

Northland School Division

2023-2026 Education Plan



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Message from the Board of Trustees



The Board of Trustees is pleased to present the 2023-2026 Northland School Division (NSD) Education Plan. Within these pages, you will find NSD's priorities, outcomes, strategies and measures that have been identified as a result of conversations with staff and school communities. During the 2023-2024 school year, NSD will continue to increase engagement with the communities we serve using a wide range of strategies, from in-person to online. We encourage you to review this plan and would appreciate hearing from you.

Accountability

The Education Plan for the Northland School Division commencing September 1, 2023 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board reviewed and approved the 2023-2026 Education Plan on May 26, 2023.

Cathy Wanyandie
Board Chair

Dr. Nancy Spencer-Poitras
Superintendent of Schools/CEO

About Northland School Division

Commitment: To inspire students to be the best they can be by providing outstanding holistic educational opportunities, with amazing staff and strong partnerships with families and communities.

Vision: "Our students love to come to school in Northland"

By the numbers



1700 students



408 staff

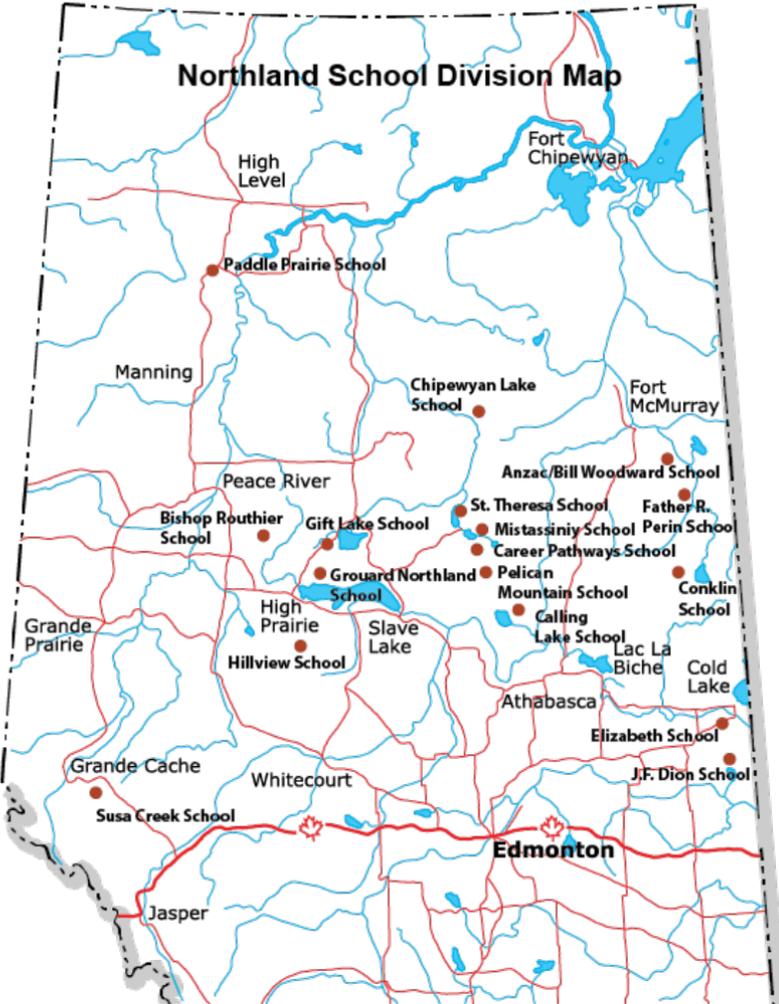


19 schools

Other Key Facts

- Cover 288,347 square km.
- Over 90% of students are First Nations and Métis.
- Launched Northland Online School in 2021.

Where schools are located



Stakeholder Engagement: What We Heard

To inform the outcomes and strategies in this education plan, the Northland School Division heard from a number of stakeholders.

| Stakeholder Group | Engagement Event | When and/or How Often | Results |
|---|---|------------------------------------|--|
| Parents, Guardians and Trustees | Various school-based engagement events | Regularly beginning August 2022 | Relationship building between schools and community |
| Parents, Guardians and Trustees | School Councils/Principal Advisory Councils (In-person and Online events) | Regularly beginning September 2022 | Communication between community and school administration |
| Parents, Guardians, Trustees, and Community Members | Council of School Councils (In person as required by The Northland School Division Act) | October 2022 | Results were shared with the Board of Trustees, individual School Councils/Principal Advisory Councils |
| Students | OurSchool Survey | November 2022 and April 2023 | School leadership teams share the results among staff members NSD Executive team members review results and develop Education Assurance plan outcomes |
| Students, Parents, Guardians and NSD Teaching Staff | Alberta Education Assurance Survey 2022 | January-February 2023 | Annual Education Results Report - January 2023 |
| NSD Staff (All) | NSD Staff Wellness Survey (Online) | February 2023 | Survey Results informing the May 2023-2026 Education Plan |
| Parents, Guardians, Community Members | Community Engagement Survey (Online) | April 2023 | Survey Results informing the May 2023-2026 Education Plan |

Meeting its obligations under *The Northland School Division Act* and Section 12 of the *School Councils Regulation*, the NSD Board of Trustees provided opportunities for school councils to be involved in developing of this Education Plan during The Council of School Councils and Ward Council Workshop in October 2022. This workshop provided clear guidance to NSD Administration to continue the division’s strategies to ensure the following aspects of education across the division:

- Cree Language learning, “Weaving-in” Indigenous knowledge in the curriculum, and access to land-based learning spaces.
- Strong, visible actions supporting excellence in literacy and numeracy instruction.
- Parental and community involvement supporting student learning in the school.
- Strong communication between teachers, parents, and students.
- Small class sizes with several teachers available to all students.
- Blended instructional options, both in-person and online and 1:1 student-to-device access to ensure students achieve learning outcomes using technological tools well.
- Continue making hot meals, breakfasts, lunches and snacks available at school and continue to ensure there is always food available at community events.
- The continuum of supports in place to provide inclusive education and to respond to different levels of student needs.

During the 2023 April-May Community Engagement survey event, many of these themes were repeated by respondents. The following guidance was shared in survey responses:

- NSD should *start* offering:
 - Increased opportunities for Elders and community members to share traditional knowledge with students on a regular basis, and
 - Increased use of Cree language in schools as part of daily routines.
- NSD should *continue* offering:
 - A variety of opportunities for community members to connect with and be part of the school culture,
 - A variety of communication to parents and families about their childrens’ progress and successes in school,
 - Land-based and Cree language programming,
 - Social-emotional learning and a focus on treating each other with respect, and
 - A strong focus on regular student attendance.

The Northland School Division 2023-2026

Education Plan

The plan below is based on an analysis of the division’s performance in areas of priority and builds upon what NSD has heard from students, parents, guardians, and the wider school communities.

Priority 1: Excellence in Learning

Students achieve or exceed the standards set by Alberta Education in literacy and numeracy.

| Outcome 1: Student success is supported by staff who ensure all students feel supported and have a sense of belonging within their schools. | |
|--|--|
| Strategies to Achieve Outcome | Performance Measures and Targets |
| <ul style="list-style-type: none"> ● School Progress Reports (Attendance/monthly) and learning success meetings will be held three times a year. ● Professional learning on trauma informed practice and supporting students with complexity will be offered to staff. ● The development and implementation of a language and land-based center for excellence for all NSD schools to access ● Community engagement around weaving-in First Nations and Métis languages and culture throughout all subject areas and activities. ● Maintain school-based activities to support welcoming, caring, respectful and safe learning environments across NSD. Examples include: <ul style="list-style-type: none"> ○ Pink Shirt Day, ○ Anti-Bullying Campaigns, ○ Social-Emotional Learning, etc. | <p>Provincial Measures</p> <ul style="list-style-type: none"> ● Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Increase at least 2% <p>Local Measures:</p> <ul style="list-style-type: none"> ● OurSchool Survey (Elementary and High School) measures: <ul style="list-style-type: none"> ○ Students with a positive sense of belonging - At least 3% increase in each grade. ○ Advocacy at school - At least 2% increase in every grade. ○ Students who state they face bullying - At least 5% decrease in each grade. ● Number of schools accessing programming available from the language and land-based center for excellence. ● Number of attendees at language and culture stakeholder engagement meetings. |

Outcome 2: The Division uses consistent literacy and numeracy practices to support the growth of educators and student achievement.

| Strategies to Achieve Outcome | Performance Measures and Targets |
|---|--|
| <ul style="list-style-type: none"> ● Refine divisional literacy strategy started in 2021. <ul style="list-style-type: none"> ○ Administration to identify division-wide approach to building literacy excellence. ● Maintain divisional numeracy strategy initiated in 2021. <ul style="list-style-type: none"> ○ Professional learning with University of Calgary, “Math Minds” to inform application of Jump Math resources across the division. ○ Supporting new teachers to adopt the Math Minds instructional approach. ● Maintain division-wide professional learning opportunities for staff. ● Application of learning disruption assessments and interventions ● Division-led teacher support for the implementation of new programs of study. | <p>Provincial Measures:</p> <ul style="list-style-type: none"> ● PAT: Acceptable and PAT: Excellence. ● Diploma: Acceptable and Diploma: Excellence. <p>Local Measures:</p> <ul style="list-style-type: none"> ● Literacy levels will increase by three percent (3%). ● Lexia and Symphony Math assessment results. ● The number of coordinated divisional/school professional learning opportunities in literacy and numeracy remains consistent or increases. ● Numeracy performance data from the Canadian Test of Basic Skills (baseline). |

Outcome 3: The Division offers multiple, flexible pathways to high school completion.

| Strategies to Achieve Outcome | Performance Measures and Targets |
|--|---|
| <ul style="list-style-type: none"> ● The Division will expand its online high school offerings to include grade 11. ● The Division will refine the common high school (HS) timetable to allow a wider range of high school courses to be available to students anywhere in the division. ● The Division will develop supportive strategies for middle-years students to transition to high school. These include: <ul style="list-style-type: none"> ○ Division-wide Career and Technology Studies (CTS) Weeks, ○ Learning Strategies, Career and Life Management (CALM), and Mathematics Preparation courses available to all grade 9 students through the common HS timetable. ● The Division will continue to develop university and community partnerships to increase dual-credit and career-focused course offerings to students across the division. | <p>Provincial Measures:</p> <ul style="list-style-type: none"> ● The 3 and 4-year high school completion rates will increase by three percent (3%). ● The number of students that attain an acceptable level for Diploma examinations will increase by three percent (3%). <p>Local Measures:</p> <ul style="list-style-type: none"> ● Number of first-semester credits earned. ● The number of students who successfully transition from grade 9 to grade 10. ● Increase in the number of students completing dual credit options. ● Number of dual-credit course offerings. |

Priority 2: Excellence in Leadership

Through excellent leadership practices, everyone feels welcome and valued.

| <p>Outcome 1: Division employs a consistent process for reviewing school improvement and assurance.</p> | |
|--|---|
| Strategies to Achieve Outcome | Performance Measures and Targets |
| <ul style="list-style-type: none"> Maintain the education planning and reporting process at the school level. | <p>Provincial Measures:</p> <ul style="list-style-type: none"> Education Quality will increase by at least two percent (2%). <p>Local Measures:</p> <ul style="list-style-type: none"> Three (3) times a year, senior leadership meets with schools to review assurance plans and record progress. Two percent (2%) increase in the number of parents, students, and staff that believe the division is making progress on school improvement. |

| <p>Outcome 2: Division and school leadership models a welcoming learning and working environment that fosters a sense of belonging and pride for First Nations and Métis and non First Nations and Métis learners.</p> | |
|--|--|
| Strategies to Achieve Outcome | Performance Measures and Targets |
| <ul style="list-style-type: none"> ● Support professional learning for staff on First Nations, Métis and Inuit educational issues to acquire and apply foundational knowledge competencies in the Teaching Quality Standard#5 and Leadership Quality Standard #5. ● Create intercultural understanding, empathy, and mutual respect for the Action Education¹6-12 and Education for Reconciliation 62-65. <ul style="list-style-type: none"> ○ maintain commitment to teaching about Aboriginal people in history, treaties and legacy of residential schools during division-wide professional learning days. ○ develop access to the designated Indigenous language and land-based center for excellence site to educate NSD staff and integrate Indigenous knowledge and teaching methods and to utilize best practices on teaching curriculum and resources on Indigenous ways of knowing. | <p>Provincial Measures:</p> <ul style="list-style-type: none"> ● The Citizenship measure will increase by three percent (3%). ● The Access to Supports and Services measure will increase by two percent (2%). <p>Local Measures:</p> <ul style="list-style-type: none"> ● There is a two percent (2%) increase in the number of parents, students, and staff that indicate the Division has a welcoming learning environment. ● Parents and communities indicate at least two percent (2%) more satisfaction with how system and school leadership support First Nations and Métis students to be successful. ● Number of professional learning opportunities to connect with Elders, Knowledge Keepers and Indigenous educators to support NSD staff with developing and implementing Indigenous content and awareness of educational issues. |

¹ Please visit <https://publications.gc.ca/site/eng/9.801236/publication.html> for the full text of the Truth and Reconciliation Commission of Canada's *Calls to Action*, or go to [Appendix C](#) below for the *Calls to Action* for Education and Education for Reconciliation.

Outcome 3: Finances are well-managed, decisions are supported by facts and stewardship is exemplary.

| Strategies to Achieve Outcome | Performance Measures and Targets |
|---|--|
| <ul style="list-style-type: none"> ● Initiate an objective assessment of financial processing, including comparisons to other divisions to highlight opportunities for improvement including policies, procedures, systems and structure. Use this assessment to plan a multi-year improvement project. ● Professional financial management training for relevant staff to ensure that policies, processes, systems and financial resources are understood and well-managed. ● Develop and implement periodic variance reporting for all cost centres. ● Refine the division-wide procurement strategy to leverage our spending as a division rather than individual schools. | <p>Provincial Measures:</p> <ul style="list-style-type: none"> ● N/A. <p>Local Measures:</p> <ul style="list-style-type: none"> ● Completion of objective assessment of financial processing and development of improvement plan. ● Majority of targeted staff are comfortable with financial management knowledge for their role. ● Leadership satisfied with the budget variance processes. ● Development and implementation of the procurement strategy. |

Priority 3: Excellence in Relationships

Develop and actively promote healthy relationships with students, parents/guardians, staff, community, and educational partners.

| <p>Outcome 1: Parents and community members engage in their school community and are involved in their child’s education.</p> | |
|--|---|
| Strategies to Achieve Outcome | Performance Measures and Targets |
| <ul style="list-style-type: none"> ● Schools include student learning examples and presentations in school council/principal advisory committee meetings. ● Re-engage the communities in-school events and celebrations which have ceased to exist during the pandemic. ● Implement the FNMI community engagement plan. ● Collaborate and provide NSD participation in joint Alberta Education/MacEwan University project titled Engaging Family, Community, and School Members as Partners in Education in the Northland School Division. <ul style="list-style-type: none"> ○ Support jointly planned events and community based best practices that recognize TRC, FNMI culture, language and land based learning | <p>Provincial Measures:</p> <ul style="list-style-type: none"> ● The Student Learning Engagement measure will increase by two percent (2%). <p>Local Measures:</p> <ul style="list-style-type: none"> ● Increased attendance and participation in school council/principal advisory committee meetings. ● The number of parents attending school events increases. ● All schools acknowledging their traditional and land territories ● Increased involvement of Elders and Knowledge Keepers and parents in the schools. ● Establishing a project advisory committee and identifying schools volunteering to participate in the Alberta Education/MacEwan project. |

Outcome 2: Parents, guardians, communities and education partners are informed and involved in Division plans, programs, and progress through ongoing and effective communication.

| Strategies to Achieve Outcome | Performance Measures and Targets |
|--|---|
| <ul style="list-style-type: none"> ● Sharing our Tri-Annual Report. ● Director of FNMI works with language instructors in each school community to develop strategies for community engagement. ● Division continues to implement a communication strategy to create greater awareness of events/news in the Division and schools. ● Develop and enhance partnerships to support student learning and community relations. | <p>Provincial Measures:</p> <ul style="list-style-type: none"> ● The Parental Involvement measure increases by two percent (2%). <p>Local Measures:</p> <ul style="list-style-type: none"> ● Attendance and participation in school council/principal advisory committee meetings. ● Number of Facebook views, other social media accounts and positive media articles. ● Number of student-supporting partnerships between the division and other agencies. ● Number of students accessing knowledge in their FN and Metis languages. |

Outcome 3: Division fosters purposeful and productive working relationships to collaboratively advance division operations to support student learning.

| Strategies to Achieve Outcome | Performance Measures and Targets |
|---|--|
| <ul style="list-style-type: none"> ● Implement the FNMI community engagement plan. ● MacEwan/Alberta Education project titled Engaging Family, Community, and School Members as Partners in Education in the Northland School Division. ● Maintain division-wide professional learning opportunities for staff. ● Continue to offer evidence-driven communities of practice to support professional learning. ● Hold focus groups or conduct surveys with employees to better understand the working relationships. ● Implement an employee wellness survey. ● Celebrate students, staff, school, and community members at district events and Board meetings. | <p>Provincial Measures:</p> <ul style="list-style-type: none"> ● N/A. <p>Local Measures:</p> <ul style="list-style-type: none"> ● Staff satisfaction with professional learning increases by at least two percent (2%). ● Increase the number of focus groups organized. ● Increase the number of presentations and celebrations acknowledged at school events, Board meetings, and district events. |

Financial Documents

2023-2024 Annual Budget

Overview

- The budget has been drafted consistent with the Education Plan and 2023-2024 goals.
- In an effort to utilize our reserves, we are taking \$0.5M from reserves for the 2023-24 budget.
- Overall revenues and expenses are lower than last year, in line with funding formula changes and forecast enrollment.
- Provincial funding has been essentially frozen for the last four years.
- Finances will be tighter as the provincial Bridge/Covid Funding has ended. Some offsetting stabilization funding has been provided. This will remain a risk in future.
- Key assumptions include maintaining the hot lunch program, transportation for all students, Federal/First Nation tuition rates steady, provincial funding for negotiated teacher rate increases, benefits inflation and minimal impact from local bargaining and insurance costs.
- Contingencies include inflation, enrollment, carbon tax/fuel and key contract changes.
- Educational priorities for literacy and numeracy have increased in funding
- NSD will continue building and technology improvements with a major focus on improvement for resources in the classrooms.

ANALYSIS

| | Final Budget 2023-24 | Final Budget 2022-23 | Actual Results 2021-22 | Final Budget 2021-22 |
|--------------------------|---------------------------------|---------------------------------|-----------------------------------|---------------------------------|
| Revenues | \$ 56,448,962 | \$ 57,064,810 | \$ 64,973,265 | \$60,573,394 |
| Expenses | 56,901,094 | 56,749,770 | 63,085,457 | 59,989,503 |
| Surplus (Deficit) | \$ (452,132) | \$ 315,040 | \$ 1,887,808 | \$ 583,891 |
| Enrolment | 1,683 E | 1,722 E | 1,860 | 1,919 E |

For more information click on the website link to view the 2023-2024 Annual Budget

<https://www.nsd61.ca/download/417246>.

NSD Capital Plan

Overview

The Capital Plan ranks the proposed school level projects for the division, based on provincial criteria. The criteria for the plan include enrollment, projections, utilization, building age and overall condition. This ranking is used to seek capital funding from Alberta Education in a process that matches very limited capital funding with the highest-ranking projects provincially.

Recommendations are based on building condition evaluations provided by Alberta Infrastructure, ten-year enrolment projections and qualitative facility evaluations. Recommendations are divided into short, medium and long-term timeframes in order to establish an integrated facility strategy that includes maintenance, environment, programming and student accommodations. Short-term priorities are the Division's 3-year Capital Plan. Medium and long-term recommendations take into consideration the time required to prepare capital funding requests to Alberta Education. Additional details about NSD's Capital Plan are available on our website <https://www.nsd61.ca/download/414604>.

Capital Priority Recommendations

Alberta Education requires each school division to submit a capital plan. The link to that document is here- <https://www.nsd61.ca/download/414604>.

Appendix A: 2022-23 Performance Summary

Annual Education Results Report - Details from January 2023 Report

The following information was shared in NSD's January 2023 Annual Education Results Report. The full report is available online at <https://www.nsd61.ca/download/407967>.

Student Growth and Achievement

Provincial Achievement Tests (PATs)

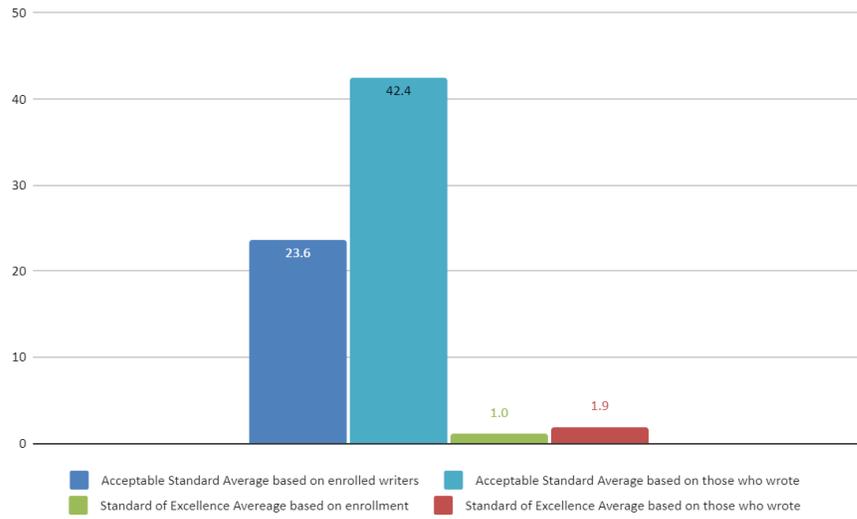
The following tables show the previous 5 years' PAT performance data for NSD:

| | Northland School Division | | | | | Alberta | | | | |
|--------------------------|---------------------------|------|------|------|------|---------|---------|------|------|---------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2018 | 2019 | 2020 | 2021 | 2022 |
| N | 363 | 158 | n/a | n/a | 243 | 100,210 | 104,264 | n/a | n/a | 109,833 |
| Acceptable Standard % | 24.2 | 24.9 | n/a | n/a | 25.1 | 73.6 | 73.8 | n/a | n/a | 67.3 |
| Standard of Excellence % | 1.2 | 1.3 | n/a | n/a | 1.1 | 19.9 | 20.6 | n/a | n/a | 18.0 |

Comment on Results

- 25.1% of enrolled NSD PAT writers achieved the Acceptable Standard.
 - These results represent the new baseline for NSD PATs since 2019.
 - This performance is 1% higher than the previous 3-year average (Alberta's general performance in this measure is also down).
 - In the wake of unprecedented learning disruption and the potential for significant learning loss, the fact that NSD students improved PAT performance overall is a significant finding (see below).
- Given student attendance has been so significantly disrupted by the ongoing pandemic, it is important to put the student PAT performance in context. When adjusted to include only NSD students who wrote PATs (removing those who were enrolled but who did not write the exams), NSD student achievement of the Acceptable Standard is almost 20% greater.
- Based on these results, NSD leadership and teaching staff will continue to encourage all students who are eligible to write the exams.

Averages of Enrolled Writers to Actual Writers



Diploma Examination Results (DIPs)

The following tables show the previous 5 years' DIP performance data for NSD:

| | Northland School Division | | | | | Alberta | | | | |
|--------------------------|---------------------------|------|------|------|------|---------|--------|------|------|--------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2018 | 2019 | 2020 | 2021 | 2022 |
| N | 61 | 30 | n/a | n/a | 39 | 65,736 | 65,117 | n/a | n/a | 58,444 |
| Acceptable Standard % | 29.9 | 51.9 | n/a | n/a | 36.1 | 83.7 | 83.6 | n/a | n/a | 75.2 |
| Standard of Excellence % | 0.9 | 0.0 | n/a | n/a | 1.6 | 24.2 | 24.0 | n/a | n/a | 18.2 |

Comment on Results

- The common high school timetable should support more students achieving the acceptable standard.
- More NSD students wrote than did immediately prior to the onset of the COVID-19 pandemic.

Provincial Satisfaction with Learning Mode

The Alberta Education Assurance Results from May 2022 include information about [people's satisfaction broken down according to learning mode](#). The data is divided into information about student learning in school, at home and online.

The major discovery from this year's results is that Northland's online offerings were very well received. The results show Northland School Division's online learning experiences resulted in student satisfaction above the provincial average in 3/5 measures. These are Northland's results for each of the three learning modes alongside the provincial results.

Students - Required Measures:

| Required Alberta Education Assurance Measure | | | Students-All | | |
|---|-----------|---|--------------|----------------------------------|-------------------------------|
| | | | In-person | Learning at home due to COVID-19 | In an online learning program |
| Student Learning Engagement | Authority | N | 545 | n/a | 22 |
| | Authority | % | 66.7 | n/a | 79.5 |
| | Province | N | 180,730 | 1,194 | 2,824 |
| | Province | % | 71.2 | 73.2 | 73.6 |
| Citizenship | Authority | N | 547 | n/a | 22 |
| | Authority | % | 59.9 | n/a | 77.5 |
| | Province | N | 180,766 | 1,184 | 2,817 |
| | Province | % | 72.0 | 76.6 | 78.7 |
| Education Quality | Authority | N | 546 | n/a | 22 |
| | Authority | % | 76.5 | n/a | 93.4 |
| | Province | N | 180,890 | 1,197 | 2,824 |
| | Province | % | 85.9 | 85.1 | 87.5 |
| Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) | Authority | N | 547 | n/a | 22 |
| | Authority | % | 65.9 | n/a | 82.9 |
| | Province | N | 180,883 | 1,194 | 2,823 |
| | Province | % | 77.7 | 77.6 | 80.5 |
| Access to Supports & Services | Authority | N | 544 | n/a | 22 |
| | Authority | % | 71.0 | n/a | 77.4 |
| | Province | N | 180,577 | 1,187 | 2,818 |
| | Province | % | 80.2 | 76.7 | 78.0 |

Students - Supplemental Measures:

| Supplemental Alberta Education Assurance Measure | | | Students-All | | |
|--|-----------|---|--------------|----------------------------------|-------------------------------|
| | | | In-person | Learning at home due to COVID-19 | In an online learning program |
| Safe and Caring | Authority | N | 546 | n/a | 22 |
| | Authority | % | 72.2 | n/a | 86.4 |
| | Province | N | 180,804 | 1,190 | 2,815 |
| | Province | % | 82.6 | 79.4 | 83.7 |
| Program of Studies | Authority | N | 258 | n/a | 9 |
| | Authority | % | 53.4 | n/a | 69.1 |
| | Province | N | 105,988 | 599 | 1,782 |
| | Province | % | 77.1 | 69.3 | 66.5 |
| Program of Studies - At Risk Students | Authority | N | 544 | n/a | 22 |
| | Authority | % | 71.0 | n/a | 77.4 |
| | Province | N | 180,577 | 1,187 | 2,818 |
| | Province | % | 80.2 | 76.7 | 78.0 |
| School Improvement | Authority | N | 540 | n/a | 22 |
| | Authority | % | 60.8 | n/a | 89.5 |
| | Province | N | 178,842 | 1,166 | 2,778 |
| | Province | % | 76.3 | 77.2 | 79.7 |
| Satisfaction with Program Access | Authority | N | 546 | n/a | 22 |
| | Authority | % | 61.6 | n/a | 63.2 |
| | Province | N | 179,944 | 1,170 | 2,779 |
| | Province | % | 73.7 | 68.0 | 67.2 |

Local Measures: Literacy

NSD's [Education Assurance Plan \(May, 2022\)](#) identifies Excellence in Learning as its first priority. Outcome 2 in that area is that, "The Division uses consistent literacy and numeracy practices to support the growth of educators and student achievement. Strategies in place to help achieve this outcome include:

- A focus on literacy improvement. There is a division-wide literacy framework requiring local growth-focused goals, frequent summative assessment, and targeted interventions to address learning loss caused by the pandemic.
- NSD is currently implementing a tool called Lexia across the division to measure the impact this initiative has on literacy learning.
 - Preliminary Lexia results (As of November, 2022) show that there has been a 2% increase in the number of K-5 students in reading their grade-level material since the beginning of the school year.
 - The same results show there has been a 4% improvement in grade 6+ reading comprehension across the division.

Local Measures: Numeracy

- The “Math Minds” Numeracy Pedagogy initiative. In partnership with the University of Calgary’s top mathematician, all NSD elementary staff members are able to access top-tier numeracy pedagogy training. This division-wide initiative supports math teachers to reflect on their own practice while also optimizing the implementation of the *Jump Math* suite of resources for math instruction.
- NSD is using a tool called Symphony Math as a tool to support student practice in class (in conjunction with the ongoing work with *Jump Math* and the Math Minds Pedagogy.
 - Preliminary Symphony Math results (As of November, 2022) show that there has been a 9% increase in the number of students working at or above grade level since the beginning of the school year.
- NSD is currently implementing the Canadian Test of Basic Skills across the division to measure the impact this initiative has on numeracy learning.

Comment On Results

- The implementation of these local measures is just commencing. It is anticipated that the results from these local measures will be available in the next and subsequent years of the division’s Education Plan.

High School Completion (3, 4 and 5 years)

This measure shows the high school completion rate of students within three, four, and five years of entering Grade 10.

| | Northland School Division | | | Alberta | | |
|-------------------|---------------------------|---------------------|------------------------|----------------|---------------------|------------------------|
| | Current Result | Previous Yr. Result | Previous 3-Yr. Average | Current Result | Previous Yr. Result | Previous 3-Yr. Average |
| 3 Year Completion | 12.6 | 10.0 | 16.2 | 83.2 | 83.4 | 82.3 |
| 4 Year Completion | 17.9 | 26.2 | 26.6 | 87.1 | 85.0 | 85.4 |
| 5 Year Completion | 31.0 | 44.7 | 33.7 | 87.1 | 86.2 | 86.2 |

Comment On Results

- NSD will continue its critical strategies to support attendance, literacy, and numeracy improvements for all students as well as targeted interventions for students shown to have experienced learning loss since the beginning of the COVID-19 pandemic.
- The attendance of students at the high school level has a significant impact on the overall high school completion level.

NSD's [Education Assurance Plan \(May, 2022\)](#) identifies Excellence in Learning as its first priority. Outcome 3 in this area is that, NSD will offer, "... multiple, flexible pathways to high school completion." Some of the strategies NSD use to support High School Completion include:

- Culture, Language and Land-Based Learning opportunities that connect with curriculum. Each school, working with the Director of First Nations, Métis and Inuit Education, offers cultural activities and involves community Elders and Knowledge Keepers to promote identity, resilience, values and optimism.
- Common High School Timetable
- Add Grade 10 at The Northland Online School.
- Continuation of high school/post-secondary dual-credit courses.
- Division-Wide Professional Learning Time. This approach is being used to build collective staff efficacy across the division.
- Enhanced Community Engagement Efforts.

Citizenship

Citizenship is the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

- NSD indicates significant improvement in satisfaction over the previous three year average.
- Parent satisfaction is maintained within the acceptable range, it is clear that students have significantly improved satisfaction.
- Teachers also have improved satisfaction in this measure (see below).

| | Northland School Division | | | Alberta | | |
|---------|---------------------------|---------------------|------------------------|----------------|---------------------|------------------------|
| | Current Result | Previous Yr. Result | Previous 3-Yr. Average | Current Result | Previous Yr. Result | Previous 3-Yr. Average |
| Overall | 74.7 | 77.4 | 69.3 | 81.4 | 83.2 | 83.1 |
| Parent | 72.8 | 80.6 | 70.1 | 80.4 | 81.4 | 82.1 |
| Student | 61.1 | 61.5 | 53.7 | 72.1 | 74.1 | 73.7 |
| Teacher | 90.3 | 90.1 | 84.1 | 91.7 | 94.1 | 93.4 |

Comment On Results

- While the fact that this measure demonstrates overall significant improvement, it is most encouraging to see significantly improved student satisfaction amid the learning interruptions of the pandemic.

Student Learning Engagement

Student Learning Engagement was added as an provincial Education Assurance Measure during the 2020-2021 school year. This measure shows the percentage of teachers, parents and students who agree that students are engaged in their learning at school.

| | Northland School Division | | | Alberta | | |
|---------|---------------------------|---------------------|------------------------|----------------|---------------------|------------------------|
| | Current Result | Previous Yr. Result | Previous 3-Yr. Average | Current Result | Previous Yr. Result | Previous 3-Yr. Average |
| Overall | 81.3 | 83.5 | n/a | 85.1 | 85.6 | n/a |
| Parent | 81.0 | 90.0 | n/a | 88.7 | 89.0 | n/a |
| Student | 67.4 | 69.0 | n/a | 71.3 | 71.8 | n/a |
| Teacher | 95.6 | 91.4 | n/a | 95.5 | 96.0 | n/a |

Comment On Results

- Northland's results are close to the provincial averages.
- Teacher results are above the provincial average.

Local Measure: OurSchool Survey Results

Northland School Division uses The Learning Bar's *OurSchool* survey annually to survey student opinion related to this measure. The information from this survey is available to each school and contributes to the development of local outcomes, strategies and success measures.

The grade 4-6 Survey of 326 students across 15 schools delivered the following highlights:

| Grade 4-6 Students who report they: | 2022 NSD (%) | 2022 Canadian norm (%) |
|---|--------------|------------------------|
| Believe education will benefit them personally and economically | 88 | 95 |
| Put in effort to succeed | 83 | 92 |
| Were interested and motivated | 77 | 86 |

The grade 7-12 Survey of 284 students across 12 schools delivered the following highlights:

| Grade 7-12 Students who report they: | 2022 NSD (%) | 2022 Canadian norm (%) |
|---|--------------|------------------------|
| Believe education will benefit them personally and economically | 68 | 76 |
| Put in effort to succeed | 36 | 41 |
| Were interested and motivated | 59 | 72 |

Comment on Results

- NSD's [Education Assurance Plan \(May, 2022\)](#) identifies Excellence in Learning as its first priority. The first outcome targeted in that area is that, "...staff will ensure all students feel supported and have a sense of belonging within their schools." Strategies in place to help achieve this outcome include:
 - Application of learning loss interventions in response to disruptions caused by the COVID-19 Pandemic.
 - Flexible division-led teacher support for the implementation of new programs of study (K-4 ELA and Math and K-6 PE and Wellness).
 - School Progress Reports (Attendance/monthly) and learning success meetings will be held three times a year.
 - Professional learning on trauma informed practice and supporting students with complexity will be offered to staff.
 - First Nations and Métis Language and culture is woven throughout subject areas and activities.
 - Maintaining school-based activities to support welcoming, caring, respectful and safe learning environments across the division. Examples include:
 - Pink Shirt Day,
 - Anti-Bullying Campaigns,
 - Social-Emotional Learning, etc.

Teaching and Leading

Education Quality

Education Quality shows teacher, parent and student satisfaction with the overall quality of basic education. This year's results in this measure demonstrate:

- NSD has maintained overall quality of a very good education (with a score of 82% satisfaction). This is just seven percent below this year's provincial average.
- NSD teaching staff have improved satisfaction with the quality of basic education.

| | Northland School Division | | | Alberta | | |
|---------|---------------------------|---------------------|------------------------|----------------|---------------------|------------------------|
| | Current Result | Previous Yr. Result | Previous 3-Yr. Average | Current Result | Previous Yr. Result | Previous 3-Yr. Average |
| Overall | 82.3 | 83.2 | 81.7 | 89.0 | 89.6 | 90.3 |
| Parent | 78.4 | 85.7 | 79.1 | 86.1 | 86.7 | 86.6 |
| Student | 77.4 | 80.0 | 78.9 | 85.9 | 86.3 | 88.0 |
| Teacher | 91.1 | 83.7 | 85.7 | 95.0 | 95.7 | 96.2 |

Comment On Results

- It is encouraging to see the improvement in NSD teaching staff satisfaction with the quality of basic education.
- The Division uses consistent literacy and numeracy practices to support the growth of educators and student achievement. Strategies in place to help achieve this outcome include:
 - A focus on literacy improvement. There is a division-wide literacy framework requiring local growth-focused goals, frequent summative assessment, and targeted interventions to address learning loss caused by the pandemic.
 - The “Math Minds” Numeracy Pedagogy initiative. In partnership with the University of Calgary’s top mathematician, all NSD elementary staff members are able to access top-tier numeracy pedagogy training. This division-wide initiative supports math teachers to reflect on their own practice while also optimizing the implementation of the *Jump Math* suite of resources for math instruction.

Local Measure: Teacher Growth, Supervision and Evaluation Procedure

NSD implements [Administrative Procedure 422](#) that specifies the local policy related to teacher growth, supervision and evaluation. This procedure applies to all teachers employed by NSD.

The procedure requires teachers to develop and submit professional growth plans:

- Reflecting goals and objectives based on an assessment of learning needs by the individual teacher,
- Showing a demonstrable relationship to the Teaching Quality Standard, and
- Considering the education plans of the school, the Division and the Government.

This document also lays out mechanisms for the supervision and evaluation of teachers in NSD.

Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

This measure shows the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. The WCRSLE measure was added as an provincial Education Assurance Measure during the 2020-2021 school year.

There are fewer than 3 years' worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

| | Northland School Division | | | Alberta | | |
|---------|---------------------------|---------------------|------------------------|----------------|---------------------|------------------------|
| | Current Result | Previous Yr. Result | Previous 3-Yr. Average | Current Result | Previous Yr. Result | Previous 3-Yr. Average |
| Overall | 78.6 | 82.1 | n/a | 86.1 | 87.8 | n/a |
| Parent | 75.8 | 83.7 | n/a | 86.9 | 88.2 | n/a |
| Student | 67.1 | 68.8 | n/a | 77.7 | 79.8 | n/a |
| Teacher | 92.8 | 93.7 | n/a | 93.6 | 95.3 | n/a |

The student satisfaction with this measure is the lowest among respondents for the second year in a row. While this is consistent with the provincial response pattern, this is an item administration will be reviewing. Below are the student responses to the survey questions used to compile this new measure:

| | | N | Yes % | No % | Don't Know % | Top 2 Box % |
|---|------|-----|-------|------|--------------|-------------|
| Are you treated fairly by the adults at your school | 2021 | 217 | 81 | 7 | 12 | 81 |
| | 2022 | 309 | 70 | 8 | 22 | 70 |
| At school, do most students care about each other | 2021 | 217 | 62 | 12 | 26 | 62 |
| | 2022 | 309 | 50 | 17 | 33 | 50 |
| At school, do most students respect each other | 2021 | 218 | 57 | 19 | 24 | 57 |
| | 2022 | 309 | 52 | 20 | 28 | 52 |
| At school, do you feel like you belong | 2021 | 217 | 73 | 6 | 21 | 73 |
| | 2022 | 308 | 56 | 15 | 29 | 56 |
| Do other students treat you well | 2021 | 218 | 66 | 13 | 21 | 66 |
| | 2022 | 310 | 65 | 14 | 20 | 65 |
| Do you feel safe at school | 2021 | 218 | 80 | 7 | 13 | 80 |
| | 2022 | 310 | 76 | 10 | 14 | 76 |
| Do you feel safe on the way to and from school | 2021 | 218 | 80 | 10 | 11 | 80 |
| | 2022 | 308 | 78 | 11 | 11 | 78 |
| Do you feel welcome at school | 2021 | 217 | 83 | 5 | 12 | 83 |
| | 2022 | 311 | 76 | 10 | 14 | 76 |
| Do your teachers care about you | 2021 | 218 | 85 | 2 | 13 | 85 |
| | 2022 | 310 | 80 | 3 | 17 | 80 |

Detail: NSD Grade 4-6 student survey responses for the Welcoming, Caring, Respectful and Safe Learning Environment measure - Spring 2022.

Comment On Results

- Grade 4-6 Students have significantly less satisfaction with their overall sense that “most students care about each other,” (-12%) and their own sense of belonging (-17%). These are the greatest reductions in satisfaction across all student respondent groups.
- NSD seeks to improve student satisfaction with this measure. To support Excellence in Leadership, NSD’s [Education Assurance Plan \(May, 2022\)](#), Outcome 2 targets developing division and school leadership promoting a welcoming learning and working environment and that fosters a sense of belonging and pride. Strategies in place to help achieve this include:
 - Professional learning for staff on First Nations, Métis and Inuit educational issues to foster intercultural understanding, empathy, and mutual respect for the Call to Actions for Education (Specifically Calls to Action 6-12 and 62-65 focused on Education and Education for Reconciliation).
 - Professional learning for staff around trauma-informed teaching practices,
 - Developing more Mental Health team capacity across the division,
 - We will conduct our local OurSchool survey twice this year to shorten the period between intervention and impact assessment, and
 - Implementation of a new administrative procedure to support the implementation of Policy 19 - Welcoming, Caring, Respectful, Safe and Healthy Learning and Work Environments. The new procedure, titled Learning Environments that Respect Diverse Sexual Orientations, Gender Identities, and Gender Expression guides school administration in the best practices to support all students to feel a sense of belonging at school.

Access to Supports and Services

Access to Supports and Services shows the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. This measure was added as a provincial Education Assurance Measure in 2020-2021.

| | Northland School Division | | | Alberta | | |
|---------|---------------------------|---------------------|------------------------|----------------|---------------------|------------------------|
| | Current Result | Previous Yr. Result | Previous 3-Yr. Average | Current Result | Previous Yr. Result | Previous 3-Yr. Average |
| Overall | 76.6 | 77.8 | n/a | 81.6 | 82.6 | n/a |

Comment On Results

- Northland’s results for these measures have remained within 5% of their baselines. Northland’s results are also within 5% of the provincial averages.
- NSD uses a blended program at times to support students' access to programming.
- NSD has always offered a continuum of support ranging from universal to individual. Students of Northland School Division enjoy timely access to a broad continuum of supports and services to help them succeed in school. Universal supports are in place in every school in the form of well-trained and supported staff members who can respond to observed student needs in every classroom.
- Targeted Interventions for students as needed. Where greater or more urgent needs arise, school leaders can access targeted and intensive supports including Family Wellness Workers, Speech & Language Pathologists, Occupational Therapists, autism experts, Fetal Alcohol Spectrum success coaches, and Educational Psychologists.
- A Cross-Functional Team for student and staff support. Working as a team, centrally-dispatched professionals can be available to students or staff members in person and remotely to help students across the division be successful in their learning. These team members include:
 - A Supervisor of Student Services to help manage any students whose needs require enhanced programming,
 - Pedagogical Supervisors to support teaching staff members applying differentiated and technology-supported instructional strategies, and
 - Learning Support Teachers to work alongside teachers to help them implement these strategies.

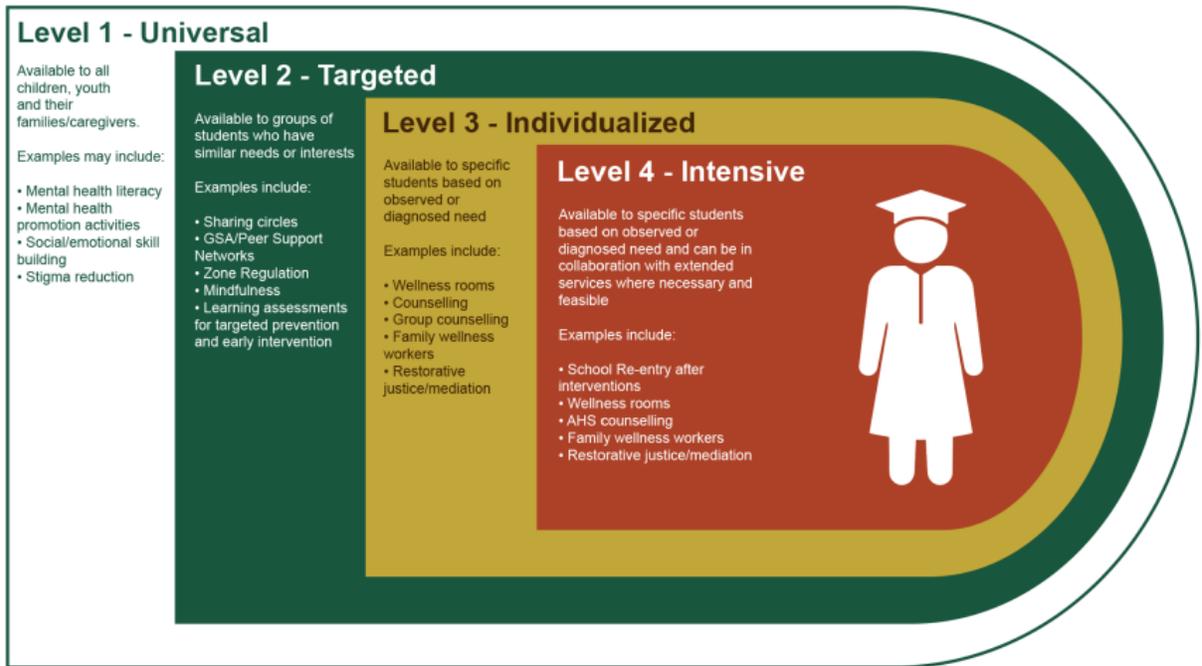


Illustration demonstrating the NSD approach to providing timely student access to supports and services.

Additional supports include:

- School Food Services (SFS): SFS offers nutritious lunchtime meals to nineteen NSD schools at a cost of less than \$5 per day per child. Twenty four cooks, with support from one operations manager and one program consultant provide meals to registered students.
- Breakfast Club of Canada support for breakfast and snack programs in 8 schools, with a plan to expand across the entire division.
- School bus transportation is available for all students to and from school, regardless of the distance they live from the school.

Local Measures: OurSchool Survey Results

NSD uses The Learning Bar's *OurSchool* survey annually to survey student opinion related to this measure. The information from this survey event is available to each school and contributes to the development of local outcomes, strategies and success measures.

Between October 2021 and January 2022, the grade 4-6 Survey of 326 students across 15 schools delivered the following highlights:

| Grade 4-6 Students who report they: | 2022 NSD (%) | 2022 Canadian norm (%) |
|-------------------------------------|--------------|------------------------|
| Experience bullying | 34 | 28 |
| Feel supported | 69 | 64 |
| Appreciate their teachers | 79 | 83 |

Between October 2021 and January 2022, the grade 7-12 Survey of 284 students across 12 schools delivered the following highlights:

| Grade 7-12 Students who report they: | 2022 NSD (%) | 2022 Canadian norm (%) |
|--------------------------------------|--------------|------------------------|
| Experience bullying | 21 | 21 |
| Feel supported | 27 | 30 |
| Appreciate their teachers | 63 | 65 |

Comment On Results

- The elementary student results align with the information from the provincial WCRSLE results for students.
- NSD seeks to improve student satisfaction with this measure. To support Excellence in Leadership, and in alignment with NSD's [*Education Assurance Plan \(May, 2022\)*](#), the division's Student Services department has developed a strategic plan that includes training for NSD staff to better identify and respond to student needs to be welcome, cared for, respected and safe. Highlights of the plan include:
 - A trauma informed focus for PD this year,
 - Developing more Mental Health team capacity,
 - Conduct local OurSchool survey twice this year to shorten the period between intervention and impact assessment, and
 - Implementation of a new administrative procedure to support the implementation of Policy 19 - Welcoming, Caring, Respectful, Safe and Healthy Learning and Work Environments. The new procedure, titled Learning Environments that Respect Diverse Sexual Orientations, Gender Identities, and Gender Expression guides school administration in the best practices to support all students to feel a sense of belonging at school.

Governance

Parental Involvement

Parental Involvement is the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

| | Northland School Division | | | Alberta | | |
|---------|---------------------------|---------------------|------------------------|----------------|---------------------|------------------------|
| | Current Result | Previous Yr. Result | Previous 3-Yr. Average | Current Result | Previous Yr. Result | Previous 3-Yr. Average |
| Overall | 74.0 | 75.7 | 72.0 | 78.8 | 79.5 | 81.5 |
| Parent | 70.3 | 80.1 | 69.9 | 72.3 | 72.2 | 73.8 |
| Teacher | 77.7 | 71.3 | 74.2 | 85.2 | 86.8 | 87.4 |

Comment On Results

- Overall, the results show there is a slight decrease by parents and teachers combined.
- Teachers have increased significantly by 6%
- The number of parents filling out the survey increased by 52 parents from the previous year. Last year's parental satisfaction results were an all time high. Efforts will be made to regain this high result again.

Analysis of 2021-22 Results

Trends and Achievements

Northland School Division demonstrated progress toward outcome achievement in the past year and is on-target to achieve all outcomes within three years. The following trends inform the 2022-2025 plan update:

- NSD students have shown significant improvement in high school completion. This is a 20% increase in the number of students completing high school within five (5) years.
- There is greater satisfaction with the education quality from NSD parents and guardians. 86% of parents are more satisfied. This is a six (6%) percent increase over the previous year.
- 83% of parents agree that students have the appropriate supports and services at school. This is four percent (4%) over the provincial average.
- There is greater satisfaction with the amount of parental involvement in decisions about their children's future. 80% of NSD parents are more satisfied. That is a 12% increase over the previous year.
- Overall, there is a significantly higher belief that NSD students model characteristics of active citizenship. 81% of parents believe students are providing their best effort, following rules and helping others succeed. This is an 11% increase over the previous year.
- Student engagement has changed amid the pandemic.
 - 1547 students participated in 13 TELUS World of Science - Edmonton events this school year.
 - Community engagement in designing a new Northland School Division logo.
- NSD was the only rural school division chosen in the top 3 in a recent University of Calgary-led study of leadership quality standards.

Opportunities

The information from provincial and local data sources identify the following as areas of potential growth for the Northland School Division. The following trends outline the opportunities that we seek to meet with the 2022-2025 plan update:

- Student attendance and re-engagement impacted by pandemic disruptions has the potential to increase in the next 3 years.
- Parent satisfaction with support for First Nations and Métis students to be successful has the potential to exceed current performance (74% of respondents indicated satisfaction or high satisfaction in April 2022).
- Staff member satisfaction with relevance of professional learning opportunities has the potential to exceed current performance (75% of respondents indicated satisfaction or high satisfaction in April 2022).

Appendix B: Assurance Domains

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement
- Teaching and Leading
- Learning Supports
- Governance
- Local and Societal Context

Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Local and Societal Context, while a separate domain, operates across and is integrated into the others. For the purposes of description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic.

Assurance Cycle

School authorities are responsible for providing assurance they are fulfilling their responsibilities and students are successful. The assurance arises from the combination of policies, processes, action and evidence that help build public confidence in the education system. It is achieved through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility.

Ongoing Governance

The Board of Trustees consistently reviews emails from education partners, and attends school council/principal advisory committee meetings to gather input and feedback about NSD.



April

- NSD prepares a budget and develops a draft Assurance Plan for the upcoming school year.

May

- NSD submits to Alberta Education its Assurance Plan for the upcoming school year.

November

- Schools engage families to review the results from the previous year and invite them to engage in the results-review process.
- NSD engages school councils/principal advisory committees about the *Annual Education Results Report* for the Division

January/February

- The Alberta Education Assurance Survey is administered to gather feedback from staff, families and students in all assurance domains to guide future decision making.

March

- NSD gathers feedback from staff and families through our community engagement tool called Bang the Table. The engagement will focus on assurance domains and NSD priorities. This will guide future decision making.

Appendix C: Truth and Reconciliation Commission of Canada - *Calls to Action* for Education and Education for Reconciliation

The full text of the *Calls to Action* are available online at <https://publications.gc.ca/site/eng/9.801236/publication.html>

Education

6. We call upon the Government of Canada to repeal Section 43 of the Criminal Code of Canada.

7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.

9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income

attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.

10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

- I. Providing sufficient funding to close identified educational achievement gaps within one generation.
- II. Improving education attainment levels and success rates.
- III. Developing culturally appropriate curricula.
- IV. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
- V. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
- VI. Enabling parents to fully participate in the education of their children.
- VII. Respecting and honouring Treaty relationships.

11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.

12. We call upon the federal, provincial, territorial, and Aboriginal governments to

develop culturally appropriate early childhood education programs for Aboriginal families.

Education for Reconciliation

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- I. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- II. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- III. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- IV. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- I. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.

- II. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- III. Building student capacity for intercultural understanding, empathy, and mutual respect.
- IV. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.