



Northland School Division No. 61

**Combined
Three Year Education Plan
For 2014-2017
And
Annual Education Results Report
2013-14**



2014/2017 Combined Three Year Plan and Annual Education Results Report – 2013/14

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Message from Board Chair

Northland School Division No. 61 is committed to working in partnership with stakeholders and engaging parents, staff, students and the communities to realize a shared goal of success for each student.

Together we can encourage student success and provide learning opportunities that build on student strengths and interests. Only by working together can we support students to experience and take pride in their rich cultural heritage as they develop knowledge and skills that will prepare them to be confident, caring and contributing members of their local and expanded communities.

I invite you to become part of this important work and look forward to building the success of Northland together.

Accountability Statement

The Annual Education Results Report for the 2013-14 school year and the Education Plan for September 1, 2014 for Northland School Division No. 61 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2013/2014 school year and the Education Plan for 2014-2017 on November 21, 2013.

Publication and Communication

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

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

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

Colin Kelly, Official Trustee

Donna Barrett, Superintendent of Schools



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JURISDICTION PROFILE/CONTEXT

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

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

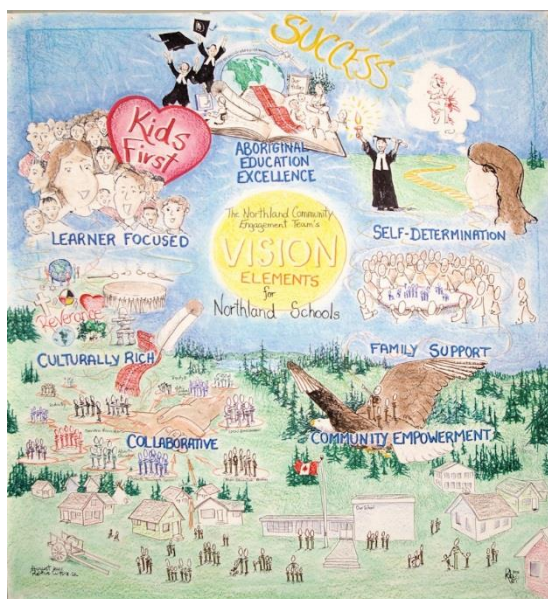
On January 21, 2010 the Minister of Education appointed Colin J. Kelly as Official Trustee and also appointed an Inquiry Committee to meet with key stakeholders and prepare a report of their findings. The Northland School Division Inquiry Team Report was released on January 10, 2011.

The Minister of Education also formed the Northland School Division Community Engagement Team. The Northland School Division Community Engagement Team made recommendations on key issues arising from the development of a community-based response to the Inquiry Team Report to:

- The Minister of Education
- Treaty 8 Chief of Education
- President of Metis Nation of Alberta
- President of Metis Settlements General Council

The Northland Community Engagement Team (NCET) developed a Vision Statement for Northland School Division and outlined a process for community engagement. The NCET identified five priority areas: Aboriginal Content Infusion, Combined Regional and Virtual High School, Orientation Program, Alberta Education Establish a Regional Service and Support Consortium and Governance. The NCET report was released by Minister Johnson on June 25, 2014. The government response to the recommendations contained in the Inquiry Team Report was released in June, 2014.

Vision Elements



Community Engagement Framework





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The Northland Inquiry Team Report provides a framework of recommended actions to achieve the provincial goals of success for every student, quality teaching and leadership and engaged effective governance. The combined 2014 /17 Three Year Plan and Annual Education Results Report – 2013/14 identifies NSD results and plans in relation to these recommendations.

The Community Engagement Team Report can be found at:

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

The Northland Inquiry Team Report can be found at:

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

The government response to the recommendations can be found at:

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

Alberta Education Goal: Success for Every Student

Students achieve Alberta's learning outcomes and demonstrate citizenship, entrepreneurship and proficiency in literacy and numeracy. The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

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

To achieve this goal, NSD is working on a multi-year plan to engage students by creating authentic learning opportunities that reflect local community values, language, culture and knowledge as a starting point and touchstone for addressing outcomes of the Alberta curriculum. Local community engagement is essential throughout this process. Our students live in communities that are rich in cultural history and traditional knowledge. The local environment provides many opportunities for land based learning and teaching. We have a responsibility to retain a respectful context that supports students to develop a strong sense of identity, pride in themselves and their communities.

Students need to have high levels of literacy, numeracy and critical thinking and problem solving skills. These need be developed using practices and resources that are responsive to student interests, strengths and needs. While our students do reside in rural and remote communities, technology provides students with a variety of ways to learn about other communities and contexts.

Our goal is to utilize all resources to provide enriched learning opportunities that engage students so that they will be challenged and encouraged to reach their will full potential. We are committed to researching approaches that are demonstrating success for FNMI students; working with communities-in the implementation of successful practices.

As part of the FNMI strategic plan Northland has designated staff to work within and across local communities to create inventories of local cultural, traditional, and land based knowledge and resources to support our process of curriculum redesign.



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Alberta Education Goal: Quality Teaching and School Leadership

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

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

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

In NSD professional development is aimed at enhancing teacher practices within the local context.

Alberta Education Goal: Engaged and Effective Governance

The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.

NSD is a large distributed school jurisdiction serving distinct northern communities. Elected Local School Board Committees serve an important role in representing local community perspectives to the overall governance structure. They also serve as a vital link and advocate to engage their local community in the development of educational programs that build on traditional community knowledge and strength to create authentic cultural and land based learning opportunities.

Major Accomplishments

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

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

- Division-Literacy Initiative launched in 2012 with an objective to improve literacy practices and enhance reading, writing and comprehension skills for students.
- Educator assessed reading level of students three times per year.
- Schools demonstrated measurable growth in the number of students reading at grade level although more growth is required.

Grades	Fall Assessment 2013-2014	June Assessment 2013-2014
1,2,3	41% at grade level	57% at grade level
4,5,6	28% at grade level	41% at grade level
7-12	43% at grade level	54% at grade level



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- External review of the progress of the literacy initiative was conducted by Dr. Leroy Sloan was positive; working towards providing more support and resources for educators.
- Literacy Initiative is supported by Industry. Cenovus Energy is helping to fund professional development sessions and additional resources such as improving school libraries.
- Schools host Literacy Nights and Reading Fairs to increase parental and community engagement.



Literacy Night at St. Theresa School in Wabasca!
Students, parents and staff participate in read-alouds and other literacy learning events



Peerless Lake School students learning how to make dry meat over a fire at their annual Cultural Days.

FNMI Education and Land-based Learning (Recommendations 8, 12, 13, 14, 19, 20, 21, 24)

- First Nations Métis and Inuit (FNMI) Strategic Plan implemented in 2013-2014 school year.
- FNMI Strategic Plan supports work to strengthen language, enhancement of FNMI resources, the utilization of community resources to develop cultural camps, land-based learning and experiential learning opportunities, partnerships to develop culturally responsive programming opportunities and support FNMI instruction.
- Educators utilize resources such as *Walking Together* and *Our Way is a Valid Way*.
- Schools using resources to educate students about residential schools.
- Promote community engagement; Elders and community members take on leadership roles in this work. For example, *Cultural Weaving Project in Peerless Lake*.
- Northland promotes the learning of local Aboriginal languages and cultural instruction. Parents are educated about the benefits of learning more than one language and the importance of preserving language and culture.



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

- Provide professional development and curriculum materials for CTS and CTF programs to our schools
- Working towards developing dual credit programs.
- Promote high school completion.
- Organizing portable instructional units for schools to support CTF and CTS programming; currently using a large trailer to transport materials to schools.



Keisha Thunder, one of 11 students who represented Kateri School at the Lego Robotics tournament in Fort McMurray on May 24, 2014.



Glass work by Career Pathway School's Robyn Young and Paulina Meen.



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Priorities for the 2014/15 School Year

For the 2014/15 school year, the following priorities have been identified by the Board. Oversight of each area will be assigned to a specific staff member and progress will be reported quarterly.

Northland Priorities
1. Year One Implementation of the Division Attendance Initiative
2. Establish a Literacy Focus Group to strengthen implementation of the Division Literacy Initiative for English, Cree and Dene Languages
3. Develop a Long Term Plan for Education in Wabasca – Desmarais
4. Conduct a review of Mistassiniy School
5. Develop indicators of quality teacher performance in Northland School Division
6. Complete revisions to the Policy Manual
7. Design and implement a strategy to address teacher housing
8. Increase emphasis on Land-based and experiential Learning
9. Enhance instructional leadership and strengthen teacher supervision and evaluation.
10. Complete concept design and feasibility study for regional/virtual high school.



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October 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Concern	Safe and Caring	76.1	78.1	79.2	89.1	89.0	88.6	Very Low	Declined	Concern
Student Learning Opportunities	Concern	Program of Studies	61.8	63.8	63.6	81.3	81.5	81.1	Very Low	Maintained	Concern
		Education Quality	76.9	81.1	80.0	89.2	89.8	89.5	Very Low	Declined	Concern
		Drop Out Rate	12.4	11.0	13.7	3.3	3.5	3.6	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	21.8	17.1	16.0	74.9	74.8	73.8	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	26.7	26.0	27.4	74.0	75.3	75.5	Very Low	Maintained	Concern
		PAT: Excellence	1.6	1.2	1.3	19.0	19.1	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	32.1	21.0	35.4	85.4	84.2	83.4	Very Low	Maintained	Concern
		Diploma: Excellence	0.0	0.0	0.0	21.0	19.5	19.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	5.3	3.8	3.2	50.5	56.6	55.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	21.8	27.1	22.1	60.9	61.3	60.8	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Concern	Transition Rate (6 yr)	18.5	20.3	16.2	59.2	59.5	59.1	Very Low	Maintained	Concern
		Work Preparation	69.4	73.4	70.2	81.2	80.3	80.0	Low	Maintained	Issue
		Citizenship	65.2	67.8	68.2	83.4	83.4	82.6	Very Low	Declined	Concern
Parental Involvement	Concern	Parental Involvement	69.6	69.8	70.4	80.6	80.3	80.0	Very Low	Maintained	Concern
Continuous Improvement	Concern	School Improvement	64.5	72.1	70.0	79.8	80.6	80.2	Very Low	Declined Significantly	Concern



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October 2014 Accountability Pillar Overall Summary – FNMI

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	n/a	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Drop Out Rate	13.1	11.3	13.7	7.8	8.5	9.3	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	22.6	13.4	14.6	43.6	43.9	40.8	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	24.8	25.6	27.2	53.4	56.2	53.6	Very Low	Maintained	Concern
		PAT: Excellence	1.2	0.7	1.0	6.3	6.3	6.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	30.3	21.5	37.2	78.2	75.2	75.7	Very Low	Maintained	Concern
		Diploma: Excellence	0.0	0.0	0.0	10.4	8.4	8.0	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	3.9	1.8	1.6	18.9	21.2	20.0	Very Low	Improved	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	20.5	20.6	18.0	33.0	35.1	33.9	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	16.8	19.5	18.3	32.1	32.2	31.2	Very Low	Maintained	Concern
		Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	n/a	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



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Goal One:

Outcome: *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

Strategies

- **Recommendations 10 and 11**
- NSD will continue to promote positive relations with Head Start and other preschool programs in school communities. Opportunities to partner to share space in schools are encouraged. Daycares and preschools are invited to school events and celebrations. Members of these programs are included in community engagement activities.
- NSD provides funding to support full day kindergarten programming focusing on oral language development.
- NSD will begin implementation of the Early Years Evaluation in Kindergarten classes.

Goal Two: Success for every student

Outcome: *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	44.9	45.6	39.6	21.0	32.1	55	Very Low	Maintained	Concern	58	60	65
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	2.5	0.0	0.0	0.0	0.0	2.5	Very Low	Maintained	Concern	7	9	11

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	22.8	13.5	17.5	17.1	21.8	25	Very Low	Improved	Issue	26	27	28
Drop Out Rate - annual dropout rate of students aged 14 to 18	18.0	15.1	15.0	11.0	12.4	10	Very Low	Maintained	Concern	9	8	7
High school to post-secondary transition rate of students within six years of entering Grade 10.	25.3	14.4	14.0	20.3	18.5	25	Very Low	Maintained	Concern	26	27	28



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Percentage of Grade 12 students eligible for a Rutherford Scholarship.	25.0	25.0	14.3	27.1	21.8	27	Very Low	Maintained	Concern	28	29	30
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	6.8	3.4	2.5	3.8	5.3	7	Very Low	Maintained	Concern	8	9	10

Comment on Results

- *While our high school results remain unacceptably low considerable efforts are being put in place to retain students in school through use of outreach programming, community liaisons, and development of CTS programming. The initial impact of this work can be seen in the reduction in dropout rates. Many student who now stay in school have low literacy and numeracy skills as evidenced by poor achievement on grade 9 PATS.*

Strategies

- **Recommendations 3, 4, 15, 16, 17**
- Analyze information from Tell Them from Me Assessment to increase Engagement for First Nations and Metis students
- Implement a division wide attendance initiative 'Every Day Counts' to improve attendance and engagement.
- In partnership with Kee Tas Kee Now Tribal Council, gather information from students and parents to inform a feasibility study related to the development of a regional virtual high school.
- Retain students in school through such initiatives as culture camps and experiential learning, development of CTS programs including dual credit and work experience, use of community liaisons, and outreach programming.
- Involve high schools in the high school flexibility process.
- Work with Alberta Distance Learning Consortium to support students and teachers to access quality learning resources.
- Focus on the development of strong language literacy and numeracy abilities in younger students to enable them to experience success in secondary grades.
- With support of a grant from Alberta Education introduce Career Technology Foundations at Calling Lake School.
- Provide career and counseling support to students at Mistassiniy School.
- Strengthen cultural relevance in programming through curriculum weaving.
- Strengthen transition supports to students pursuing junior senior high school programs in schools outside of NSD.
- Expand outreach programming opportunities at Career Pathways, Calling Lake and Athabasca Delta Schools



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Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	28.3	26.8	29.5	26.0	26.7	30	Very Low	Maintained	Concern	31	32	33
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.2	0.8	2.0	1.2	1.6	3	Very Low	Maintained	Concern	4	5	5

Comment on Results

- Division assessments show measurable growth in reading although many students are still working below the acceptable standard.
- Full implementation of the Literacy initiative in every classroom has not been achieved.

Strategies

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

- Continue professional development to support implementation of the literacy plan.
- Provide on line professional development for literacy leads, administrators, and teachers.
- Direct observation of implementation by superintendent, division leadership staff, school administration and external consultant.
- Utilize a classroom walk through guide to clarify expectations and monitor implementation.
- Increase student access to culturally appropriate resources.
- Continue to use bench mark assessments to monitor student growth and inform teacher practice.
- Implement a leadership program to improve instructional supervision.
- Quarterly Review by the Literacy Priority Focus Group of progress and follow-up actions.
- As part of the KTC-NSD partnership offer a professional development series for 10 schools in the area of numeracy.
- Target a 15% increase in the number of grade 1-6 students reading at grade level.



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Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	65.6	68.9	67.9	67.8	65.2	70	Very Low	Declined	Concern	72	74	76
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	67.2	71.5	65.7	73.4	69.4	72	Low	Maintained	Issue	74	76	78

Comment on Results

- Low participation rates impacted results.
- There was an increase in the number of parents who indicated satisfaction that they were satisfied that students are taught attitudes and behaviors that will make them successful when they finish school. Parent satisfaction was equal to the provincial satisfaction rate.
- Participation rates for parents are low.

Strategies

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

- Principals will identify in their School Plans processes and strategies that they will use to increase participation rates.
- Retain school by school data on participation rates from students, parents and staff.
- Interventions and support to schools where student conduct has been identified as a significant concern
- School based programming to support positive discipline.
- Develop a model for school reviews.



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Outcome: *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

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

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	30.9	26.7	29.3	25.6	24.8	30	Very Low	Maintained	Concern	31	32	33
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.2	0.6	1.6	0.7	1.2	3	Very Low	Maintained	Concern	4	5	5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	40.0	47.0	43.1	21.5	30.3	55	Very Low	Maintained	Concern	58	60	65
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	1.5	0.0	0.0	0.0	0.0	5	Very Low	Maintained	Concern	7	9	11

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	19.0	12.9	17.7	13.4	22.6	25	Very Low	Improved	Issue	26	27	28
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	18.3	16.2	13.5	11.3	13.1	10	Very Low	Maintained	Concern	9	8	7
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	22.6	18.9	16.5	19.5	16.8	25	Very Low	Maintained	Concern	26	27	28



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Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	14.7	21.6	11.9	20.6	20.5	27	Very Low	Maintained	Concern	28	29	30
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	4.1	1.1	2.1	1.8	3.9	7	Very Low	Improved	Issue	8	9	10

Comment on Results

- Virtually all students in Northland School Division claim First Nations or Metis status. For a variety of reasons the families of a number of our students do not self-identify. In Northland our approach to reducing the gap between the achievement of FNMI students and other students in the province necessitates that we monitor progress of all of our students.

Strategies

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

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

- NSD will continue to provide a strong cultural orientation to all new staff and ongoing going professional development for current staff to build their capacity to engage parents and local communities to create learning experiences that build on community values, knowledge, strengths and perspectives.
- Continue to support and develop graduates of the Aboriginal Teacher Training Program. These staff possess understanding of local community perspectives and along with language and culture teachers will assist teachers to develop relevant learning experiences for students.
- NSD will focus recruitment on hiring qualified applicants who are knowledgeable about northern FNMI communities.
- Increase the student access to culturally relevant resources to support literacy and learning across the curriculum by purchasing appropriate materials and training staff to use them.
- NSD, as part of the FNMI action plan, will use the community engagement process to build capacity at the local level for cultural weaving, experiential learning opportunities that address Alberta Education curriculum outcomes.
- Strengthen literacy instruction in FNMI languages.
- Develop culturally appropriate literacy benchmarks as part of curriculum redesign.



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Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	62.7	65.5	61.6	63.8	61.8	66	Very Low	Maintained	Concern	67	68	69

Comment on Results

- It is challenging to offer a broad range of programs in small remote schools.

Strategies

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

- Build capacity to offer CTS programming across the division.
- Professional development to support Cree and Dene Language instructors.
- Provide professional development sessions for all teachers and support staff to improve literacy instruction
- Strengthen and build capacity in providing Cultural weaving, community stewardship project, and land based learning opportunities



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Goal Four: Engaged and Effective Governance

Outcome: The education system demonstrates collaboration and engagement

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	66.0	73.2	68.2	69.8	69.6	75	Very Low	Maintained	Concern	77	79	80
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	77.3	80.2	78.8	81.1	76.9	80	Very Low	Declined	Concern	82	84	86

Comment on Results

- Low participation rates on survey questions make it difficult to interpret the results

Strategies

- Continue to create school based opportunities for parental and community involvement.
- Work with communities on development of significant projects. For example education planning in Wabasca – Desmarais utilizing the Northland Community Engagement Framework.
- Share information through the new website.
- Share effective strategies for increasing participation in Alberta Education surveys.
- Continue to provide opportunities for open dialogue and feedback within the current governance structure.



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Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	77.5	81.1	78.5	78.1	76.1	81	Very Low	Declined	Concern	83	85	86
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	69.3	68.8	69.1	72.1	64.5	72	Very Low	Declined Significantly	Concern	74	75	76

Comment on Results

- Low participation rates impacted results.

Strategies

- Expand use of the Tell Them From Me Assessment and use data to identify issues and planning.
- Continue to share positive stories through the website and newsletters.

Class Size Survey Results

A copy of the Class Size Survey Results for 2013-2014 can be found on our website by clicking the following link:

<http://www.nsd61.ca>



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Inquiry Report Recommendations: Progress and Plans

Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p>Recommendation #3 and #4: That NSD implement an improvement strategy requiring an action-oriented leadership structure that is centered on strategic governance and effort focused on the following three central priorities over the next nine to twelve years:</p> <p>(1) English Language and numeracy development (2) Improved student attendance.</p> <p>Strengthening parents' engagement with their schools through improving communication and levels of trust. In this regard, it is recommended that NSD take the lead in implementing the FNMI Services Branch parent-engagement initiative.</p> <p>Recommendation #4:</p>	<p>District Wide Focus on Literacy 2012-13</p> <ul style="list-style-type: none"> • Literacy leads in each school. • Established a 2 hour literacy block in all elementary classes • Introduced Reading assessments three times per year (baseline, midyear, end year). • Worked with specialists at the University of Alberta to determine assessment protocols. • Literacy PD for all teachers and paraprofessionals targeted by grade divisions (Sept/Oct; Nov; Feb 2013). • Year One Focus on classroom management (Daily 5), instruction (Café, Best Practices, Continuum of Literacy Learning). • Schools encouraged parent/community involvement in literacy activities (Literacy Nights). • On-line webinars were instituted: monthly Literacy Leads meetings and in-service; a four part series for ECS teachers and instructors on Kindergarten writing, Oral Language, and 2 sessions on Intentional Play based Inquiry. • New FNMI resources were acquired for schools. <p>Implement Year two of the District Wide Focus on Literacy</p> <ul style="list-style-type: none"> • Differentiated training for new and existing/returning literacy leads. • Work with teachers on building literacy strategy bank. • Build on community engagement strategies. 	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> • Continue to monitor implementation of year one and two school based strategies and data. • Provide on line PD and face to face support. • Introduce a school based writing prompt to be used to monitor growth and inform practice. • Literacy Focus Priority Group will meet Quarterly to review progress on the implementation of the Literacy Initiative to recommend and implement changes to increase student growth. • Implement the NAN initiative to provide professional development for numeracy leads for schools involved in the NSD KTC partnership.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p>That as part of the process to improve parent and community engagement with the school, NSD:</p> <p>(1) Encourage and facilitate appropriate teacher involvement with their community, and where possible develop extracurricular activities with students. In support of this,</p> <p>(3) Make budget provision for schools and their staffs to regularly host community supper gatherings at the school as a means of developing awareness and engagement.</p>	<ul style="list-style-type: none"> Refinement of classroom walk-through process for Principals. Build teacher capacity to implement diagnostic ongoing reading assessments to determine inform instruction and provide evidence of progress. Face-to-face literacy PD facilitation for all staff, by grade divisions three times per year. Strengthen and monitor implementation of Focus classroom management and instruction (Daily 5); strategy development (CAFÉ; Continuum of Literacy Learning; Prompting Guides; literacy resources and best practices). Classroom implementation of flexible, frequent small group instruction (Guided Reading and Strategy groupings) for reading and writing. Partnership with industry (Cenovus, ConocoPhillips) to develop home reading and literacy coaching support. Schools identified local strategies to involve parents in their AERRs. Administrators share strategies at admin meetings. Local School Board Committees reviewed school AERR documents and recommend approval to the Northland Board. Attendance reports were presented at Board Meetings. <p>Alignment of School Improvement Planning Process</p> <ul style="list-style-type: none"> All schools identify goals and plans to improve literacy, numeracy, Aboriginal programming, attendance and parent engagement. 	<p>Alignment of School Improvement and Planning Process</p> <ul style="list-style-type: none"> Include school bench mark data in school AERRs. All NSD schools will start compiling school based resource list.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
	<ul style="list-style-type: none"> • Superintendent and Associate Superintendent provide supervision and leadership to school principals through individual follow-up. • Worked with FNMI Services Branch to provide in-services for school leaders to share promising practices to support teaching and learning to support language development in a culturally responsive manner, to understand the impact of residential schools, the importance of learning about local history and First Nations and Métis perspectives on leadership and mentoring. • Allocate budget to each Northland school to host 'school & community engagement' days. • A week long orientation was held in Grouard for new teaching staff and each community held a community orientation event. <p>Student Engagement and Attendance</p> <ul style="list-style-type: none"> • Developed and implemented programs including outreach, dual credit courses, cultural camps, curriculum weaving, land stewardship, the Martin Aboriginal Entrepreneurship, program to support and engage students in learning. 	<p>Improving Attendance</p> <ul style="list-style-type: none"> • Implement the recommendations of the "Every Day Counts" Attendance Improvement Initiative. • Allocate funds to support schools in the implementation of the attendance initiative. • Work with the Office of the Auditor General to provide information to assist in the development of their report focused on improving attendance for FNMI students. • Identify and contact community people to be part of Focus Group sessions in the community of Wabasca-Desmarais. • Continue to encourage and track school extracurricular programs to engage students and support the building of positive relationships among students and staff. • Work with schools to identify classroom and school based measures of student engagement in literacy such as stamina building and student reading logs. Principals share this information with the community, Local School Board Committees and Superintendent. • Review the use of Knowledge and Employability courses to enable students to experience success. • Central Office representation at school graduation ceremonies. <p>Community Engagement</p> <ul style="list-style-type: none"> • Establish a community consultation group in Wabasca-Desmarais community to provide input for long term educational planning. • Provide additional time for local orientation as part of the 2015-16 school calendar.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p>Recommendation #5: That NSD more effectively utilize locally developed measures within the Accountability Pillar to better tailor the accountability process to the unique characteristics of the jurisdiction.</p> <p>Recommendation #6: The NSD engage teachers and parents in a process of ongoing review of Provincial Achievement Tests (PATs) as they are released in an effort to:</p> <p>(1) Build greater awareness and understanding of the tests, and</p> <p>Provide feedback to Alberta Education where there is agreement that particular test items may in fact be biased either culturally or because the items assume background experiences that students living in remote communities may not have. That NSD</p>	<ul style="list-style-type: none"> • NSD developed Classroom Assessment Record database to track students' reading and writing achievement based on PM Benchmarks or Jerry John's assessment tool (administered three times per year, minimally). • Schools completed three rounds of assessments on reading benchmarks (PM/Jerry Johns). • PEDS assisted principals to complete PAT reviews. The Pedagogical Supervisors prepared results tables, graphs and PowerPoint presentations to enable the principals to do a presentation to their staff members and Local school Board Committees. The Pedagogical Supervisors assisted the principals in their presentations at a LSBC meeting. • Through this process teachers were able to set goals for improving PAT results in specific areas of need. • The Assessment Committee had a full day of training on assessment practices in March 2013. • The "Northland Policy and Procedures: Assessing and Communicating Students Performance" was developed by Anne Mulgrew from the Alberta Assessment Consortium. • Substantial in-servicing occurred for all administrators, teachers, instructors and support staff on the development of school based assessment measures and use of database. • Schools identify local indicators as part of the requirement of their School Improvement Plans. 	<ul style="list-style-type: none"> • Include data from school based reading assessments as part of the Accountability Pillar to document growth in reading at the school and division level. • Implement the Early Years Evaluation to inform programming and document growth of kindergarten students. • Participate in the SLA pilot and provide feedback about the appropriateness of the assessment for students in Northland School Division No. 61. • Include data from the TTFM assessment to monitor student engagement. • Develop bench mark measures for Aboriginal Languages. <p>Assessment and Reporting Procedures</p> <ul style="list-style-type: none"> • Review and revise as appropriate procedures related to assessing and reporting student growth. • Develop a communications plan to ensure that this information is shared with parents. • Develop local indicators and measures of growth and achievement ie. FNMI action plan, literacy initiative and community engagement process – terms of reference. • Monitor CEU credits by grade, follow up with schools and use the data to work with students, staff and parents to develop plans to increase successful course completion. • Revise the Assessment policy. • Review academic language and items that may not be culturally and/or experientially relevant to our students.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p>review and update its grade promotion policy and take steps to ensure that the revised policy is well communicated to parents.</p> <p>Recommendation #7: NSD should make every effort to ensure that parents understand the distinction between grade placement and academic grade level of achievement.</p>		<ul style="list-style-type: none"> • Solicit teachers to be nominated to marking committees for diploma exams, PAT, and SLA writing and marking committees. • Review academic language and items that may not be culturally and/or experientially relevant to our students. • Solicit teachers to be nominated to marking committees for diploma exams, PAT, and SLA writing and marking committees.
<p>Recommendation #8 and #12: Recommendation #8 That NSD place sustained emphasis on strengthening languages (English and Aboriginal) by multiple strategies that are tailored to the contextual needs of each community. In this regard specifically that NSD leadership research a successful approach for the</p>	<p>Progress in 2012-14</p> <ul style="list-style-type: none"> • Established the FNMI Education Committee to make recommendations to set direction for Aboriginal programming for students in the division. The committee reviewed of Use of FNMI dollars. They audited current practices related to the expenditure of FNMI dollars. The FNMI Committee reviewed the results of the school audit and developed a draft action plan. These recommendations were considered in the development of the 2013-14 budget planning process. • The cultural weaving project at Peerless Lake used the NSD Community Engagement process to incorporate 	<ul style="list-style-type: none"> • Utilize the Literacy Priority Focus Group to strengthen instructional practice in Indigenous Languages • Begin developing performance benchmarks for Cree Language. • With grant support from Alberta Education, strengthen cultural weaving to address curriculum outcomes. • Continue to provide cultural camps and land based learning opportunities linked to the curriculum. • Begin implementation of Career Technology Foundations at Calling Lake School. • Identify literacy benchmarks as part of curriculum redesign at Calling Lake School.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p>acquisition of Aboriginal languages, English language and numeracy. Further, that NSD leadership establish baseline data on these areas and train all staff in effective teaching of selected programs or approaches. That NSD also maintain longitudinal data to track student progress, adjust strategies as needed and carry out ongoing assessment.</p> <p>Recommendation #12: That NSD strengthen the Aboriginal cultural content within the curriculum; and further that more emphasis, including staff development and support, be placed on Aboriginal content infusion as provided for in the Alberta curriculum. Recommendation #9:</p> <ul style="list-style-type: none"> That library enhancement for the purpose of supporting reading be an integral part of the effort to 	<p>cultural knowledge and perspectives into a curriculum framework. Use of Cree language to describe key concepts is key to this process.</p> <ul style="list-style-type: none"> Participated in the community stewardship project in partnership with Bigstone Cree First Nation, Northland, Alberta Education (curriculum). The project focuses on providing students with an opportunity to learn about their local community through authentic sources. Shared examples of programming initiatives from Community Stewardship Project, Peerless Lake Cultural Weaving Project and ADCS land based learning. <p>Partnered with</p> <ul style="list-style-type: none"> Northwestern Regional Learning Consortium, Kee Tas Kee Now, Bigstone Cree Nation, Sunchild e-Learning, Oil Sands Leadership Initiative develop a range of culturally responsive programming opportunities and supports for students. Further development of Cultural Camps. Supervisor of Aboriginal Programs provided district level leadership to support Cree and Dene cultural and language programming and inclusion of Aboriginal cultural content. <p>Strategies related to the Literacy Initiative</p> <ul style="list-style-type: none"> Implementation Daily 5/Café with Cree language teachers. Implemented embedded PD for language/culture teachers. 	<ul style="list-style-type: none"> Collaborate with Elders, Knowledge Keepers and Cultural Advisors at the community level to create an inventory of community based resources to support community based learning. Further develop processes to weave student contextual variables into curriculum. Continue development of Community Stewardship Project and Cree Immersion camps. <p>Deepen Understanding of Northland Communities</p> <ul style="list-style-type: none"> Work with Alberta Education First Nations, Métis and Inuit Services Branch to explore possibilities for credentialing for language instructors. Build capacity of school leaders to utilize the Collaborative Frameworks document and the Community Engagement Framework to strengthen local community engagement. Provide professional development on the use of the WNCP ACV tool (tool for assessing Aboriginal Content Validation).



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
strengthen languages.	<ul style="list-style-type: none"> Increased use of FNMI resources to support instruction – Turtle Island K-8 in use in classrooms; as available/applicable published resources (SSDEC collections). Introduction of indigenous authors into classroom practice (David Bouchard, Richard Wagamese, Richard van Camp, Drew Hayden Taylor, etc). In-serviced teachers on cultural/language practices to build understanding, sharing, sensitivity to students' needs. With sponsorship and support from Alberta Education FNMI Services Branch, Northland schools received "Literacy Seed Kits" containing 78 library books to support our literacy initiative. Each kit has a dollar value of \$1,000.00. Created "Literacy in a Box" kits for every Northland school. Northland School Division applied for grants to support school-based libraries across the Division. <p>Implementation of Year One of the NSD FNMI Plan across jurisdiction, providing key action elements to support all learning in school division.</p> <ul style="list-style-type: none"> Strengthen cultural content in curriculum by using culturally appropriate and historically accurate resources. 	



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
	<p>Use of FNMI dollars</p> <ul style="list-style-type: none"> • Strengthened practice related to the expenditure of FNMI dollars. • Continued Partnering with Northwestern Regional Learning Consortium, Kee Tas Kee Now, Bigstone Cree Nation, Sunchild e-Learning, Oil Sands Leadership Initiative to develop a range of culturally responsive programming opportunities and supports for students. • Second level service alignment with Kee Tas Kee Now to support students and teachers; shared responsibilities and resources. • Funding allocation to support resource acquisition in schools. • Supervisor of Aboriginal Programs provided district level leadership to support Cree and Dene cultural and language programming and inclusion of Aboriginal cultural content. • Monitored use of FNMI resources eg. Literacy seed kit and provide support. <p>Development of Local Community Resource People</p> <ul style="list-style-type: none"> • Initial development of local community cultural resource list was completed in Wabasca-Desmarais, Sandy Lake, Calling Lake, and Chipewyan Lake Schools. The lists were shared with principal. 	<ul style="list-style-type: none"> • Develop a long term strategy to enhance school libraries.
<p>Recommendation #10: That it be mandatory for NSD schools to offer full-day</p>	<ul style="list-style-type: none"> • All Northland Schools offered full day Kindergarten programs. All but three have certificated instructors. • Funding to support full day Kindergarten has been allocated. 	<ul style="list-style-type: none"> • Provide direct training to all ECS teacher in using the Early Years Evaluation for assessment and programming • Use data from the Early Years Evaluation to inform Kindergarten programming and assess student growth



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p>Kindergarten programs.</p> <p>Recommendation #11: That NSD promote and maintain close coordination with Head Start programs as a means of helping alleviate the readiness for school deficiencies experienced by many students, and further, that in communities where no other agency offers a Head Start program, NSD should consider offering such a program.</p>	<ul style="list-style-type: none"> The division considered the appropriateness of the EYE Learn Assessment in kindergarten program. New school construction links early learning and school programming (Gift Lake and Bishop Routhier). School principals maintained contact with community head start programs, include them as appropriate in school celebrations and other events and develop a transition process to link children and their families to the school as they move from preschool to Kindergarten. 	<ul style="list-style-type: none"> Provide support and professional development to build staff capacity to develop oral language and play based experiential learning.
<p>Recommendation #12:</p>	<p>See Recommendation 8.</p>	
<p>Recommendation #13 That NSD strengthen professional leadership for Aboriginal language instructors and provide training for Aboriginal language instructors to increase the capacity to deliver quality Aboriginal language programs.</p>	<ul style="list-style-type: none"> Aboriginal Language Instructors received ongoing professional development on a one-to-one basis through school visits. Aboriginal Language Instructors began to incorporate the Daily 5 Strategy as appropriate New Aboriginal Language Coordinator was added through the KTC/NSD partnership increasing the support for language and cultural programming. Assistant Supervisor linked Cree Language to the Peerless Lake Cultural Weaving Science Project guided by the FNMI Field Services Branch. Supervisor participated on a Working Committee for the Community Stewardship Development for the Wabasca 	<ul style="list-style-type: none"> Literacy Priority Focus Group will review progress and identify actions to strengthen instruction in Aboriginal Languages. Strategies will include- increased use of Alberta Education Approved resources, development local resources for the FNMI language programs, provision of support to engage students towards oral contextual learning, development of achievement benchmarks. In partnership with Alberta Education (FNMI) Services Branch approach the University of Alberta to develop credentialing opportunities for instructors. Supervisor of Aboriginal Programs provide leadership, in-servicing and individual consultation to support Cree and



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
	<p>region with Education Program Standards and Assessment Branch from Alberta Education.</p> <ul style="list-style-type: none"> • Provided regional hands-on workshops for the instructors in conjunction with their local schools PD. • Assistant supervisor continued to increase the professional development addressing lesson and unit planning. • ATEP graduates have been placed in NSD schools as classroom teachers. • Continued collaboration and in-servicing through Regional Professional Development with all teachers, instructors, classroom support personnel to provide culturally appropriate instruction and resources • Aboriginal programs provided leadership to ensure that all staff understands the importance of Aboriginal language programs and encourage co-operative planning that recognizes the cultural knowledge, perspective and expertise of these staff members. • Collaboration with Kee Tas Kee Now Tribal Council to involve the 10 schools in Professional Development and support in schools through Pedagogical, Literacy, and Inclusive Education Supervisors. Ongoing interaction between jurisdiction personnel to provide services to students and teachers. • Completed Special project with Peerless Lake School to build relationships between community and school in a cultural weaving experience. 	<p>Dene cultural and language programming. To date the program has addressed lesson and long range planning. 2014-2015 the area of support is assessment.</p> <ul style="list-style-type: none"> • Continue to involve the community and the local school board committees in discussions related to the offering of Aboriginal language and cultural programming using the community engagement process.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
Recommendation #14: That there be recognition of the reality that not all parents support Aboriginal language and cultural instruction within the school environment by providing an opt-out arrangement similar to the manner in which public schools generally deal with religious instruction.	<ul style="list-style-type: none"> Continue to educate parents on the educational benefits of learning more than one language and the importance of preserving Indigenous languages and cultures 	<ul style="list-style-type: none"> Promote cross cultural education and continue to respect the beliefs of parents. Continue to educate parents on the educational benefits of learning more than one language and the importance of preserving Indigenous languages and cultures.
Recommendation #17: That NSD give planning consideration to establishing a combined regional and virtual high school to serve students in the smaller communities, as an alternative to existing boarding arrangements.	2012-13 <ul style="list-style-type: none"> Northland piloted a joint project with ADCS and ADLC. Three high school courses at the 30 level were jointly offered (ELA, SC, SS). A Student Paced Program Model was developed and presented to the Official Trustee at the March 2013 board meeting. This model was shared with Northland Local School Boards Committees and principals in May and June with the intent of moving forward on this design of instructional organization in the 2013-14 school year. 2013-14 <ul style="list-style-type: none"> Student Paced programming was initiated in at Mistassiniy and Grouard with limited success. A key finding was there was a need to provide more staff development and build parent and student understanding of this model before going to full implementation. 	<ul style="list-style-type: none"> Involve high schools in the high school redesign process by working with community, business and post-secondary partners to expand the use of flexible programming such as outreach, skills camps, culture camps, land-based learning. NSD in partnership with KTC survey parents and students to determine community support for the development of a combined regional and virtual high school to serve students in smaller communities as an alternative to existing boarding arrangements. The survey findings will be shared with local communities and the Board of Trustees. Utilize attendance and successful course completion data to monitor progress of high school students.
Recommendation #18:	<ul style="list-style-type: none"> Northland School Division continues to work closely with Northern Lakes College on 	<ul style="list-style-type: none"> Continue to develop partnerships to expand CTS offerings.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p>That NSD initiate and sustain discussions with Northern Lakes College and any other post-secondary institution that has a presence in communities served by NSD to capitalize on potential joint efforts in high school programming.</p>	<ul style="list-style-type: none"> - Dual Credit opportunities (Welding, 2nd semester Wabasca, NLC facility). - Atoske Action Group in Wabasca, NLC/NSD partners with community and industry (Workforce planning and seamless access/support for education opportunities). - Facility use: classroom and office space in exchange for in kind contributions. - Career awareness, field trips and visits from NLC staff and simulators. - NSD representation on TOLKO Dual Credit site Advisory Committee. • The new Gift Lake School included a partnership with Northern Lakes College. NSD has established partnerships with Alberta Distance Learning and Kee Tas Kee Now Tribal Council to work on strengthening high school programming. • A student in the dual credit welding program at Mistassiniy School received honors this past April. (BRONZE MEDAL in welding at the SKILLS Regionals Competition). • Utilized a grant and NSD funds to support educational leave to train two teachers in advanced CTS skills. Two teachers are now providing service in Northland Schools (Little Buffalo and Mistassiniy School). They are credentialed to teach dual credit advanced CTS courses for high school students in the Division. • Northland School Division and Northern Lakes College formed a partnership for the use of the Northland CTS Trailer in Wabasca for the 2012-2013 school year. Under this arrangement, high school students had access to a dual credit welding program. 	<ul style="list-style-type: none"> • Introduce CTF at Calling Lake School. • Work with partners to develop long term educational plans for Wabasca-Desmarais.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
	<ul style="list-style-type: none"> • Students who meet program requirements will be eligible to write the 'Period 1 Apprenticeship' examination. • Implemented Paul Martin Entrepreneurship Program at Mistassiniy. <p>1) School Industry Partnership Coordinator in place:</p> <ul style="list-style-type: none"> - Work with <i>Careers Next Generation</i> staff to provide the Registered Apprenticeship (RAP) program with contacts in Wabasca, Fort McMurray and High Prairie. - Build connections with local community organizations, industry, other school divisions and levels of government to support our students, staff and communities. - Continue to seek grants to support NSD initiatives. <p>2) Develop college connections</p> <ul style="list-style-type: none"> - NAIT, excellent contacts through the ENCANA Aboriginal Student Center, - Bill Woodward and ADCS Schools had trips to NAIT, U of A and Grant McEwan. - Work with staff from Keyano College, Careers the Next Generation, RMWB, OSLI and several non-profits to improve career knowledge and access for students from the following Northland schools - ADCS School, Fort McKay, Father R. Perin and Conklin. - GPRC – contacts for programs on west side – support for Skills Alberta exposure and skill development. 	



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
	2013-14 <ul style="list-style-type: none"> Paul Martin Entrepreneurship Program offered at Career Pathways School. Relocated CTS trailer to Little Buffalo in support of the <i>Kee Tas Kee Now</i> Tribal Council (KTC) Partnership. Developed and deployed small CTS Trailers to provide mobile kits in support of junior and senior high CTS – small engine repair, cosmetology/esthetics, communication, fabrication, construction, design studies, environmental stewardship, wildlife. 	
Recommendation #19: That as NSD is re-defined as a special purpose system for Aboriginal education, there be a requirement, over time, for persons in leadership roles to have FNMI heritage and Aboriginal language fluency along with demonstrated skill in dealing effectively with Aboriginal cultures.	Progress 2012-14 <ul style="list-style-type: none"> A retreat was held in Grouard to provide all senior level leadership staff with an understanding of this direction. 22 Northland staff completed fourth year of the Aboriginal Teacher Education Program and are currently employed in the school division. 	<ul style="list-style-type: none"> Implement a staff recruitment, retention, and capacity building process that highlights the importance of FNMI language, cultural knowledge and demonstrated ability to improve learning outcomes for students.
Recommendation #20: That NSD re-establish an effective orientation program for new hires, with a substantial emphasis on community and cultural components, and further, that the placement of new	2013-14 <ul style="list-style-type: none"> A week long orientation was held in Grouard for new teaching staff and each community held a community orientation event. Provided an orientation for new principals prior to the new staff orientation. 	<ul style="list-style-type: none"> Continue to develop and refine the new staff orientation process that emphasizes local orientations and give consideration to hosting the division orientation in other communities. Work to deepen knowledge related to the impact of residential schools. Make orientation it available to current staff on an invitational basis.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
employees into communities be arranged with sufficient time for them to experience community-level orientation and setting-in prior to the start of teaching duties.		<ul style="list-style-type: none"> • Provide time in the 2015-16 calendar for local orientations.
Recommendation #21: That NSD implement and maintain staff development activities that enhance teachers' skills at individualizing, differentiating instruction, employing more experiential-based learning activities and devising learning activities that include formative assessment skills, in recognition of the diverse learning levels and needs of NSD students.	2012-13 <ul style="list-style-type: none"> • Differentiated instruction was offered in the area of learner preferences for FNMI students. FNMI resources, Worldviews, and perspectives were introduced and modelled. 2013-14 As part of the Literacy strategy: <ul style="list-style-type: none"> • Emphasized the importance of strength based approaches. • Provided materials to build teacher capacity • Introduced Guided reading, leveled literacy intervention using appropriately leveled text. • Development toward student independence (Gradual Release of Responsibility model – Show me, Help me, Let me). • Growing teacher capacity in using formative assessment in reading, writing, oral language as indicators of student achievement to guide instruction. 	<ul style="list-style-type: none"> • Continue to use technology to provide access to initiatives in literacy, cultural learning and school leadership. • Continue to strengthen the emphasis on being open and responsive to "Our Way is a Valid Way". • Continue to incorporate literacy strategies that promote differentiation. • Use of Professional Learning Communities to create viable learning teams focusing on needs of students.
Recommendation #22: That NSD ensure strengthened responsibility and	<ul style="list-style-type: none"> • Director of Human Resources provides assistance and direction to principals in staffing process. 	<ul style="list-style-type: none"> • Provide professional development for school leaders in staff supervision and evaluation.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p>accountability relationships between students, teachers, principals and the superintendent. In particular, that the human resources management function (recruitment and termination of personnel) become clearly a management activity with appropriate community input only; it must cease to be regarded as a governance function subject to political processes.</p>	<ul style="list-style-type: none"> This recommendation was discussed at the orientation for Local School Board Chairs. 	<ul style="list-style-type: none"> Review the Teacher Recruitment and Hiring Handbook which once approved, will be distributed. The handbook provides guidelines, templates and tips for teacher recruitment specific to the Northland context. Implementation of Recruitment Strategies to hire qualified candidates emphasizing knowledge and/or experience with Indigenous communities, languages and cultures. With the support of a conditional grant from Alberta Education, build leadership capacity of principals in the overall performance management.
<p>Recommendation #23: That NSD re-establish central, regionally based, administrative and pedagogical roles by re-directing some resources away from classroom-based positions. These re-established roles should provide direction, assistance and support to principals and teachers for NSD-wide approaches, implementation and assessment of core</p>	<p>2012-14</p> <ul style="list-style-type: none"> Northland School Division has provided central office and regionally based leadership positions to support principals and teachers to achieve division priorities. One Pedagogical Supervisor to provide instructional support to 7 Northland schools and 3 KTC schools. Two new positions were added to support the NSD/KTC Partnership (Field IT Technician and Student Services Coordinator). 	<ul style="list-style-type: none"> Continue to provide support to schools targeted to key division initiatives. Associate Superintendent is located in Wabasca providing on-site and regional support to schools. Director of FNMI Education will provide overall direction and coordination of FNMI education across the Division and provides leadership, support and direction for strengthen Aboriginal Language programming, weaving language and culture into daily classroom pedagogy. Division Literacy Supervisor provides overall direction for implementation of Division-wide literacy and AISI initiatives. 2 pedagogical supervisors provide leadership to the literacy initiative, one literacy lead provides leadership to two schools on the east side.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
literacy and numeracy programs.		<ul style="list-style-type: none"> • Supervisor of Student Services supports inclusive education. • School industry partnership principal working to develop CTF/CTS programming and access grants. • One pedagogical supervisor provides support to high schools and the high school redesign focus. • Where necessary contract with experts to provide school and division support in the areas of literacy, language learning and technology.
<p>Recommendation #24: That NSD establish and sustain over time a school-community development function within the organization. This function should include a staff position whose job is to regularly and systematically facilitate school-based meetings with parents and community members to develop the school's strategic role within the future of the community. This staff position must take the lead in implementing the parent engagement process, including reflecting the concepts behind the former Community Schools program</p>	<ul style="list-style-type: none"> • As part of the FNMI Action Plan, strengthen understanding and build the capacity of school leader and central leaders using Community Engagement. 	<ul style="list-style-type: none"> • Work with the Wabasca Desmarais community to develop a long term plan for education. • Continue to provide resources to schools to support community engagement.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
and the Integrated Services delivery model. Further, that this function also include designed resources to enable school staff to regularly host community gatherings (such as community suppers) at the school.		
Recommendation #25: That NSD establish and sustain over time an internal communications function. This function should include a staff position whose job is to ensure that key messages about the system's priorities are directed to internal audiences through all appropriate channels. These key messages include the importance of: schooling, regular attendance, consistent parental support and the inclusion of Aboriginal culture.	<ul style="list-style-type: none"> • Communications Coordinator hired October, 2012. • Drafted media releases, parent letters to everyone informed about what's happening at our schools • Created partnerships with other school divisions. Example; joint advertising for encouraging parents to fill out the Accountability Pillar Surveys. • Provided monthly newsletter and produced a weekly communication to administrators. • Launched a Northland School Division No. 61 twitter account. Another way to communicate our message. • Produced an Annual Education Results Report and Annual Plan summary brochure. • Updated the current website with web stories, updated information and created an online calendar. • Drafted an RFP for new division and school website. 	<ul style="list-style-type: none"> • Launch the new division website. • Provide training and support to school staff related to the school website. • Develop an updated communications plan.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p>Recommendation #26, #27 and #28: Recommendation #26 That NSD continue to maintain and enhance records of the levels of training of paraprofessionals/support staff.</p> <p>Recommendation #27 That where paraprofessional/support staff members have not completed a level of training commensurate with their assignments, each staff member develop a training plan that leads to a recognized credential relating to their assignments and that NSD encourage and assist staff with in-service programs tied to course requirements.</p> <p>Recommendation #28: That when new paraprofessional/support staff are hired, they be required to commit to an upgrading program/plan that leads to a</p>	<ul style="list-style-type: none"> • Native Language Instructors supported to attend Mamawihtowin Conference in October, 2012. Program included a full workshop specifically directed to Native Language and Culture teaching. • Reinstate funds for support staff education leaves focusing on increasing or attaining recognized credentials. 	<ul style="list-style-type: none"> • Continue to allocate dollars for staff upgrading and have staff complete a commitment to upgrade where appropriate. • Institute a personal growth plan procedure for all paraprofessional staff. • Work with Northern Lakes College to develop and provide in-service programs that could lead to certification such as Education Assistants.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
recognized credential related directly to their assignment.		
Recommendation #29: That NSD ensure appropriate personnel and internal arrangements are in place for systematic quarterly financial reporting to the Board of Trustees.	<ul style="list-style-type: none"> Quarterly reports are presented to the Board. 	<ul style="list-style-type: none"> Continue to provide quarterly financial reports
Recommendation #30 That Alberta Education and NSD jointly explore supporting NSD teacher housing through an arms-length entity (some type of housing authority) acting on NSD's behalf, and perhaps on behalf of other public sector employers in northern Alberta communities, in order to get away from the staff relations issues associated with the employer being the landlord; further that innovative, ongoing provincial funding be	<ul style="list-style-type: none"> Continue to seek support to address housing. Work with the Quality of Work/Life Committee to develop a plan to address housing. Seek approval from the Minister of Education to borrow 1 million dollars to address teacher housing. 	<ul style="list-style-type: none"> Reduce housing in areas where it is not being used. Work with Alberta government and other partners to improve teacher housing.



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
implemented to enable such an arrangement to be viable.		
Recommendation #32 and #33: Recommendation #32 That NSD obtain title to, or an enforceable long-term interest in, land prior to commencing construction of any capital project. Recommendation #33: That NSD ensure it has appropriate leases in place for all its schools situated on Métis Settlement lands.	<ul style="list-style-type: none"> Develop a procedure dealing with third party land acquisition. 	<ul style="list-style-type: none"> Continue to follow this practice.
Recommendation #46: That NSD initiate school closure proceedings at Keg River.		<ul style="list-style-type: none"> Monitor enrolments on an annual basis.



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Inclusive Education Northland School Division No. 61

Northland School Division continues to contract services. Services that have been contracted for the 2014/15 school year include: psychology, speech language pathology, occupational therapy, physiotherapy, hearing and vision services and assistive technologies; iPads, FM systems, and lap top computers.

The school division is working on building capacity to support Inclusive classrooms. This year, a focus is ensuring that the teachers have a clear understanding of differentiation and Response to Intervention. These two models can help meet the needs of all students who are in their classrooms.

Regional Collaborative Service Delivery Model

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

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

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



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School Facilities

Maintenance

During the 2013-2014 school year construction for the new replacement school in Gift Lake continued. The old school was abandoned in January 2014 due to mould damage and air quality issues. With funding from Alberta Infrastructure, a temporary school was assembled with eight portable classrooms, one office, and washroom facilities which was operational September 2014.

Little Buffalo School received three new portable classrooms and one portable kitchen unit due to excessive mould damage to the old school. Additional mould repair occurred August 2014 with a facility and grounds upgrade August and September 2014.

Peerless Lake School and Kateri School received mould and bat remediation in the fall of 2014. Facility upgrades also occurred.

Grouard Northland School received a full roof replacement in August and September, 2014; Susa Creek School received a partial roof replacement and repair in October, 2014; and Father R. Perin School is scheduled for a partial roof replacement and repair in November, 2014.

Cleaning and sanitizing of the heating, ventilation, and air conditioning systems was completed in the following schools: St. Theresa, Mistassiniy, Pelican Mountain, Calling Lake, Peerless Lake, Little Buffalo, and Kateri. The following schools are slated to have cleaning and sanitizing of the HVAC system in the 2014-15 school year: Grouard, Dr. Mary Jackson, Paddle Prairie, Anzac, Janvier, JF Dion, Susa Creek, ADCS, Chipewyan Lake, Fort McKay, Hillview, Bishop Routhier, and Bill Woodward.

Upgrades and modification of the heating, ventilation, and air conditioning units was completed at Susa Creek School and are in progress at: ADCS, St. Theresa, Mistassiniy, Calling Lake, Bill Woodward, Grouard, Pelican Mountain. In the 2014-15 school year Bishop Routhier, JF Dion, Hillview, and Janvier will be completed.

Requests were made to Alberta Infrastructure and Alberta Education to move four portables from Bishop Routhier to Paddle Prairie School and three portables from Gift Lake School to Calling Lake School.

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

<http://www.nsd61.ca>

Transportation Department

Northland School Division No. 61 operates 57 bus routes, of which 16 are contract operated covering a total of 100,000 sq. kilometers of unorganized territory in northern Alberta. Approximately 2592 students are transported daily to 47 schools in Alberta, British Columbia, and the Northwest Territories by bus or by Conveyance Allowance. The service area of the Transportation Department is 4370 square kilometers; 6456 daily kilometers are travelled or 1,291,200 kilometers annually. The fleet of 65 buses is distributed to provide optimum service to the Northland Communities. Northland does not operate division owned repair facilities. Nine garages are engaged by Northland to conduct semi-annual inspections and maintain the fleet.

The Transportation Department operates on a budget of approximately \$3,300,000.



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Northland School Division changed carrier status from a Federal Carrier to a Provincial Carrier in August 2013. An Alberta Carrier Services audit was performed by Carrier Services in July 2014. Northland Transportation passed the audit with a score of 90.77% compliance. Driver recruitment strategies proved successful in 2013-2014 with a reduction from 10% in 2012-2013 to 4.7% in bus route non-operational days due to drivers' absence. The transportation department was restructured with board approval in June 2014 to support a transportation manager, transportation coordinator, and the addition of a .4 transportation secretary.

Housing

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

Operating with a budget of approximately \$1,000,000 (one million dollars), Northland Housing Services maintained 138 residences throughout 17 communities during the 2013 – 2014 school year. There are deficiencies in several areas including furnaces, hot water tanks, flooring, re-roofing, bathrooms, windows, cabinets and vanities, exterior and interior paint, and major appliances in several communities. The Board of Trustees for Northland School Division has approved to secure a loan of \$1,000,000 over a 10 year period to bring housing back up to standard. A Housing Committee was formed and along with Quality of Work Life Committee will facilitate a comprehensive plan to utilize the dollars to bring housing up to an acceptable standard for Northland teachers. This process was put on hold as we work with Alberta Education on a comprehensive plan to address housing.

Housing Services continued to:

- 1) Be client focused with professional staff as clients.
- 2) Provide quality maintenance service to tenants within the budget constraints of housing rental income.
- 3) Work toward the establishment of a functional preventative maintenance program.
- 4) Pursue a policy of continuous improvement in the provision of housing services.

School Food Services

School Food Services operates as a division of Northland School Division No. 61 and had an annual budget of approximately \$3,200,000 for the 2013-2014 school year.

A central administrative staff complement of 4 positions worked with twenty-three Local School Board Committees, three Non-Profit Associations, and two other school divisions to provide nutritionally balanced school lunches to approximately 2, 772 registered students.

Local administration was provided by Local School Board Committees and by Non-Profit Associations for the three lunch programs operating in other school divisions. Fort Vermilion School Division provided complete administration for two of its school service sites. Local responsibility included recommendations for administration, and the community interaction necessary for each lunch program's delivery. Local people are employed exclusively as kitchen staff.

A daily morning nutrition break is also being provided which is designed to enhance student performance, improve attendance and reduce the number of students arriving late.

During the 2013-2014 school year, plans continued for the lunch program kitchen which will be in the new school at Gift Lake. The new kitchen at Little Buffalo School was completed. Plans were finalized to install dishwashers in



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the commercial lunch program kitchens in four locations. Funding was received from the Alberta Healthy School Community Wellness Fund to continue the development of a division wide wellness policy. School Food Services staff worked with the schools to get as much input as possible for the nutrition component of the policy. Activities included the purchase of grow boxes, Vitamixers to make healthy smoothies, pedometers, and the development of a list of healthy options that could be sold in the school tuck shop.

Parental Involvement Strategies

Local School Board Committees work with school staff and administration on the development and updating of school plans. Schools report their processes for involving parents as part of their local school plan. The members of the Local School Board Committee review the plans and indicate their support by recommending the approval of school plans through a local board motion.

Following the 2014 elections, a two session orientation was provided for LSBC members. The official trustee and superintendent attend LSBC meetings and are available to provide assistance and clarification on procedures and responsibilities.

AEER-PIDA Report 2013-2014

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

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

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

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

Chief Officer's Annual Report

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

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

- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;



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- (b) the number of investigations commenced by the designated officer as a result of disclosures;
- (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.
- (3) The report under subsection (1) must be included in the annual report of the department, public entity or office of the Legislature if the annual report is made publicly available, and if the annual report is not made publicly available, the chief officer must make the report under subsection (1) available to the public on request.

(Public Information Disclosure Act – June 2013)

In the 2013-2014 school year, Northland School Division No 61 has had:

- 0 disclosures and
- 0 investigations.



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Financial Results

The following pages outline the finances of the Division. More information on the sources of school-generated funds and their uses, as well as a copy of the Audited Financial Statement can be requested by contacting the Secretary-Treasurer of the Division. Phone: 1-800-362-1360 or visit our website:

www.nsd61.ca

A copy of our budget report for the year ending August 31, 2014 can be obtained by contacting the Secretary-Treasurer or visit our website:

www.nsd61.ca

The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division and the 2014-2015 priorities.

Comparative information is available in a provincial report at the following website:
www.education.gov.ab.ca/funding/afs

Key Financial Information about the Upcoming School Year

1. Instructional programming accounts for 64.34% of the total expenses.
2. Board and administration expenses are projected at 6.7%.
3. This is the second year of a three-year grant (\$150,000 each year) that has been directed to strengthen CTS programming, including dual credit programming.
4. Funding for the above priorities is reflected in the 2014-2015 budget, which includes:
 - Division Attendance Initiative - \$85,000.
 - Literacy Focus Group – extension of the external review.
 - Funding to work with stakeholders to develop a long-term plan in the Wabasca-Desmarais area.
 - Review of Mistassiniy School.
 - Land-based and experiential learning – utilizing government and industry grants.
 - Instructional leadership and teacher supervision and evaluation.
5. Increased IMR funding will allow the division to complete some outstanding school upgrading projects.
6. Instructional programming accounts for 64.34% of the total expenses.
7. Board and administration expenses are projected at 6.7%.

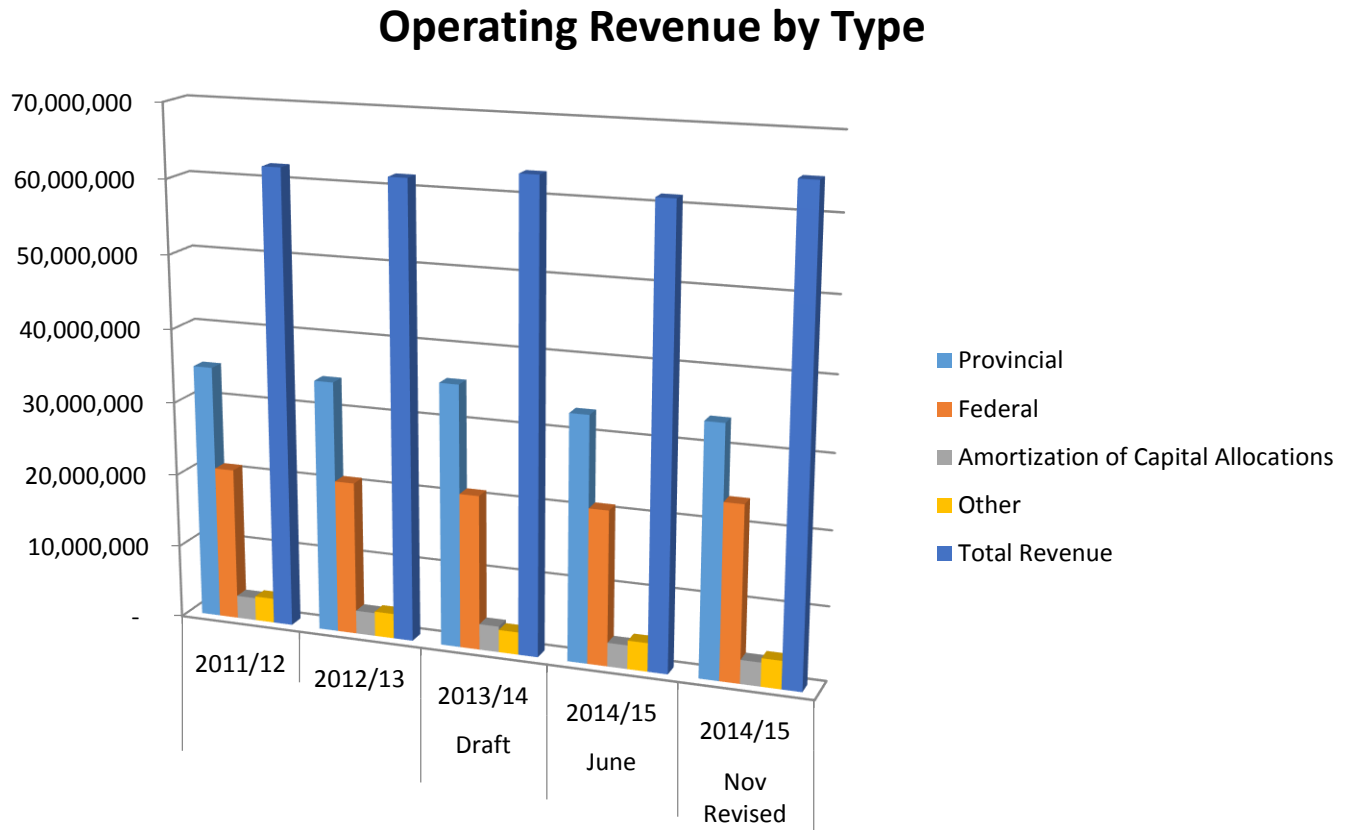
Efforts to implement the recommendations and priorities are constrained by current funding as follows:

- For 2014-2015, salaries and benefits will be stable. However, in the next school year a lump sum payment of 1% of the annual salary and a 2% salary increase will be in effect. This will be a major financial burden on the division.
- We continue to provide in excess of 475 hours of instructional time for ECS students; however, current funding for ECS makes this a challenge.
- Maintaining teacher satisfaction will be a challenge until the housing situation is addressed.
- Although IMR funding has increased, there is no provision for staff to actually do the work. Finding and using qualified contractors in the northern half of Alberta continues to be a challenge.
- The current model of funding using CEUs presents a challenge to run high school programming,



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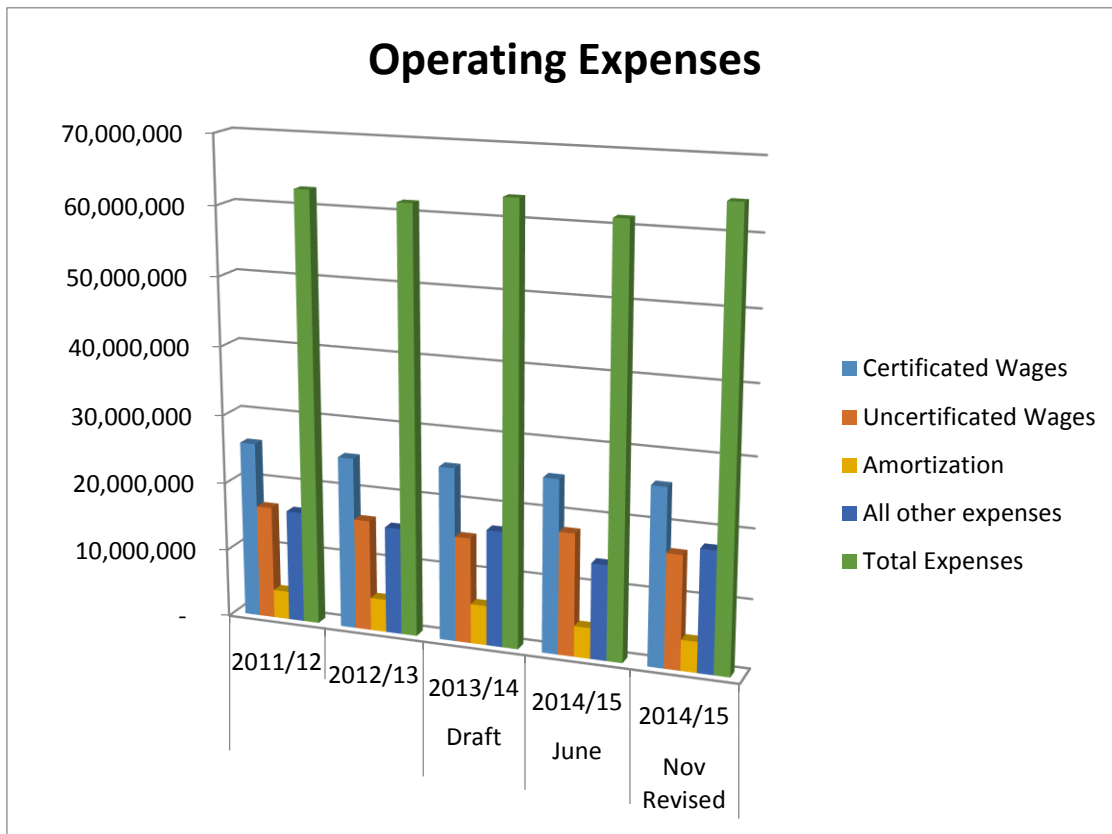
2014-2015 Budget Operating Revenue By Type





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Budget 2014-2015 Operating Expenses – historical to budget

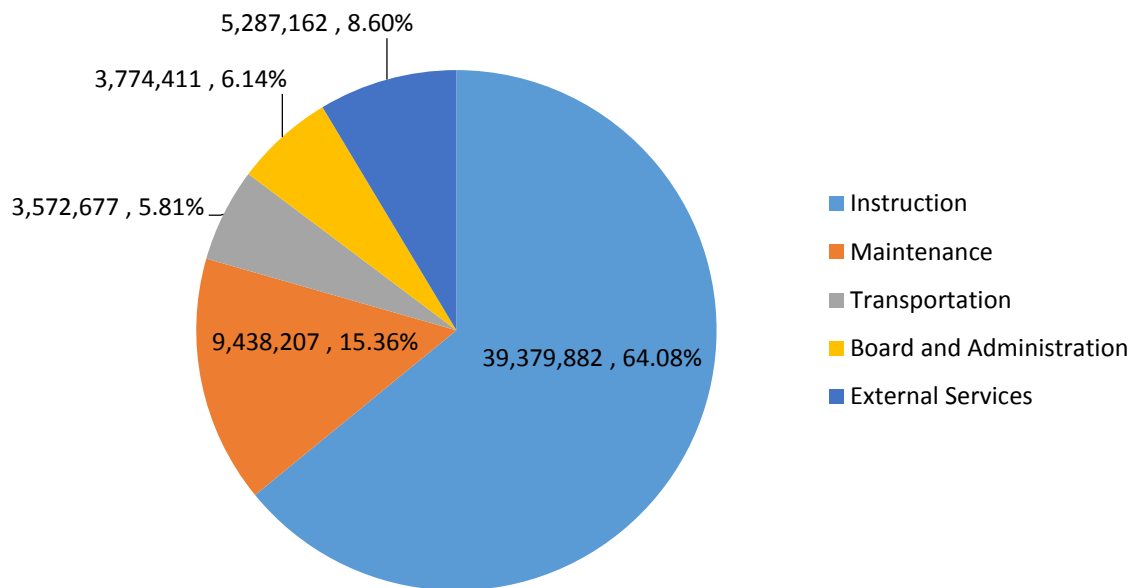




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June Budget 2014-2015 Operating Expenses

2014/15 June Approved Budget

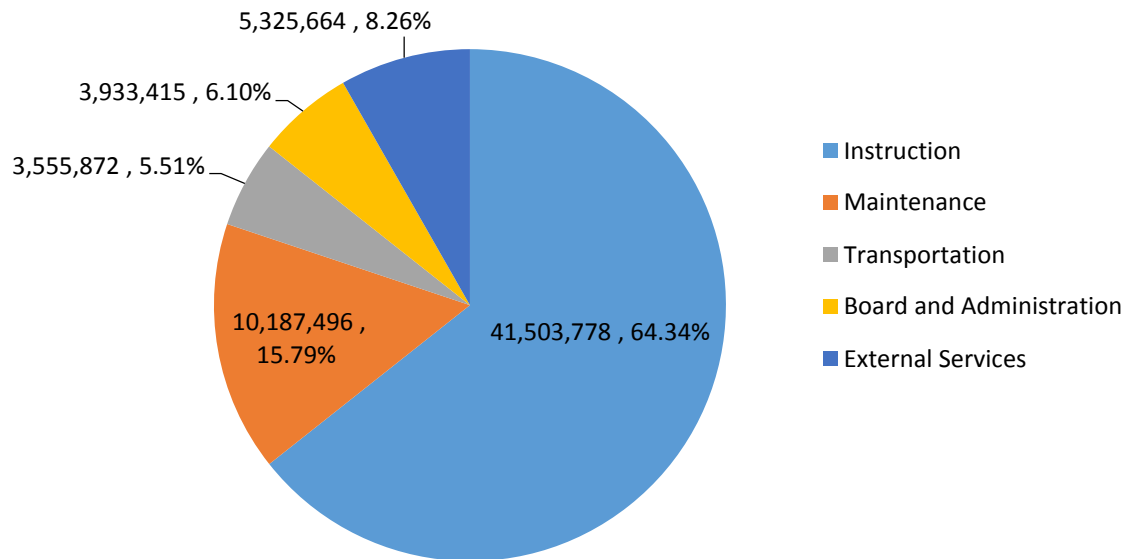




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November Revised Budget 2014-2015 Operating Expenses

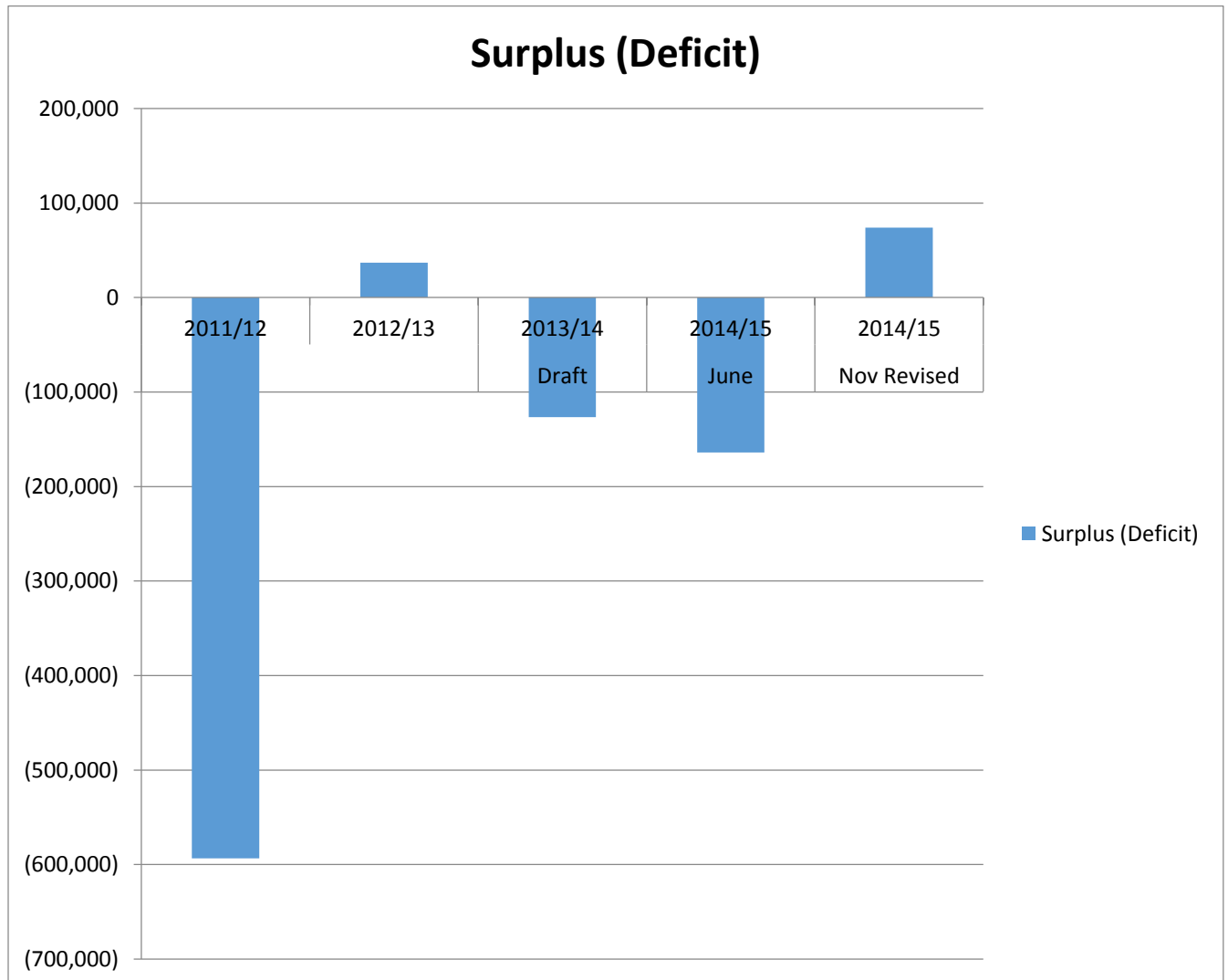
2014/15 November Revised Budget





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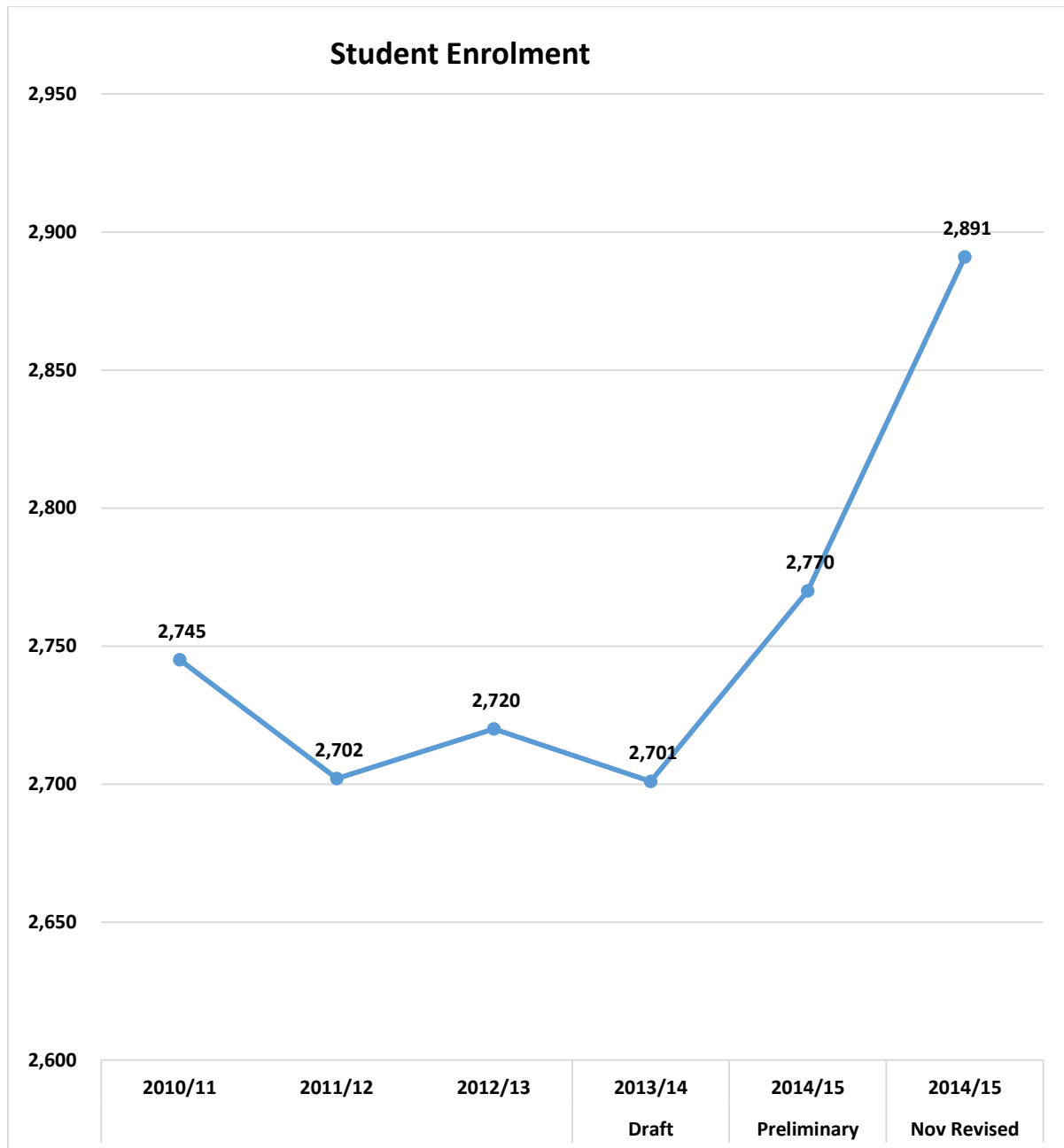
Operating Expenses vs. Revenues – historical to budget





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Student Counts





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Board

Colin Kelly, Official Trustee

Senior Administration

Donna Barrett, Superintendent of Schools
Don Tessier, Associate Superintendent
Trudy Rasmuson, Secretary-Treasurer
David Cox, Division Facilities Manager
Wesley Oginski, Director of Human Resources
Delores Pruden-Barrie, Director of FNMI Education

Schools

Schools	Grades	Local School Board Committee Chair
Anzac Community School	K-3	David Czibere
Athabasca Delta Community School	K-12	Claris Voyageur
Bill Woodward School	4-9	David Czibere
Bishop Routhier School	K-6	Greg Gauchier
Calling Lake School	K-12	Cora Weber-Pillwax
Career Pathways	Outreach	Kim Courtorielle
Chipewyan Lake School	K-9	Jason Yuck
Conklin Community School	K-9	Margaret Quintal
Dr. Mary Jackson School	K-12	Katherine Omoth
Elizabeth Community School	K-8	Shelley Bartman
Fort McKay School	K-9	Janet Lynn McDonald
Fr. R. Perin School	K-9	Alice Fontaine
Gift Lake School	K-9	Ken Shaw
Grouard Northland School	K-9	Jesse Lamouche
Hillview School	K- 6	Shelly Auger
J.F. Dion School	K-6	Joan Daniels
Kateri School	K-12	Elmer Gullion
Little Buffalo School	K-12	Dwight Gladue
Mistassiniy School	7-12	Kim Courtorielle
Paddle Prairie School	K-12	Candice Calliou
Peerless Lake School	K-12	Louie Cardinal
Pelican Mountain School	K-6	Violet Carlson
St. Theresa School	K-6	Robin Guild
Susa Creek School	K-8	Rachelle McDonald