



Northland School Division No. 61

**Combined
Three Year Education Plan
For 2015-2018
And
Annual Education Results Report
2014-15**



2015/2018 Combined Three Year Plan and Annual Education Results Report – 2014/15

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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 2014-15 school year and the Education Plan for September 1, 2015 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 2014/2015 school year and the Education Plan for 2015-2018 on November 21, 2015.

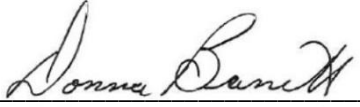
Publication and Communication

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

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

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


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 any First Nation.

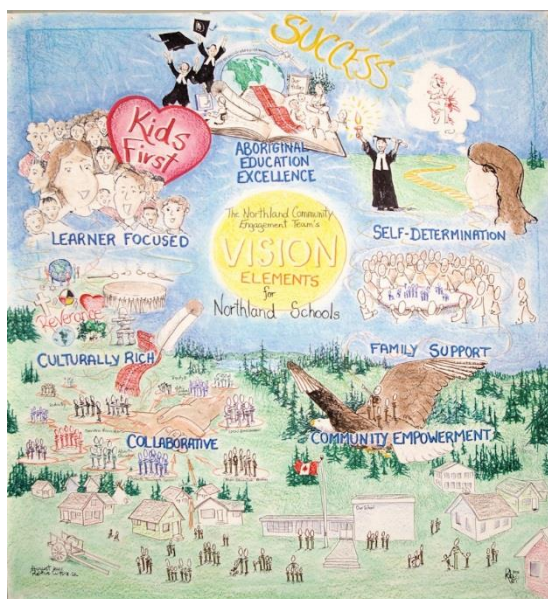
On January 21, 2010 the Minister of Education appointed Colin J. Kelly as Official Trustee and also appointed an Inquiry Committee to meet with key stakeholders and prepare a report of their findings. The Northland School Division Inquiry Team Report was released on January 10, 2011.

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 2015-18 Three Year Plan and Annual Education Results Report 2014-15 identify 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, Métis and Inuit students and all other students is eliminated. Student learning needs are supported.

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

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 have a rich history and traditional knowledge. The local environment provides many opportunities for land based learning and teaching. We have a responsibility to learning opportunities that support 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 to be developed using practices and resources that are responsive to student interests, strengths and needs. While our students do reside in rural and remote communities, students require opportunities to learn about other communities and contexts.



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As part of the First Nation, Métis, and Inuit 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.

Our goal is 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 First Nation, Métis, and Inuit students and to working with communities to implement successful practices.

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 educations programs for students.

NSD is fortunate to have many community based staff working in the schools. These individuals can play a leadership role in 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 First Nation, Métis, and Inuit 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 promote positive relationships that engage their local community in the development educational programs that build on 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.



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

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



Kindergarten students at St. Theresa School are demonstrating what can happen when there is a division-wide Literacy focus. Juliana Anguilar and Elias Auger are both reading at a PM Benchmarks level of 8, which is mid-grade 1 instructional level. St. Theresa School Literacy Lead Peggy Wheeler says this is rarely seen in kindergarten but it is becoming more common.

- Number of students reading at grade level in grades 1-8 has increased by **19%** since 2013 <http://nsd61.ca/about-us/division-news/post/positive-literacy-results-for-northland-schools>.
- **30%** of our Kindergarten students are already at the point where they can be assessed and are reading at grade level!
- **81% of students at J.F. Dion School** and **78% at Anzac Community School** are reading at grade level.
- Literacy Leadership Team worked with schools to maintain specific actions relating to assessment, literacy focused instruction and professional development.
- We developed a Literacy Focus Group to monitor student growth, ensure implementation is taking place in every classroom, make recommendations and address emerging issues.
- Schools follow division-wide Literacy Plan goals to help students and teachers succeed and encourage support from parents and community members.
- Schools have access to the “Literacy Seed Kit”. In collaboration with Alberta Education and NSD, this book collection was created as a travelling classroom library.
- Schools use First Nations, Métis and Inuit Professional Development Resources to infuse Aboriginal content into literacy instruction; ex: *Oral Storytelling*.
- Schools host literacy events with students, parents and community members.
- Educators utilize iPads and Chrome books for literacy lessons.
- We launched a division-wide Summer Reading Program <http://nsd61.ca/programs/summer-reading-program>.
- Literacy Initiative is supported by Industry. Cenovus Energy is helping to fund professional development sessions and additional resources.



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Linda Laboucan, Pelican Mountain School Teacher is word working with Ava Bigstone, Pelican Mountain School Student.

Grades		June Assessment 2014-2015
1,2,3		51% at grade level
4,5,6		44% at grade level
7-9		49% at grade level
10-12		43% at grade level
All grades		46% at grade level

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



Grade 1-9 students from Grouard Northland School and Atikameg School stepped outside the classroom walls to attend a land-based learning experience at the Northern Lakes College Marten Lakes Wilderness Campus. (See photo) Students are learning about identifying plants for medicinal purposes.

<http://nsd61.ca/about-us/division-news/post/grouard-students-attend-spring-camp-at-marten-lakes>



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Strengthening Cree Language:

- Two year plan introduced to improve First Nation, Métis, and Inuit student learning outcomes and address recommendations 8, 9, 12, 13, 14 and 19 in the Northland Inquiry Team Report.
- Cree Language and Culture teachers use the Cree Language and Culture 12-year program (Kindergarten to Grade 12) <http://education.alberta.ca/media/718632/creekt012.pdf>.
- Teachers receive division support to implement the 12-year program guide.
- Teachers develop unit plans to help students accomplish target outcomes such as language competence.
- Teachers select appropriate instructional strategies to create engaging learning activities for students.
- Teachers invite Elders and use community resources to enrich the Cree Language and Culture curriculum.
- NSD Five Year Aboriginal Language Plan lays out a timeline for implementing assessment strategies, benchmarks and learner profiles.
- Kindergarten to grade six language benchmarks introduced to schools.

First Nation, Métis, and Inuit Strategic Plan, First Nation, Métis, and Inuit Resources and Land-based Learning

- First Nation, Métis, and Inuit Strategic Plan supports work to strengthen language, enhancement of First Nation, Métis, and Inuit 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 First Nation, Métis, and Inuit instruction <http://northland61.webguideforschools.ca/download/19188>
- Educators utilize resources such as Alberta Education, Walking Together and Our Way is a Valid Way.
- Bigstone Cree Nation, Curriculum Branch for Alberta Education, Northland School Division and community members partnered to develop the *Wabasca Community Stewardship* resource website to assist educators and students in gaining local history, historical sites and significant locations as well as the stories associated with them <http://nsd61.ca/about-us/partnerships/wabasca-community-stewardship>.
- New Division website that showcases First Nation, Métis, and Inuit culture <http://nsd61.ca/>. The website design received an award in July, 2015 <http://nsd61.ca/about-us/division-news/post/northland-website-wins-award>.
- Schools educate students about residential schools.
- Schools offer Aboriginal Studies 10-20-30 courses. Promote community engagement; Elders and community members take on leadership roles in this work. For example, our partnership with Sustainable Communities Initiative <http://www.sciconnect.ca/>.



Cree class students in Conklin had the opportunity to experience hands on learning working with clay and developing beautiful art pottery pots. Students were able to target Cree vocabulary phrases describing their artworks through Language learning and Language use. Students also participated, practiced and learned Cree songs.

<http://www.conklincommunityschool.ca/about/school-news/post/cree-class>



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In February 2015, hosted a winter camp at Marten Lakes Wilderness Camp. High school students from Little Buffalo, Atikameg and Cadotte Lake School stayed in cabins to gather knowledge, develop relationships and build self-confidence. This land-based learning is made possible through our partnership with KTC.

<http://nsd61.ca/about-us/division-news/post/northland-school-division-and-kee-tas-kee-now-tribal-council-winter-camp-2015>



Edward Marten hosted a presentation called Healing Through Art and Music at the Experiential Learning Gathering in Fort Chipewyan. He spoke about how this helped him heal from his residential school experience. This experience was made possible through our partnership with Sustainable Communities Initiative (SCI).



On June 15th the grade 8/9 class at Athabasca Delta Community School flew by float plane to the remote Camp Voyageur near Turtle Lake and camped out for 5 nights and 6 days! During their time at camp, students were immersed in land based learning. Some of the learning experiences included building a kitchen and common area at camp using basic tools, setting and routinely checking a fish net, and properly filleting both northern pike and white fish. This experience was made possible through our partnership with Sustainable Communities Initiative (SCI).

<http://www.adcs.ca/about/school-news/post/grade-8-9-camp-voyageur-field-trip-2015>



Elizabeth School held their 14th Annual Fiddle Concert on Thursday, June 4, 2015.



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



A Career Explorations Camp was made possible through a partnership between Northern Lakes College (NLC), Kee Tas Kee Now Tribal Council (KTC), Peace River School Division (PRSD), Alberta Distance Learning (ADLC), Alberta Education and NSD. More than 40 grade 10-12 students from Little Buffalo, Atikameg and Red Earth Creek had an opportunity to earn credits for high school graduation and experience in careers such as carpentry, media studies (photography), culinary arts, oil and gas training, electrical, millwright and welding. The camp is featured as an example of Entrepreneurial Spirit on the Inspiring Education website!

- Provide professional development and curriculum materials for CTS and CTF programs to our schools
- CTS and CTF are supported by Alberta Education and Industry. Cenovus Energy is helping in a significant way to fund additional learning opportunities and resources such as instructional tools and materials, field trips (i.e. Skills Alberta, 'Mind Over Metal' welding camp sponsored by Canadian Welding Association and Cenovus, post-secondary education tours) school-based CTS/CTF projects and career fairs.
- Working towards developing dual credit programs.
- 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.
- We have a long standing formal partnership with Kee Tas Kee Now Tribal Council (KTC). We share staff, professional development, resources and knowledge to support literacy, Career and Technology Studies (CTS) and land-based learning. We also completed a feasibility study for a regional virtual high school.
- We have developed partnerships with industry through the Sustainable Communities Initiative (SCI) that supports building capacity for youth in the community.
- We work closely with other organizations such as Treaty 8 First Nations of Alberta, Sunchild e-learning, Northern Lakes College, Alberta Distance Learning (ADLC), Cenovus Energy, Alberta Education and other school divisions.
- We work with partners to offer more courses such as communications technology, welding, carpentry, cosmetology/esthetics, foods, environment, wildlife, mechanics, business, design and robotics. A number of these areas of study allow for integration and validation of cultural components important to individual communities that our schools serve.
- These courses are offered through community resources or by way of mobile trailers equipped with supplies. The mobile trailers help to facilitate school by school demand.
- Goal is to expose students to at least six different areas of Career and Technology Studies for every three years a student attends school from grade 7 – 12.



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Calling Lake School students are exposed to Career and Technology Studies courses such as digital photography, design studies, fashion/textiles, foods, construction and sublimation on mugs and t-shirts that incorporate the seven traditional teachings.

Attendance Improvement Initiative 'Every Day Counts'

- **44%** of our students achieve **90% or better** attendance for the 2014-2015 school year.
- **2%** improvement in our division-wide attendance (**82%**).
- Two schools recorded an average of **90% or better**; **Conklin Community School 93%** and **Elizabeth School 92%**.
- **65% (14)** of our schools earned attendance increases of 1% to 10% over the previous school year; **10% at Father R. Perin School!**
- **48% (11)** of our schools recorded an attendance rate between 85% - 89% for 2014-2015.
- Schools are developing strategies and incentives to emphasize the importance of student attendance.



Students at Athabasca Delta Community School (ADCS) in Fort Chipewyan are demonstrating cultural pride through singing and drumming. Since this initiative began, Elders share cultural knowledge to students through drumming, singing and the Seven Sacred Teaching; Love, Respect, Courage, Honesty, Wisdom, Humility and Truth. The school says when students feel valued they will respect others, which in turn opens their minds to learning <http://nsd61.ca/about-us/division-news/post/cultural-pride-at-athabasca-delta-community-school>



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Curriculum Redesign

- Calling Lake School is participating in Curriculum Development Prototyping. This work involves students, parents, educators, Elders, community members, Alberta Education's First Nation, Métis and Inuit Curriculum Branch and Curriculum Policy Advisory Committee.
- The goal for this project is to develop examples of K-12 curriculum that embody First Nation, Métis, and Inuit traditions, community perspectives to support student learning and the overarching beliefs envisioned in *Inspiring Education*. For example; identification of local plants and their uses (Science), setting up a tipi to teach concepts such as measurement, circumference and area of a circle (Math), Elders telling stories to explain their worldview (Social Studies) and Student Conduct based on the seven teachings; recognizing students for demonstrating love, respect, courage, honesty, wisdom, humility and truth <http://www.callinglakeschool.ca/about/positive-behavior-support-and-discipline-plan>. This work has been submitted to Alberta Education.

Miskowasimowina 7 Sacred Teachings

A culturally based School-wide positive behavior support

School-wide positive behavior support is an effective, efficient and consistent practice for implementing a school's code of conduct. As well, it provides consistent school-wide and school-based guidelines for responding to student behavior. The practice allows for:

- ♦ the development of clear, consistent behavioral expectations
- ♦ the teaching, practicing and modeling of expected behaviors
- ♦ acknowledgment of positive behaviors
- ♦ a continuum of support to meet the needs of all students

Miskowasimowina = 7 Sacred teachings

The traditional concepts of respect and sharing that form the foundation of Cree way of life. They are built around the seven natural laws, or sacred teachings." Each teaching honors one of the basic virtues intrinsic to a full and healthy life.

Respect (Buffalo) Respect involves being considerate of others including nature and animals. In Native culture, it is also very important to respect others, particularly the Elders

Courage (Bear)

Courage requires the mental and moral strength to overcome fears that prevent us from living our true spirit as human beings. It is a great challenge.

Wisdom (Beaver)

People demonstrate wisdom when they apply the talents they have for the benefit of others. Wisdom is revealed when everyone works together. A community is entirely dependent on gifts given to each member by the Creator and how these gifts are used.

Love (Eagle)

True love is in knowing the Creator. Love given to the Great Spirit is shown through caring for oneself, and it is understood that, if one cannot love oneself, it is impossible to love anyone else.

Truth (Turtle)

To know truth is to know and understand all of the original laws as given by the Creator and to remain faithful to them. To live in truth is to be obedient to the teachings from the Creator.

Honesty (Wesakechak)

It is important to follow and keep the laws of the creator and to tell the truth to each other. The highest honor that could be bestowed upon an individual is saying: "There walks an honest man. He can be trusted."

Humility (wolf)

Recognizing and acknowledging that there is a higher power than man (the Creator) is to be truly humble. By expressing submission to the Creator, through the acceptance that all beings are equal, is to capture the spirit of humility.



Weekly draws

When students model some behaviors that reflect parts of the teachings they get a ticket and a feather on a bulletin board. The tickets get entered into a draw. Draws are done every Friday afternoon.

Students get to choose a prize if their name gets picked.

Monthly Draws

There are also monthly draws with prizes at the end of each month.

Year End Draw

This is the biggest draw of the year. Prizes will be displayed from May.





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High School Success

- Three NSD schools are *Moving Forward with High School Redesign*; Mistassiniy School (Wabasca-Desmarais), Paddle Prairie School and Kateri School (Trout Lake).
- Mistassiniy School for example, a teacher is working as a grad coach to assist students to develop personal education plans linked to their future career goals. At Kateri School, they are focused on helping students to become more engaged through “Project Based Learning”. Paddle Prairie School is focused on prioritizing the curriculum and Personal Education Plans for students.
- High Schools offer Learning Strategies 15, 25, 35. These courses support students to understand their own learning styles and take greater responsibility to plan, monitor and evaluate their learning.
- Success with outreach programs; particularly Career Pathways School in Wabasca-Desmarais. Many NSD students respond positively to the flexibility, small group environment and emotional supports that are provided.
- Summer School programs in Fort Chipewyan, Calling Lake and Wabasca-Desmarais <http://nsd61.ca/programs/summer-school-programs>



On November 10, 2014, Mistassiniy School hosted a professional development session to prioritize the high school curriculum for student success!



*Kateri School hosted a graduation ceremony on June 25th. **Left to right:** Cheyenne Alook, Trina Gladue, Adrianna Metsikassus and Alyssa Metsikassus.*



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*Peerless Lake School graduated nine students in 2014-2015! **Left to right:** Ashley Cardinal, Joey Auger, Jaclyn Cardinal, Bradley Cardinal, Samantha Okemow, Tristen Metsikassus, Serena Okemow, Lyle Okemow and Haley Ossimeemas.*



Nine students from Little Buffalo School graduated during the 2014-2015 school year!



June 27th marked a day in history for Bill Woodward School. Students, parents, staff and community members celebrated the first ever graduation class at the school!



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Priorities for the 2015-2018 Division Plan

For the 2015/16 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. Complete revisions to the Policy Manual by June 2016.
2. Continue working with the Attendance Improvement Committee and schools to improve division wide attendance – June 2016.
3. Continue the Literacy Focus Group, principal PLC's and working with schools to improve Literacy instruction for English, Cree and Dene Languages to meet or exceed division annual improvement targets.
4. Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement.
5. Complete the Community Resource List for all Northland Communities by June 2016.
6. Develop indicators of quality teacher performance related to key improvement areas and enhance instructional leadership and strengthen teacher supervision and evaluation to improve teacher practice.
7. In partnership with KTC, move forward with the regional/virtual high school.
8. In consultation with the school community, develop and begin implementation of a multi-year operational plan to improve student attendance, achievement and high school completion for junior and senior high school students beginning in Wabasca – Desmarais.
9. Establish assessment standards and reporting process across the division including timely parental and student access to student data by June 2018.
10. Formalize the Northland school review process related to key improvement focuses (June 2016) and pilot in selected schools (June 2017).
11. Design and implement a strategy to address teacher housing by June 2018.



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October 2015 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	Acceptable	Safe and Caring	79.6	76.1	77.6	89.2	89.1	88.9	Low	Improved	Acceptable
Student Learning Opportunities	Concern	Program of Studies	63.2	61.8	62.4	81.3	81.3	81.2	Very Low	Maintained	Concern
		Education Quality	80.7	76.9	78.9	89.5	89.2	89.5	Very Low	Improved	Issue
		Drop Out Rate	13.8	12.4	12.8	3.4	3.3	3.3	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	10.3	21.8	18.8	76.4	74.9	74.6	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	28.2	25.5	26.2	73.0	73.1	73.9	Very Low	Maintained	Concern
		PAT: Excellence	1.9	1.6	1.6	18.8	18.4	18.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	38.5	34.4	31.7	85.2	85.5	84.6	Very Low	Maintained	Concern
		Diploma: Excellence	0.9	0.0	0.0	21.0	21.1	20.0	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	4.3	5.3	3.9	54.9	50.5	54.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	27.8	21.8	21.1	61.2	60.9	61.3	Very Low	Improved	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	8.6	18.5	17.6	59.8	59.2	59.0	Very Low	Declined Significantly	Concern
		Work Preparation	76.2	69.4	69.5	82.0	81.2	80.4	Intermediate	Improved Significantly	Good
		Citizenship	68.5	65.2	67.0	83.5	83.4	83.1	Low	Maintained	Issue
Parental Involvement	Acceptable	Parental Involvement	73.2	69.6	69.2	80.7	80.6	80.2	Low	Improved	Acceptable
Continuous Improvement	Good	School Improvement	72.3	64.5	68.5	79.6	79.8	80.1	Intermediate	Improved Significantly	Good



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October 2015 Accountability Pillar Overall Summary – First Nation, Métis, and Inuit

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	13.9	13.1	12.7	8.0	7.8	8.4	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	10.4	22.6	17.9	46.0	43.6	42.6	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	27.4	23.7	25.4	52.1	51.4	52.2	Very Low	Maintained	Concern
		PAT: Excellence	1.3	1.2	1.2	6.5	5.8	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	35.9	33.0	29.9	78.3	78.4	76.6	Very Low	Maintained	Concern
		Diploma: Excellence	0.0	0.0	0.0	9.4	10.1	9.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	4.6	3.9	2.6	20.2	18.9	19.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	26.5	20.5	17.6	31.5	33.0	34.2	Very Low	Improved	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	7.4	16.8	17.6	30.3	32.1	31.5	Very Low	Declined Significantly	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.
- Implementation of the Early Years Evaluation in Kindergarten classes.
- Implementation of an attendance strategy aimed at improving ECS attendance patterns.

Goal Two: Success for every student

Outcome: *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	46.5	41.1	19.8	34.4	38.5	58	Very Low	Maintained	Concern	47	48	49
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	0.0	0.9	7	Very Low	Maintained	Concern	3	4	5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	13.5	17.5	17.1	21.8	10.3	26	Very Low	Declined	Concern	15	16	17



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Drop Out Rate - annual dropout rate of students aged 14 to 18	15.1	15.0	11.0	12.4	13.8	9	Very Low	Maintained	Concern	10	9	8
High school to post-secondary transition rate of students within six years of entering Grade 10.	14.4	14.0	20.3	18.5	8.6	26	Very Low	Declined Significantly	Concern	18	20	21
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	25.0	14.3	27.1	21.8	27.8	28	Very Low	Improved	Issue	29	30	31
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	3.4	2.5	3.8	5.3	4.3	8	Very Low	Maintained	Concern	5.5	6	7

Comment on Results

- Poor attendance has a significantly detrimental impact on student success.
- 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**
- Expand the use of information from Tell Them from Me (TTFM) surveys to increase Engagement for First Nations and Metis students
- Identify community supports to assist schools to address student reports of high levels of depression and anxiety reported through the TTFM surveys
- Implement a division wide attendance initiative 'Every Day Counts' to improve attendance and engagement.
- In partnership with Kee Tas Kee Now Tribal Council, use the information from the feasibility study related to the development of a regional virtual high school to inform next steps.
- Retain students in school through such initiatives as culture camps and experiential learning, development of CTS programs including dual credit and work experience, use of community liaisons, and outreach programming.
- Continue to support the 3 high schools participating in the high school redesign process, observe and develop promising practices that can be shared with other schools.
- Work with Alberta Distance Learning Consortium to support students and teachers to access quality learning resources.
- Focus on the development of strong language literacy and numeracy abilities in younger students to enable them to experience success in secondary grades.
- Provide literacy and learning strategies supports to older students
- Continue to expand intentional use of resources provided by Alberta Education and Cenovus Grants to provide CTS and CTF learning experiences for our students.
- Consistent access to career and counseling support for students in Gr 5 – 12. (CTF Gr 5 – 8 and more focus and detail for Gr. 9 – 12 students)



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- Strengthen cultural relevance in programming through curriculum weaving utilizing local resources.
- Use the NSD website to share examples of cultural weaving by grade level, subject area and outcomes
- Work in partnership with communities and other school divisions to develop transition supports to students pursuing junior senior high school programs in schools outside of NSD.
- Provide outreach programming opportunities at Career Pathways, Calling Lake and Athabasca Delta Schools and share promising practices.

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	24.4	28.0	25.0	25.5	28.2	31	Very Low	Maintained	Concern	30	32	35
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.8	1.9	1.1	1.6	1.9	4	Very Low	Maintained	Concern	3	4	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

- Implement the division attendance initiative, Every Day Counts.
- Continue professional development to support implementation of the literacy plan.
- Provide 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.
- Continue to improve student access to culturally appropriate resources.
- Continue to use bench mark assessments to monitor student growth and inform teacher practice.
- Explore alternate assessment tool for monitoring student growth once they have achieved PM Level 30
- Implement a leadership program to improve instructional supervision.
- Create Principal PLC's where principals will examine promising practices for leading Literacy instruction.
- Quarterly Review by the Literacy Priority Focus Group of progress and follow-up actions
- Target a 10% increase in the number of grade 1-6 students reading at grade level by June 2016



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Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	68.9	67.9	67.8	65.2	68.5	72	Low	Maintained	Issue	70	71	72
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.	71.5	65.7	73.4	69.4	76.2	74	Intermediate	Improved Significantly	Good	77	78	79

Comment on Results

- Low participation rates impacted results.
- There was an increase in the number of teachers and parents who indicated that they were satisfied that students are taught attitudes and behaviors that will make them successful when they finish school. 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 students and all other students is eliminated.*

(Results and evaluations for First Nation, Métis, and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	24.2	27.7	24.7	23.7	27.4	31	Very Low	Maintained	Concern	30	32	35
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.5	1.6	0.8	1.2	1.3	4	Very Low	Maintained	Concern	3	4	5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	49.4	39.2	17.5	33.0	35.9	58	Very Low	Maintained	Concern	47	48	49
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	0.0	0.0	7	Very Low	Maintained	Concern	3	4	5

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	12.9	17.7	13.4	22.6	10.4	26	Very Low	Declined	Concern	15	16	17
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	16.2	13.5	11.3	13.1	13.9	9	Very Low	Maintained	Concern	10	9	8
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	18.9	16.5	19.5	16.8	7.4	26	Very Low	Declined Significantly	Concern	18	20	21



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Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	21.6	11.9	20.6	20.5	26.5	28	Very Low	Improved	Issue	29	30	31
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	1.1	2.1	1.8	3.9	4.6	7	Very Low	Maintained	Concern	5.5	6	7

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 First Nation, Métis, and Inuit 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 First Nation, Métis, and Inuit 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 First Nation, Métis, and Inuit 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 First Nation, Métis, and Inuit languages with a focus on oral language.
- Develop culturally appropriate literacy benchmarks as part of curriculum redesign.
- Encourage schools to utilize promising practices in Literacy instruction to improve outcomes for all students.
- Implementation of the division wide attendance initiative, Every Day Counts.
- Schools will set targets for improved attendance and literacy achievement.



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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		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	65.5	61.6	63.8	61.8	63.2	67	Very Low	Maintained	Concern	66	68	70

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 through partnerships with NLC and KTC
- Professional development to support Cree and Dene Language instructors.
- Strengthen and build capacity in providing cultural weaving, community stewardship project, and land based learning opportunities
- Develop lists of local resources to support programming



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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		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	73.2	68.2	69.8	69.6	73.2	77	Low	Improved	Acceptable	75	76	77
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	80.2	78.8	81.1	76.9	80.7	82	Very Low	Improved	Issue	82	83	84

Comment on Results

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

Strategies

- 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.
- Direct funds to support hiring a community engagement facilitator in Wabasca -Desmarais
- 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 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
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.	81.1	78.5	78.1	76.1	79.6	83	Low	Improved	Acceptable	82	83	84
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.	68.8	69.1	72.1	64.5	72.3	74	Intermediate	Improved Significantly	Good	74	75	76

Comment on Results

- Improved overall for this outcome

Strategies

- Expand use of the Tell Them From Me Assessment and use data to identify issues and inform planning.
- Continue to share positive stories through the website and newsletters.
- Hiring of school based counsellors in a number of schools.
- Creation of a Mental Health Ad hoc committee
- Creation of awareness through Policy for GSA/QSA
- Schools that have Mental Health Capacity Building Projects continue to promote positive mental health and build capacity within the schools and communities.

Class Size Survey Results

A copy of the Class Size Survey Results for 2014-2015 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	AERR Progress	Plans 2015-2018
<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>District Wide Focus on Literacy</p> <ul style="list-style-type: none"> All schools had Literacy leads in place. All schools implemented a two hour literacy block. All schools collected reading assessment data three times per year. The focus on classroom management (Daily 5), instruction (Café, Best Practices, Continuum of Literacy Learning) was emphasized and supported in all of our schools. Many successful Literacy events engaging community members were held in our schools and communities. The online webinars and in-service sessions were implemented across the division including monthly Literacy Lead 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. Schools were given a variety of First Nation, Métis, and Inuit resources to use in their classrooms. Refinement of classroom walk-through process for Principals. Some principals were offered Walkthrough training in June of 2013. To build teacher capacity to implement diagnostic ongoing reading assessments, inform instruction and provide evidence of progress, ongoing training and support was offered. 	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> Maintain a focus on the Daily 5 and Cafe with increased emphasis on the Gradual release of Responsibility with guided instruction in reading and writing. Provide PD for the PM Writing program and the School Wide Write. Mandatory participation in School Wide Write grades 1-6 with optional participation for grades 7-9. Providing PD for Literacy Leads two times over the course of the school year in addition to their monthly online sessions. Renewed emphasis on early Literacy with K-1 teachers. Offer PD in the areas of Animated Literacy, Handwriting Without Tears, Vulnerable readers, Guided Reading, Word Work, Read Alouds, writing, assessment and conferring. Begin a district wide focus on developing vocabulary grades 6-12. District wide focus on organizing resources and assessing current resources in schools and examining where there are needs both materially and with training. Develop a list of teachers who utilize promising practices and arrange for classroom visits. Develop expertise of existing staff and utilize them for providing model lessons in other classrooms. Partnership with Cenovus to continue to implement Literacy strategy which includes the Summer Reading Program.



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Recommendation	AERR Progress	Plans 2015-2018
<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 First Nation, Métis, and Inuit Services Branch parent-engagement initiative.</p> <p>Recommendation #4: That as part of the process to improve parent and community engagement with the school, NSD:</p>	<ul style="list-style-type: none"> • Ongoing training and support was offered to 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). • Division Literacy staff offered ongoing support, modelling and coaching in the classrooms. • Partnerships with industry (Cenovus, ConocoPhillips) to develop home reading and literacy coaching support. Summer reading programs were offered in 19 communities • Literacy Focus Priority Group met Quarterly to review progress on the implementation of the Literacy Initiative to recommend and implement changes to increase student growth. • Administrators shared strategies at admin meetings. • 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. • Schools AERRs identified local strategies to involve parents • Local School Board Committees reviewed school AERR documents and recommended approval to the Northland Board. • Superintendent and Associate Superintendent provide supervision and leadership to school principals through individual follow-up. • Allocated budget to each Northland school to host 'school & community engagement' days. 	<ul style="list-style-type: none"> • Seek other funds to promote Literacy within our District. • 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. • Explore alternate assessments for student who have reached the top level of the PM benchmarks assessment



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Recommendation	AERR Progress	Plans 2015-2018
<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"> • A three day long orientation was held in Wabasca for new teaching staff and each community held a community orientation event. • A week was allocated in the school calendar at the end of August to allow local community orientations. <p style="text-align: center;">Student Engagement</p> <ul style="list-style-type: none"> • Continued to develop and implement 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 style="text-align: center;">Improving Attendance</p> <ul style="list-style-type: none"> • Implement the recommendations of the “Every Day Counts” Attendance Improvement Initiative. • Allocated funds to support schools in the implementation of the attendance initiative. • Worked with the Office of the Auditor General to provide information to assist in the development of their report focused on improving attendance for First Nation, Métis, and Inuit students. • Identified community people to be part of Focus Group sessions in the community of Wabasca-Desmarais. • Continued to encourage and track school extracurricular programs to engage students and support the building of positive relationships among students and staff. • Central Office representation at school graduation ceremonies. 	<p style="text-align: center;">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. <p style="text-align: center;">Improving Attendance</p> <ul style="list-style-type: none"> • Implement the recommendations of the Auditor General’s report by developing an operational plan based on the recommendations of the “Every Day Counts” Attendance Improvement Initiative. • Allocate funds to support schools in the implementation of the attendance initiative. • Redirect funds to hire a student data and education technology coach. • Provide training and expectations for staff to ensure consistent attendance tracking. • Continue Community 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. • Central Office representation at school graduation ceremonies.



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Recommendation	AERR Progress	Plans 2015-2018
		Community Engagement <ul style="list-style-type: none"> Continue to work with Wabasca- Desmarais community to provide input for long term educational planning. Have community engagement facilitator support community engagement in Wabasca-Desmarais Design the 2016-17 calendar to support local engagement and transition planning
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. 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: (1) Build greater awareness and understanding of the tests, and Provide feedback to Alberta Education where there is	<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). Pedagogical Supervisors (PEDS) assisted principals to analyze PAT results and present local school board committees. 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"> Continue to 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 benchmark measures for Aboriginal Languages. Include attendance data on the accountability pillar Assessment and Reporting Procedures <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. Continue to develop local indicators and measures of growth and achievement ie. First Nation, Métis, and Inuit action plan, literacy initiative and community engagement process – terms of reference.



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Recommendation	AERR Progress	Plans 2015-2018
<p>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 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"> • 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. • Solicit teachers to be nominated to marking committees for diploma exams, PAT, and SLA writing and marking committees. • 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</p>	<ul style="list-style-type: none"> • Established the First Nation, Métis, and Inuit Education Committee to make recommendations to set direction for Aboriginal programming for students in the division. • The cultural weaving project at Peerless Lake used the NSD Community Engagement process to incorporate cultural knowledge and perspectives into a curriculum framework. Use of Cree language concepts is key to this process. • Participated in the community stewardship project in partnership with Bigstone Cree First Nation, Northland, Alberta Education (curriculum). The project focuses on providing 	<ul style="list-style-type: none"> • Continue to utilize the Literacy Priority Focus Group to strengthen instructional practice in Indigenous Languages • Begin developing performance benchmarks for Cree Language. • Continue to provide cultural camps and land based learning opportunities linked to the curriculum. • Identify literacy benchmarks as part of curriculum redesign at Calling Lake School. • Collaborate with Elders, Knowledge Keepers and Cultural Advisors at the community level to create an inventory of



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Recommendation	AERR Progress	Plans 2015-2018
<p>leadership research a successful approach for the 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.</p> <p>Recommendation #9: That library enhancement for the purpose of supporting</p>	<p>students with an opportunity to learn about their local community through authentic sources.</p> <ul style="list-style-type: none"> • Shared examples of programming initiatives from Community Stewardship Project, Peerless Lake Cultural Weaving Project and ADCS land based learning. • Utilize the Literacy Priority Focus Group to strengthen instructional practice in Indigenous Languages • Continued to provide cultural camps and land based learning opportunities linked to the curriculum. • Began implementation of Career Technology Foundations at Calling Lake School. <p style="text-align: center;">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. • Supervisor of Aboriginal Programs provided district level leadership to support Cree and Dene cultural and language programming and inclusion of Aboriginal cultural content. <p style="text-align: center;">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. • Increased use of First Nation, Métis, and Inuit resources to support instruction – Turtle Island K-8 in use in classrooms; as available/applicable published resources). • Introduction of indigenous authors into classroom practice (David Bouchard, Richard Wagamese, Richard van Camp, Drew Hayden Taylor, etc). 	<p>community based resources to support community based learning.</p> <ul style="list-style-type: none"> • 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). <ul style="list-style-type: none"> • Continue to use for guided reading and independent reading First Nation, Métis, and Inuit resources. • Model comprehension strategies with the use of First Nation, Métis, and Inuit resources. • Use of Cenovus monies to fund the Summer Reading program.



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Recommendation	AERR Progress	Plans 2015-2018
<p>reading be an integral part of the effort to strengthen languages.</p>	<ul style="list-style-type: none"> • In-serviced teachers on cultural/language practices to build understanding, sharing, sensitivity to students' needs. • With sponsorship and support from Alberta Education First Nation, Métis, and Inuit 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. • Strengthen cultural content in curriculum by using culturally appropriate and historically accurate resources. <p>Use of First Nation, Métis, and Inuit dollars</p> <ul style="list-style-type: none"> • Strengthened practice related to the expenditure of First Nation, Métis, and Inuit 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 First Nation, Métis, and Inuit resources • Development of Local Community Resource People 	<ul style="list-style-type: none"> • Continue second level service alignment with KTC. Meet regularly with second level service team from KTC to align practices and support students and teachers in KTC schools. • Develop a long term strategy to enhance school libraries.



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Recommendation	AERR Progress	Plans 2015-2018
	<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. 	
<p>Recommendation #10: That it be mandatory for NSD schools to offer full-day 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"> All Northland Schools offered full day Kindergarten programs. All have certificated teachers. Funding to support full day Kindergarten has been allocated. New school construction linked 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. Provided direct training to all ECS teacher in using the Early Years Evaluation for assessment and programming Used data from the Early Years Evaluation to inform Kindergarten programming and assess student growth Provided support and professional development to build staff capacity to develop oral language and play based experiential learning. 	<ul style="list-style-type: none"> Offer support and training to ECS teachers on the use of developmentally appropriate programs, assessments and approaches to Literacy and Language learning.
Recommendation #12:	See Recommendation 8.	
<p>Recommendation #13 That NSD strengthen professional leadership for Aboriginal language instructors and provide training for Aboriginal</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 incorporated the Daily 5 Strategy as appropriate 	<ul style="list-style-type: none"> Literacy Priority Focus Group will continue to review progress and identify actions to strengthen instruction in Aboriginal Languages. Strategies will include- increased use of Alberta Education Approved resources, use of local resources for the First Nation, Métis, and Inuit language programs, provision of support to



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Recommendation	AERR Progress	Plans 2015-2018
<p>language instructors to increase the capacity to deliver quality Aboriginal language programs.</p>	<ul style="list-style-type: none"> • New Aboriginal Language Coordinator was added through the KTC/NSD partnership increasing the support for language and cultural programming. • Supervisor participated on a Working Committee for the Community Stewardship Development for the Wabasca region with Education Program Standards and Assessment Branch from Alberta Education. • Provided regional hands-on workshops for the instructors in conjunction with their local school PD. • ATEP graduates completed their first year teaching 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. • Literacy Priority Focus Group will review progress and identify actions to strengthen instruction in Aboriginal Languages. 	<p>engage students towards oral contextual learning, development of achievement benchmarks.</p> <ul style="list-style-type: none"> • In partnership with Alberta Education (First Nation, Métis, and Inuit) 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 Dene cultural and language programming. • 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	AERR Progress	Plans 2015-2018
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. Complete draft policy one
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.	<ul style="list-style-type: none"> In partnership with Kee Tas Kee Now Tribal Council, a draft concept paper was completed. Three Northland high schools applied and were accepted to participate in the provincial high school re-design process. Offered summer school in three communities. 	<ul style="list-style-type: none"> Involve three 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, apprenticeship and work experience. Continue to develop outreach programming opportunities for students. Continue to develop the regional/ virtual high school model in partnership with KTC. Utilize attendance and successful course completion data to monitor progress of high school students. Continue to expand summer school offerings
Recommendation #18: That NSD initiate and sustain discussions with Northern Lakes College and any other post-secondary institution that has a presence in	<ul style="list-style-type: none"> Career awareness, field trips and visits from NLC staff and simulators. Introduce CareerTechnology Foundations at Calling Lake School. The new Gift Lake School include(s) a partnership with Northern Lakes College. NSD has established partnerships with 	<ul style="list-style-type: none"> Continue to develop partnerships to expand CTS offerings. Work with partners to develop long term educational plans for Wabasca-Desmarais. Explore partnership with NLC to use 2 NLC and 1 NSD expandable trailers to offer various introductory and dual credit programs focusing trades and health care careers.)



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Recommendation	AERR Progress	Plans 2015-2018
<p>communities served by NSD to capitalize on potential joint efforts in high school programming.</p>	<p>Alberta Distance Learning and Kee Tas Kee Now Tribal Council to work on strengthening high school programming.</p> <ul style="list-style-type: none"> 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. (At present these teachers are building student capacity) Implemented Paul Martin Entrepreneurship Program at Career Pathways School Industry Partnership Coordinator in place 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. Develop college connections NAIT, excellent contacts through the ENCANA Aboriginal Student Center, Bill Woodward, Calling Lake, Career Pathways, Little Buffalo, Mistassiniy, Peerless, Paddle Prairie, Grouard, Susa Creek schools had trips to NAIT, U of A, U of C, U of L, GPRC, Grant McEwan and other post-secondary learning locations this past year. Worked with staff from Keyano College, Careers the Next Generation, RMWB, ELI and several non-profits to improve career knowledge and access for students from the following 	<ul style="list-style-type: none"> Introductory welding courses with NLC in Wabasca fall 2015, other carpentry and electrical courses to follow; working on a dual credit welding with Keyano College for ADCS for Feb 2016 or Sept 2016 depending on when facility is complete). For the 2015-16 several schools are planning trips to post secondary earlier in the school year to support student planning and engagement.



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Recommendation	AERR Progress	Plans 2015-2018
	<p>Northland schools - ADCS School, Fort McKay, Father R. Perin and Conklin.</p> <ul style="list-style-type: none"> • Grande Prairie Regional College– contacts for programs on west side – support for Skills Alberta exposure and skill development. • Paul Martin Entrepreneurship Program offered at Career Pathways School. • CTS trailer located at Little Buffalo in support of the <i>Kee Tas Kee Now</i> Tribal Council (KTC) Partnership. • CTS Trailers used to provide mobile kits in support of junior and senior high CTS/CTF – small engine repair, cosmetology/esthetics, communication, fabrication, construction, design studies, environmental stewardship, wildlife. 	
<p>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 First Nation, Métis, and Inuit heritage and Aboriginal language fluency along with demonstrated skill in dealing effectively with Aboriginal cultures.</p>	<ul style="list-style-type: none"> • In 2014, 22 Northland staff completed fourth year of the Aboriginal Teacher Education Program and are currently employed in the school division. • Implement a staff recruitment, retention, and capacity building process that highlights the importance of First Nation, Métis, and Inuit language, cultural knowledge and demonstrated ability to improve learning outcomes for students. 	<ul style="list-style-type: none"> • Continue to refine the staff recruitment, retention, and capacity building process that highlights the importance of First Nation, Métis, and Inuit language, cultural knowledge and demonstrated ability to improve learning outcomes for students. • Explore the optional self-identification for staff
<p>Recommendation #20: That NSD re-establish an effective orientation program</p>	<ul style="list-style-type: none"> • A three day orientation was held in Wabasca for new teaching staff 	<ul style="list-style-type: none"> • Continue to develop and refine the new staff orientation process that emphasizes local orientations.



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Recommendation	AERR Progress	Plans 2015-2018
<p>for new hires, with a substantial emphasis on community and cultural components, and further, that the placement of new 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.</p>	<ul style="list-style-type: none"> • Provided an orientation for new principals prior to the new staff orientation. • A week was provided in the school calendar for local orientation in Northland communities 	<ul style="list-style-type: none"> • Work to deepen knowledge related to the impact of residential schools. • Make orientation it available to current staff on an invitational basis. • Provide time in the 2016-7 calendar for local orientations.
<p>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.</p>	<ul style="list-style-type: none"> • Differentiated instruction was offered in the area of learner preferences for First Nation, Métis, and Inuit students. First Nation, Métis, and Inuit resources, Worldviews, and perspectives were introduced and modelled. <p style="text-align: center;">As part of the Literacy strategy:</p> <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 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. • Continued focus on Guided reading and the incorporation of 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. • Begin development on common report cards • Continue participation in SLAs



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Recommendation	AERR Progress	Plans 2015-2018
Recommendation #22: That NSD ensure strengthened responsibility and 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.	<ul style="list-style-type: none"> • Director of Human Resources provides assistance and direction to principals in staffing process. • Provide professional development for school leaders in staff supervision and evaluation. • Implementation of Recruitment Strategies to hire qualified candidates emphasizing knowledge and/or experience with Indigenous communities, languages and cultures. 	<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. • Continue implementation of recruitment strategies to hire qualified candidates emphasizing knowledge and/or experience with Indigenous communities, languages and cultures.
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	<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 provided 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). • Associate Superintendent is located in Wabasca providing on-site and regional support to schools. 	<ul style="list-style-type: none"> • Financial constraints have reduced the number of Instructional Leadership staff available to support schools • Continue to provide support to schools targeted to key division initiatives. • Director of First Nation, Métis, and Inuit Education will provide overall direction and coordination of First Nation, Métis, and Inuit 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 principal develops a team approach to Literacy initiatives within the district utilizing NSD61 staff.



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Recommendation	AERR Progress	Plans 2015-2018
<p>approaches, implementation and assessment of core literacy and numeracy programs.</p>		<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. • Associate Superintendent provides support to high schools and the high school redesign focus. • Education and Technology Coach provides support to the attendance initiative • Where necessary contract with experts to provide school and division support in the areas of literacy, language learning and technology. • Literacy Division Principal to work with principals to develop instructional leadership capacity in the area of Literacy.
<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,</p>	<ul style="list-style-type: none"> • As part of the First Nation, Métis, and Inuit 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. • A community engagement facilitator has been hired for Wabasca-Desmarais • Continue to provide a funding allocation to schools to support community engagement.



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Recommendation	AERR Progress	Plans 2015-2018
including reflecting the concepts behind the former Community Schools program 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. • Launched a new division website and supported all schools to implement their own websites 	<ul style="list-style-type: none"> • Continue to provide training and support to school staff related to the school website. • Develop an updated communications plan to enhance internal and external communications



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Recommendation	AERR Progress	Plans 2015-2018
<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 relevant professional development activities • Provided 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	AERR Progress	Plans 2015-2018
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"> With support from the Alberta Government 30 new mobile homes were acquired and are available for teacher housing Housing was reduced in areas where is not required 	<ul style="list-style-type: none"> Continue to work on a long term housing strategy



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Recommendation	AERR Progress	Plans 2015-2018
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 had been contracted for the 2014/15 school year included: psychology; speech language pathology; occupational therapy; physiotherapy; hearing and vision services, and assistive technologies; iPads; FM systems; and lap top computers. The community of Wabasca continued to have a school-based counsellor funded under a partnership with the Municipal District, Bigstone, and Northland school Division. 2014-2015 also marked the pilot year for the ECS teacher's use of the Early Years Evaluation tool; the tool provided teachers with data to inform the instruction of the classroom, as well as areas to target under the Response to Intervention (RTI) model.

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

Regional Collaborative Service Delivery Model

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

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

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



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School Facilities

Maintenance

During the 2014-2015 school year, construction for the new replacement school in Gift Lake continued. The temporary school was abandoned in January, 2014, due to mould damage and air quality issues. Work continues with Alberta Infrastructure to address the construction deficiencies and drainage issues related to the new school. The old school was demolished during the summer, and work on the landscaping and playground will continue in the fall of 2015 and spring/summer of 2016.

Portables were moved from Bishop Routhier to Paddle Prairie School and from Gift Lake School to Calling Lake Schools over the summer of 2015. The move went well, and the students are using the new spaces.

Work continues on bat remediation. Work was completed on two schools last year; however, a third school is currently being remediated, and should be complete by the new calendar year.

The demolition of the school in Peavine is being planned, with the intention of full demolition and site reclamation by the summer of 2016.

A HVAC specialist has been hired to inspect all the HVAC systems for all the schools – to train staff in their usage, to repair and upgrade the systems as required.

Requests were made to Alberta Infrastructure and Alberta Education to provide for two portables each at Conklin School and Father R. Perin. The current portables are old, and safety issues are becoming a concern.

Concentrated work has begun on training staff on the use of maintenance software – allowing us to track and prioritize maintenance issues. This work will continue over the next six months or so, and will allow us to provide better reporting to schools and administration.

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

<http://www.nsd61.ca>

Transportation Department

Northland School Division No. 61 operates 56 bus routes, of which 13 are contract operated covering a total of 100,000 sq. kilometers of unorganized territory in northern Alberta. Approximately 2833 students are transported daily to 42 schools in Alberta and British Columbia by bus or by Conveyance Allowance. The service area of the Transportation Department is 4421 square kilometers; 6070 daily kilometers are travelled or 1,092,600 kilometers annually. The fleet of 62 buses is distributed to provide optimum service to the Northland Communities. Northland does not operate division owned repair facilities. Eight garages are engaged by Northland to conduct semi-annual inspections and maintain the fleet.

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



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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. However, in February 2015 the Transportation Manager retired and the duties have been assumed by the current Transportation Coordinator and a .5 Secretary that was hired in February 2015.

Driver recruitment strategies continue to prove successful in 2014-2015; reduced again to 3.6% non-operational due to driver absence from 4.7% in 2013-2014 and 10% in 2012-2013.

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 profession in those communities where housing is not readily available.

The process to move forward to secure a loan of \$1,000,000.00 was put on hold while the division worked with Alberta Education on a comprehensive plan to address housing.

A Mobile Home Project was initiated to replace 25 units throughout the Division All 25 have been moved, deficiencies have been addressed and the one year warranty by the contractor is in place.

Final invoicing has yet to be completed but the total cost of the project (including new lot) will be approximately \$1.3 million = \$750,000.00 from the Province and the rest from the proceeds of the sales of Northland mobiles and houses being tendered in the communities where new units are being placed. Additional revenue from housing being sold or transferred to other parties will be used to off- set the project cost.

There have been five additional units given from the Province to the division and they are currently stored in Slave Lake, Alberta for the winter months awaiting decision on placement.

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, building on the use of our current Maintenance Connection computer program.
- 4) Work towards and explore alternate methods of housing delivery in communities where partnerships could be a viable option.

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 2014-2015 school year.

A central administrative staff complement of 4 positions worked with twenty-three Northland school lunch programs, and six school lunch programs in other divisions to provide approximately 487,620 nutritionally balanced school lunches to registered students. 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.



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During the 2014-15 school year, the new school opened at Gift Lake and the students began to receive meals prepared in a brand new kitchen. Plans were finalized for the lunch program kitchen which will be in the new school at Jousard. Dishwashers were installed in 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 nutrition education sessions at three schools, provision of Vitamixers to make healthy smoothies, and a contest for Nutrition Month. Student's submitted art based on the nutrition month theme and five submissions were chosen to be included in the 2015-2016 Northland Calendar.

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 2014-2015

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:



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- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
 - (b) the number of investigations commenced by the designated officer as a result of disclosures;
 - (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to 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 2014-2015 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. Information related to School-Generated Funds and their uses and a copy of the Audited Financial Statements and Unaudited Schedules can be requested by contacting the Secretary-Treasurer of the Division. Phone: 1-800-362-1360 or can be viewed on our website at the following link:

<http://nsd61.ca/download/39764>

A copy of our budget report for the year ending August 31, 2015 can be viewed on our website at the following link: <http://nsd61.ca/download/30242>

The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division and the 2015-2016 priorities.

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

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

Key Financial Information about the Upcoming School Year

1. Instructional programming salaries account for 73% of the division's salary budget. 65% of the budget is allocated to salaries.
2. Board and administration expenses are projected at 5.89%.
3. This is the third year of a three-year grant (\$150,000 each year) that has been directed to strengthen CTS programming, including dual credit programming and literacy programming.
4. Funding for the above priorities is reflected in the 2014-2015 budget, which includes:

Division Attendance Initiative - \$200,000.

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

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

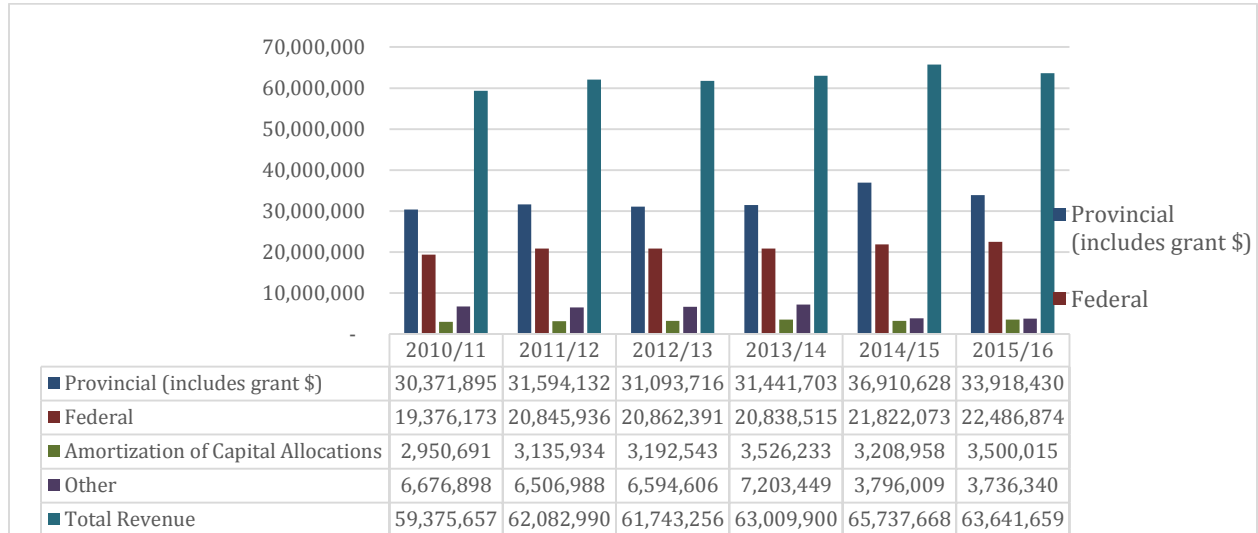
Efforts to implement the recommendations and priorities are constrained by current funding as follows:

- Salary increases to certificated staff are higher than the Alberta Education increased funding to cover them. This places a major financial burden on the division.
- We continue to provide in excess of 475 hours of instructional time for ECS students; however, current funding makes this a challenge.
- The current model of funding using CEUs presents a challenge to run high school programming.
- There is no additional funding for the Division Attendance Initiative.
- NSD transports all students including those who are not funded in order to support regular attendance.
- NSD does not charge school fees.
- Because of the small communities where the Division operates schools and the high needs of some of the students, class sizes are well below the provincial average, adding significant salary costs.
- There is a potential for a significant reduction in federal revenue if the First Nations adopt the provincial funding model.
- Maintenance funding is status quo. However, as the building infrastructure continues to deteriorate, there is increased potential for unexpected emergencies. These situations create health and safety issues and disrupt the education of students who have no alternate location for instruction when schools are not operational.

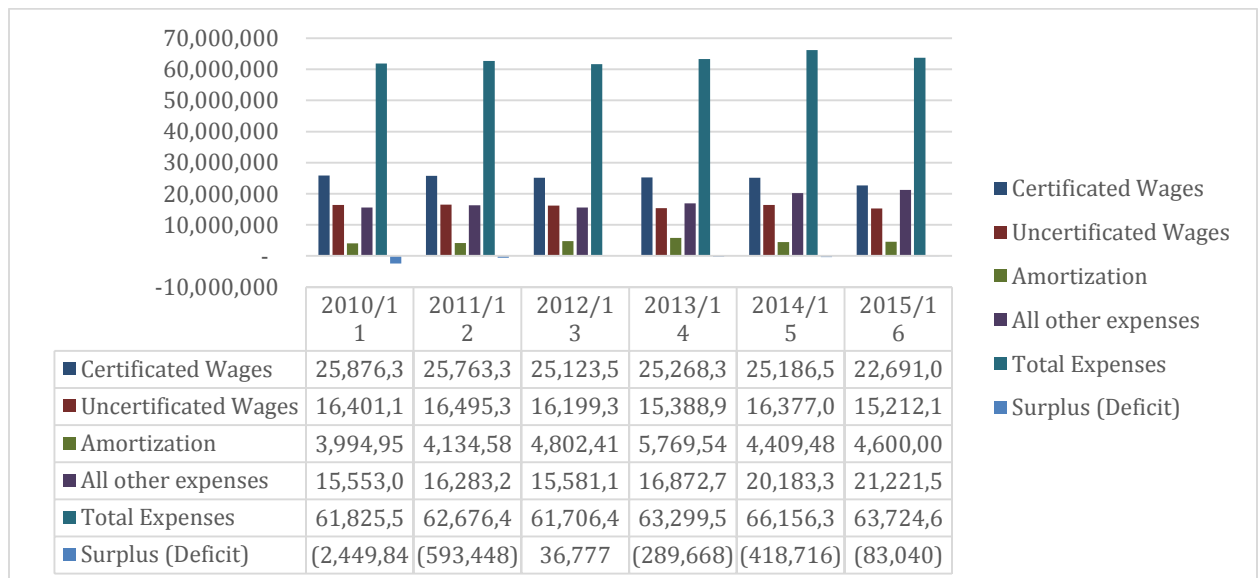


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2015-2016 November Budget Operating Revenue By Type



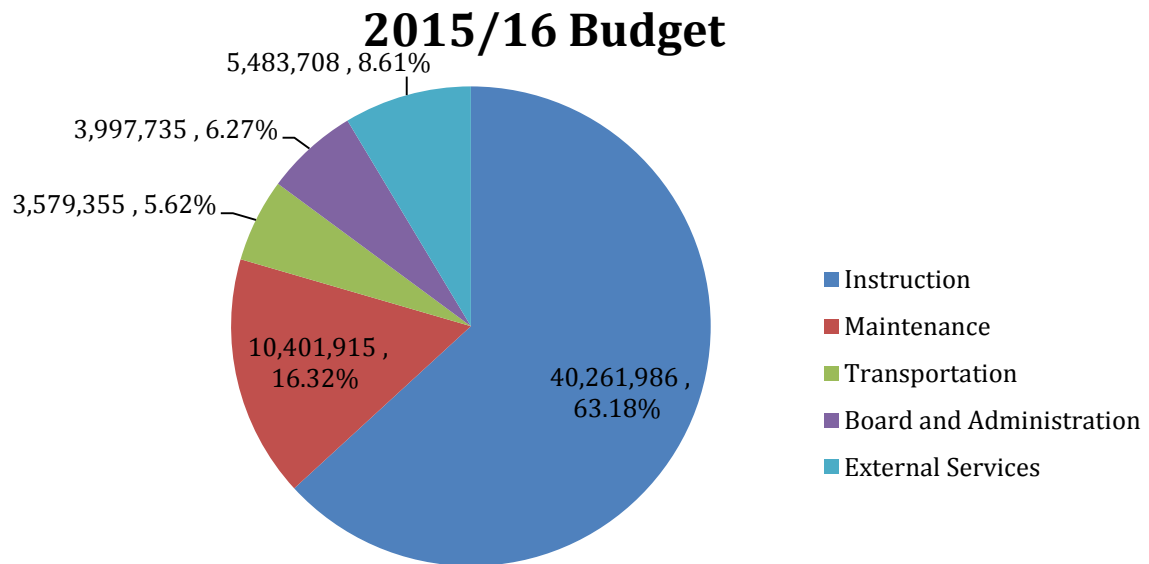
November Budget 2015-2016 Operating Expenses – historical to budget



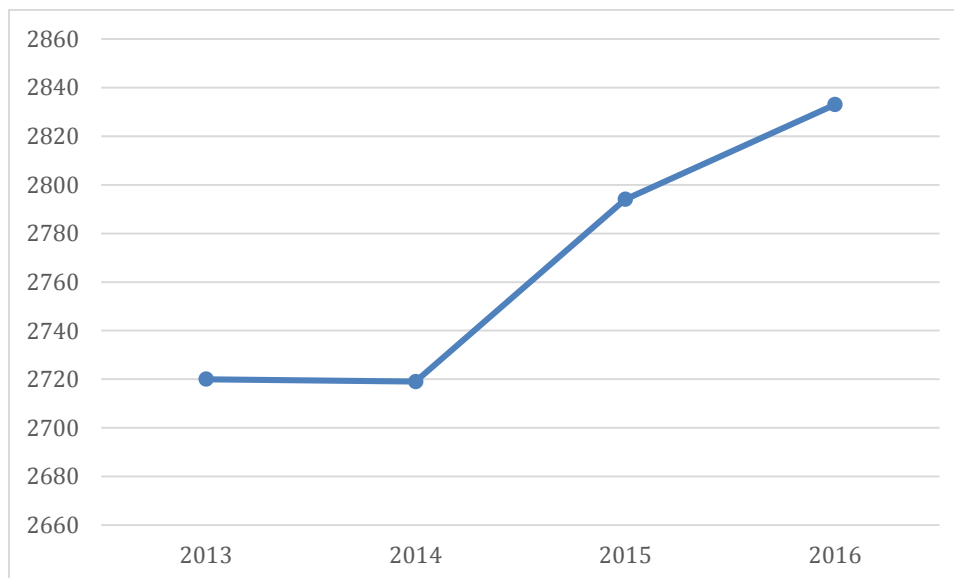


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November Budget 2015-2016 Operating Expenses



Student Counts K-12





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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

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

Schools

Schools	Grades	Local School Board Committee Chair
Anzac Community School	K-4	David Czibere
Athabasca Delta Community School	K-12	Claris Voyageur
Bill Woodward School	4-9	David Czibere
Bishop Routhier School	K-6	Greg Gauchier
Calling Lake School	K-12	Cora Weber-Pillwax
Career Pathways	Outreach	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