized / developed. Almost 40% of our total student population are defined as chronically absent (i.e. miss 17 days or more of school yearly) from school.</p>	<p>School staff (i.e. principals, teachers and support staff) need to pay far more attention to chronically absent students. Administrators need to take the lead on this issue – develop/create an early intervention programs that support students while they are in school and re-integration programs that support students who have been absent from school for extended periods of time – particularly at the junior and high school levels. High school redesign and flexible programs that is student-centered would keep students in school.</p>
<p><b>Alberta Attendance Review Board:</b> Schools and school administrators are reluctant to employ the services and support of the Alberta Attendance Review Board. Despite the fact that this body could have a positive impact on changing parental/guardian attitudes about ensuring that all school-aged children must attend school, there is a strong undercurrent and feeling among school administrators that taking this approach would undermine/compromise the level goodwill that the school has created with parents and the school community. Many parents and community leaders could equate residential schools/school inspectors to the Alberta Attendance Review Board committee (i.e. 'here's a group coming from the city telling us how we are to raise our children').</p>	<p>The Attendance Improvement Initiative 'Every Day Counts' Report makes the claim that a local committee of elders could arbitrate with families whose children are not attending school or are chronically absent. This 'local review committee' would be better received than an outside entity.</p>
<p><b>Resistance to Change:</b> There are NSD61 staff who are resistance to any form of change. There has been pushback from both inside our school system to parent and community opposition to change well-entrenched childrearing practices.</p>	<p>Persistence, patience and time are important aspects of any change effort.</p>

**Successes: What has proven to be successful up to this point in time?**

*Table 9 – Initiative Successes*

Successes	Explanation for Implementation Successes
<p>Fulltime Maplewood Expertise: Recently, NSD61 hired a fulltime Student Data Coordinator. In cooperation with like-minded central office personnel, this person provides onsite Maplewood support to secretaries, teachers and administrators. This step has built capacity in our schools. Maplewood training is ongoing given the turnover in school staff.</p>	<p>A small cohort of fulltime Maplewood experts who have developed a comprehensive training system for school-based staff.</p>
<p>Celebrating excellence in attendance: Based on feedback from school 'planning and reporting' reports, the vast majority of schools have created attendance celebration events (monthly, year-end) that have been very successful with motivating students to attend school on a regular and consistent basis.</p>	<p>Implementing school-wide attendance and achievement events requires a whole school support structure – whereby every staff member is on-board and encouraging. Successful attendance programs were in place before the initiative began and so are well entrenched in the school culture.</p>
<p>The majority of schools have established an absent student protocol whereby the school brings into action and follows up on student absences. In most cases, regular and steady communication with parents have had a positive impact with building relationships with parents. Many parents have either come to appreciate the school's desire to account for absent students or send their children to school to avoid the phone calls from the school.</p>	<p>School staff understand the value of connecting directly with parents/guardians. These contacts with the home are one of many indicators that teachers/school staff care about the children they teach.</p>

*Summary*

There is a pressing need to work in partnership with our school communities. Building trusting relationships with our parents, community agencies and leadership are critical piece to improving school attendance in all of our communities. Without trust and the building of meaningful partnerships with community stakeholders, student attendance will continue to lag far below acceptable levels that ensure student long term academic and social success.

## Section #9: Reference Materials

The following documents were consulted for the development of this report:

1. Alberta Government, *School Act* (Revised Statutes of Alberta 2000, Chapter S-3), Current as of June 1, 2015, Alberta Queen's Printer, pages 20-23.  
[www.qp.alberta.ca/documents/Acts/s03.pdf](http://www.qp.alberta.ca/documents/Acts/s03.pdf)
2. Elizabeth School, *Attendance Improvement Planning and Reporting Report*, June 2016, unpublished report.
3. Northland School Division No. 61, (*January 2014*), *Attendance Improvement Initiative 'Every Day Counts' Final Report*, unpublished report.
4. Northland School Division No. 61, *Rubric Attendance Improvement: A tool for school and LSBC reflection and action*, August 2016, unpublished document.
5. Northland School Division No. 61, *Attendance Improvement Committee Meeting, March 7, 2016*.
6. Report of the Auditor General of Alberta March 2015.

Members of the *Division Attendance Improvement Committee* are:

- Ken Shaw, Gift Lake Local School Board Committee Chair
- Louis Cardinal, Peerless Lake Local School Committee Chair
- Robin Guild, Wabasca Local School Board Committee Chair
- Elmer Gullion, Trout Lake Local School Board Committee Chair
- Nora Yellowknee, First Nations Metis and Inuit Curriculum Consultant
- Charles Greening, Teacher, Mistassiniy School
- Maureen Chernipeski, Pedagogical Supervisor, Central Office
- Curtis Walty, Communications Coordinator, Central Office
- Don Tessier, Central Office

## Section #10: Report Summary

The NSD61 Board established a *Division Attendance Improvement Committee* in April 2014 to review current division attendance practices and offer recommendations for division-wide improvement. The committee's efforts resulted in the *Attendance Improvement Initiative – "Every Day Counts"* Report in January 2015 containing 29 recommendations for immediate implementation. This Board approved report provides a systemic approach for division-wide attendance improvement. Although NSD61 schools are at various stages in the implementation process, the Division's overall attendance has improved by 3% since September 2013. With effective and proven attendance practices in place, there is an expectation that this improvement trend will continue.

Our attendance improvement mission is to establish standards that promote and support student attendance improvement across the Division. A number of processes have been implemented throughout the Division to support attendance improvement. These processes are (a) data gathering and collection procedures are established at the school and central office levels, (b) pursuant to the School Act, all school-aged children are registered and attend community schools, (c) resources are available to all schools to support attendance improvement practices, (d) an on-going awareness campaign continues in all of our communities of the importance of regular school attendance, (e) attendance action protocols are in place in all schools to track and report attendance, and (f) onsite and regional Maplewood Student Information System training is ongoing to ensure a competent workforce. These processes will help schools achieve the 95% attendance target.

In addition to the establishment of standards that support attendance improvement in the Division, the initiative has set two main attendance targets: (1) increase the number of students achieving 95-100% from year to year by 5% and (2) increase the number of students achieving 90-94% from year to year by 5%. An analysis of school attendance data for 2014-2015 and 2015-2016 shows small year-to-year improvements. The following table shows the number of schools achieving (or bettering) the 5% attendance improvement target over the previous year in the two goal groupings.

*Table #10 – Number of schools achieving the 5% Attendance Improvement targets for 2015-2016*

	2014-2015		2015-2016	
	95-100% Attendance	90-94% Attendance	95-100% Attendance	90-94% Attendance
Number of NSD schools achieving 5% improvement goal over the previous school year in the two attendance categories	11/24 schools	8/24 schools	12/25	8/25

\* No attendance data is available for Calling Lake Outreach for 2014-2015 school year.

11 NSD61 schools in the 2014-2015 school year reached or exceeded the 5% improvement goal in the 95-100% attendance category. Only 8 NSD61 schools were able to reach the 5% improvement goal in the 90-94% attendance category.

In 2015-2016, 12 schools achieved (or exceed) achieved the 5% attendance improvement target for the number of students who had attendance patterns between 95-100%. 8 schools reached (or exceeded) the 5% improvement target for students attending 90-94% of the time.

There is slight improvement (2%) in the number of students attending school between 95-100% from 2014-2015 to 2015-2016. Division-wide, 55 more students attended school between 95-100% during the 2015-2016 school year.

**Areas of successful attendance improvement implementation:**

- ✓ Schools now develop extrinsic and intrinsic incentives to support and encourage regular attendance. Schools report incentives in the *Attendance Improvement Planning Document*.
- ✓ Schools now establish and report on attendance targets, implement appropriate strategies, determine responsibilities & timelines, and demonstrate specific evidence of successes at four specific reporting periods throughout the school year – September, February, June and August.
- ✓ A comprehensive Board approved attendance improvement budget is established to support school-based strategies and initiatives throughout the school year and division attendance celebrations at year-end. All NSD61 schools provide expenditure evidence related to actions that support attendance improvement.
- ✓ All NSD61 schools have functional attendance improvement committees.

There are a number of areas of the Attendance Improvement Initiative – “Every Day Counts” that require more focus, attention and time to be internalized and become part of the attendance improvement culture.

Areas of Northland School Division’s Attendance improvement initiative that require more time to develop, greater effort and focus are bulleted below:

- Greater communication within communities needs to occur for school principals to feel comfortable about employing the services of the Alberta Attendance Review Board.
- A return-to-school program needs to be implemented in all schools experiencing chronic absenteeism. Re-integrating chronically absent children back requires sound pedagogic programming that thus far does not successfully exist in NSD61 schools.
- In cooperation and collaboration with the school community, home visits by schools where there is chronic absenteeism must be established. School Community Liaison Workers (SCLW) could take on this ‘bridging’ role to help and support struggling families with school attendance issues.
- Land-based Learning holds promise to re-engage student learning, achievement and attendance. In addition to curriculum development, connecting provincial learning outcomes to land

campouts, greater investigations need to take place in the viability of experiential learning opportunity.

- Building trust with our communities is paramount. Trust building will take time. There is no magic bullet.
- Over the past three years there has been modest attendance improvements in the majority of Northland schools. There are, however, a number of schools that require targeted help and support from Central Office. This targeted help can come in the form of home visits by the Division Attendance Lead (DAL)/School administration, land-based mentorship transition campouts for chronic non-attenders, community meetings with leaders, an infusion of program support dollars, assistance from the Alberta Attendance Review Board and/or a combination of all of the above.
- Recent student attendance patterns indicate that greater numbers of students are attending school at higher rates than ever before – i.e. 90% and above. However, there continues to be a very large percent of students whose attendance patterns are below the 80% attendance rate. Even more disturbing are the 9% (267) of Northland students whose attendance patterns are below 50%. The DAL will continue to work with individual schools and community stakeholders (i.e. First Nation chiefs' and Councils', Métis Settlement chairs' and councils' and community agencies) and the NSD61 Attendance Improvement Committee to develop strategies that specifically target chronic non-attenders.
- To fully operationalize NSD61's Attendance Improvement Initiative Plan, recommendations #21 (additional buses) and #23 (additional School Community Liaison Workers) in the *Attendance Improvement Initiative "Every Day Counts"* Report will require an infusion of dollars.

**Additional Buses:** There are two reasons to supplement our existing fleet of school buses to safeguard regular daily bus services to and from our schools: (a) to ensure that there are spare buses available in the event of unexpected mechanical breakdowns which is commonplace in northern sectors and (b) to ensure that students and teachers have reliable access to educational field trips. Four additional buses need to be strategically located throughout the division to support our schools. Two additional school buses will add a financial burden of \$200,000 to the already overextended division budget.

**Additional School Community Liaison Workers:** Only three NSD61 schools have access to School Community Liaison Workers (SCLW). The SCLW role is critical to building a bridge between the school and the school community of parents and community leadership. It is the local SCLW who facilitates dialogue with parents and guardians to ensure children attend school and offers support when there are home issues. The SCLW works hand-in-hand with parents, the school administration and teachers to facilitate regular school attendance.

Approximately 10 SCLWs will need to be hired to further support the school and the school community. With an average salary of \$62,500, an additional 15 SCLWs would add an additional financial burden of \$937,500. The Division Attendance Improvement Committee believes that the

acquisition of 10 SCLWs is a priority and necessary to continue division-wide attendance improvement efforts.

*Summary*

NSD61 is working on many fronts to improve student attendance – at the school level, parent and student level, community engagement and agency level, local political leadership level and the partnership level. We understand there is no quick fix or ‘silver bullet’ to improved attendance. In many cases, there are social, economic, historical and political pressures that directly impact our schools and student attendance. These pressures are more often than not beyond the control of the school. It should go without saying that our school communities are unique and, as such, will progress and develop at a pace that is appropriate to that community.



## Appendix 1 - Projected 5% Attendance Improvement Targets by School for the next Three Years

Average number of students by school achieving 90 – 94% and 95 – 100% for 2015-2016 and the projected 5% attendance improvement targets for the next three years. Attendance improvement targets are highlighted in red.

Schools (Enrolment as of February 2016)	Years	Average number of Students Achieving 95- 100% Attendance	Average number of Students Achieving 90-94% Attendance
Anzac Community School (85)	2015-2016	20	19
	2016-2017	21	20
	2017-2018	22	21
	2018-2019	23	22
ADCS (241)	2015-2016	28	20
	2016-2017	29	21
	2017-2018	31	22
	2018-2019	33	23
Bill Woodward (108)	2015-2016	33	33
	2016-2017	35	35
	2017-2018	37	37
	2018-2019	39	39
Bishop Routhier (63)	2015-2016	15	8
	2016-2017	16	9
	2017-2018	17	10
	2018-2019	18	11
Calling Lake (111)	2015-2016	8	26
	2016-2017	9	27
	2017-2018	10	28
	2018-2019	11	29
Calling Lake Outreach (12)	2015-2016	2	2
	2016-2017	3	3
	2017-2018	4	4
	2018-2019	5	5
Career Pathways School (57)	2015-2016	18	1
	2016-2017	19	2
	2017-2018	20	3
	2018-2019	21	4
Chipewyan Lake School (24)	2015-2016	2	6
	2016-2017	3	7
	2017-2018	4	8
	2018-2019	5	9
Conklin School (44)	2015-2016	10	13
	2016-2017	11	14

	2017-2018	12	15
	2018-2019	13	16
Dr. Mary Jackson (31)	2015-2016	3	9
	2016-2017	4	10
	2017-2018	5	11
	2018-2019	6	12
Elizabeth School (142)	2015-2016	61	42
	2016-2017	64	44
	2017-2018	67	46
	2018-2019	71	48
Father R. Perin School (80)	2015-2016	16	12
	2016-2017	17	13
	2017-2018	18	14
	2018-2019	19	15
Fort McKay (89)	2015-2016	35	18
	2016-2017	37	19
	2017-2018	39	20
	2018-2019	41	21
Gift Lake (173)	2015-2016	23	28
	2016-2017	24	29
	2017-2018	25	30
	2018-2019	26	31
Grouard Northland (79)	2015-2016	25	16
	2016-2017	26	17
	2017-2018	27	18
	2018-2019	28	19
Hillview School (27)	2015-2016	4	10
	2016-2017	5	11
	2017-2018	6	12
	2018-2019	7	13
JF Dion School (90)	2015-2016	31	29
	2016-2017	33	31
	2017-2018	35	33
	2018-2019	37	35
Kateri School (82)	2015-2016	17	14
	2016-2017	18	15
	2017-2018	19	16
	2018-2019	20	17
Little Buffalo (172)	2015-2016	21	20
	2016-2017	22	21
	2017-2018	23	22
	2018-2019	24	23
Mistassiniy School (315)	2015-2016	29	38
	2016-2017	31	40
	2017-2018	33	42
	2018-2019	35	44

Paddle Prairie (114)	2015-2016	32	22
	2016-2017	34	23
	2017-2018	36	24
	2018-2019	38	25
Peerless Lake (125)	2015-2016	59	25
	2016-2017	62	26
	2017-2018	65	27
	2018-2019	68	29
Pelican Mountain School (24)	2015-2016	6	3
	2016-2017	7	4
	2017-2018	8	5
	2018-2019	9	6
St. Theresa (403)	2015-2016	83	100
	2016-2017	87	105
	2017-2018	91	110
	2018-2019	96	116
Susa Creek School (42)	2015-2016	19	10
	2016-2017	20	11
	2017-2018	21	12
	2018-2019	22	13



## Appendix 2 – Attendance Improvement Planning and Reporting Template

# Attendance Improvement Planning & Reporting Template

For Implementation Period: June, 2016

Principal: Mandi MacLennan  
School: St. Theresa School  
Date: June 2, 2016  
LSBC Motion #:

Together with the ongoing improvements in leadership, curriculum and instruction, the final attendance report and this planning tool – *Attendance Improvement Planning and Reporting Template*, acknowledges recommendation #3 of the *Northland Inquiry Team Report* by setting into motion actions that further support student engagement by building bridges with our parents and school communities

## Directions

1. The 'School Implementation Planning Document' is considered to be a living document that requires updating and reflects your school's current practices with improving student attendance.
2. The first section describes the two phases of implementation:
  - 2.1 Phase 1 (March to June 2016)
    - Building school capacity and community engagement. Reporting of progress to Central Office occurs once during Phase 1 – June 15, 2016.
  - 2.2 Phase 2 (September 2016 to June 2017):
    - Reporting of School Attendance Implementation to Central Office occurs three times during Phase 2 – end of September 2016, mid-February 2017 and June 2017.
    - The end of September document will outline your targets, strategies/actions for the coming school year.
    - Mid-February document – mid-year progress and reflection on targets and strategies / actions
    - The June 2016 & June 2017 summary report document provides evidence of implementation of targets/strategies/ actions.
3. Division and School Targets, Timelines and Responsibilities. Targets #1 & #2 are mandatory for each school. There is space to identify three additional targets and the corresponding strategies/actions. Please feel free to add other targets if deemed desirable.
4. Identify any barriers to implementation.
5. The final section of the planning document asks that you provide evidence of implementation. At June 2016 year-end, please provide a summary of your successful strategies/actions that have been implemented during the course of the school year. Examples of suitable evidence are provided. Add attendance chart / graphs to support your successful implementation efforts.
6. The Local School Board Committee will review and approve the Attendance Improvement Planning and Reporting Template – at the June 2016 LSBC meeting; September 2016 LSBC meeting; February 2017 LSBC meeting and June 2017 LSBC meeting.

## Division Attendance Targets

- To increase the number of students achieving 90 – 94% attendance by June 2016 & June 2017
- To increase the number of students achieving 95 – 100% attendance by June 2016 & June 2017

# School Implementation Planning Document

## Phase 1: March 2016 to June 2016

### Distribute Attendance Improvement Planning Document to Schools

March 31, 2016 – distribution to school administration  
May 24, 2016 – Principals Share Draft Attendance Plans at Administrators' Meeting  
June 15, 2016 – deadline for completed school planning document to Central Office

### NSD61 Board Monthly Attendance Review & Progress

### Awards & Recognition from Central Office

Year-end Certificates for outstanding student attendance (Marj & Curtis)

### Advertise and Hire Maplewood Lead – Gayle D'Iugosz

Assess the Maplewood Training needs of the Division. Organize and implement training for Secretaries, administrators, teachers for year-end rollover

## Phase 2: September 2016 to June 2017

### Established Process to Accept School Attendance Planning & Implementation Reports from School Administrations

- School Attendance Reporting to Central Office three times – end of September, mid-February and mid-June.
- Completion of this planning document: (a) List of Attendance Improvement Targets, Strategies/Actions due end of September, report progress mid-February (b) List barriers to Implementation and (c) Provide evidence of successful Implementation due at year-end.

### Data Analysis Support to Schools from Central Office

- Central Office will offer data analysis support to schools. Division Attendance Lead will meet once a year with individual Principals and Local School Board Committees to review school data.

### Maplewood Training and In-Service

- Coordinate and Implement Maplewood training and in-service program for all schools and Central Office – where there is a need
- Please contact Gayle D'Iugosz for staff in-service training

## School Attendance Target: Improving Attendance

(Prioritized List of Strategies based on the Attendance Improvement Initiative)

### Strategy #1 (With Timeline & Responsibility)

Implement fully Procedure 301 – Student Attendance. Until this Procedure is revised/ updated, the principal will ensure all aspects of the Procedure are implemented. The principal, in cooperation with staff, are responsible for immediate implementation.

**Timeline:** Immediate implementation

**Responsibility:** Principal, Teachers, Support staff and Superintendent.

Action Components	Responsibility	Timelines
(a) The school establishes and implements an 'attendance action protocol'	Principal, Classroom teachers	Ongoing daily
(b) The school's attendance patterns are monitored, tracked and analyzed on a daily / weekly and monthly basis.	Principal, Classroom Teachers, Support Staff	Ongoing
(c) Teachers monitor and track student attendance on a daily basis. Unacceptable attendance or a student absent 20% of the days in any one month or more, the teacher reports this attendance information to the principal.	Classroom Teachers, Support Staff and Principal	Ongoing
(d) The principal acts on poor attendance reports from teachers. In cooperation with the school attendance committee, appropriate steps are taken to improve the student's attendance.	Principal, Attendance Improvement Committee and members of the school staff	Ongoing
(e) If every effort has been expended to the student's attendance fails then the Principal reports in writing the case(s) to the Superintendent (or designate) – identifying students by name and providing all interventions taken to remediate the poor attendance.	Principal, Superintendent	Ongoing
(f) The Superintendent contacts parents, seeks their support, discusses consequences if attendance doesn't improve.	Superintendent	Ongoing
(g) A continuation of poor attendance results in a referral to the Attendance Board or other appropriate local authority.	Superintendent	Ongoing

**Actions to Support Strategy #1:** Implement Procedure 301

**(At year-end use the last two pages of this document to demonstrate specific success evidence)**



**Strategy #2 (With Timeline & Responsibility)**

Implement a "School Attendance Improvement Committee that meets monthly to discuss ongoing attendance initiatives, prevention and early intervention efforts. Each school will maintain a log of meeting dates and minutes.

**Timeline:** Immediate implementation

**Responsibility:** Principal

Action Components	Responsibility	Timelines
(a) A School Attendance Improvement Committee (SAIC) is established at the start of the school year	Principal	Immediate implementation
(b) The SAIC is made up of school and school community representatives with the principal (or designate) as Chairperson	Principal (or designate)	Immediate implementation
(c) The School Attendance Improvement Committee meets at minimum once a month to discuss: (a) attendance initiatives, (b) ongoing attendance concerns, (c) support & follow-up on student early interventions and prevention strategies, (d) successes and challenges, (e) school community communication efforts and (f) other	Principal, Appointed Recorder	Immediate implementation
(d) The meeting agenda and minutes are maintained electronically and forwarded to the DAL following each meeting	Principal (or designate)	Immediate implementation

**Actions to Support Strategy #2:** Implement School Attendance Improvement Committees

**(At year-end use the last two pages of this document to demonstrate specific success evidence)**



### Strategy #3 (With Timeline & Responsibility)

**Strategy:** Continue to implement and build on our attendance incentive programs.

**Timeline:** Ongoing; will be reviewed monthly, semi-annually, and annually.

**Responsibility:** Shared responsibility of all stakeholders.

Action Components	Responsibility	Timelines
<p><b>Incentive #1:</b> Monthly themed celebrations for Perfect Attenders and year-end perfect attendance awards. Display in main hallway featuring monthly perfect attenders.</p> <p>*This year dates will be decided in August and the Liaisons will be responsible for planning and carrying out.</p>	<p>-Administration &amp; Liaisons</p> <p>-Staff support on the days of the celebrations</p>	<p>Monthly and end of year</p>
<p><b>Incentive #2:</b> Monthly certificates for students 90-94%, 95%-99%, and perfect attenders, and most improved awards (certificates and gift card) at monthly assemblies.</p>	<p>-Administration</p> <p>-School-based kokum</p>	<p>Monthly</p>
<p><b>Incentive #3:</b> Trophies for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place classes with highest attendance to be presented and commended at each monthly assembly. Teachers will come up with own classroom incentive programs to ensure that competition stays high. Admin will report to classroom teachers monthly what their class attendance rate each month is.</p>	<p>-Administration</p> <p>-Teachers</p> <p>-Assistants in the classrooms</p> <p>-Students</p>	<p>Monthly</p>
<p><b>Incentive #4:</b> Promoting student engagement through effective teaching and implementation of programs and curriculum that promote engagement, specifically Daily 5 Literacy (especially Guided Reading), Daily 3 Math, Inclusive Education, Animated Literacy, Handwriting Without Tears, and other hands-on learning</p>	<p>-Administration</p> <p>-Teachers</p> <p>-Assistants in the classrooms</p>	<p>Immediate implementation &amp; Ongoing</p>

opportunities such as Reading Fair, Science Fair, Science  
in Motion, and Discover-E Science.

**Strategy #4 (With Timeline & Responsibility)**

**Strategy:** Improve attendance of non-attenders and chronic poor attenders, and implement interventions to assist students. Also, to boost attendance of all students at the same time.

**Timeline:** Ongoing

**Responsibility:** All school-based staff (and parents).

Action Components	Responsibility	Timelines
<p>Improve overall student attendance patterns by offering engaging educational experiences in addition to the regular curriculum implementation such as extracurricular programming, cultural experiences, special events and presentations, field trips, etc. to all students, plus tailored incentives to individual students and classes who, through data analysis, have shown struggles.</p>	<p>-All staff</p>	<p>Ongoing</p>
<p>Adherence to policy with regards to classroom teachers phoning home when students are absent to inquire why students are absent and problem solve with the parents/guardians to get them back quickly.</p>	<p>-Teachers</p>	<p>Ongoing</p>
<p>Continue with 2<sup>nd</sup> Liaison to assist with attendance and cultural tasks:</p> <ul style="list-style-type: none"> <li>a) Work with the teachers as a next step when their actions have not proven successful</li> <li>b) To track home visits and re-entry plans with intervention record</li> <li>c) To assist families in getting their children to school</li> </ul>	<p>2<sup>nd</sup> Liaison under direction of Administration</p>	<p>Ongoing</p>
<p>Use Attendance Board referral process as necessary</p>	<p>-Administration with assistance from 2<sup>nd</sup> Liaison and classroom teachers</p>	<p>As necessary</p>

**Strategy #5 (With Timeline & Responsibility)**

**Strategy:** Improve PR and communications around the topic of attendance to all stake holders.

**Timeline:** Ongoing

**Responsibility:**

Action Components	Responsibility	Timelines
Dedicated efforts and time allocated during LSBC meetings, staff meetings, and monthly assemblies to discuss, celebrate, and problem solve around the topic of attendance.	-Administration	-Ongoing
Continue to use the St. Theresa Facebook page and webpage to inform parents and community about attendance related issues.	-Administration	-Ongoing
Principal and teacher monthly newsletters should feature attendance as a prominent topic.	-Principal -Teachers	-Ongoing
2 <sup>nd</sup> Liaison to form partnerships and relationships with other agencies in regards to attendance support.	-2 <sup>nd</sup> Liaison	-Ongoing
Make attendance a part of school-community events i.e. Orientation, Open House, parent-teacher interviews, community forums/meetings, etc. Also, to use any means available to get word out about attendance (billboards, newspapers, etc.)	-Administration -Teachers -Support Staff -Attendance Committee -LSBC -Any other interested stakeholders	-Ongoing

## List Barriers to Implementation

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- Health issues (flu, lice, pink eye, etc.)
- Generational patterns
- Staff work overload
- Transportation
- Kids as "bosses."
- Time
- Socioeconomic and social issues

## Evidence of Implementation: June 2016 Year End Summary that the Implemented Strategies are Successful

### Objective Evidence that Short/Long Term Strategies are Being Implemented

- Student attendance is tracked formally on a monthly basis (and a few times informally in-between). Data has shown increases in most months. The increases are in all areas- overall monthly attendance rates, perfect attenders, and at various percentages in between. In the couple months where we experienced minor set-backs, there were increased cases of influenza, head lice, and conjunctivitis. We report the data to our LSBC monthly and we share individual class stats and schools stats with staff monthly.
- Divisional and School policies are in place so that staff are responsible for contacting parents about absences. Contacts are tracked in a tracking sheet and handed in to administration monthly.
- We have a school-based kokum (a 2<sup>nd</sup> Family Liaison) who assists us with all of our attendance incentives, monitoring, and interventions. She also assists us with culture and language.
- We have implemented an attendance intervention record to track home visits/contacts made by the school-based kokum. This serves as a paper trail and working documents to improve the attendance of those children.
- We have kokum's pantry, office snacks, and classroom snacks in addition to the morning snacks provided by Food Services.
- We have provided clothing, transportation, footwear, food, and other items/services to students who require extra assistance.
- We offer a Homework Club once a week.
- Our staff work diligently to provide a variety of fun extracurricular activities during and after the school day.
- Our staff have been working diligently on improving our delivery of Daily 5 Literacy, Daily 3 Math, Animated Literacy, Science in Motion, and DiscoverE and other hands-on instructional models to boost student engagement.
- We are an Apple School, and as an Apple School, offer many educational and fun opportunities such as choreographed dances, healthy snacks, PALS Program, etc.
- We have been working hard on strengthening our attention to cultural pride and FNMI infusion into all areas of the curriculum and school day including, but not limited to: purchasing and using more FNMI literacy resources, having Cree words/phrases of the month,

incorporating a Virtues/Teepee Teachings/7 Teachings activity into our morning routines and our assemblies, inviting elders and other resource people into the classrooms on a regular basis, improving our Cree language program, celebrating Aboriginal Day with a full day event, working on a staff study of "Our Words, Our Ways" at every monthly staff meeting, hosting community engagement events, having cultural cookouts during the year, etc.

- Trophies for our 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place classes every month at assemblies for attendance.
- Certificates for perfect attenders, students with 95-99% attendance, and 90-94% attendance.
- School-wide monthly perfect attendance celebrations (candy cane hunts, cookie decorating, movies, swimming, pizza parties, crafts, etc.)
- Individual classroom teachers have attendance for their specific students (i.e. extra art, sundae parties, etc.)
- End of the year bikes for students who have had perfect attendance all year.
- Monthly letters to parents/guardians of students who have missed 20% or more of that month. Gift card draws for other parents.
- Dedicated time at staff meetings to discuss attendance.
- We have formed a school-based attendance committee to discuss attendance related issues. We met twice this year. One of our big projects from the committee this year was "Have You High-Fived a Student Today?" campaign.
- PR around the topic of attendance.
- Some classes participated in the Classroom Champions and Heroes programs.
- We offered a series of PLCs about Differentiated Instruction to our staff.
- "Student of the Month" program
- Student Council and Mentorship clubs
- Spirit days
- Parental/Community Engagement events- Grandparents' Day Tea, Mother's Day Tea, Father's Day BBQ, 2 Christmas concerts, Open House BBQ, carnivals, dances, book fairs, inviting parents to do Literacy Day presentation about the Philippines, etc.
- Educational events such as Spelling Bees, Science Fair, and Reading Fair



# Attendance Committee Meeting

“It takes a village to raise a child”

## AGENDA

4:00 PM

March 7, 2016

4:00 PM

Northern Lakes College

Wabasca, Alberta

- NSD61 Attendance Improvement Initiative Timeline / Overview
- Questions / Comments

4:20 PM

- St. Theresa School – Attendance Action Protocol (10 minutes)
- Mistassiniy School – Attendance Action Protocol (10 minutes)
- Questions / Comments

4:40 PM Group Activity – Brainstorm

**“How might community agencies work together to support school attendance improvement?”**

**“How do you envision your agency working with the schools to support attendance improvement?”**

Group Directions:

Participants are evenly divided into two working groups. Each group selects a recorder. After 40 minutes, groups switch off and engage in discussion with the other school.

Step #1 (40 minutes)

- Group #1 will engage in a discussion with St. Theresa School
- Group #2 will engage in a discussion with Mistassiniy School

Step #2 (40 minutes)

- Group #1 will engage in a discussion with Mistassiniy School
- Group #2 will engage in a discussion with St. Theresa School

6:00 PM Large Group Sharing and Closing Comments





# Attendance Committee Meeting

“It takes a village to raise a child”

## Invitees:

- St. Theresa School’s Attendance Improvement Committee, Mistassiniy School’s Attendance Improvement Committee, interested community agencies within Wabasca (i.e. representatives from RCMP, Chief & Council, MD, Child & Family Services (on & off the reserve), elder(s), parent, & Northern Lakes College to name a few.

## Gathering Goals:

### Goals:

- (1) To provide an opportunity for school community stakeholders to become familiar with Northland School Division’s attendance improvement initiative.
- (2) To provide an opportunity for school-based attendance improvement committees to share their attendance action protocols with other school attendance committees and the school community.
- (3) To provide an opportunity for community agencies to brainstorm ideas with school-based attendance improvement committees as to how best to contribute to/support school attendance improvement efforts.

## Appendix 4 – Rubric for Attendance Improvement

Attendance Strategies	Levels of Implementation			List the Evidence that Supports your Implementation Valuation
	Not Yet	Improving	Achieving	
Tracking of late arrivals (AM) and early departures (PM) are in place & effective.				
School tracks and communicates monthly attendance and the importance of regular attendance throughout the school community (i.e. newsletters, gatherings, notices home).				
Where applicable, 'Tell Them From Me' Survey data is used to inform school attendance improvement practices.				
Where applicable, the SCLW assumes an active role with parents to improve student attendance.				
Effective practices are in place for chronic non-attenders (i.e. get them back to school & to keep them in school).				
The school has developed incentives to support and encourage regular attendance (i.e. monthly and year-end attendance awards & recognition etc.).				
The school works with community service agencies/leadership to improve school attendance patterns.				
<b>School-based Attendance Improvement Committee</b> meets monthly (meeting minutes show focused discussion on getting students to school)				
Evidence of active engagement with parents and school community in the 'Every Day Counts' school attendance initiative (i.e. school events that celebrate attendance improvement). There is evidence of attendance improvement capacity building.				
Classroom teachers are recording student attendance daily in Maplewood.				
Since 'Every Day Counts' initiative began in September 2014, the school's				

Attendance Strategies	Levels of Implementation			List the Evidence that Supports your Implementation Valuation
	Not Yet	Improving	Achieving	
attendance tracking shows student attendance patterns are improving by 3% each year.				
The two Attendance Improvement Planning Reports (September/February) are detailed with strategies, timelines, & responsibilities.				
The Year-end Attendance Improvement Summary Report is detailed and shows evidence of successful implementation of attendance strategies and lists barriers.				
There is evidence of effective and engaging classroom environments with high expectations for students and strong teacher-student relationships.				
There is evidence that the school has developed a return-to-school transition / reintegration plan for high-risk attenders.				
There is evidence the school implements practices that promote cultural pride – i.e. FNMI language, traditions and history.				
There is evidence that the school develops practices that support a positive school climate (i.e. anti-bullying campaign, student resiliency & student/staff capacity building).				
An 'Attendance Action Protocol' is evident in this school (i.e. steps taken by staff when students are absent for 1, 3, 5 or more days etc.)				
An elders (i.e. Knowledge Keepers) Program exists in the community or school.				
There is evidence that an 'Early Grades Attendance Strategy' has been developed for kindergarten through to grade three.				
There is evidence that the school is clean and inviting for students, parents, and the school community.				

Attendance Strategies	Levels of Implementation			List the Evidence that Supports your Implementation Valuation
	Not Yet	Improving	Achieving	
Where it applies - As a last resort, school administration employs the services of the Alberta Attendance Board to support families and school attendance improvement.				
Principals engage in home visits.				

### Levels of Implementation Descriptors

Not Yet	Improving	Achieving
<ul style="list-style-type: none"> <li>The attendance improvement strategy is not being implemented at this time.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence that the school is using this attendance improvement strategy. However, implementation is only partially successful.</li> <li>There is evidence to suggest that more could be done to improve in this area.</li> <li>There is evidence to suggest that more concentrated focus and implementation of this strategy will contribute to improved attendance patterns.</li> </ul>	<ul style="list-style-type: none"> <li>At this level, school staff/administration make significant progress on building school attendance capacity.</li> <li>The school staff/administration at this level work closely with the school community to promote the importance of regular attendance and are highly successful.</li> <li>The school operates as a community of learners with students highly motivated and engaged in their own learning.</li> <li>A high level of successful attendance implementation is consistently achieved.</li> </ul>
Next Steps	Next Steps	Next Steps
<ul style="list-style-type: none"> <li>Additional research on best attendance practices</li> <li>Staff meetings/PLCs and professional development focus on attendance improvement</li> <li>Organize visit to other schools where best attendance practices are being implemented successfully</li> <li>Accountability Pillar Plan and Professional Growth Plans reflect a</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work closely with the school community to implement attendance improvement benchmarks as listed.</li> <li>Administration to visit other schools where a variety of attendance improvement strategies have shown to be successful.</li> <li>Continue to work closely with the school community to support student learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work closely with the school community and service agencies to support learning, achievement and attendance improvement for every student.</li> </ul>

<p>focus on school attendance improvement.</p> <ul style="list-style-type: none"><li>• Continue to work closely with the school community to support student learning and achievement.</li></ul>		
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School	Year	% of students achieving 95-100% attendance	Year to Year Difference (-/+)	% of students achieving 90-94% attendance	Year to Year Difference (-/+)	Actual			% 95-100	% 90-94
						95-100	90-94	Total		
Anzac Community	2013-2014	25%		20%		14	11	56	25%	20%
	2014-2015	17%	+8%	36%	+18%	11	25	65	17%	38%
	2015-2016	24%	+7%	22%	-16%	20	19	85	24%	22%
	Result / Analysis		-1		+2					
ADCS	2013-2014	5%		10%		10	22	213	5%	10%
	2014-2015	7%	+2%	12%	+2%	17	30	247	7%	12%
	2015-2016	12%	+5%	8%	-4%	28	20	241	12%	8%
	Result / Analysis		+7		-2					
Bill Woodward	2013-2014	43%		22%		49	25	113	43%	22%
	2014-2015	36%	-7%	23%	+1%	43	27	118	36%	23%
	2015-2016	31%	-5%	31%	+8%	33	33	108	31%	31%
	Result / Analysis		-12		+9					
Bishop Routhier	2013-2014	25%		13%		16	8	64	25%	13%
	2014-2015	9%	-16%	11%	-2%	7	8	74	9%	11%
	2015-2016	24%	+15%	13%	+2%	15	8	63	24%	13%
	Result / Analysis		-1		0					
Calling Lake	2013-2014	6%		17%		8	23	138	6%	17%
	2014-2015	13%	+7%	16%	-1%	16	20	127	13%	16%
	2015-2016	7%	-6%	23%	-7%	8	26	111	7%	23%
	Result / Analysis		+1		+6					
Calling Lake Outreach	2014-2015	20%		10%		2	1	10	20%	10%
	2015-2016	17%	-3%	17%	+7%	2	2	12	17%	17%
	Result / Analysis		-3		+7					
	Result / Analysis									
Career Pathways	2013-2014	19%		0%		7	0	96	19%	0%
	2014-2015	8%	+8%	2%	+2%	5	1	60	8%	2%
	2015-2016	32%	+24%	2%	0%	18	1	57	32%	2%
	Result / Analysis		+13		+2					
Chipsywan Lake	2013-2014	41%		19%		9	4	21	43%	19%
	2014-2015	41%	+2%	23%	+4%	9	5	22	41%	23%
	2015-2016	8%	+33%	25%	+2%	2	6	24	8%	25%
	Result / Analysis		-25		+6					
Conklin Community	2013-2014	30%		27%		10	9	33	30%	27%
	2014-2015	56%	+26%	22%	+15%	18	7	32	56%	22%
	2015-2016	23%	-33%	30%	+8%	10	13	44	23%	30%
	Result / Analysis		-7		+13					
Dr. Mary Jackson	2013-2014	17%		14%		6	5	35	17%	14%
	2014-2015	26%	+9%	17%	+3%	9	6	35	26%	17%
	2015-2016	10%	-16%	29%	+12%	3	9	31	10%	29%
	Result / Analysis		-7		+15					
Elizabeth	2013-2014	51%		25%		68	33	134	51%	25%
	2014-2015	43%	+8%	28%	+3%	64	41	148	43%	28%
	2015-2016	41%	0%	30%	+2%	61	42	142	43%	30%
	Result / Analysis		+8		+5					
Father R. Perin	2013-2014	0%		1%		0	1	70	0%	1%
	2014-2015	5%	+5%	12%	+11%	4	9	77	5%	12%
	2015-2016	20%	+15%	11%	+3%	16	12	80	20%	15%
	Result / Analysis		+20		+14					
Fort McKay	2013-2014	7%		15%		7	14	95	7%	15%

*Fire Affected Year Result / Analysis	2014-2015	16%	16%	+9%	27%	16%	27%	16%	27%	16%	27%
	2015-2016	39%	39%	+23%	20%	39%	20%	39%	20%	39%	20%
Result / Analysis				+32							+5
Gift Lake	2013-2014	20%	20%	+7%	22%	20%	22%	20%	22%	20%	22%
	2014-2015	22%	22%	+7%	18%	22%	18%	22%	18%	22%	18%
	2015-2016	13%	13%	-9%	18%	13%	18%	13%	18%	13%	18%
Result / Analysis				-7							+2
Grouard Northland	2013-2014	19%	19%	+14%	23%	19%	23%	19%	23%	19%	23%
	2014-2015	33%	33%	+14%	14%	33%	14%	33%	14%	33%	14%
	2015-2016	32%	32%	-1%	20%	32%	20%	32%	20%	32%	20%
Result / Analysis				+13							-3
Hillview	2013-2014	38%	38%	-19%	24%	38%	24%	38%	24%	38%	24%
	2014-2015	19%	19%	+3%	27%	19%	27%	19%	27%	19%	27%
	2015-2016	15%	15%	-4%	37%	15%	37%	15%	37%	15%	37%
Result / Analysis				-23							+13
JF Dion	2013-2014	32%	32%	+1%	29%	32%	29%	32%	29%	32%	29%
	2014-2015	31%	31%	-7%	24%	31%	24%	31%	24%	31%	24%
	2015-2016	24%	24%	-7%	32%	24%	32%	24%	32%	24%	32%
Result / Analysis				-6							-13
Kateri	2013-2014	18%	18%	-9%	17%	18%	17%	18%	17%	18%	17%
	2014-2015	9%	9%	+12%	29%	9%	29%	9%	29%	9%	29%
	2015-2016	21%	21%	-12%	17%	21%	17%	21%	17%	21%	17%
Result / Analysis				0							0
Little Buffalo	2013-2014	16%	16%	-11%	9%	16%	9%	16%	9%	16%	9%
	2014-2015	5%	5%	+7%	8%	5%	8%	5%	8%	5%	8%
	2015-2016	12%	12%	+4%	12%	12%	12%	12%	12%	12%	12%
Result / Analysis				-4							+3
Missassinny	2013-2014	8%	8%	-3%	9%	8%	9%	8%	9%	8%	9%
	2014-2015	5%	5%	+4%	12%	5%	12%	5%	12%	5%	12%
	2015-2016	9%	9%	+1%		9%		9%		9%	
Result / Analysis											+3
Paddle Prairie	2013-2014	10%	10%	+9%	22%	10%	22%	10%	22%	10%	22%
	2014-2015	19%	19%	+9%	19%	19%	19%	19%	19%	19%	19%
	2015-2016	28%	28%	+9%	19%	28%	19%	28%	19%	28%	19%
Result / Analysis				+18							+4
Peerless Lake	2013-2014	36%	36%	-14%	25%	36%	25%	36%	25%	36%	25%
	2014-2015	22%	22%	+25%	20%	22%	20%	22%	20%	22%	20%
	2015-2016	47%	47%	+25%	20%	47%	20%	47%	20%	47%	20%
Result / Analysis				+11							-3
Pelican Mountain	2013-2014	9%	9%	-3%	35%	9%	35%	9%	35%	9%	35%
	2014-2015	6%	6%	+15%	13%	6%	13%	6%	13%	6%	13%
	2015-2016	25%	25%	+16%		25%		25%		25%	
Result / Analysis											-9
St. Theresa	2013-2014	12%	12%	+9%	21%	12%	21%	12%	21%	12%	21%
	2014-2015	21%	21%	-1%	25%	21%	25%	21%	25%	21%	25%
	2015-2016	20%	20%	-1%	25%	20%	25%	20%	25%	20%	25%
Result / Analysis				+8							+4
Susacreek	2013-2014	19%	19%	-2%	19%	19%	19%	19%	19%	19%	19%
	2014-2015	17%	17%	+28%	24%	17%	24%	17%	24%	17%	24%
	2015-2016	45%	45%	+26%		45%		45%		45%	
Result / Analysis											+5

16	26	97	16%	27%	16%	27%
35	38	89	39%	20%	39%	20%
30	33	148	20%	22%	20%	22%
39	33	180	22%	18%	22%	18%
23	28	173	13%	16%	13%	16%
17	20	88	19%	23%	19%	23%
31	13	94	33%	14%	33%	14%
25	16	79	32%	20%	32%	20%
11	7	29	38%	24%	38%	24%
5	7	26	19%	27%	19%	27%
4	10	27	15%	37%	15%	37%
18	16	56	32%	28%	32%	28%
22	17	72	31%	24%	31%	24%
31	28	90	34%	32%	34%	32%
15	14	83	18%	17%	18%	17%
8	25	85	9%	29%	9%	29%
17	14	82	21%	17%	21%	17%
28	15	172	16%	9%	16%	9%
11	16	206	5%	8%	5%	8%
21	20	172	12%	12%	12%	12%
26	30	319	8%	9%	8%	9%
17	25	317	5%	8%	5%	8%
29	38	315	9%	12%	9%	12%
9	13	87	10%	15%	10%	15%
23	26	118	19%	22%	19%	22%
32	22	114	28%	19%	28%	19%
46	28	128	36%	23%	36%	23%
28	32	129	22%	25%	22%	25%
59	25	125	47%	20%	47%	20%
2	5	23	9%	22%	9%	22%
1	6	17	6%	35%	6%	35%
6	3	24	25%	13%	25%	13%
42	73	351	12%	21%	12%	21%
89	119	415	21%	29%	21%	29%
83	100	405	20%	25%	20%	25%
8	8	42	19%	19%	19%	19%
8	9	47	17%	19%	17%	19%
19	10	42	45%	24%	45%	24%

**BOARD OF TRUSTEES**

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

**DATE: JANUARY 26, 2017**

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

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

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

<b>RECOMMENDATION</b>
That the Board of Trustees approve third and final 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

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### APPEALS AND HEARINGS REGARDING STUDENT MATTERS

#### Background

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

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

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

#### All Matters Other Than Expulsion of a Student

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

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

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

## **Expulsion of a Student**

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

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

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

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

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

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

The Student Expulsion Committee may have legal counsel in attendance.

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

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

1. The Committee Chair will outline the purpose of the hearing, which is to:
  - 1.1 Provide an opportunity to hear representations relative to the recommendation from the Principal;
  - 1.2 Provide an opportunity for the student and/or the student's parents to make representations;
  - 1.3 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: JANUARY 26, 2017**

**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 approve third and final 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. Feedback received to date is attached.

## FEEDBACK: POLICY 19 – WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING AND WORKING ENVIRONMENTS

Received December 5, 2016 from:

Health Promotion Coordinator, Healthy Children and Youth  
Healthy Living  
Population Public and Indigenous Health - Alberta Health Services  
c/o Lakeland Centre, 309 6 Street NE, Slave Lake, AB, T0G 2A2

### Summary of Comments on Policy 19,

Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments

Page: 1

Paragraph 3: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:18:55 PM

Suggestions are being made under the assumption of appendix documents for this procedure. If you would like support for the development of these appendix documents our team is able to provide this support for Comprehensive School Health, Healthy Eating, Active Living, Positive Social Environments.

Paragraph 1: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:32:44 PM

To ensure the message about Healthy Learning and Working Environments is central to the document starting the policy with a more broad based statement on health and wellbeing that includes all elements of the policy (Safe Caring, Healthy Eating, Active Living and Comprehensive School Health) a small change that may resolve this would be reiterating the full title in the first sentence

Paragraph 2: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:35:23 PM

Broadening this statement to include all elements of the title would improve consistency and clarity of the message

Paragraph 5: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:36:58 PM

To Strengthen the rational for this statement and the inclusion of Comprehensive School Health I believe it is important to include the reciprocal relationship between health and education outcomes as well.

Bullet 1: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:37:45 PM

Some of the information found above could possibly be more appropriately included within these 3 points rather than the opening statements of the policy

For Example Paragraph 3 and 4 which are very specific to the Positive Social Environment

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Bullet 2: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:38:21 PM

Broaden the statement to match the title of the policy including Health.

Bullet 3: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:41:59 PM

The expectation of who this policy applies to could be separated from the later information in the paragraph to ensure recognition that that statement applies to the whole policy.

Starting at the second sentence it may have a better fit as a statement within the headings 5 or 6. This statement also applies to bullets 3 and 4

Bullet 5: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:44:17 PM

As Bullets 6,7,8 all received a header to provide clarity around the purpose for each section Bullet 5 could be titles Safe, Caring, and Healthy Environments

Bullet 5: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:43:32 PM

Will there be an appendix on how the superintendent will ensure that these practices are being implemented.

Examples including Tell Them From Me or Healthy School Planner results to identify needs and develop actions or goals in relation to these

Bullet 6: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:26:47 PM

School Walk around tool from the safe and caring

## FEEDBACK: POLICY 19 – WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING AND WORKING ENVIRONMENTS

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Bullet 6.6: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:47:55 PM

Primarily to 8.3 where there is specific reference to ANGCY and 6.6 where there is specific reference to the Code of Conduct we felt an improvement could be made by referencing the Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions

<https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf>

Bullet 7.4: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:50:04 PM

Same as above is there a Primary reference for the Active Living Section (potentially Daily Physical Activity: A handbook for Grade 1-9)

<https://education.alberta.ca/media/160222/handbook.pdf>

Bullet 8.3: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:58:11 PM

could there be messaging regarding standards for the food services programs within each school or at division level. For example alignment with the Alberta Nutrition Guidelines for Children and Youth (with more specificity / or monitoring?)

References: Author: williamroy Subject: Sticky Note Date: 30/11/2016 2:00:41 PM

We suggest referencing only the ANGCY Guidelines.

We suggest this as the Canada's food guide does not include these categories and could lead to confusion. If you would still like to include Canada's food guide we would recommend making ANGCY 8.3.1 and CFG as 8.3.2 to improve clarity.

Overall: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:55:26 PM

Overall we felt that using verbs which suggest specific actions may help clarify expectations for schools in terms of the implementation of this policy and make ongoing monitoring easier.

For Example 8.1.1 - Change from Promotion to Provide

or 7.4: Change encourage to provide.

Overall: Author: williamroy Subject: Sticky Note Date: 30/11/2016 1:57:38 PM

Overall it is great to see that the District is approaching health and wellness with a holistic approach and there are many good practices outlined within the policy already. It is good to see references to some best practice resources though we felt a few other may be included to strengthen the functionality of the policy.



## FEEDBACK: POLICY 19 – WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING AND WORKING ENVIRONMENTS

Feedback on Policy 19

inbox

🔍

Landra Walker <landra.walker@appleschools.ca>

Dec 19 (3 days ago)

Hi Melanie,

Hi Melanie,

My name is Landra Walker and I am a School Health Mentor with APPLE Schools. My role is to support twelve new APPLE Schools create a healthy school environment through a Comprehensive School Health approach. Five of the schools I support are in Northland School Division so I was excited to learn about NSD's Policy 19 that will address the implementation of Comprehensive School Health across the division.

Jenn Flynn, Executive Director for APPLE Schools, and myself had an opportunity to review the policy. We have a few comments that are included in the attached document. We have found that the process of creating and implementing a policy is just as important as the actual policy itself. As Policy 19 moves closer to final approval, APPLE Schools is more than willing to provide support with the implementation of the policy. Please let us know if there is anything we can do to assist.

We would also like to learn more about how the Superintendent is going to ensure that components of the policy will be met. Accountability for schools and principals is key. If there is a process that will be used to ensure that principals will be implementing the components of the policy can you share that with us? It sounds like a best practice that we would like to be able to share with other districts.

If you have any questions, please do not hesitate to contact me. We are looking forward to seeing the positive impact this policy will have across the district.

Merry Christmas,

Landra

Landra Walker  
School Health Mentor  
O 1-780-482-3855  
C 1-780-222-9530

APPLE Schools  
3-50 University Terrace 8303 – 112 Street  
Edmonton, AB T6G 2T4

 @APPLESchools

 **APPLE** Schools | Alberta Project Promoting  
active Living & healthy Eating

Healthy Kids in Healthy Schools

## Policy 19

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

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

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

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

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

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

#### **1. Positive Social Environment**

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

#### **2. Active Living**

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

### 3. Healthy Eating

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

#### Specifically

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

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

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

## Policy 19 – Appendix A

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### STUDENT CODE OF CONDUCT

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

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

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

#### Specifically

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

- 2.3 School property, equipment and textbooks; and
- 2.4 Differences in ethnicity, race, religion, gender and sexual orientation.

3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the school building, during the school day or by electronic means.

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

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

4. Unacceptable student behaviour:

- 4.1 May be grounds for disciplinary action; and

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

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

## **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: JANUARY 26, 2017**

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

**SUBJECT: POLICY 14, HEARINGS ON TEACHER MATTERS**

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

<b>RECOMMENDATION</b>
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That the Board of Trustees approve first reading of Policy 14, Hearings on Teacher Matters, as attached.
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**CURRENT SITUATION:** This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee.

Correspondence will be sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary. All feedback received will be reviewed and included with the policy.

## **Policy 14**

### **HEARINGS ON TEACHER MATTERS**

The School Act gives the Superintendent the authority to make all decisions on employee matters.

The Superintendent may transfer a teacher in accordance with the relevant section of the School Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer. Prior to the commencement of the hearing, Trustees shall declare any conflict of interest and excuse themselves from the proceedings.

#### **Specifically**

1. The Board respects the teachers' right to a Board of Reference and therefore shall not hear any appeals that are dealt with by the Board of Reference.
2. A teacher who has received a notice of transfer may, within seven (7) days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
3. The request for a hearing before the Board shall be submitted by the teacher to the Board Secretary with a copy being provided to the Superintendent.
4. The Board may set a date and time for the hearing requested not earlier than fourteen (14) days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
5. The Board Secretary shall advise the teacher in writing of the date, time and location of the hearing.
6. Any written materials the teacher or the Superintendent wishes trustees to consider must be submitted to the Board Secretary not less than four (4) days prior to the scheduled date of the meeting. The Board Secretary will provide copies of all such documentation to the parties prior to the hearing, where possible, and to the trustees at the hearing.
7. The teacher or the Superintendent may be accompanied by counsel or other representative, and may bring witnesses if, not less than four (4) days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing, the names of counsel, other representatives, and any witnesses.
8. Notwithstanding, the Board Chair shall reserve the right to receive further documentation or witnesses as deemed relevant or necessary to the determination.

## 9. Procedure at Hearings

- 9.1 The hearing shall be conducted at an in-camera session of the Board, and chaired by the Board Chair, or in the Board Chair's absence, the Vice-Chair or designate.
- 9.2 The Board Chair will introduce all parties, and the parties or their representatives shall introduce all witnesses at the hearing.
- 9.3 The sequence of the hearing shall be as follows and will be outlined by the Chair:
  - 9.3.1 An opening statement to be made by each of the parties;
  - 9.3.2 Written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
  - 9.3.3 Written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
  - 9.3.4 Superintendent or designates opportunity for a response to the teacher's presentation;
  - 9.3.5 Teacher's opportunity for a response to the administration's presentation;
  - 9.3.6 An opportunity for the Board to ask questions of both parties and any questions of clarification of both parties and any of the other witnesses;
  - 9.3.7 An opportunity for the Superintendent or designate to make final comments;
  - 9.3.8 An opportunity for the teacher to make final comments; and
  - 9.3.9 No cross-examination of witnesses shall be allowed unless the Board Chair deems it advisable.
- 9.4 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 the Board Secretary or legal counsel in attendance.
- 9.5 If the Board requires additional information or clarification in order to make its decision, both parties will be recalled to appear before the Board and the request for information will be made in the presence of both parties.
  - 9.5.1 If the information is not readily available, the Board Chair may request a recess, or if necessary an adjournment of the hearing to a later date.
  - 9.5.2 In the case of an adjournment, trustees are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.
- 9.6 When the Board is ready to make its decision on the matter, both parties, if still present, will be advised that the Board will be reconvening and will consider a motion to move into a regular or special Board meeting in order to consider the resolution.
- 9.7 The Board decision will be communicated to the teacher, in writing, following the hearing.

Legal Reference: Section 19, 60, 61, 95, 96, 98, 101, 102, 104, 105, 107, 109, 109.1, 110, 113 School Act

**BOARD OF TRUSTEES**

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

**DATE: JANUARY 26, 2017**

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

**SUBJECT: POLICY 15, SCHOOL CLOSURE**

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

<b>RECOMMENDATION</b>
That the Board of Trustees approve first reading of Policy 15, School Closure, as attached.

**CURRENT SITUATION:** This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee.

Correspondence will be sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary. All feedback received will be reviewed and included with the policy.

## Policy 15

### SCHOOL CLOSURE

The Board may from time to time be required to close existing schools or to realign attendance areas to ensure the efficient and effective operation of the Division.

#### Specifically

#### 1. Definition

##### 1.1 "Closure" means to:

- 1.1.1 Close a school permanently or for a specified period of time;
- 1.1.2 Close entirely three (3) or more consecutive grades in a school; or
- 1.1.3 Transfer all students from one (1) school building to one (1) or more other school buildings on a permanent basis.

#### 2. Review

- 2.1 Prior to December 31 of each year, the Superintendent will conduct a school viability review to determine if further action needs to be taken on the matter of closure or the nature of the educational program that will be provided.

#### 3. School Closure Considerations

- 3.1 One (1) or more of the following consideration factors may lead the Superintendent to submit a school closure proposal to the Board:

- 3.1.1 The costs incurred by the Board in maintaining the school and educational program are high and it is viable to transport students to another school.
- 3.1.2 The ability to provide an adequate educational program to the students in attendance.

- 3.2 A proposal for school closure may also be initiated at the request of the Board.

#### 4. School Closure Proposal

A school closure proposal prepared by the Superintendent shall include the following:

- 4.1 The consideration factors precipitating the proposed school closure;
- 4.2 How the closure would affect the attendance area defined for that school;
- 4.3 How the closure would affect the attendance at other schools;
- 4.4 Information on the Board's long-range capital plan;
- 4.5 The number of students who would need to be relocated as a result of the closure;
- 4.6 The need for, and extent of, busing;

- 4.7 Program implications for other schools and for the students when they are attending other schools;
- 4.8 The educational and financial impact of closing the school, including the effect on operational costs and capital implications;
- 4.9 The educational and financial impact if the school were to remain open;
- 4.10 The capital needs of the schools that may have increased enrolment as a result of the closure;
- 4.11 Possible uses of the school building or space if the entire school is being closed, or three (3) or more consecutive grades in the school are being closed entirely.

## 5. Notice of Motion – Proposed School Closure

- 5.1 In the event that the Board decides to proceed with the proposed school closure following its review of the Superintendent's school closure proposal, the matter shall be raised by way of a Notice of Motion made at a regular meeting of the Board.
- 5.2 The Notice of Motion signals the beginning of the Division's public consultation process. No decision with respect to the school closure will be made until the completion of the procedures outlined in sections 5, 6 and 7 of this policy and at least twelve (12) weeks have passed since the date of this Notice of Motion.
- 5.3 The Notice of Motion shall include:
  - 5.3.1 The school and grades affected by the proposed school closure;
  - 5.3.2 The date upon which the Board plans to vote on the motion to close the school.

## 6. Notification of Proposed School Closure

- 6.1 Where a Notice of Motion is tabled to consider the closure of a school, the Board shall, in writing, notify the parents of every student enrolled in the school who, in the opinion of the Board, will be significantly affected by the closure.
- 6.2 This written parental notification shall provide the following information:
  - 6.2.1 The school closure proposal prepared by the Superintendent pursuant to section 4 of this policy;
  - 6.2.2 The date, time, format and location of the public meeting organized and convened by the Board for the purpose of discussing the information provided to the parents in the school closure proposal;
  - 6.2.3 The date upon which the Board plans to vote on the motion to close the school.

## 7. Public Meeting – Proposed School Closure

Where a Notice of Motion is tabled to consider the closure of a school, the Board shall:

- 7.1 Organize and convene a public meeting for the purpose of discussing the information provided to the parents in the school closure proposal;



- 7.2 Post the time and place of the public meeting in at least two (2) areas of the school or schools affected by the closure for a period of at least ten (10) business days prior to the date of the public meeting;
- 7.3 Advertise the time and place of the public meeting in a newspaper circulating within the area or areas of the school or schools affected by the closure, for two (2) consecutive weeks as close as is practicable to the date of the meeting;
- 7.4 Ensure at least two (2) Trustees are in attendance at the meeting.
- 7.5 Ensure that minutes of the public meeting are prepared;
- 7.6 Provide an opportunity for the Council of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community; and
- 7.7 Establish a date by which written submissions relating to the proposed school closure will be received for its consideration following the meeting.

#### 8. Board Decision on Proposed School Closure

- 8.1 The Board shall not make a final decision on the proposed school closure until at least three (3) weeks have passed since the date of the public meeting and until at least twelve (12) weeks have passed since the date of the Notice of Motion in section 5.
- 8.2 The Board shall give due consideration to any written submissions related to the proposed school closure that it receives after the public meeting referred to in section 7 of this policy.
- 8.3 The Board shall by resolution decide whether or not to close the school.
- 8.4 If the decision is to close the school, the Division shall forthwith notify the Minister in writing of the decision.
- 8.5 All school closure procedures shall be initiated and completed within the school year in which the decision to close the school is made.

Note: Items four (4) through eight (8) are as per Alberta Regulation 238/1997 up to and including amendment 136/2016

Legal Reference: Section 45, 45.1, 58, 60, 113, 200, 201, 270, 271 School Act  
Alberta Regulation 238/1997 up to and including amendment 136/2016

**BOARD OF TRUSTEES**

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

**DATE: JANUARY 26, 2017**

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

**SUBJECT: POLICY 18, ALTERNATIVE PROGRAMS**

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

<b>RECOMMENDATION</b>
That the Board of Trustees approve first reading of Policy 18, Alternative Programs, as attached.

**CURRENT SITUATION:** This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee.

Correspondence will be sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary. All feedback received will be reviewed and included with the policy.

## Policy 18

### ALTERNATIVE PROGRAMS

The Board supports the provision of Alternative Programs within the Division as an educational choice for students and parents.

An alternative program means an education program that emphasizes a particular language, culture, religion or subject matter, or uses a particular teaching philosophy; but that is not a special education program.

#### Specifically

1. Alternative Programs shall:
  - 1.1 Emphasize a particular language, culture, religion or subject matter, or use a particular teaching philosophy which is distinctly different from that emphasized in the regular program;
  - 1.2 Be established only with Board approval of a detailed program proposal;
  - 1.3 Be closed only with Board approval;
  - 1.4 Receive a Division budget allocation upon the recommendation of the Superintendent or designate and approval by the Board, only where significant costs beyond those of regular school programs can be identified;
  - 1.5 Be allowed to charge a non-instructional fee.
2. The Principal, Alternative Program Society, or other proponents shall submit to the Superintendent or designate, a proposal to establish an Alternative Program.
  - 2.1 This submission shall be made with sufficient time before the expected "start up" date to allow clarification, discussion, planning and approval before the Division budget for the first year of operation is determined.
  - 2.2 Feedback regarding the proposal shall be provided to the originators of the Alternative Program proposal.
  - 2.3 Once the proposal is complete, the Superintendent shall arrange for the originators to make a presentation of the proposal to the Board.
  - 2.4 The Board may accept or reject the proposal or may direct administration to bring a recommendation to the Board for further discussion and a decision to accept or reject the proposal.
  - 2.5 If the proposal is accepted by the Board, the proponents of the program in conjunction with the Superintendent and/or designates, shall complete detailed preparations (timelines, transportation, student recruitment, staffing, location, budget, administrative services, and fees, if required) and submit them for approval to the

Superintendent or designate.

3. Each Alternative Program proposal shall include the following elements:
  - 3.1 Background research;
  - 3.2 Philosophy, objectives, and mission statement;
  - 3.3 Distinguishing feature of the Alternative Program;
  - 3.4 Operational budget including all instructional and support costs;
  - 3.5 Proposed fee for non-instructional costs;
  - 3.6 Staffing profiles desirable to meet the Alternative Program objectives;
  - 3.7 Evaluation of Alternative Program methodology and objectives;
  - 3.8 Projected student population and geographical location/ages;
  - 3.9 Transportation of students to and from the Alternative Program if other than through Policy 17 – Student Transportation Services;
  - 3.10 A list of curriculum and instructional materials in addition to those approved by Alberta Education;
  - 3.11 A completed Initiative Impacts Checklist (Form 18-1) and a summary of possible human and financial resource implications for any other part of the current system;
  - 3.12 A list of start-up costs and sources of funding.
  
4. Where an Alternative Program is offered as an alternative school:
  - 4.1 The alternative school shall not qualify for the Small School Allocation;
  - 4.2 The alternative school shall receive all other budget allocations and services available to other schools.
  
5. Criteria for approval and continued support of an Alternative Program include:
  - 5.1 All provincial and federal legislation must be met. Division policies and procedures apply unless specifically exempted by the Board.
  - 5.2 There is a supportable education approach and there are numbers of students sufficient to warrant the program.
  - 5.3 The program is financially viable within the operational budget submitted as part of the program proposal.
  - 5.4 The program does not interfere with any student's access to a regular program of instruction.
  - 5.5 The program follows the Program of Studies for Alberta.
  - 5.6 The program is integrated as part of the Division within existing schools wherever feasible.
  - 5.7 Transportation to Alternative Programs shall be granted according to Policy 17 –

Student Transportation Services or as per an agreement in the program proposal.

- 5.8 Staff shall be employed by, evaluated by, and responsible to the Division, according to Division procedures.
6. Alternative Program(s) shall be reviewed on an ongoing basis by the Superintendent to assess its viability.
  - 6.1 The Superintendent shall provide six (6) months notice to the Principal, Alternative Program Society, or other advisory body (as approved by the Board) if the Alternative Program is to be considered for termination.
  - 6.2 Notice of less than six (6) months may be accepted by mutual agreement.
7. The Principal, Alternative Program Society, or other advisory body (as approved by the Board), shall provide six (6) months notice to the Superintendent or designate that it no longer plans to offer or support the Alternative Program.
  - 7.1 Notice of less than six (6) months may be accepted by mutual agreement.
8. The Board shall decide whether the alternative program will be terminated.

Legal Reference: Sections 10, 13, 20, 21, 22, 47, 60, 61, 113 School Act

# Superintendent's Report

## January 26, 2017



			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
11/25/16	Grande Prairie	CASS Zone 1 Meeting					✓	✓			✓	
11/28/16	Peace River	Policy Review					✓	✓	✓			
11/29/16	Peace River	Policy Review					✓	✓	✓			
		Community Pre-Engagement Session					✓	✓			✓	
11/30/16	Marten Lakes	Visit to Land Based Learning Camp	✓	✓		✓					✓	✓
12/1/16	Fort McMurray	Community Pre-Engagement Session					✓	✓			✓	
12/2/16	Edmonton	Community Pre-Engagement Session					✓	✓			✓	
12/5/16	Teleconference	Chipewyan Lake LSBC Member		✓			✓	✓			✓	
	Gift Lake	Gift Lake School Visit	✓	✓		✓					✓	✓
	Peavine	Peavine Local School Board Committee Meeting	✓				✓				✓	✓
12/6/16	Peace River	Workshops on New Administrative Procedures	✓	✓	✓	✓	✓		✓	✓		
12/7/16	Peace River	Workshops on New Administrative Procedures	✓	✓	✓	✓	✓		✓	✓		
12/8/16	Peace River	Workshops on New Administrative Procedures	✓	✓	✓	✓	✓		✓	✓		
12/9/16	Fort Chipewyan	ADCS School Visit	✓	✓		✓					✓	✓
12/12/16	Teleconference	Heart and Soul Leadership Academy	✓	✓							✓	
	Google Hangouts	Executive Team Meeting	✓	✓	✓	✓	✓		✓	✓		✓
12/13/16	Peace River	Board Agenda Review			✓			✓				
12/14/16	Peace River	Workshops on New Administrative Procedures	✓	✓	✓	✓	✓		✓	✓		
12/15/16	Peace River	Workshops on New Administrative Procedures	✓	✓	✓	✓	✓		✓	✓		
12/16/16	Edmonton	Meeting with Alberta Education Re: NSD61 AERR and 3 Year Plan	✓	✓				✓	✓			
		Meeting with Charlene Bearhead	✓	✓							✓	✓
12/19/16	Edmonton	Meeting with Indigenous and Northern Affairs Canada Re: ADCS Overview			✓				✓		✓	✓
12/20/16	Edson	Meeting with Grande Yellowhead School Division Superintendent Re: Susa Creek Busing and SFS		✓	✓		✓				✓	
12/21/16	Slave Lake	Maplewood Meeting										
1/9/17	Peace River	Executive Team Meeting	✓	✓	✓	✓	✓		✓	✓		✓
1/11/17	Fort McMurray	Community Engagement Meeting Re: Future Governance of NSD61					✓	✓			✓	

# Superintendent's Report

## January 26, 2017



			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
1/12/17	Fort Chipewyan	Community Engagement Meeting Re: Future Governance of NSD61					✓	✓			✓	
1/13/17	Edmonton	Meeting with Terry Gunderson, ASBA Re: LSBC Chairperson/Principal Meeting					✓	✓	✓			
1/16/17	Paddle Prairie	Community Engagement Meeting Re: Future Governance of NSD61					✓	✓			✓	
1/17/17	Edmonton	Meeting with Charlene Bearhead and Sean Lessard	✓	✓							✓	✓
		Kee Tas Kee Now Tribal Council Partnership Meeting	✓	✓				✓		✓	✓	✓
1/18/17	Edmonton	LSBC Chairperson/Principal Meeting	✓				✓	✓			✓	✓
1/19/17	Edmonton	LSBC Chairperson/Principal Meeting	✓				✓	✓			✓	✓
1/20/17	Edmonton	Superintendent's Meeting	✓	✓							✓	✓
		Meeting with Jonathan Laakso Re: Peerless/Trout Schools Discussion			✓		✓		✓			
1/23/17	Slave Lake	Native Language Instructors Workshop	✓	✓		✓					✓	✓
1/24/17	Sandy Lake	Pelican Mountain School Visit	✓	✓		✓					✓	✓
	Wabasca	Community Engagement Meeting Re: Future Governance of NSD61					✓	✓			✓	
1/25/17	Wabasca	St. Theresa School Visit	✓	✓		✓					✓	✓
		Career Pathways School Visit	✓	✓		✓					✓	✓
		Executive Team Meeting	✓	✓	✓	✓	✓		✓	✓		✓
	Calling Lake	Calling Lake School Visit	✓	✓		✓					✓	✓
		Community Engagement Meeting Re: Future Governance of NSD61					✓	✓			✓	
1/26/17	Peavine	Corporate Board Meeting			✓			✓				





## Fwd: Physical Literacy Mentorship

1 message

Wed, Jan 18, 2017 at 10:37 PM

—— Forwarded message ——

From: **Ryan Fahey** <[ryan@everactive.org](mailto:ryan@everactive.org)>  
 Date: Thu, Dec 1, 2016 at 3:39 PM  
 Subject: Physical Literacy Mentorship  
 To: Curtis Walty <[curtis.walty@nsd61.ca](mailto:curtis.walty@nsd61.ca)>  
 Cc: William Roy <[William.Roy@albertahealthservices.ca](mailto:William.Roy@albertahealthservices.ca)>

Good afternoon Curtis,

I am excited to inform you that three of your schools has been selected to participate in the physical literacy mentorship opportunity. The names of the schools are as follows:

**Little Buffalo School**  
**Anzac Community School**  
**Bill Woodward**

As stated in the previous email we value your close relationship with these schools and would like your input on how to best connect with these schools selected. We are happy to connect with the school directly or work with you and your team to best connect with each school. Please let me know your thoughts and we will proceed how you two would like. I look forward to hearing back from you and working with you on this mentorship opportunity!

Please do not hesitate to contact me if you have any questions.

Talk soon Curtis,

—  
 Ryan Fahey  
 School Health Facilitator  
**Ever Active Schools**  
 Edmonton, AB  
**902-292-1353**  
**@wellnessrf**

*Supporting Healthy School Communities In Alberta*





### 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 (37%)	416 (16%)	594 (23%)	259 (10%)	143 (6%)	84 (3%)	130 (5%)	2580
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
November 2016	955 (37%)	348 (14%)	522 (20%)	309 (12%)	173 (7%)	93 (4%)	172 (7%)	2572
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
December 2016	653 (25%)	362 (14%)	464 (18%)	327 (13%)	265 (10%)	164 (6%)	337 (13%)	2572
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

## DIVISION ATTENDANCE NOVEMBER 2016

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
<b>ECS</b>	86	27	71	39	23	12	15	273
<b>Gr. 1</b>	90	36	51	30	21	5	11	244
<b>Gr. 2</b>	99	31	53	34	5	9	3	234
<b>Gr. 3</b>	112	28	49	27	12	6	10	244
<b>Gr. 4</b>	114	46	46	23	10	3	3	245
<b>Gr. 5</b>	112	31	45	21	7	3	6	225
<b>Gr. 6</b>	86	35	40	33	11	8	4	217
<b>Gr. 7</b>	70	27	46	24	10	9	16	202
<b>Gr. 8</b>	55	32	49	15	16	7	19	193
<b>Gr. 9</b>	45	19	31	21	18	14	15	163
<b>Gr. 10</b>	40	14	21	16	15	6	30	142
<b>Gr. 11</b>	21	14	10	17	8	6	19	95
<b>Gr. 12</b>	25	8	10	9	17	5	21	95
<b>Student Totals</b>	<b>955</b>	<b>348</b>	<b>522</b>	<b>309</b>	<b>173</b>	<b>93</b>	<b>172</b>	<b>2572</b>

\*Does not include Outreach Schools



## November 2016 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	33 (42%)	20 (25%)	13 (16%)	4 (5%)	7 (9%)	1 (1%)	1 (1%)	79
ADCS	76 (34%)	8 (4%)	45 (20%)	31 (14%)	16 (7%)	8 (4%)	41 (18%)	225
Bill Woodward School	33 (29%)	26 (23%)	24 (21%)	14 (13%)	7 (6%)	2 (2%)	6 (5%)	112
Bishop Routhier School	33 (52%)	1 (2%)	11 (17%)	8 (13%)	2 (3%)	5 (8%)	4 (6%)	64
Calling Lake School	20 (19%)	17 (16%)	26 (24%)	12 (11%)	6 (6%)	9 (8%)	17 (16%)	107
Chipewyan Lake School	2 (10%)	0 (0%)	7 (33%)	8 (38%)	2 (10%)	2 (10%)	0 (0%)	21
Conklin Community School	26 (79%)	2 (6%)	4 (12%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	33
Dr. Mary Jackson School	10 (38%)	0 (0%)	5 (19%)	4 (15%)	1 (4%)	6 (23%)	0 (0%)	26
Elizabeth School	61 (46%)	26 (20%)	27 (20%)	8 (6%)	4 (3%)	1 (1%)	6 (5%)	133
Father R. Perin School	36 (46%)	0 (0%)	25 (32%)	13 (16%)	2 (3%)	2 (3%)	1 (1%)	79
Fort McKay School	30 (39%)	11 (14%)	14 (18%)	7 (9%)	4 (5%)	5 (7%)	5 (7%)	76
Gift Lake School	39 (22%)	40 (23%)	45 (26%)	28 (16%)	14 (8%)	4 (2%)	4 (2%)	174
Grouard Northland School	31 (44%)	5 (7%)	18 (25%)	11 (15%)	3 (4%)	2 (3%)	1 (1%)	71
Hillview School	10 (50%)	0 (0%)	4 (20%)	5 (25%)	1 (5%)	0 (0%)	0 (0%)	20
JF Dion School	41 (48%)	14 (16%)	17 (20%)	7 (8%)	4 (5%)	2 (2%)	0 (0%)	85
Kateri School	33 (35%)	10 (11%)	16 (17%)	12 (13%)	10 (11%)	2 (2%)	11 (12%)	94
Little Buffalo School	63 (31%)	22 (11%)	45 (22%)	34 (17%)	13 (6%)	8 (4%)	17 (8%)	202
Mistassiniy School	65 (20%)	51 (16%)	53 (17%)	34 (11%)	43 (14%)	24 (8%)	48 (15%)	318
Paddle Prairie School	71 (63%)	3 (3%)	16 (14%)	14 (12%)	4 (4%)	2 (2%)	3 (3%)	113
Peerless Lake School	65 (51%)	9 (7%)	28 (22%)	12 (9%)	9 (7%)	2 (2%)	2 (2%)	127
Pelican Mountain School	14 (61%)	0 (0%)	3 (13%)	2 (9%)	2 (9%)	1 (4%)	1 (4%)	23
St. Theresa School	143 (40%)	78 (22%)	72 (20%)	38 (11%)	17 (5%)	5 (1%)	4 (1%)	357
Susa Creek School	20 (61%)	5 (15%)	4 (12%)	2 (6%)	2 (6%)	0 (0%)	0 (0%)	33

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Calling Lake Outreach School	0 (0%)	1 (14%)	2 (29%)	0 (0%)	0 (0%)	0 (0%)	4 (57%)	7

\*Career Pathways not included.

## DIVISION ATTENDANCE DECEMBER 2016

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 59%	50% - 59%	Below 50%	Total
<b>ECS</b>	55	37	63	34	26	17	41	273
<b>Gr. 1</b>	48	45	46	43	28	11	23	244
<b>Gr. 2</b>	76	40	42	30	19	15	13	235
<b>Gr. 3</b>	64	40	45	29	25	11	28	242
<b>Gr. 4</b>	83	39	44	29	33	4	14	246
<b>Gr. 5</b>	95	32	34	24	18	9	11	223
<b>Gr. 6</b>	69	37	37	22	20	16	16	217
<b>Gr. 7</b>	53	26	40	22	24	19	18	202
<b>Gr. 8</b>	39	26	32	34	21	15	27	194
<b>Gr. 9</b>	23	14	35	29	17	17	30	165
<b>Gr. 10</b>	16	11	20	12	18	18	47	142
<b>Gr. 11</b>	14	6	18	12	10	5	29	94
<b>Gr. 12</b>	18	9	8	7	6	7	40	95
<b>Student Totals</b>	<b>653</b>	<b>362</b>	<b>464</b>	<b>327</b>	<b>265</b>	<b>164</b>	<b>337</b>	<b>2572</b>

\*Does not include Outreach Schools



## December 2016 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	26 (33%)	12 (15%)	9 (11%)	12 (15%)	10 (13%)	6 (8%)	5 (6%)	80
ADCS	22 (10%)	12 (5%)	16 (7%)	38 (17%)	32 (14%)	22 (10%)	83 (37%)	225
Bill Woodward School	26 (23%)	10 (9%)	16 (14%)	18 (16%)	14 (13%)	16 (14%)	11 (10%)	111
Bishop Routhier School	14 (22%)	5 (8%)	9 (14%)	13 (20%)	7 (11%)	9 (14%)	5 (8%)	62
Calling Lake School	12 (11%)	22 (21%)	28 (26%)	13 (12%)	9 (8%)	4 (4%)	19 (18%)	107
Chipewyan Lake School	6 (29%)	4 (19%)	3 (14%)	1 (5%)	8 (38%)	1 (5%)	0 (0%)	23
Conklin Community School	19 (56%)	3 (9%)	4 (12%)	4 (12%)	1 (3%)	1 (3%)	2 (6%)	34
Dr. Mary Jackson School	6 (23%)	3 (12%)	8 (31%)	2 (8%)	0 (0%)	4 (15%)	3 (12%)	26
Elizabeth School	60 (45%)	24 (18%)	25 (19%)	6 (5%)	12 (9%)	3 (2%)	2 (2%)	132
Father R. Perin School	10 (13%)	12 (15%)	17 (22%)	16 (20%)	9 (11%)	7 (9%)	8 (10%)	79
Fort McKay School	31 (43%)	5 (7%)	11 (15%)	11 (15%)	5 (7%)	1 (1%)	8 (11%)	72
Gift Lake School	28 (16%)	36 (21%)	43 (25%)	21 (12%)	27 (16%)	8 (5%)	11 (6%)	174
Grouard Northland School	21 (30%)	21 (30%)	11 (15%)	5 (7%)	9 (13%)	1 (1%)	3 (4%)	71
Hillview School	5 (24%)	3 (14%)	11 (52%)	2 (10%)	0 (0%)	0 (0%)	0 (0%)	21
JF Dion School	35 (41%)	13 (15%)	22 (26%)	6 (7%)	6 (7%)	1 (1%)	2 (2%)	85
Kateri School	0 (0%)	28 (30%)	10 (11%)	21 (22%)	13 (14%)	8 (9%)	14 (15%)	94
Little Buffalo School	28 (14%)	20 (10%)	33 (16%)	19 (9%)	29 (14%)	14 (7%)	59 (29%)	202
Mistassiniy School	37 (12%)	25 (8%)	64 (20%)	41 (13%)	38(12%)	37 (12%)	78 (24%)	320
Paddle Prairie School	68 (60%)	17 (15%)	12 (11%)	9 (8%)	3 (3%)	3 (3%)	2 (2%)	114
Peerless Lake School	54 (43%)	22 (17%)	20 (16%)	19 (15%)	6 (5%)	4 (3%)	2 (2%)	127
Pelican Mountain School	7 (30%)	2 (9%)	6 (26%)	1 (4%)	4 (17%)	1 (4%)	2 (9%)	23
St. Theresa School	125 (35%)	52 (15%)	79 (22%)	50 (14%)	21 (6%)	13 (4%)	17 (5%)	357
Susa Creek School	13 (39%)	11 (33%)	7 (21%)	1 (3%)	0 (0%)	1 (3%)	0 (0%)	33

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Calling Lake Outreach School	6 (86%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	7

\*Career Pathways not included.



# Official Trustee's Board Report

## January 26, 2017

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### Communique

- Bachelor of Education Community Based Learning Opportunities:
  - Drawing on the Werklund School of Education's strong foundation of innovation, and on the strengths of an excellent undergraduate program, the 4-Year and 2-Year Community-Based Bachelors of Education addresses issues of access and equity by providing an additional pathway for students to achieve their Education degree. Students will be able to take courses in a blended learning environment. The Community-Based program was developed to attract students interested in pursuing a B.Ed., but unable to commit to a residency-based program. It allows students to gain teaching experience in their local communities through their Field Placements. The program thus hopes to mitigate the high turnover rate of teachers in rural and remote areas.
- School Councils – Mistassiniy School Council has begun operation. Question has been asked if they are permissible on Northland and/or does Northland endorse them. As Northland is guided by the School Act as well as the Northland Act, school councils are absolutely permissible under the School Act. The School Act and School Council Regulation outline the role of the School Council. Mistassiniy LSBC Chair, Fay Cardinal is working with the chair of the MSC, Beth Ann Auger which is great.
- Reminder: payment of honorariums and a few expenses (mileage) for meetings are paid after the meeting based upon signed forms. This has been the written procedure but has not been followed in the past. OAG also reviewed the previous practice of paying in advance and recommended against it as proper to pay after work is done.

### Update

- Main focus has been to separate governance and administration and ensure concerns, inquiries, etc. are handled through the appropriate processes. This is in keeping with a good, clear policy governance model that ensures fairness by having policies and procedures that apply to everyone. As I have been meeting with LSBCs they have voiced support as fairness is important and allows them to know how things work.
- Defining of the roles through voice and actions by OT and Superintendent has also empowered people to do their jobs which feedback indicates people have embraced.
- At the training workshop held last week with LSBC chairs (or alternates) and principals, draft Policy 2 Role of Corporate Board, Policy 3 Role of Corporate Trustee, Policy 4 Corporate Trustee Code of Conduct, Policy 7 Role of the LSBC and Appendices A-E; and Policy 1 Foundational Statements were reviewed and feedback gathered. They will now be adjusted based on feedback and go for First Reading at the February Corporate Board meeting. These policies are the key documents of the Division and will make role, responsibilities and direction even clearer. We will also be doing some professional development with all LSBC members in the not too distant future.



# Official Trustee's Board Report

## January 26, 2017

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### Advisory Committee

- Terms of Reference were developed for this committee that were approved at the November Board meeting. The Advisory Committee was adjusted so that membership would change each meeting with at least 2 LSBC chairs from the previous meeting attending for continuity. For this meeting Joan Daniels; Candice Callihou and Dwight Gladue are providing "continuity".
- Into the future I send on out an email advising all LSBC chairs who the Advisory Committee is for each meeting for information but also then LSBC chairs can contact those attending if they wish to provide input.

### Corporate Board Meetings

- For 2016-17 Board meetings are rotating throughout Northland which has enabled more LSBC chairs to attend as the distance factor is mitigated. Various LSBC chairs have indicated they appreciate this.
- Board packages are circulated to all LSBC chairs (and others) at least 5 days prior to the Board meeting as per policy. Feedback indicate this is welcomed.
- Members of the Advisory Committee for each Board meeting will be asked if they have items they would like to see on the agenda approximately 2 weeks prior to the meeting. This has resulted in a few additional items as well as some items being dealt with outside of the Board meeting as they weren't items for the Corporate Board table but rather administration.
- The Board Agenda will be adjusted into the future to ensure the agenda focuses on student achievement and other required Board duties – not administration.

### Local School Board Committees

- Focus of mine to ensure LSBCs are kept "in the loop"
- Instituted the "LSBC Chair email" system where I send out information regularly to keep LSBCs information of happenings in NSD, reports/newsletters from various organizations; PD opportunities; ASBA information, Alberta Education information, etc.
- Ensure LSBC chair is aware of any "heads up" things happening in their school/community via a phone call or email if not sensitive.
- The Communique goes to all LSBC chairs and any LSBC members that have provided their email address.

### Partners

- Been reaching out to many partners to introduce myself and discuss governance, issues, concerns, etc. (First Nations, Metis Settlements, MDs, Tribal Councils, community leaders, members of Community Engagement Team, MLAs, etc.)
- A number of outstanding agreements have been completed:
  - Lubicon Band: baseball diamond; sewage lagoon maintenance; working on land transfers



# Official Trustee's Board Report

## January 26, 2017

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- Fort McKay co-management agreement
- Gift Lake School Joint Use Agreement
- The model of how the cross-ministry committee commitments and supports will work needs to be done. It is imperative that supports to NSD children and their families be available easily without education having to be the lead. Education does need to lead in identifying children at risk but then other mechanisms should “kick in” to ensure the support is provided.

### Finance

- A drop enrollment of 200 from the number budgeting for resulted in a \$4 million dollar deficit being handed to NSD on September 30, 2016. This deficit has had serious implications on the ability to make changes needed to make a difference in student achievement. A system PTR of 13.9 makes it difficult to quickly make changes as it takes time to “right place” people without drastic changes to the classroom.
- Have been working with Alberta Education, beginning with a presentation to the Minister in September, to request “investment funds” to help make changes now and work toward eliminating the deficit, reviewing the PTR and right-placing people over time. The investment plan shows that if NSD can capture back 500 students through quality programming and results, funding will not be an issue. A letter was sent to Deputy Minister Curtis Clarke outlining the issues we see in the funding framework and requesting investment funding.
- Also need to do further work with Alberta Education on funding model for NSD as well as our data systems to ensure the Funding Framework is working and we are accessing it properly. It is one of the commitments made by the cross-ministry committee.
- Without “investment funds” the impact on NSD will be huge.

### Administration

- There are a number of initiatives identified by the Superintendent that have been, or need to be, put in place to increase the efficient operation of day-to-day functions so focus is completely on student achievement with the management functions simply occurring. As the Superintendent has clearly identified, Goal 5 of Alberta Education’s business plan, “The education system is well governed and managed” is getting in the way of Goal 2, “The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated”.

### FNMI Funding

- Has been identified that we have at least 500 students that have not declared status. Processes need to be improved so we know if parents have chosen not to declare or if this was simply not filled in. As 95%+ of NSD students are First Nation or Metis, having 500 not declared means a loss of income of a million dollars for NSD.





# Official Trustee's Board Report

## January 26, 2017

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### Associate Superintendents

- The goal is to divide the division into three areas with an Associate Superintendent overseeing each area and bring supports closer to the schools.
  1. Main purpose is principal support; oversight; monitoring and mentoring
  2. Take over various divisional responsibilities - FNMI, Wellness, Learning
  3. Take over responsibilities in their assigned areas
  4. Hire Ed Tech coaches - to provide instructional leadership for 21st century learning

### Partnerships

- NSD is involved in an extraordinary number of agreements, initiatives and projects that each require focused time to implement and oversee operation of. Currently there is no clear process of who is responsible for each one which needs to be sorted out and also balancing time on these initiatives with time on NSD matters.

### Operation Renovation

- Teacher housing in NSD is in need of a lot of maintenance. This is another function that should just happen and not require inordinate amounts of time and “emergency” interventions to operate. Processes and procedures for signing leases; arrival inspections; keys; departure inspections; etc. need to be updated and/or put in place. Stable funding for housing needs to be sourced as using education dollars is simply not acceptable. Superintendent Atkinson with Secretary-Treasurer T. Rasmusson and others have been working on a plan on how to make housing truly about retention and attraction.

### Maintenance

- Continue to reinforce maintenance requests going through administration rather than governance structures.

### School Education Plans

- Setting up standards on what content is required (instructional plan and minutes for each subject). Goal is to separate 3 year planning process from the AERR process - purpose is to concentrate on the 3 year plan and do some re-visioning inside that plan. School organization plan will follow it and staff growth plans will tie to it

### Student Learning and Achievement

#### Attendance

- The attendance initiative continues and correlation is being shown between attendance and literacy results. This data will be used to encourage parents to ensure their children get to school.



# Official Trustee's Board Report

## January 26, 2017

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- Attendance continues to improve especially in K-6 where it is so important.

### Professional Development

- **Local Orientation Week** is going to have a day where for the LSBC to provide community orientation – this was part of the 1982 list of things an LSBC should be doing. This will be a very important task of the Local School Board Committees (LSBCs) and it has been highlighted a number of times that LSBC Chair of Peerless School, Louis Cardinal personally took their new teacher around the community and introduced them to a number of community members. He also set up a “Welcome” sign for when she arrived to her new home – moved her to tears she said. This is a shining example of how teachers need to be made to feel welcome and get a good start in their new community.
- This responsibility will be included in Policy 7 and also the LSBC Handbook. Examples and ideas on how to involve parents/community will also be included and will be based on Joyce Epstein’s work on parent involvement.
- Joyce Epstein’s work has already been shared with a number of LSBCs when I met with them and then a copy of the Saskatchewan School Boards Association report “A Guide for Engaging First Nations and Metis Peoples in Public Schools” was sent to all LSBC chairs. This report speaks to her work and includes easy to use examples in all six areas of parent involvement.
- Meaningful parent involvement is one of the number one factors in student success and LSBCs need to be playing a critical role in this and local orientation week is the start.
- The division orientation week in August 2016 did a tremendous job of teaching about truth and reconciliation, culture and developing a team –spirit. We need the local orientation week to do the same in bringing teachers into the community.
- **2017-18 Calendar:** Divisional PD Days (2 or possibly 3 days) will be mandated in the calendar to enable a coordinated, focused approach to initiatives such as literacy, math, technology, etc.

### Learning

- Reinforcing the focus on literacy and will be working to move teacher training beyond grade 2 as able.
- Numeracy and Math Committee will be started in early 2017. NSD is applying for grant from Research Network for Indigenous Math. A connection has been made with a professor of Indigenous Math in eastern Canada.



# Official Trustee's Board Report

## January 26, 2017

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### Flexible Learning Program

- To complete High School, 2nd semester is being offered in some student's own community where it previously did not exist. A partnership with Northern Lake College is being pursued to help enable and enhance flexible learning like this for NSD students.
- High School Completion Committee will be started
- Moving forward with implementation of High School Redesign. Among other things will be having principals/staff visit other schools that have successfully implemented High School Redesign. A critical component of this success will be block versus CEU funding for NSD high schools. Without stable funding changes cannot be made that will bring students back to high school.

### Welcoming, Safe and Caring School Environment

- Wellness Committee will be started in Spring 2017
- OH&S Committee will be re-struck
- APPLE Schools program will be expanded. This program has been showing tremendous success and there is strong school support for it. Healthy children are more likely to be successful.

### Language and Culture

- Professional Learning Series for FNMI Instructors (4 meetings a year). Feedback from the 2 sessions already held has been tremendous!
- Elbow to elbow learning by FNMI Team with staff throughout NSD
- Cultural Camps - strengthening our commitments to culture camps and experiential learning. A number of camps have been held to date ranging from grade 4 to 12 students. Student and teacher feedback is very, very positive and attendance is always good on these days.
- We still need to do more work on linking the learning at culture camps to outcomes which the FNMI department is actively working on and not hesitating to reach out to others who have done work in this area. FNMI Director visited a school in Calgary area that has been quite successful in making these links.

### Inclusion

- Need to do a review to ensure our coding practices are identifying all children and the NSD profile that generates funding is appropriate.



# Official Trustee's Board Report

## January 26, 2017

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### Student Information Systems

- Superintendent Atkinson as discovered that this area is extremely weak and makes reliance on the data and data analysis challenging, if not impossible. No administration procedures existed in this area and have now been developed.
- Procedures are being set in this area and PD Learning for all the secretaries is starting in February.

### Governance

- Research is clear that boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts.
- Working with the Local School Board Committees has been good as there are a lot of dedicated people who want to do a good job but as time has progressed and without professional development their role has become somewhat unclear to them.
- A successful school division needs clear administration and governance responsibilities and blurred lines between the two causes the system to be unable to operate effectively. Principals can only be held accountable for the operation of the school if they make the decisions.
- A historical look at the original mandate for the formation of LSBCs has been lost over the years. In the Terms of Reference for Community School Boards (CSB) written in 1982 by Fred Dumont, Chairman, he outlines that the major objective of the CSBs is to advise and assist the Northland Board with respect to school matters in local communities and that the final authority for decisions rests with the Northland Board. The terms of reference go on to say that although it is the intention that CSBs (now called LSBCs) act in essentially the same way as the Northland Board, the limitation is that all CSB decisions are in the form of recommendations and advice only; that their role is to provide the community with an avenue and a voice for involvement in education.
- I believe the role as outlined in 1982 is the role that will enable them to make a difference. Meaningful parent involvement is a number 1 factor in student success – and LSBCs are the vehicle to strengthen that meaningful involvement.
- Have provided information in-camera to LSBCs and Principals but need to do more work in this area and will make this part of the workshop with all LSBC members. Have just received full opinion from legal so will be shaping that for insertion in the LSBC Handbook.
- The LSBC Handbook will become an appendix of Policy 7 so it can only be changed by Board motion.
- A couple of areas where changes were made are maintenance and boarding allowances. Maintenance concerns were being raised at LSBC meetings and they would make a motion to have something fixed. In the past all maintenance motions were responded to through LSBC minutes. As they are administrative matters, maintenance requests will only be dealt with through the maintenance request form process.



# Official Trustee's Board Report

## January 26, 2017

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- This did unearth the issue that maintenance is behind and that is mainly due to cash flow problems which are being relieved.
- Boarding Allowance request are now coming directly Associate Superintendent and being handled as per Alberta Education guidelines.

### Transitioning to an Elected Board

#### Policies and Administrative Procedures

- Policies and Administrative Procedures were overhauled in order to create correct alignment between NSD Act, School Act, and NSD Policy and have consistency in the organization and have guidance when issues arise. Another purpose was to ensure clarify of the roles between governance and administration and keep everything consistent.

#### Policies

- Spent four days with Terry Gunderson, ASBA consultant, updating all Board Policies to ensure compliance with all legislation and also to bring to the standard of the G-TEC model (Governance through Engagement and Collaboration). Two days were then spent with the executive team and myself reviewing policies for their input which was an excellent in strengthening and customizing the policies.
  - Policy 12 – Role of Superintendent has passed 3 readings and is approved (attached)
  - Policies 13 - Appeals & Hearings Regarding Student Matters and Policy 19 – Welcoming, Caring, Respectful & Safe Learning & Working Environments here for third reading today.
  - Policy 2 Role of the Corporate Board and Policy 7 Role of LSBC were reviewed with LSBC chairs and principals last week with the goal to release them for feedback at the February Board meeting

#### Administrative Procedures

- These were previously named Board Procedures which was adjusted to Administrative Procedures and process was also adjusted so they now come to the Board for information, as a way of the Board monitoring if admin procedures are reflecting their intent of policy – rather than for approval.
- A number of Administrative Procedures have been changed and new ones added. These will be circulated for 60 days for feedback.



# Official Trustee's Calendar Report

## January 26, 2017

### November, 2016

28	Peace River	Policy Review
29	Peace River	Policy Review
		Community Pre-Engagement Session with Community Leaders Re: Future Governance of Northland School Division

### December, 2016

1	Fort McMurray	Community Pre-Engagement Session with Community Leaders Re: Future Governance of Northland School Division
2	Edmonton	Community Pre-Engagement Session with Community Leaders Re: Future Governance of Northland School Division
5	Slave Lake	Native Language Instructor Workshop Greetings
		Meeting with Director of Education, Bigstone Cree Nation
9	Edmonton	Meeting with Alberta Ed and Nichols Applied Management Re: Community Engagement Session Planning
12	Edmonton	Meeting with MLA Tany Mao, MLA Scott Cyr, MLA David Hanson, MLA Brian Jean, Wild Rose
		Meeting with Maureen Gough

### January, 2017

11	Fort McMurray	Community Engagement Session Re: Future Governance of Northland School Division
12	Fort Chipewyan	Community Engagement Session Re: Future Governance of Northland School Division
13	Elizabeth Metis Settlement	Community Engagement Session Re: Future Governance of Northland School Division
16	Paddle Prairie Metis Settlement	Community Engagement Session Re: Future Governance of Northland School Division
17	Edmonton	Meeting with Kee Tas Kee Now Tribal Council CEO
18	Edmonton	Local School Board Committee Chairperson and Principal Meeting
19	Edmonton	Local School Board Committee Chairperson and Principal Meeting
20	Edmonton	Meeting with Minister of Indigenous Relations, Richard Feehan
		Meeting with MLA Debbie Jabbour, NDP
24	Wabasca	Meeting with Director of Education, Bigstone Cree Nation
		Community Engagement Session Re: Future Governance of Northland School Division
25	Calling Lake	Community Engagement Session Re: Future Governance of Northland School Division
26	Peavine Metis Settlement	Northland School Division Corporate Board Meeting

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

	ACTUAL	BUDGET	VARIANCE
<b><u>ELECTIONS</u></b>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	60.00	-	(60.00)
LEGAL FEES	-	-	-
POSTAGE--ELECTIONS	-	-	-
INSERVICE--ELECTIONS	-	-	-
RENUMERATION--ELECTIONS	-	80,000.00	80,000.00
TRAVEL & SUBSISTENCE--ELECTIONS	-	-	-
PRINTING & BINDING--ELECTIONS	-	-	-
ADVERTISING--ELECTIONS	-	-	-
OFFICE SUPPLIES--ELECTIONS	-	-	-
<b>SUB-TOTAL</b>	<b>60.00</b>	<b>80,000.00</b>	<b>79,940.00</b>
<b><u>COMMITTEES</u></b>			
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	2,971.61	30,000.00	27,028.39
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	158.40	-	(158.40)
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	-	-	-
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	18,503.99	-	(18,503.99)
TRAVEL & SUBSISTENCE - MENTAL HEALTH INITIATIVE	-	-	-
<b>SUB-TOTAL</b>	<b>21,634.00</b>	<b>30,000.00</b>	<b>8,366.00</b>
<b><u>OTHER EXPENSES</u></b>			
REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	30.48	4,000.00	3,969.52
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	33,987.49	200,000.00	166,012.51
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	2,484.04	25,000.00	22,515.96
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	-	-	-
TELEPHONE - TRUSTEE	162.58	3,000.00	2,837.42
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	23,056.87	40,000.00	16,943.13
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	26,866.03	38,000.00	11,133.97
PRINTING & BINDING	851.57	3,500.00	2,648.43
INSURANCE - BOARD OF TRUSTEES	170.00	250.00	80.00
ADVERTISING - BOARD	-	3,000.00	3,000.00
OFFICE SUPPLIES	161.34	5,000.00	4,838.66
AWARDS	1,048.08	25,000.00	23,951.92
POSTAGE - BOARD	184.75	4,000.00	3,815.25
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00
<b>SUB-TOTAL</b>	<b>89,003.23</b>	<b>411,750.00</b>	<b>322,746.77</b>
<b>TOTAL</b>	<b>110,697.23</b>	<b>521,750.00</b>	<b>411,052.77</b>

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

	Future Pay Out	Paid During Yr.	Total Pd. & Committed			Percent Expended
				Budget	Difference	
<b><u>Anzac</u></b>						
Quarterly Honorarium	4,413.00	655.08	5,068.08	4,920.00	(148.08)	
Travel & Subsistence		-	-	5,032.00	5,032.00	
In - Service					-	
Prior Year Carryover				13,495.00	13,495.00	
Casual Labour, Supplies & Awards		203.20	203.20	250.00	46.80	
<b>Total</b>	<b>4,413.00</b>	<b>858.28</b>	<b>5,271.28</b>	<b>23,697.00</b>	<b>18,425.72</b>	<b>22.2%</b>
<b><u>Athabasca Delta</u></b>						
Quarterly Honorarium	3,654.00	976.77	4,630.77	4,920.00	289.23	
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	
<b>Total</b>	<b>3,654.00</b>	<b>976.77</b>	<b>4,630.77</b>	<b>25,836.00</b>	<b>21,205.23</b>	<b>17.9%</b>
<b><u>Bishop Routhier</u></b>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
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	
<b>Total</b>	<b>3,689.25</b>	<b>1,229.75</b>	<b>4,919.00</b>	<b>11,141.00</b>	<b>6,222.00</b>	<b>44.2%</b>
<b><u>Calling Lake</u></b>						
Quarterly Honorarium	4,959.00	-	4,959.00	4,920.00	(39.00)	
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	
<b>Total</b>	<b>4,959.00</b>	<b>-</b>	<b>4,959.00</b>	<b>21,158.00</b>	<b>16,199.00</b>	<b>23.4%</b>
<b><u>Chipewyan Lakes</u></b>						
Quarterly Honorarium	662.91	1,482.75	2,145.66	4,920.00	2,774.34	
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	
<b>Total</b>	<b>662.91</b>	<b>1,482.75</b>	<b>2,145.66</b>	<b>22,955.00</b>	<b>20,809.34</b>	<b>9.3%</b>
<b><u>Conklin</u></b>						
Quarterly Honorarium	3,942.25	1,229.75	5,172.00	4,920.00	(252.00)	
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	
<b>Total</b>	<b>3,942.25</b>	<b>1,229.75</b>	<b>5,172.00</b>	<b>22,728.00</b>	<b>17,556.00</b>	<b>22.8%</b>



	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>Dr. Mary Jackson</u></b>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,184.00	2,184.00	
In - Service					-	
Prior Year Carryover				4,516.00	4,516.00	
Casual Labour, Supplies & Awards		282.26	282.26	250.00	(32.26)	
Total	3,689.25	1,512.01	5,201.26	11,870.00	6,668.74	43.8%
<b><u>East Prairie</u></b>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
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	3,689.25	1,229.75	4,919.00	10,255.00	5,336.00	48.0%
<b><u>Elizabeth</u></b>						
Quarterly Honorarium	4,872.00	1,126.75	5,998.75	4,920.00	(1,078.75)	
Travel & Subsistence		-	-	3,816.00	3,816.00	
In - Service					-	
Prior Year Carryover				11,733.00	11,733.00	
Casual Labour, Supplies & Awards		92.07	92.07	250.00	157.93	
Total	4,872.00	1,218.82	6,090.82	20,719.00	14,628.18	29.4%
<b><u>Father R Perin</u></b>						
Quarterly Honorarium	3,930.50	1,229.75	5,160.25	4,920.00	(240.25)	
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	3,930.50	1,229.75	5,160.25	17,978.00	12,817.75	28.7%
<b><u>Fort McKay</u></b>						
Quarterly Honorarium	1,482.75	494.25	1,977.00	4,920.00	2,943.00	
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	1,482.75	494.25	1,977.00	26,315.00	24,338.00	7.5%
<b><u>Gift Lake</u></b>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
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	3,689.25	1,229.75	4,919.00	13,816.00	8,897.00	35.6%
<b><u>Grouard</u></b>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
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	3,689.25	1,229.75	4,919.00	13,420.00	8,501.00	36.7%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>J.F. Dion</u></b>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
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	3,689.25	1,229.75	4,919.00	18,571.00	13,652.00	26.5%
<b><u>Kateri</u></b>						
Quarterly Honorarium	2,965.50	904.16	3,869.66	4,920.00	1,050.34	
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	2,965.50	904.16	3,869.66	18,449.00	14,579.34	21.0%
<b><u>Little Buffalo</u></b>						
Quarterly Honorarium	3,654.00	1,218.00	4,872.00	4,920.00	48.00	
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	3,654.00	1,218.00	4,872.00	8,753.00	3,881.00	55.7%
<b><u>Mistassiniy</u></b>						
Quarterly Honorarium	2,930.25	1,061.08	3,991.33	4,920.00	928.67	
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	2,930.25	1,061.08	3,991.33	10,325.00	6,333.67	38.7%
<b><u>Paddle Prairie</u></b>						
Quarterly Honorarium	3,977.50	1,157.16	5,134.66	4,920.00	(214.66)	
Travel & Subsistence	-	150.00	150.00	2,288.00	2,138.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	8,035.00	8,035.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	3,977.50	1,307.16	5,284.66	15,493.00	10,208.34	34.1%
<b><u>Peerless Lake</u></b>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence	-	-	-	2,340.00	2,340.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	3,508.00	3,508.00	
Casual Labour, Supplies & Awards	-	198.67	198.67	250.00	51.33	
Total	3,689.25	1,428.42	5,117.67	11,018.00	5,900.33	46.4%
<b><u>Pelican Mountain</u></b>						
Quarterly Honorarium	2,241.75	747.25	2,989.00	4,920.00	1,931.00	
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	2,241.75	747.25	2,989.00	18,225.00	15,236.00	16.4%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b>St. Theresa</b>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service			-		-	
Prior Year Carryover			-	3,690.00	3,690.00	
Casual Labour, Supplies & Awards		408.24	408.24	250.00	(158.24)	
<b>Total</b>	-	408.24	408.24	11,720.00	11,311.76	3.5%
<b>Susa Creek</b>						
Quarterly Honorarium	3,923.20	249.08	4,172.28	4,920.00	747.72	
Travel & Subsistence	-	-	-	2,984.00	2,984.00	
In - Service			-		-	
Prior Year Carryover			-	12,532.00	12,532.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
<b>Total</b>	3,923.20	249.08	4,172.28	20,686.00	16,513.72	20.2%
<b>GRAND TOTAL</b>	<b>73,433.36</b>	<b>22,474.52</b>	<b>95,907.88</b>	<b>375,128.00</b>	<b>279,220.12</b>	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	279,220.12
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	<u>22</u>	<u>279,220.12</u>