

November 30, 2017

Board Meeting

Attachments

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NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** November 30, 2017
SUBMITTED BY: Gord Atkinson, Superintendent of Schools
SUBJECT: 2016-2017 AERR and 2017-2020 Education Plan
ORIGINATOR: Administration
REFERENCE(S) & Policy 2, Role of the Board
ATTACHMENTS: Combined 2016-2017 AERR and 2017-2020 Education Plan

RECOMMENDATION:

THAT the Board of Trustees approve the 2016-2017 AERR and 2017-2020 Education Plan, as attached.

BACKGROUND:

Policy 2, Role of the Board, Section 1, Accountability for Student Learning and Wellness, establishes that the Board of Trustees will annually approve the "rolling" Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for public distribution.

School authorities are accountable for results achieved from carrying out their responsibilities to provide education programs to Alberta students. As part of the Accountability Framework for the K-12 Education System, each school authority is required to prepare an Annual Education Results Report (AERR) that publicly reports results, assesses achievement, and indicates whether improvement has taken place.

Following approval, the combined 2016-2017 AERR and 2017-2020 Education Plan will be submitted to Alberta Education and posted on the Northland School Division website.

RISK ANALYSIS:

N/A



Northland School Division No. 61

**Combined
Three Year Education Plan
For 2017-2020
And
Annual Education Results Report
2016-17**



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Message from Board Chair

Northland School Division has had many successes and accomplishments in the 2016-2017 school year. These accomplishments bring with them a sense of renewal and hope for the future. As a new Board, we are working closely together with administration to develop valuable partnerships with the province and communities to accomplish our vision for the school division. There have been many structural changes within Northland School Division, including major policy and procedure change which will help to strengthen our relationships with communities, and manage the division resources effectively. Our Board is looking forward to our four year term, working with communities, and seeing our student's successes. I would like to thank the Minister of Education and Alberta Education for their continued support of Northland School Division.

Accountability Statement

The Annual Education Results Report for the 2016-17 school year and the Education Plan for September 1, 2017 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 2016/2017 school year and the Education Plan for 2017-2020 on November 30, 2017.

Publication and Communication

Copies will be sent to each Board member, 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: www.nsd61.ca

To view a summary of the report click the following link: www.nsd61.ca

Maddy Daniels, Board Chair

Gord Atkinson, Superintendent of Schools



JURISDICTION PROFILE/CONTEXT

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.

Since its inception in 1961, there have been numerous reviews of Northland School Division (NSD). The Northland School Division Inquiry Team Report released in January of 2011 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 government response to the recommendations contained in the Inquiry Team Report was released in June, 2014. The combined 2016-19 Three Year Plan and Annual Education Results Report 2015-16 identify NSD results and plans in relation to these recommendations.

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

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



Minister Eggen announces Bill 6: Northland School Division Act

On May 4, 2017 a new Northland School Division Act was proclaimed law. At the same time, the previous Northland School Division Act, RSA 200 cN-5 was repealed. Some key points of the new act are:

- A ward structure for election of trustees of 7-11 wards.
- The board is required to establish a formal engagement process with a number of key partners, council of school councils and ward councils.
- Persons living on reserve where NSD has a tuition or education services agreement with the Nation are eligible to vote and/or run in trustee elections.



2017/2020 Combined Three Year Plan and Annual Education Results Report – 2016/17

- Local school board committees will be replaced with school councils subject to the Alberta School Council Regulation.
- A transition period was included that provides for the Local School Board Committees to remain until the end of the 2016/17 school year, June 30, 2017.

As a result of these changes the Official Trustee redeveloped Policies 2 - 20 to align with the Act. Policy 1 (Mission Vision Values) was left for the new Board to determine. Policy 21 (Community Engagement) was also left for the Board to determine. These policies will set a new direction for Northland.

In August of 2017 the Official Trustee passed 5 new outcome statements. These statements give better alignment to Alberta outcomes, set priorities for the Division, and set clear indicators for student success.

The Northland Community Engagement Team (NCET) report released in June 2014 provides a community based response to the recommendations on key issues arising from the Northland Inquiry Team Report. The NCET developed a Vision Statement for Northland School Division and outlined a process for community engagement.

Vision Elements

Community Engagement Framework





Outcome Statements

Provincial Outcome One: Alberta's students are successful.

NSD Outcome One: NSD Students are strong in identity, healthy and successful.

This outcome identifies three key components that are inseparable. 95% of students in NSD are of either First Nation or Metis heritage. Students will be more successful in their studies when their spirit, body and mind are all working together in harmony. Our core work is to ensure the students have pride in themselves and their history and heritage, that they are in good physical health, and that they develop a passion for education and learning.

Provincial Outcome Two: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

NSD Outcome Two: NSD is a leader for indigenous education excellence.

NSD will facilitate a process for community engagement to define Indigenous Education Excellence. The first step will be to go to the communities to engage the students, school staff, and community members and leadership.

Provincial Outcome Three: Alberta's education system is inclusive.

NSD Outcome Three: NSD is inclusive, each child's ways of knowing and ways of being is respected and essential.

Each student is accepted and has a place for themselves in NSD. Parents, staff and community members are all valuable to NSD and all share responsibility for the success of our students. NSD embraces the premises of equitable opportunity, fairness, and helping students reach their personal ambitions.

Provincial Outcome Four: NSD has excellent teachers, system leaders and school leaders.

NSD Outcome Four: NSD has excellent teachers, system leaders and school leaders.

NSD strives to recruit and retain exceptional and qualified staff who are instructional leaders of indigenous teaching and learning. This has included recruiting teachers nationwide who demonstrate an interest in serving students in Northland communities. This is assisted through a list of Northland based descriptors of teacher attributes that was created through consultation with system and school leaders as well as community input.



Provincial Outcome Five: Alberta's education system is well governed and managed.

NSD Outcome Five: NSD is well governed and managed.

Throughout the 2016 and 2017 school year, all Board Policies and all Administrative Procedures were scrutinized and updated. Once the NSD Act was passed they were reviewed to ensure alignment with the provisions of the Act. Two policies were left for the new Board of Trustees, Policy 1 - Board Mission, Mandate, Beliefs, and Values, Policy 21 - Community Engagement.

Procedures were changed to reflect less administrative burden on Principals, as well as directions for system alignment. Many new tools were sourced to create a more efficient and effective means for managing the organization give unique challenges of geography and local practices.



Major Accomplishments

NSD Outcomes

NSD created new goal statements to align with Ministry Outcomes, and specifically a goal statement that supports academic success. See page 6.

Reorganize Central Office

NSD Organizational Chart: <http://nsd61.ca/download/22803>

This divided the Division into 3 distinct areas with supports for teaching in each area. Areas of support added include:

- Area Associate Superintendents
- Family Wellness Workers
- Assistant Supervisors of Student Services
- Pedagogical Supervisors

Policies and Procedures

NSD reviewed all administrative procedures to assure they align the procedures to the new governance model and provide clear direction for personnel to follow as they carry out their duties.

- New Housing Procedures
- New Transportation Procedures

Flexible Learning Program

The *Flexible Learning Pilot Program* has students accessing resources and instruction online using



Google Classroom while continuing to participate in land-based learning and hands-on Career and Technology Studies (CTS). The online learning environment includes core courses such as Language Arts, Science, Social Studies and Math as well as CTS.

The *Flexible Learning Pilot Program* content is available on the Career Pathways School website.

<http://careerpathwaysschool.ca/flex-learning-portal/career-technology-studies>

<http://careerpathwaysschool.ca/flex-learning-portal/academic-core-courses>

Housing Plan

A housing plan was brought to the Board in January, 2017. A copy of the plan can be found [here](#). The housing plan includes modernization, new construction and some demolition with a \$6.0 million dollar budget. The funds are identified in the 5 year investment plan. The funds will be confirmed in the 2017-2018 school year.



Northland Day

Northland Day on August 30th, 2017 presented the opportunity to engage with our school communities to refresh the dialogue about getting to know each other. A resource person was available to help community members understand the new Northland Act, the process to become a Trustee and the establishment of a School Council. The resource person was either from Northland School Division or Alberta Education.

KTC/NSD Sports Programming

In 2016-2017, KTC and NSD launched a sports league for the schools involved in the partnership agreement. It brings together 10 rural schools, mostly comprised of First Nation and Métis students, for league games in tournament-style competition. Around 250 students compete in cross-country running, dodge ball, floor hockey, volleyball, basketball, horseshoes and archery.



And away they go! Runners in the upper elementary school grades begin the first 'Kee-Tas-Ken-Now-Tribal' Council - Northland School Division Cross Country Race in Peavine Oct. 5

KTC-NSD Sports provides students the opportunity to:

- build relationships,
- enhance leadership skills
- build on teamwork skills,
- participate in structured competition, and
- develop physical fitness in a safe and caring environment.

WE Day

Hundreds of Northland students returned to their home communities feeling motivated and inspired after attending WE Day at the Scotiabank Saddledome in Calgary October 26th, 2016. Students from Keg River, Elizabeth Métis Settlement, Grouard, Wabasca-Desmarais, Peerless Lake and Calling Lake earned their way to WE Day by exploring topics linked to real world challenges and then commit to implementing one local and one global action that will improve their community and the world. Some of the real world topics discussed included bullying, overcoming disabilities and mental illness.



Grouard Northland School and Peerless Lake School students and staff who attended WE Day in 2016



5 Year Grant Investment Project

The investment will support NSD school communities with First Nations, Métis curriculum, language and culture and land-based learning, literacy, student attendance, wellness, professional learning opportunities for staff and community members and school councils. With respect to attendance, the conditional grant from the province would support the hiring of a District Attendance Lead.



Enhancing Support for Indigenous Language Instructors

KTC and NSD hosted workshops for Indigenous Language Instructors during the 2016-2017 school year. These workshops helped to build capacity and strengthen language and culture in the school communities we serve. This work supports the Truth and Reconciliation Commission of Canada: Calls to Action number 13, 14 and 15 which speaks to preserving Indigenous language and culture.

Community Engagement Sessions

Combined with Alberta Education, the Official Trustee and Senior Administration attended 28 community consultations regarding the Northland Act.



Land-Based Learning

A Peerless Lake School student echoed a statement many students can relate to; "I learn better by doing." 44 high school students from KTC and NSD schools did just that by participating in a Career and Technology Studies (CTS) Camp at the Marten Lakes Wilderness Camp – Northern Lakes College Campus. Students slept in cabins just above the Marten Lakes and participated in high school credit courses related to carpentry, cosmetology, foods, mechanics and a firearms certification course

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. Students are learning about identifying plants for medicinal purposes





Student Information System

Overhaul the Student Information System (SIS) procedures and operational expectations. This included training for staff on the use of the SIS Administrative Procedures 307 and revised student enrolment processes. Attendance codes were revised and new expectations and responsibilities were determined for system users.

New Report Card

A committee of principals and system leaders determined that a new report system would be piloted in the 2017 - 2018 school year. The new report card tool more closely aligns to provincial outcomes from grades 1 -6. There was no division wide system. The committee also reviewed the use of our SIS and recommended opening a parent and student portal to access teacher gradebooks at the 7 - 12 grade levels.



2017/2020 Combined Three Year Plan and Annual Education Results Report – 2016/17

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2017 Authority: 1280 Northland School Division No. 61

Measure Category	Measure	Northland School Div No. 61				Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	
		Safe and Caring Schools	79.5	81.7	79.1	89.5	89.5	89.3	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	62.2	64.8	63.3	81.9	81.9	81.5	Very Low	Maintained	Concern	
	Education Quality	79.9	79.5	79.0	90.1	90.1	89.6	Very Low	Maintained	Concern	
	Drop Out Rate	12.9	11.9	13.0	3.0	3.2	3.3	Very Low	Maintained	Concern	
	High School Completion Rate (3 yr)	11.3	13.1	16.4	77.9	76.5	76.1	Very Low	Declined	Concern	
Student Learning Achievement (Grades K-9)	PAT: Acceptable	24.3	22.9	26.6	73.4	73.6	73.2	Very Low	Maintained	Concern	
	PAT: Excellence	1.7	0.8	1.7	19.5	19.4	18.8	Very Low	Maintained	Concern	
	Diploma: Acceptable	35.5	42.4	35.8	83.0	82.7	83.1	Very Low	Maintained	Concern	
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	0.9	0.0	0.4	22.2	21.2	21.5	Very Low	Maintained	Concern	
	Diploma Exam Participation Rate (4+ Exams)	2.6	3.4	4.2	54.9	54.6	53.1	n/a	n/a	n/a	
	Rutherford Scholarship Eligibility Rate	40.8	27.0	27.0	62.3	60.8	60.8	n/a	Improved Significantly	n/a	
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	15.6	13.7	12.6	57.9	59.4	59.3	Very Low	Maintained	Concern	
	Work Preparation	72.0	76.9	74.2	82.7	82.6	81.9	Low	Maintained	Issue	
	Citizenship	70.1	70.7	68.1	83.7	83.9	83.6	Low	Improved	Acceptable	
Parental Involvement	Parental Involvement	70.9	74.5	72.5	81.2	80.9	80.7	Low	Maintained	Issue	
	School Improvement	72.3	74.0	70.3	81.4	81.2	80.2	Intermediate	Improved	Good	



2017/2020 Combined Three Year Plan and Annual Education Results Report – 2016/17

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2017 Authority: 1280 Northland School Division No. 61

Measure Category	Measure	Northland School Div No. 61 (FNMI)			Alberta (FNMI)			Measures Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	12.3	11.0	12.5	5.8	6.1	6.7	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	9.4	11.2	16.2	53.6	50.2	47.8	Very Low	Declined	Concern
	PAT: Acceptable	22.1	22.5	25.5	51.7	52.4	52.1	Very Low	Declined	Concern
	PAT: Excellence	0.9	0.5	1.3	6.7	6.3	6.3	Very Low	Maintained	Concern
	Diploma: Acceptable	31.0	39.7	34.8	77.1	76.1	76.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	0.0	0.0	0.0	10.7	10.2	10.2	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	3.1	2.4	3.8	21.8	20.7	20.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	36.4	25.7	25.7	34.2	31.9	31.9	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	16.2	13.3	12.7	31.8	33.5	33.3	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	25.0	25.5	28.2	22.9	24.3	25	Very Low	Maintained	Concern	30	35	40
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.1	1.6	1.9	0.8	1.7	5	Very Low	Maintained	Concern	5	10	15

Strategies
Please see Appendix 'B'

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	17.7	33.7	38.0	42.4	35.5	40	Very Low	Maintained	Concern	45	50	55
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.8	0.0	0.9	5	Very Low	Maintained	Concern	10	15	20

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	17.7	22.7	13.4	13.1	11.3	15	Very Low	Declined	Concern	20	30	35
Drop Out Rate - annual dropout rate of students aged 14 to 18	10.7	12.9	14.2	11.9	12.9	10	Very Low	Maintained	Concern	10	9	8
High school to post-secondary transition rate of students within six years of entering Grade 10.	21.6	15.5	8.6	13.7	15.6	20	Very Low	Maintained	Concern	25	30	35
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	27.0	40.8	45	n/a	Improved Significantly	n/a	50	55	60
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	3.8	5.1	4.2	3.4	2.6	5	n/a	n/a	n/a	10	15	20

Strategies

Please see Appendix 'B'

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.



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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	67.8	65.2	68.5	70.7	70.1	70	Low	Improved	Acceptable	70	75	80
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.	73.4	69.4	76.2	76.9	72.0	75	Low	Maintained	Issue	75	80	85

Strategies
Please see Appendix 'B'

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

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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	55.2	52.3	61.9	58.7	52.2	55	n/a	n/a	n/a	60	65	70

Strategies
Please see Appendix 'B'

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



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

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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	24.1	23.8	27.3	22.5	22.1	25	Very Low	Declined	Concern	30	35	40
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).	0.9	1.3	1.3	0.5	0.9	5	Very Low	Maintained	Concern	5	10	15
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	15.7	32.6	36.9	39.7	31.0	40	Very Low	Maintained	Concern	45	50	55
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	5	Very Low	Maintained	Concern	10	15	20

Strategies
Please see Appendix 'B'

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1; Français 30-1; Mathematics 30-1, Mathematics 30-2, Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1, and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.



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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	17.5	24.5	13.0	11.2	9.4	15	Very Low	Declined	Concern	20	30	35
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	10.0	12.8	13.8	11.0	12.3	10	Very Low	Maintained	Concern	10	9	8
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	21.7	17.9	6.8	13.3	16.2	20	Very Low	Maintained	Concern	25	30	35
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	25.7	36.4	45	n/a	Improved	n/a	50	55	60
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	4.0	5.1	4.0	2.4	3.1	5	n/a	n/a	n/a	10	15	20

Strategies

Please see Appendix 'B'

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.



Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	78.1	76.1	79.6	81.7	79.5	80	Low	Maintained	Issue	85	88	90

Strategies
Please see Appendix 'B'

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	63.8	61.8	63.2	64.8	62.2	70	Very Low	Maintained	Concern	75	80	85

Strategies
Please see Appendix 'B'

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

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	72.1	64.5	72.3	74.0	72.3	75	Intermediate	Improved	Good	80	85	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	69.8	69.6	73.2	74.5	70.9	75	Low	Maintained	Issue	80	85	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	81.1	76.9	80.7	79.5	79.9	85	Very Low	Maintained	Concern	88	89	90

Strategies
Please see Appendix 'B'

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



2017/2020 Combined Three Year Plan and Annual Education Results Report – 2016/17

Class Size Survey Results

A copy of the Class Size Survey Results for 2015-2016 can be found on our website by clicking the following link:
www.nsd61.ca

Inclusive Education Northland School Division No. 61

Northland School Division continues to contract services. Services that had been contracted for the 2016/17 school year included: psychology; speech language pathology; occupational therapy; physiotherapy; hearing and vision services, and assistive technologies; iPads; FM systems; and laptop computers. The community of Wabasca continued to have a funding under a partnership with the Municipal District, Bigstone, and Northland school Division for a school-based counsellor. The position was advertised and was not filled, it was decided that the role would take a different approach for the 2017-2018 school year. 2016-2017 the EC5 teacher’s continued to use of the Early Years Evaluation tool; the tool provided teachers with data to inform the instruction of the classroom, as well as areas to target under the Response to Intervention (RTI) model.

The school division is working on building capacity to support Inclusive classrooms. This year, a focus is ensuring that the teachers have a clear understanding of differentiation and Response to Intervention. These two models can help meet the needs of all students who are in their classrooms. The year also focused on student wellness and mental health. A number of professional development opportunities provide to school based staff around Zones of Regulation, Yoga, Mental health first Aid as well as good healthy choices offered.

Regional Collaborative Service Delivery Model

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

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

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



Northland School Division Priorities Update 2014-2017

1. Implement indicators of quality teacher performance related to key improvement areas and enhance instructional leadership and strengthen teacher supervision and evaluation to improve teacher practice.

- Administrative procedures 422 - Teacher Growth, Supervision and Evaluation and 423 Teacher Professional Growth Plan 432 - Evaluation of the Principal, were reviewed, adjusted, and reaffirmed June 2017. The new organizational plan will help ensure these procedures are met.

2017 - 2020 Goals 4.1, 4.4, 4.6

2. *Reorganize central office to provide more administrative and learning support for principals and teachers ~ Completed*

- The new organization structure was approved at the May Board meeting. The division was reorganized into three areas. New roles include, area associate superintendents, more pedagogical supervisors, assistant supervisors of student services, and family wellness workers. The full complement of personnel will be filled once the funds are received from the Ministry.

2017 - 2020 Outcome 5

3. Continue working with the Attendance Improvement Committee and schools to improve division wide attendance.

- The 'Everyday Counts' attendance initiative is being revised in 2017-2018 school year to reflect the new governance model for NSD and the new organizational structure. The plan needs to reflect the new NSD Act which includes new entities such as the new Board of Trustees and School Councils. Administratively the plan needs to include Associate Superintendents, Assistant Supervisors of Student Services, and Family Wellness Workers.

2017 - 2020 Goals 1.1, 3.3, 3.4, 5.1

4. Continue the Literacy Focus Group, principal PLC's and working with schools to improve Literacy instruction for English, Cree and Dene Languages to meet or exceed division annual improvement targets.

- Literacy rates are improving in NSD. The June 2017 assessments showed 43% of NSD students reading at grade level. The assessment data shows improvement from 2016 to 2017 as well as steady improvement throughout the school year. NSD



has a strategy to include indigenous language instruction in all of our schools. We are developing a literacy strategy for our junior and senior high school students that may need some extra supports.

2017 - 2020 Goals 1.2, 2.1

5. Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement that include First Nations, Métis, Inuit outcomes.

- The land-based learning camps were successful and well attended from NSD and KTC partnerships schools. Students were exposed to Woodland Cree land-based practices and culture while infusing the Cree language into the teachings.
- The November land based learning camp provided High School students to gain credit in CTS course work and partial credit for Drama 10/20/30

Goal 3.2

6. In consultation with the school community, develop and begin implementation of a multi-year operational plan to improve student attendance, achievement and high school completion for junior and senior high school students beginning in Wabasca – Desmarais.

- The Community Engagement Education Coordinator position continued for the 2016 - 2017 school year. A successful project from the school was *Old Stories of the Mission* with the Mistassiniy Mentors which was showcased at World Indigenous Peoples Conference on Education in Toronto in July, 2017.
- Grad Coach worked with all grad students
- High School Redesign project was evaluated and a new high school redesign project is underway for the 2017 - 2018 year.

2017 - 2020 Goals 1.5, 1.6, 1.7

8. Establish assessment standards and reporting process across the division including timely parental and student access to student data.

- New report cards pilot for 2017 2018 school year.
- Common outcomes for grades K-6 were agreed upon based on the provincial standards. Standardized student information system procedures are in place.

2017 - 2020 Goal 3.1

9. Formalize the Northland school review process related to key improvement focuses (June 2016) and pilot in selected schools.

- AP 103 - School reviews shall be used to assist in the establishment and



maintenance of appropriate instructional, program and management standards that contribute to a high level of student development and achievement in a school. June 2017

- AP 201 - NSD is committed to inspire our students to complete their education and to graduate with a high school diploma. We will encourage all students to remain in school and to provide them with the educational, emotional and social support necessary to graduate. June 2017

10. Design and implement a strategy to address teacher housing.

- Housing plan was approved at the January 2017 Board Meeting. Implementation of the plan will start in October, 2017



School Facilities

Maintenance

There are a total of 27 Facilities that maintenance looks after:

- 23 Schools
- Central Office
- 3 Outreach Facilities - maintained but not owned by NSD
- 3 maintenance shops - 1 owned by NSD; 2 leased

In 2016-2017, maintenance received over 1300 maintenance repair requests. These were mostly routine requests.

16 Schools were involved in Infrastructure Maintenance Repair (IMR) Projects that totalled 1.3 million dollars.

These included:

- fixing tired components in the Mechanical and Electrical system
- small upgrades where possible, ensuring upgrades compatible for future work
- moving towards installing Building Management Systems (BMS) which will allow diagnosing problems remotely thus reducing windshield time

A copy of the Division's Capital Plan may be viewed by clicking on the following link: www.nsd61.ca

Transportation Department

Northland School Division provides school bus transportation to all of our students, regardless of distance, at no cost to the families that we serve. To accomplish this, 53 bus routes have been designed throughout the division to provide optimum service to Northland Communities. Of those 53 routes, 15 are contract operated and an additional 2 bus routes have been covered by a cooperative transportation agreement with a neighbouring school division.

Northland School Division covers a total of 288,347 square kilometers of unorganized territory in northern Alberta. The service area of the transportation department is 4421 sq. kilometers; 5373 daily kilometres are travelled or 967,140 kilometres annually to transport approximately 3000 students daily to 40 schools in Alberta, British Columbia and Northwest Territories by bus or by conveyance allowance.

Due to the vast size of the division, Northland does not operate division owned repair facilities. Alternately, eight local garages are utilized to conduct semi-annual inspections and maintain the fleet of 68 School Buses.

The transportation department operates on a provincially funded budget of approximately \$2,300,000.

Housing

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

Housing Services continued to:

- 1) Be client focussed with professional staff as clients
- 2) Provide quality maintenance service to tenants with the budget constraints of housing rental income. The 2017-2018 budget is \$1.2 million, with \$10,000 available for repairs and maintenance.



- 3) Work towards the establishment and consistent use of a functional preventative maintenance program, building on the use of our current Maintenance Connection computer program (MRR)
- 4) Work towards and explore alternate methods of housing delivery in communities where partnerships could be a viable option. Preliminary discussions have taken place with the Regional Municipality of Wood Buffalo, and the MD of Opportunity (Wabasca-Desmarais) to explore possible housing partnerships.
- 5) Work with the ATA Local 69 (Quality of Work Life Committee) to share and receive information on housing concerns.
- 6) A housing plan has been passed by the board for renovations over a five-year period in the amount of approximately \$6.25 million. The implementation of the plan will start in November, 2017.

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 2016-2017 school year.

A central administrative staff complement of 3 positions worked with twenty three Northland school lunch programs, and six school lunch programs in other divisions to provide approximately 456,075 nutritionally balanced school lunches to registered students. For all schools combined, this is approximately 2,699 lunches produced each instructional day.

During the summer of 2016, the walk-in refrigerator and freezer at Athabasca Delta School in Fort Chipewyan failed due to power interruptions. This resulted in significantly higher food and freight costs as a year's worth of frozen and non-perishable food is sent in by truck on the winter road. In order to prevent this from happening again, School Food services worked with maintenance to install alarm systems in the lunch program kitchens.

Three staff members from St. Theresa and Mistassiniy Schools provided catering for the new teacher orientation in Wabasca in August 2016. This gave them the opportunity to enhance their food preparation skills.

Seven students received CTS credits for successfully completing the National Food Safety Training program, instructed by School Food Services staff at Marten Lakes and in December, 2016. Twelve students from Kateri School successfully completed the course in March, 2017.

In an effort to promote wellness through healthy eating, nutrition education sessions were held at some of the schools to promote Nutrition Month. In March 2017, students submitted art based on the Nutrition Month theme of "Take the Fight out of Food! Spot the problem. Get the Facts. Seek Support." This dealt with some of the issues people have regarding healthy eating. Students submitted art based on this theme and the winning submissions are featured in the 2017-2018 Northland Calendar.

Parental Involvement Strategies

On May 6th, 2017 the new Northland Act was passed in the Alberta Legislature. The Act includes the establishment of School Councils. The School Councils are a means to reach out to the local communities to foster collaboration, engagement, and improved participation in the school system. Principals were provided with learning opportunities, and assistance with their school council formations. Schools invited community members, parents and students to Northland Day where they celebrated education and learned how they could become a closer part of the school community.



AERR-PIDA Report 2016-2017

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

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

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

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

Chief Officer's Annual Report

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

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

- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
- (b) the number of investigations commenced by the designated officer as a result of disclosures;
- (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

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

(Public Information Disclosure Act – June 2013)

In the 2016-2017 school year, Northland School Division No 61 has had:

- 0 disclosures and
- 0 investigations.



Financial Results

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

A copy of our budget report for the year ending August 31, 2018 can be viewed on our website at the following link: www.nsd61.ca

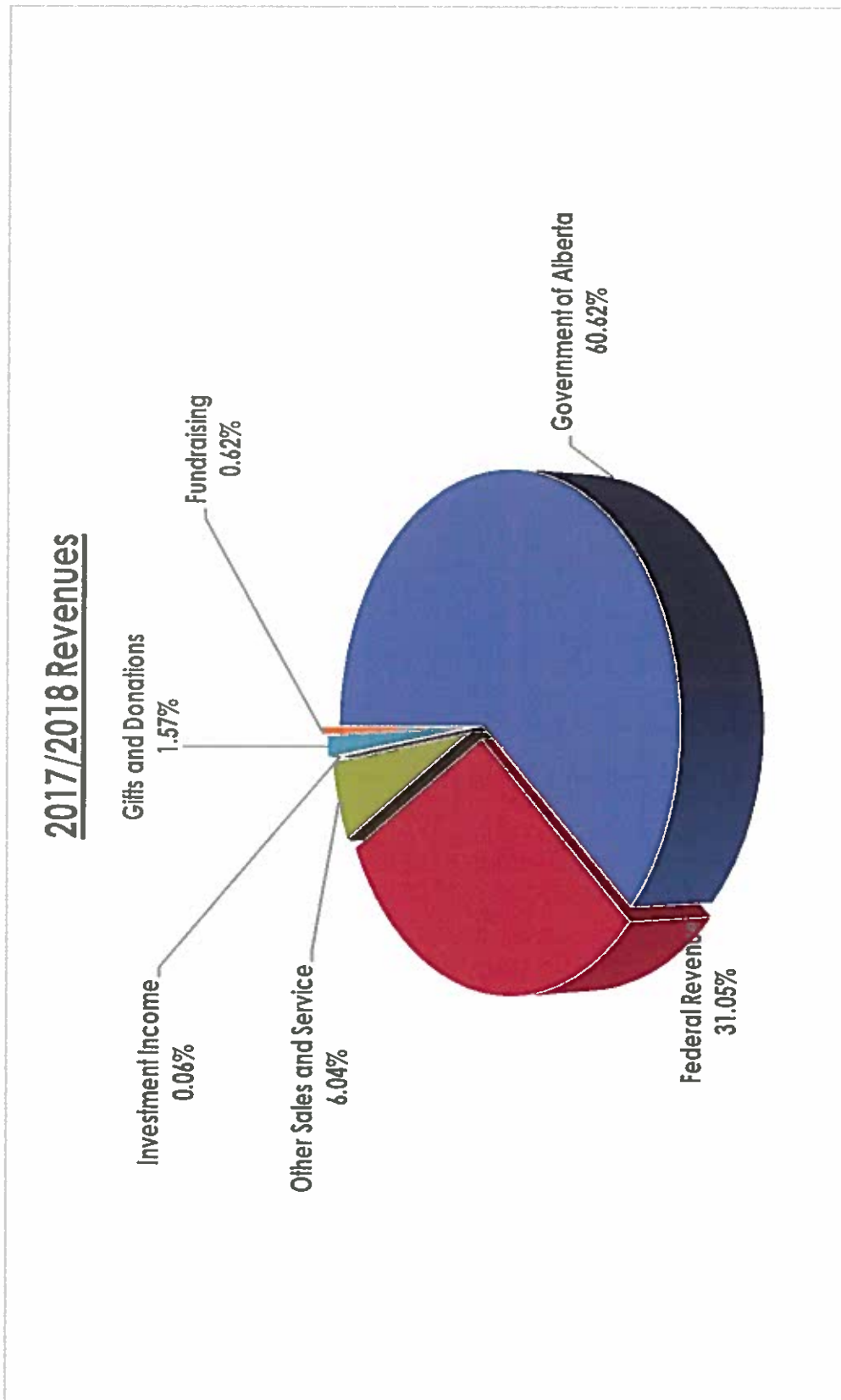
The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division and the 2017-2018 priorities. Comparative information is available in a provincial report at the following website: <https://education.alberta.ca/financial-statements/combined-statements/>

Key Financial Information about the Upcoming School Year

- 2017-2018 budget is based on a change in enrolment from 2,705 last year to 2,579 for this year.
- \$6 million Five-Year Investment Grant provided by the province.
- Increase in federal tuition rates from \$1,793 per student per month to \$1,903 per student per month.
- Collection of the remaining \$1.25 million outstanding receivable from Mikisew Cree First Nation.
- Five-Year Investment Grant used to increase support to principals and teachers.
- Additional \$500,000 invested into school maintenance and repair (outside the IMR budget).
- NSD capital reserves to be used for the construction of a new CTS shop, and some identified school updates.
- Transition from Local School Board Committees to School Councils
- Implementation of a new 11-member Board of Trustees



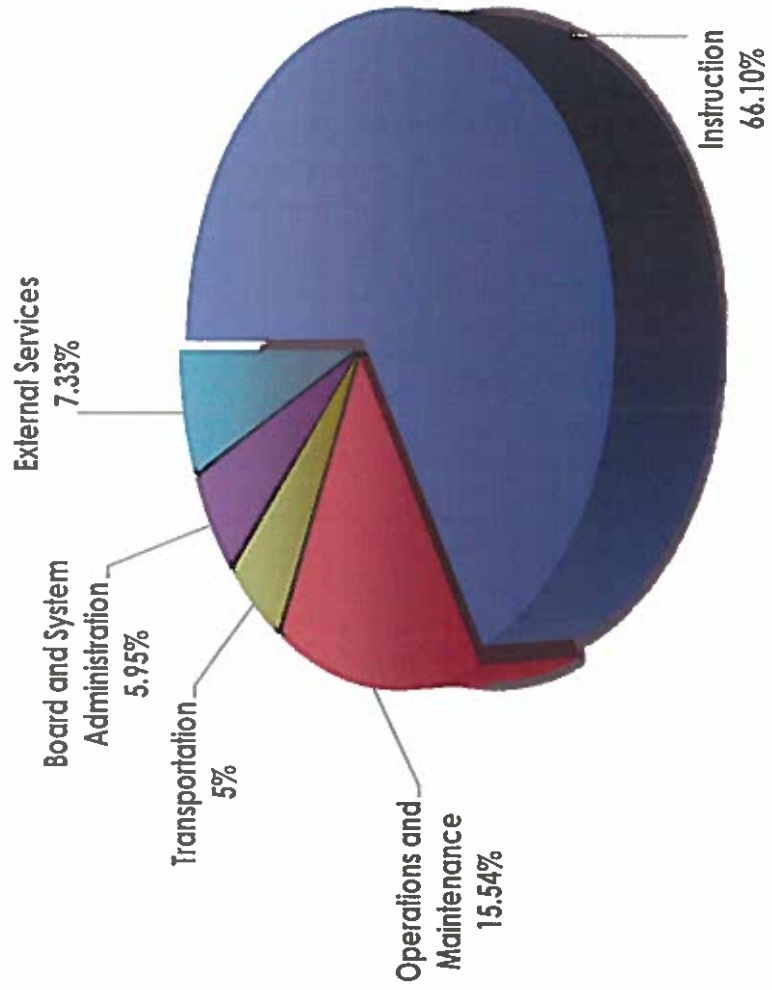
2017-2018 June Budget Operating Revenue By Type





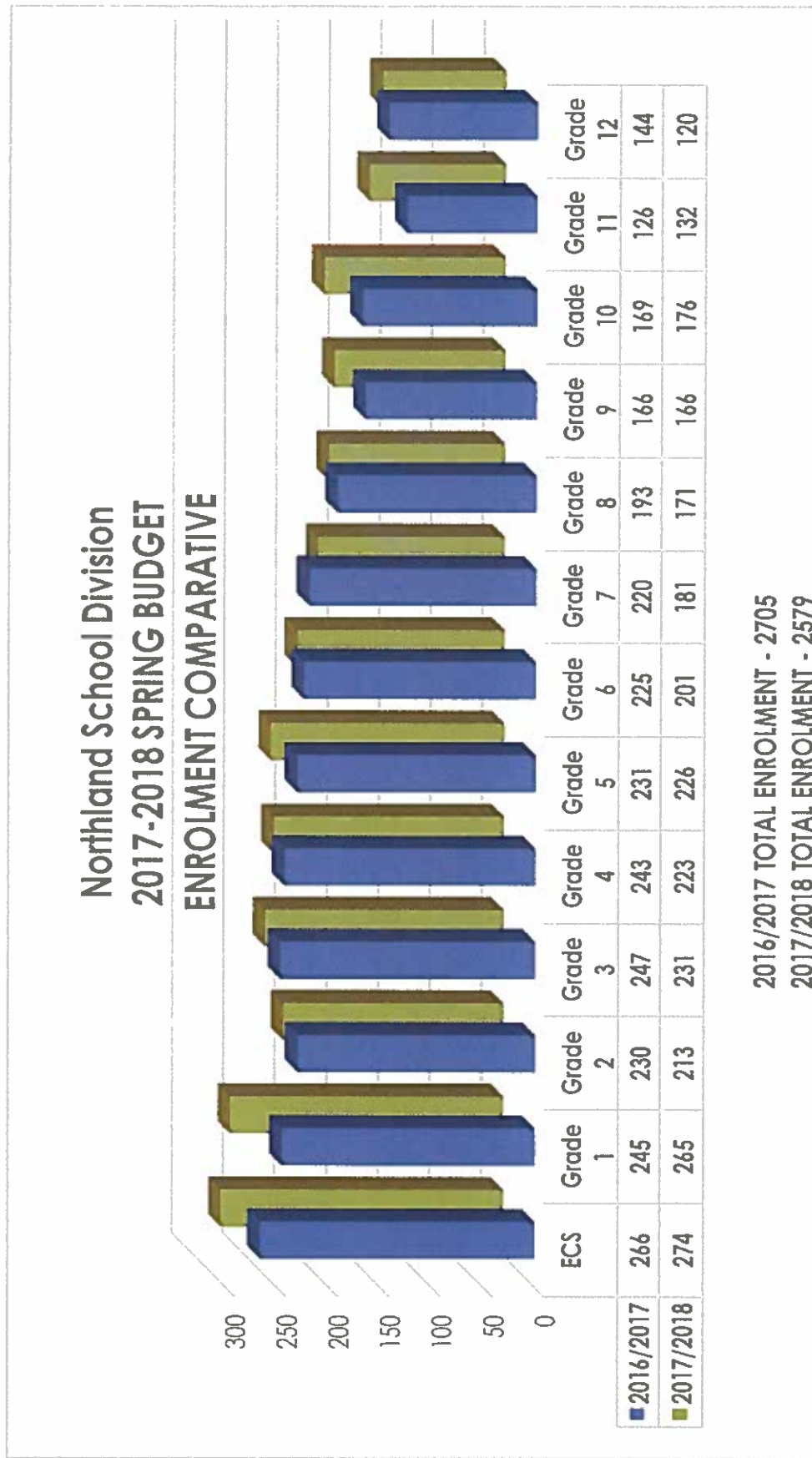
June Budget 2017-2018 Operating Expenses

2017/2018 Expenses





Student Counts K-12, last two years, 2017/2018 Budget





APPENDIX A-- Measure Details

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

Diploma Examination Results – Measure Details (OPTIONAL)

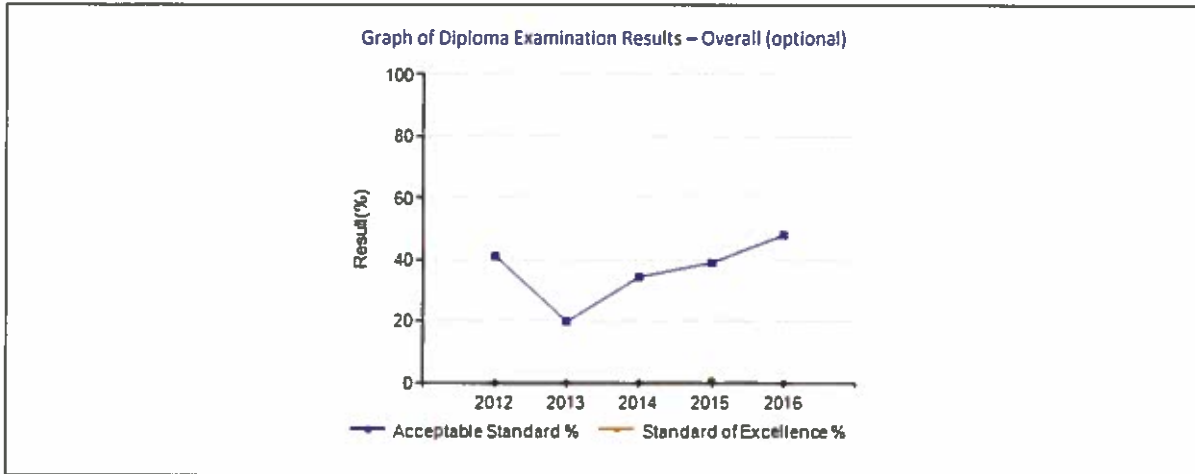
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	63.6	0.0	10.5	0.0	25.0	0.0	30.8	0.0	50.0	0.0	60	5
	Province	86.3	11.3	85.9	10.4	87.6	11.8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

Notes:

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



2017/2020 Combined Three Year Plan and Annual Education Results Report – 2016/17



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)



2017/2020 Combined Three Year Plan and Annual Education Results Report – 2016/17

Diploma Examination Results by Course (optional)																																					
<p style="text-align: center;">English Lang Arts 30-1</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>English Lang Arts 30-1 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr><td>2012</td><td>65</td><td>0</td></tr> <tr><td>2013</td><td>10</td><td>0</td></tr> <tr><td>2014</td><td>25</td><td>0</td></tr> <tr><td>2015</td><td>30</td><td>0</td></tr> <tr><td>2016</td><td>50</td><td>0</td></tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	65	0	2013	10	0	2014	25	0	2015	30	0	2016	50	0	<p style="text-align: center;">English Lang Arts 30-2</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>English Lang Arts 30-2 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr><td>2012</td><td>70</td><td>0</td></tr> <tr><td>2013</td><td>45</td><td>0</td></tr> <tr><td>2014</td><td>60</td><td>0</td></tr> <tr><td>2015</td><td>60</td><td>0</td></tr> <tr><td>2016</td><td>50</td><td>0</td></tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	70	0	2013	45	0	2014	60	0	2015	60	0	2016	50	0
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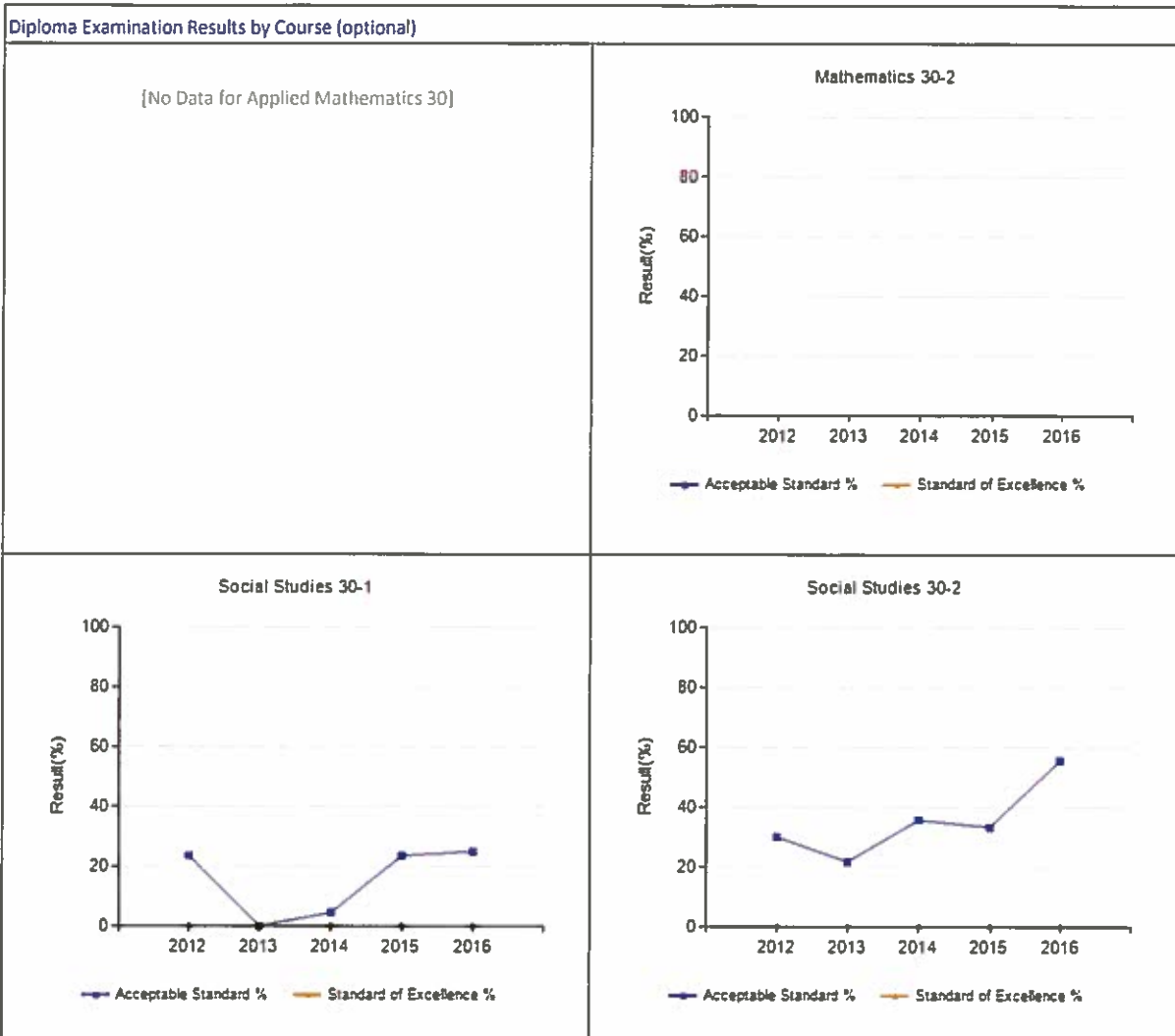
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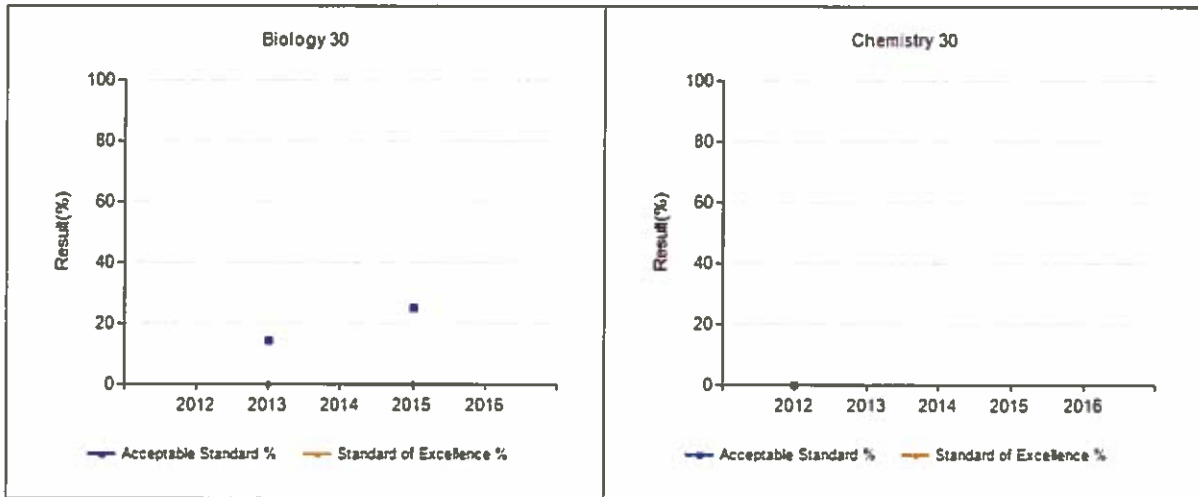
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- 2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).





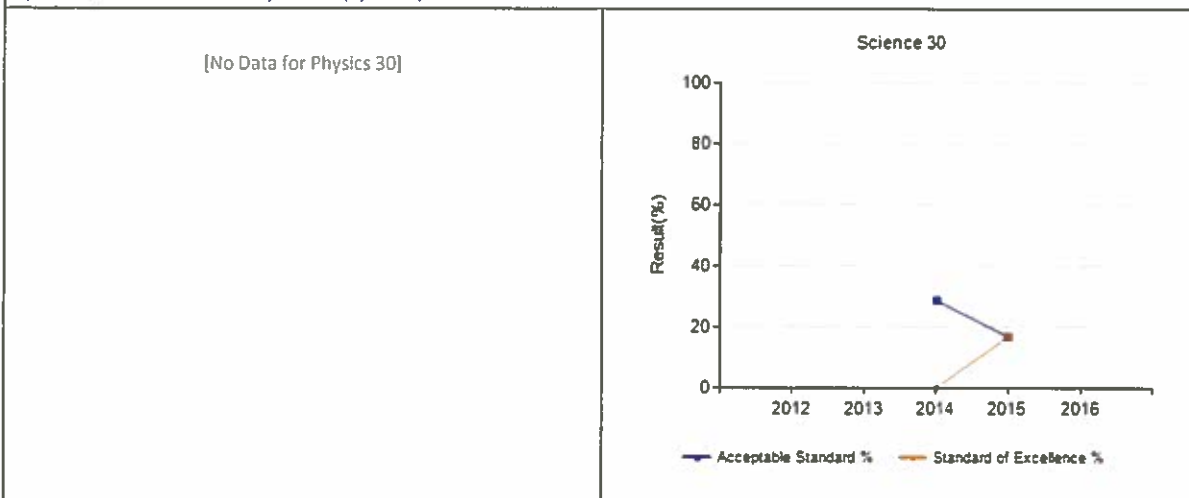
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Diploma Examination Results by Course (optional)



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

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

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
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Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 86.81	86.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Mathematics 30-1	Acceptable Standard	0.00 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100.00
	Standard of Excellence	0.00 - 14.01	14.01 - 18.70	18.70 - 29.21	29.21 - 35.39	35.39 - 100.00
Mathematics 30-2	Acceptable Standard	0.00 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.40	82.40 - 100.00
	Standard of Excellence	0.00 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.76	68.76 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

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

Improvement Table

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

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

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



Overall Evaluation Table

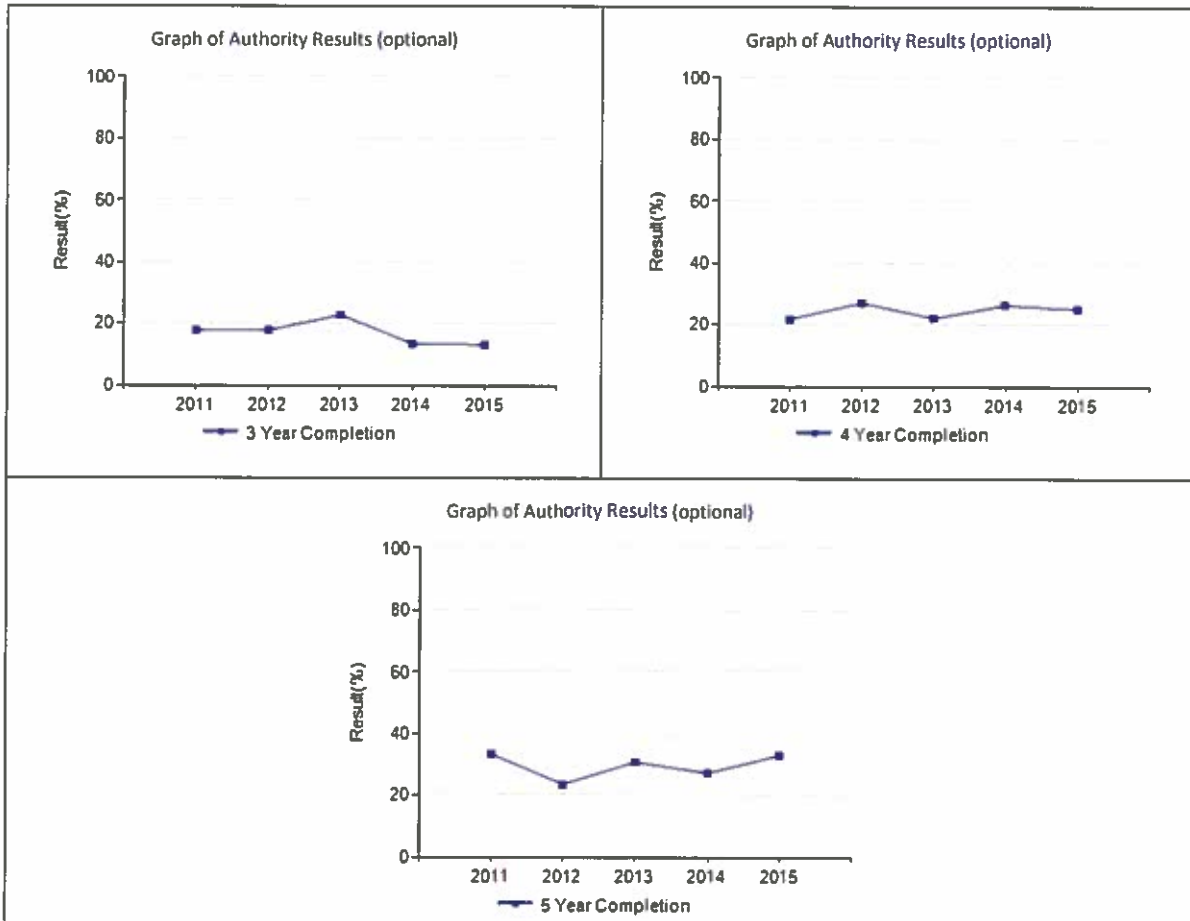
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

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

High School Completion Rate – Measure Details (OPTIONAL)

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

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



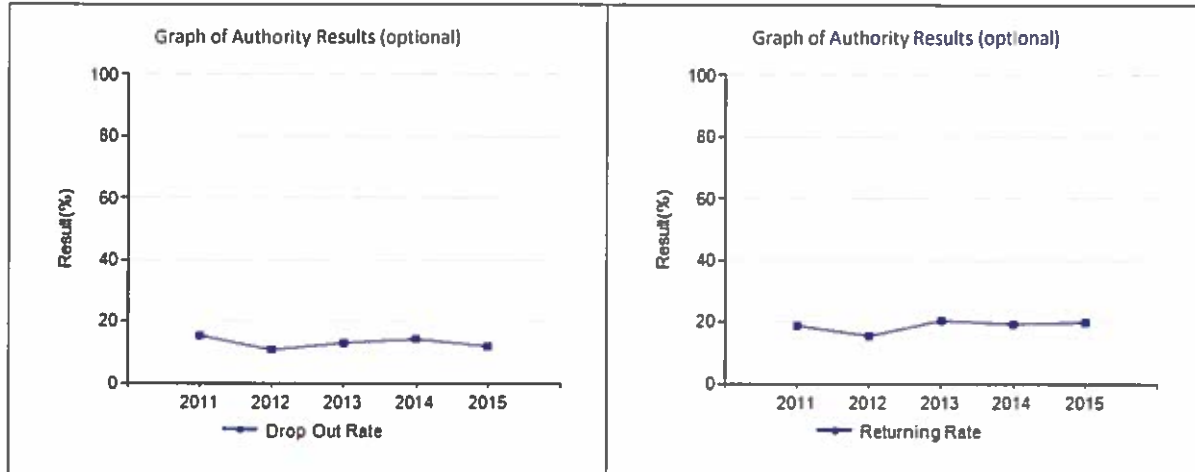
Notes:



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Drop Out Rate – Measure Details (OPTIONAL)

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



Notes:

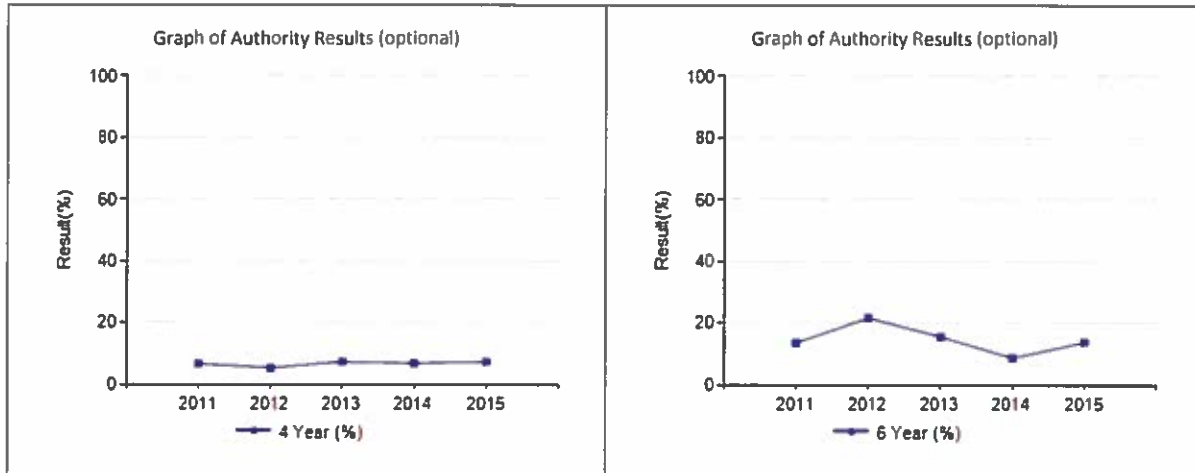
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High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	6.5	5.2	7.2	6.7	7.2	38.4	39.4	39.7	38.3	37.0
6 Year Rate	13.5	21.6	15.5	8.6	13.7	58.4	59.3	59.0	59.7	59.4



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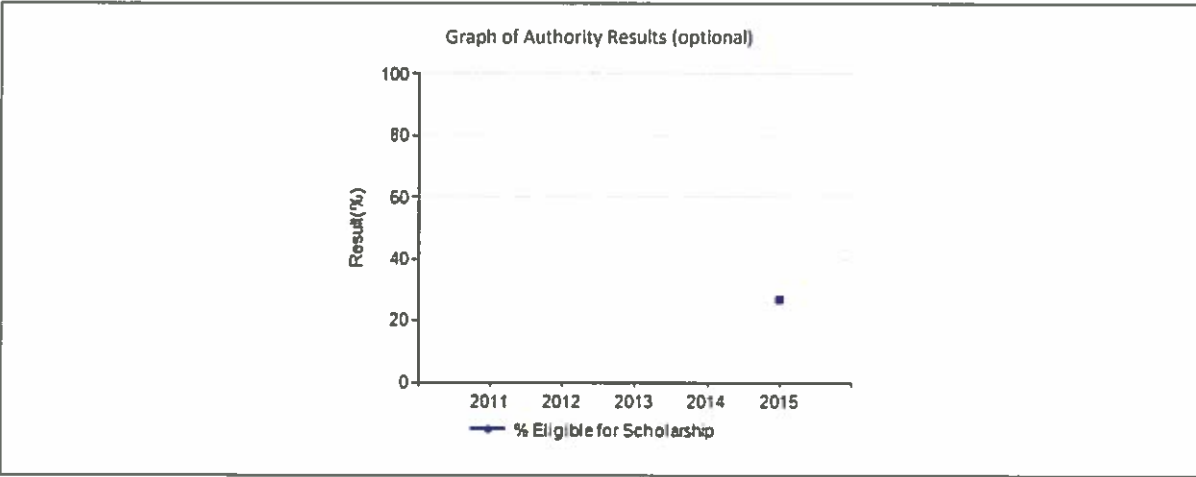


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Rutherford Eligibility Rate – Measure Details (OPTIONAL)

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

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



Notes:

1. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
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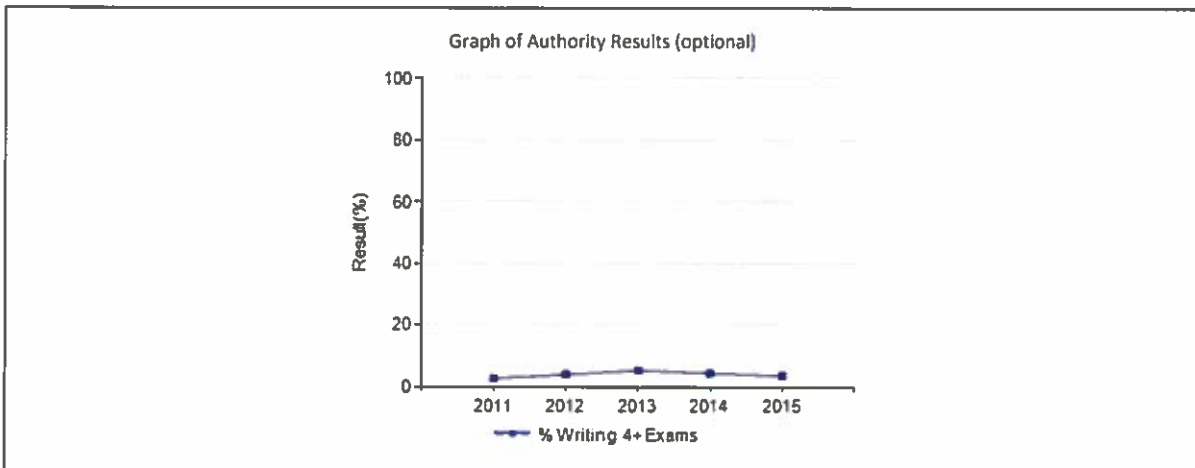


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Diploma Examination Participation Rate – Measure Details (OPTIONAL)

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

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



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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
English Language Arts 30-1	5.7	8.0	15.6	8.1	5.3	54.5	54.7	53.9	54.0	53.2
English Language Arts 30-2	16.3	14.7	12.8	13.8	14.7	25.8	25.9	27.1	28.0	28.7
Total of 1 or more English Diploma Exams	22.0	22.1	25.5	22.0	20.0	78.4	78.6	78.7	79.7	79.5
Social Studies 30	0.0	0.0	n/a	n/a	0.0	0.3	0.0	n/a	n/a	0.0
Social Studies 30-1	4.9	10.4	7.8	11.4	10.0	47.8	47.6	45.8	45.1	43.5
Social Studies 33	0.0	0.0	n/a	n/a	0.0	0.1	0.0	n/a	n/a	0.0
Social Studies 30-2	18.7	12.3	15.6	12.2	15.3	30.8	31.9	33.7	35.2	36.7
Total of 1 or more Social Diploma Exams	23.6	22.7	22.7	22.0	24.7	78.2	78.7	78.8	79.6	79.5
Pure Mathematics 30	1.6	1.8	2.1	0.0	0.0	42.3	42.2	7.2	0.1	0.0
Applied Mathematics 30	4.1	3.7	0.7	0.0	0.0	19.9	19.5	0.2	0.0	0.0
Mathematics 30-1	n/a	n/a	2.1	4.1	1.3	n/a	n/a	29.7	37.3	37.1
Mathematics 30-2	n/a	n/a	0.7	1.6	3.3	n/a	n/a	16.7	21.4	22.4
Total of 1 or more Math Diploma Exams	5.7	5.5	5.7	5.7	4.7	61.6	61.1	52.1	57.0	57.6
Biology 30	3.3	4.3	2.1	4.1	1.3	42.5	42.8	42.2	41.4	40.6
Chemistry 30	1.6	1.2	2.8	0.8	0.0	35.8	36.5	31.5	34.7	35.7
Physics 30	0.0	0.0	0.0	0.0	0.0	20.5	20.2	17.3	20.0	19.9
Science 30	0.8	1.8	3.5	2.4	7.3	9.0	10.3	9.8	12.8	14.1
Total of 1 or more Science Diploma Exams	4.1	5.5	7.1	7.3	8.0	58.8	59.2	57.3	59.4	59.8



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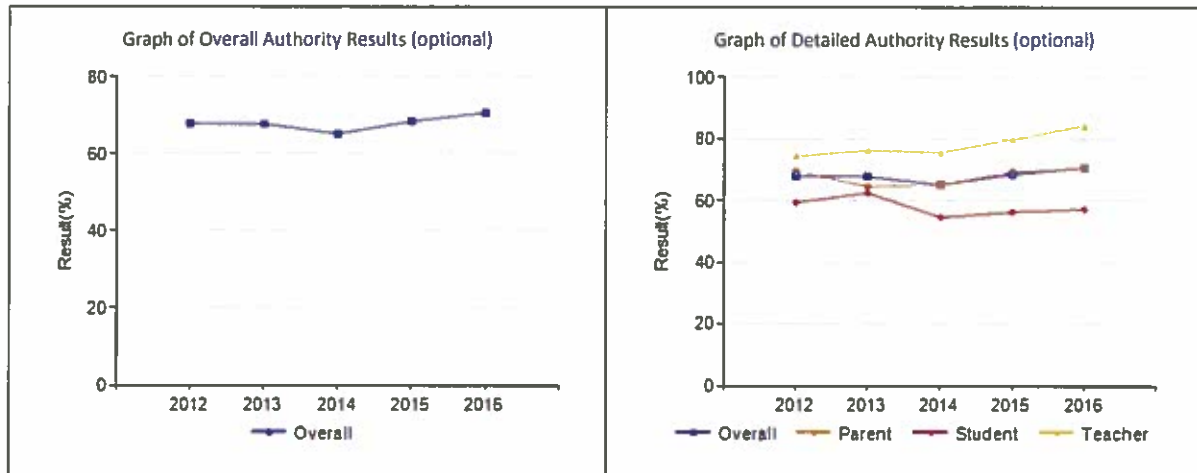
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.6	2.7	2.7	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	3.0	2.9	3.0	2.9	3.0

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Citizenship – Measure Details (OPTIONAL)

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



Notes:

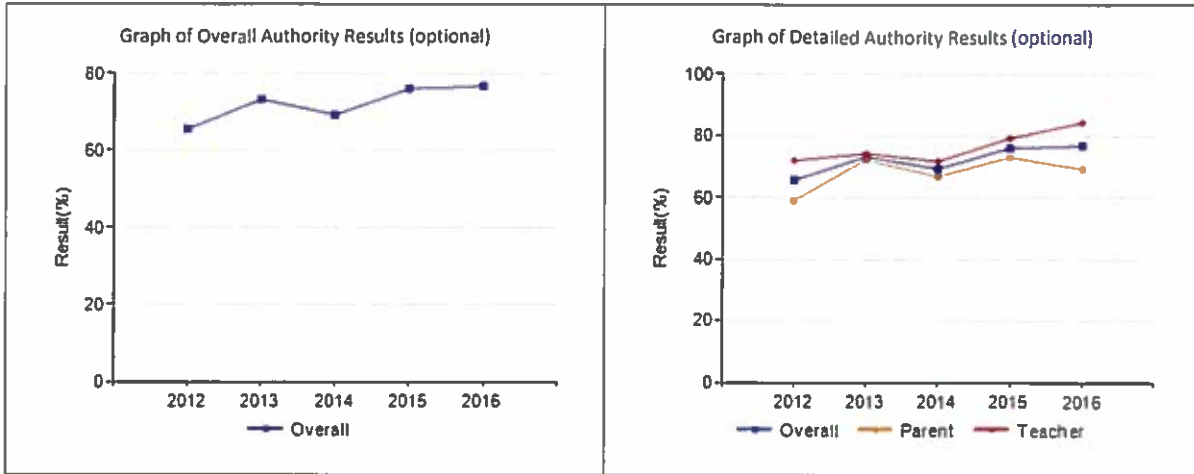
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than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

Work Preparation – Measure Details (OPTIONAL)

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	65.7	73.4	69.4	76.2	76.9	79.7	80.3	81.2	82.0	82.6
Teacher	72.1	74.4	71.9	79.4	84.5	89.5	89.4	89.3	89.7	90.5
Parent	59.2	72.4	66.9	73.0	69.3	69.9	71.1	73.1	74.2	74.8



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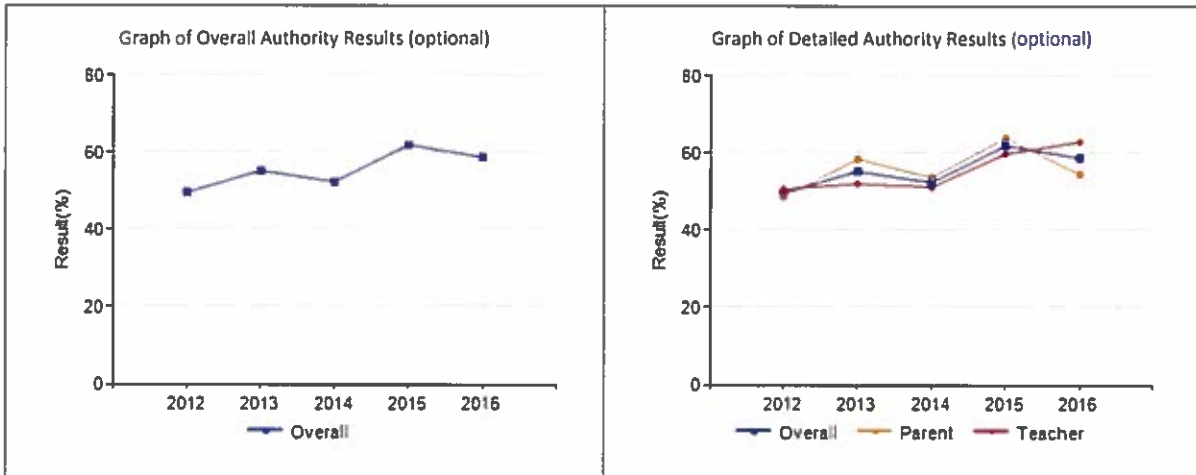
Notes:

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

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	49.6	55.2	52.3	61.9	58.7	68.0	68.5	69.5	70.0	70.7
Teacher	50.6	52.0	51.1	59.8	62.9	75.8	75.7	76.0	76.0	77.3
Parent	48.6	58.4	53.6	63.9	54.5	60.2	61.2	63.0	64.0	64.2



Notes:

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



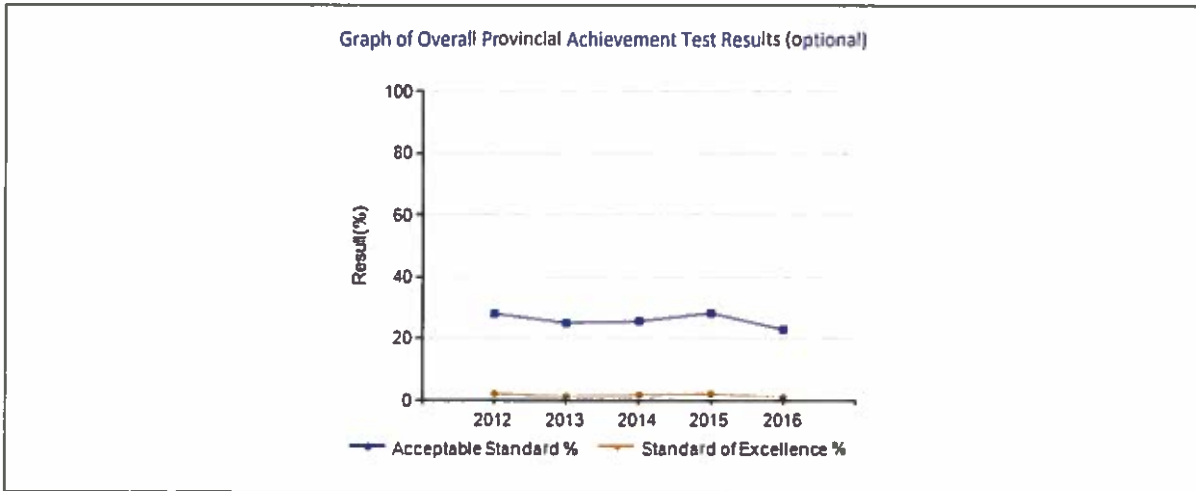
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Provincial Achievement Test Results – Measure Details (OPTIONAL)

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

Notes:

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

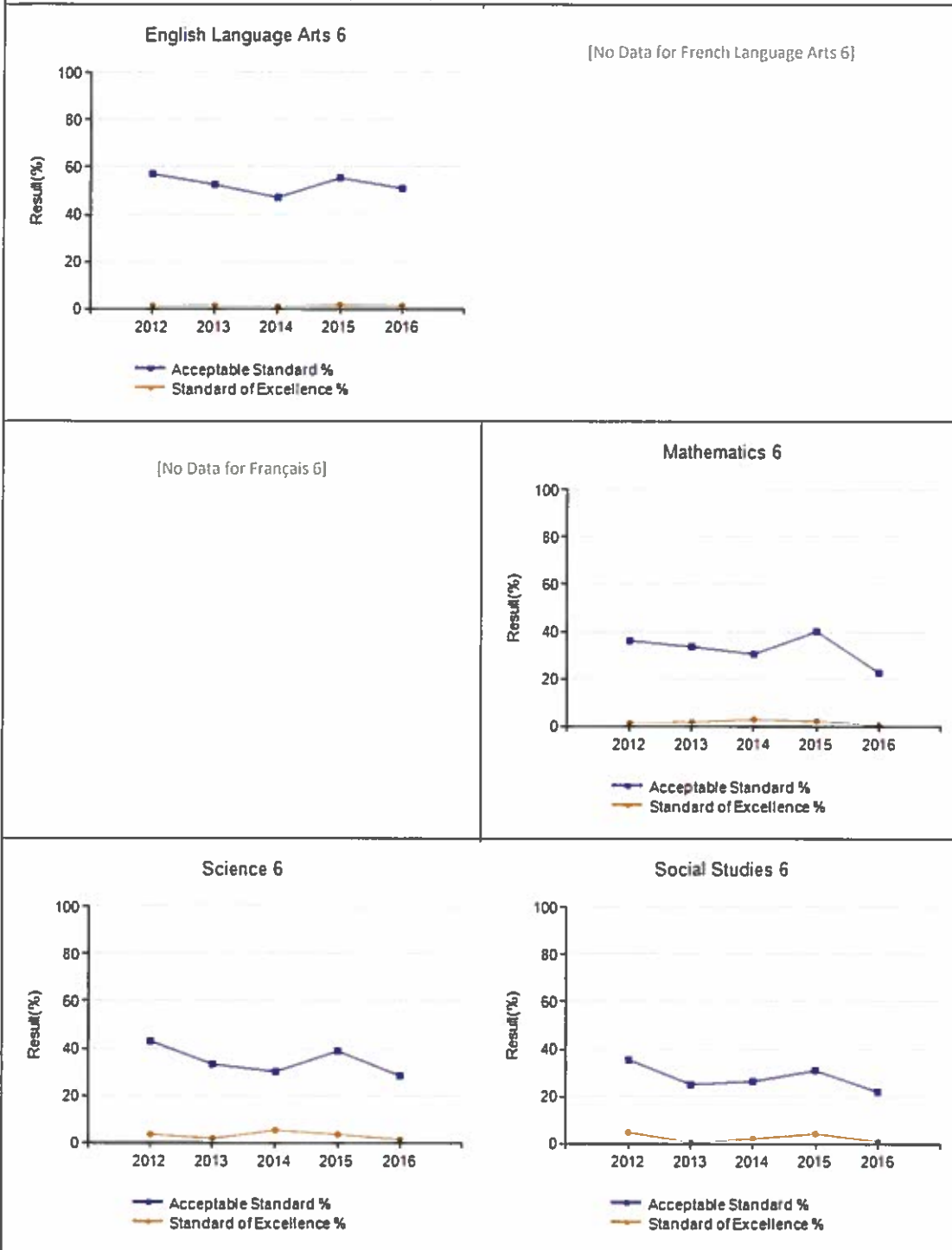


Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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Graph of Provincial Achievement Test Results by Course (optional)

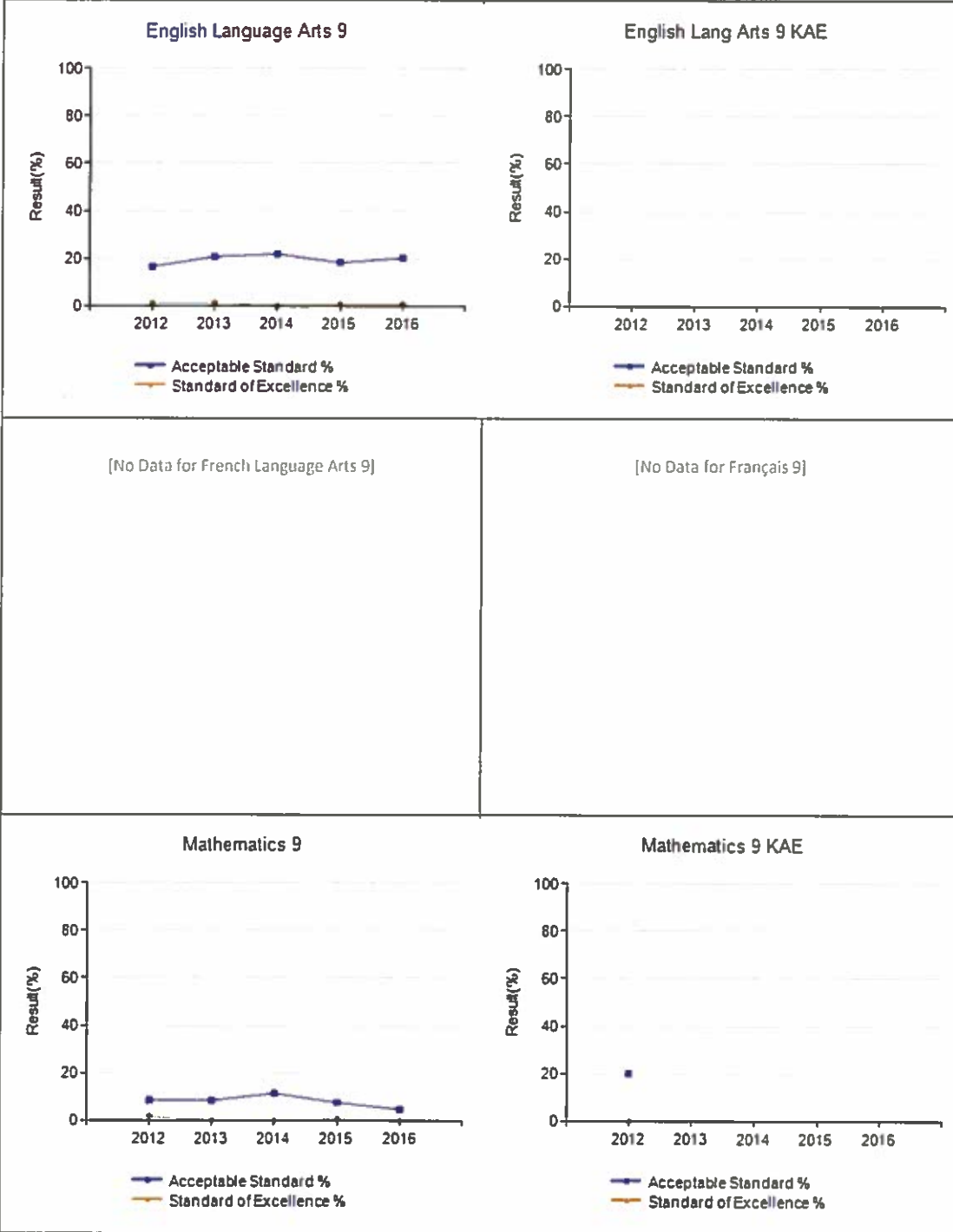


Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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Graph of Provincial Achievement Test Results by Course (optional)

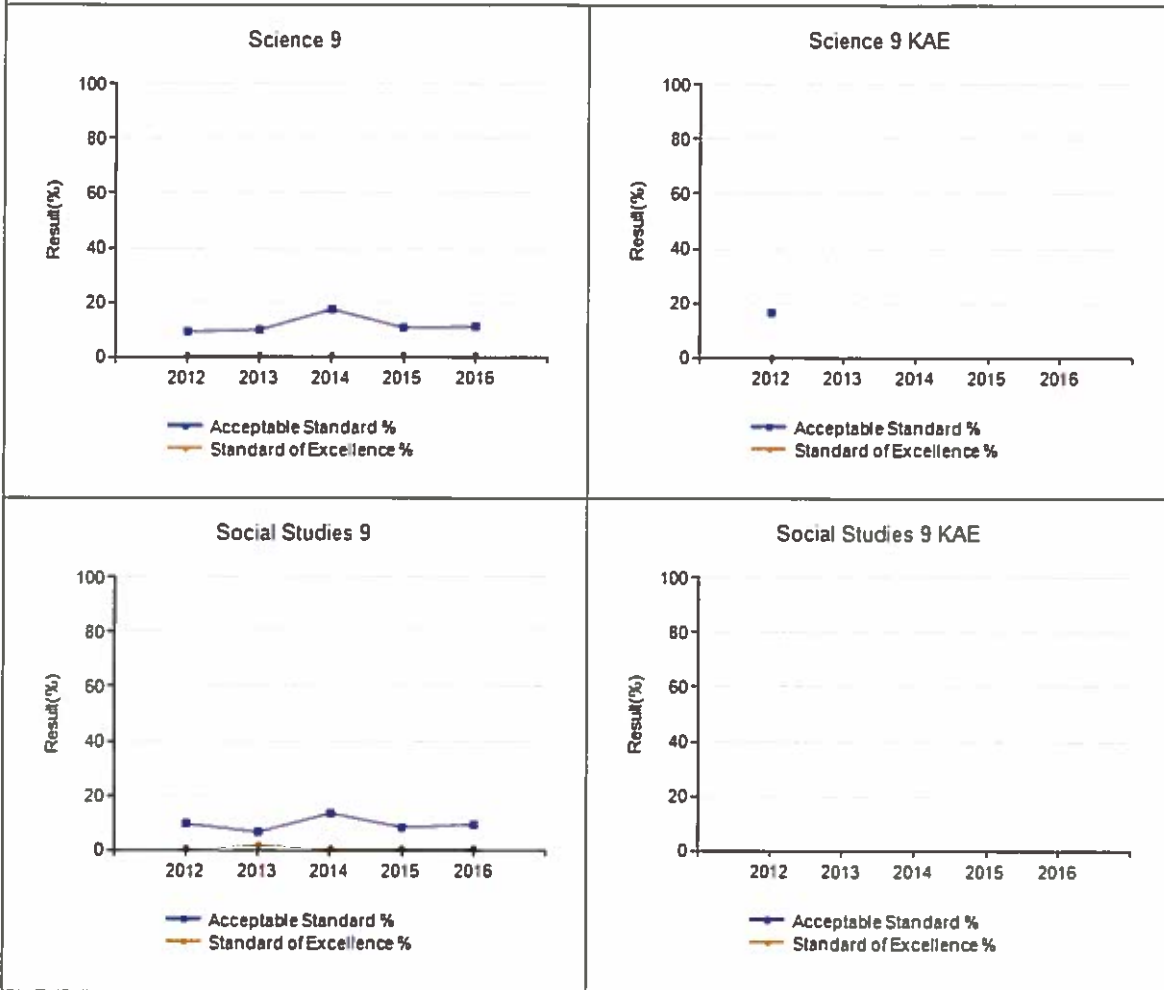


Notes:

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



Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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



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

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

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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



Improvement Table

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

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

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

Overall Evaluation Table

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

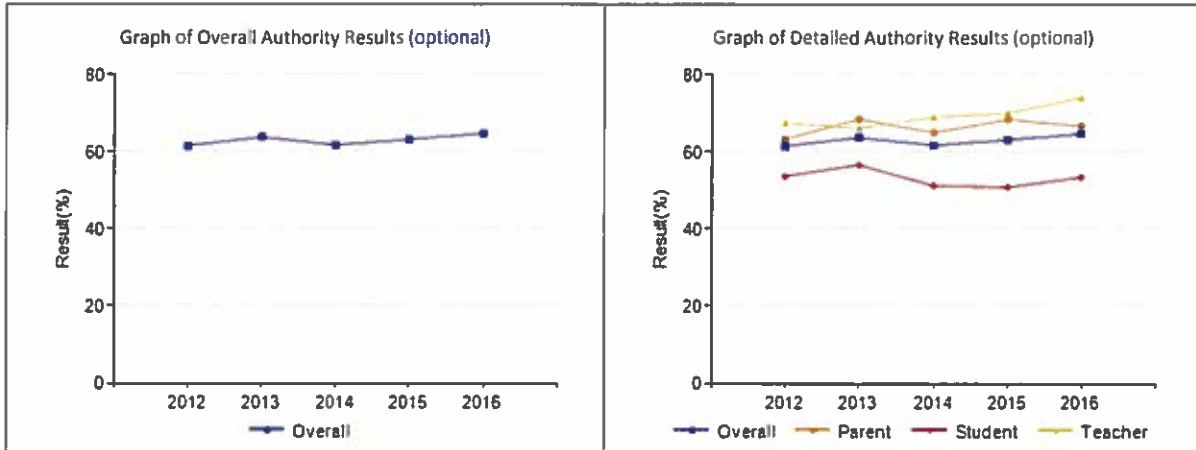
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.



Program of Studies – Measure Details (OPTIONAL)

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

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



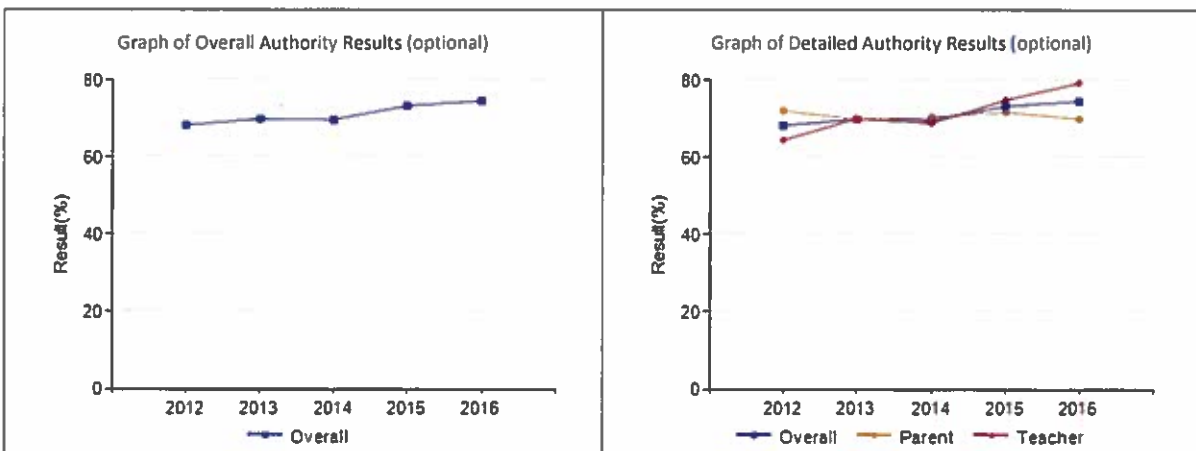
Notes:

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

Parental Involvement – Measure Details (OPTIONAL)

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

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





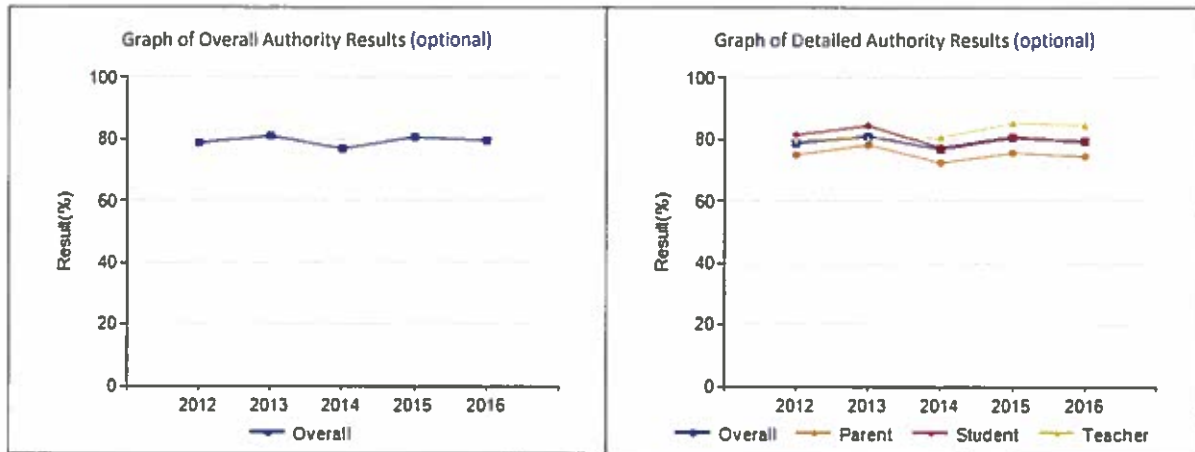
2017/2020 Combined Three Year Plan and Annual Education Results Report – 2016/17

Notes:

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

Education Quality – Measure Details (OPTIONAL)

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

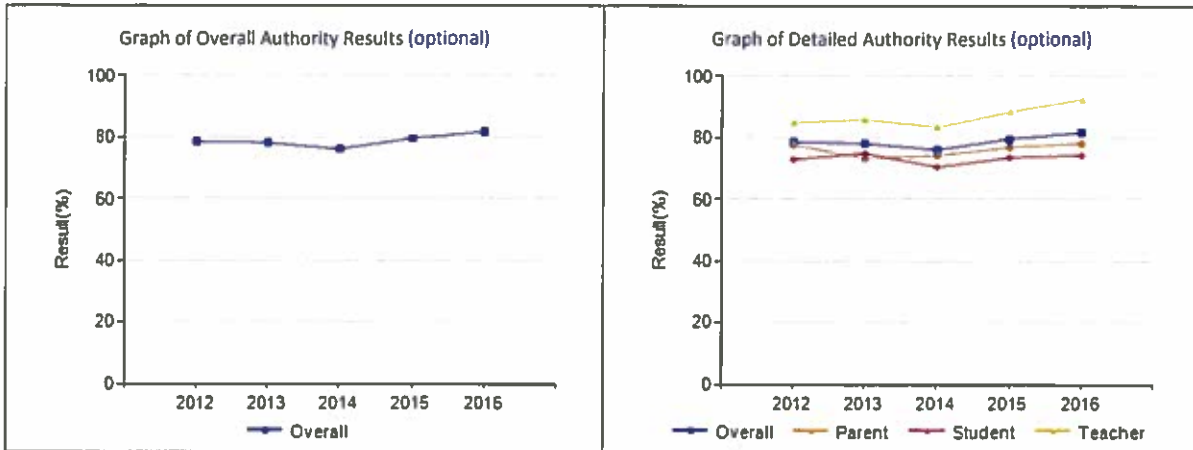


Notes:

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

Safe and Caring – Measure Details (OPTIONAL)

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



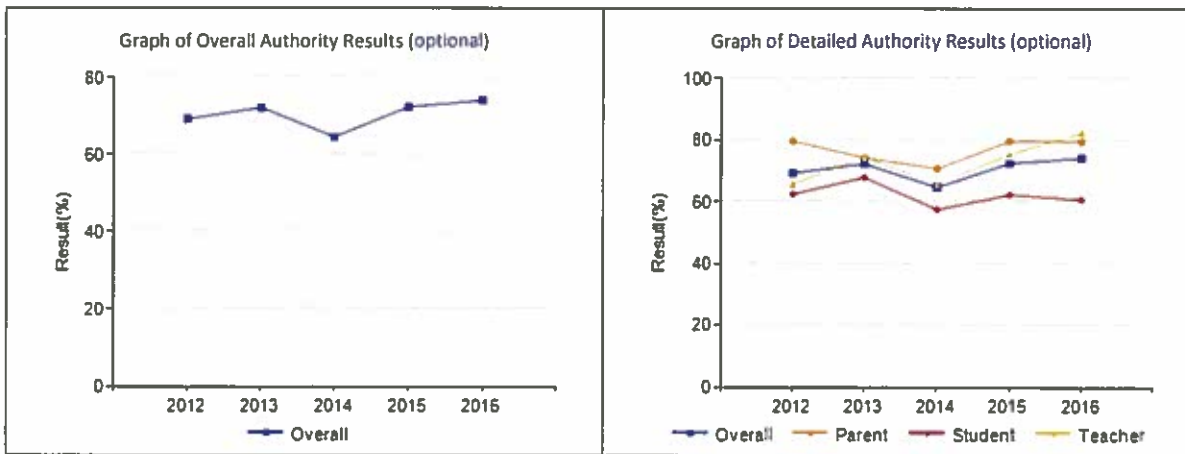
Notes:

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

School Improvement – Measure Details (OPTIONAL)

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

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



Notes:

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



**2017/2020 Combined Three Year Plan
and Annual Education Results Report – 2016/17**

Corporate Board

Ward 1: Maddy Daniels Ward 2: Cathy Wanyandie Ward 3: Randy Anderson Ward 4: Jesse Lamouche
Ward 5: Louis Cardinal Ward 6: Silas Yellowknee Ward 7: Robin Guild Ward 8: Loretta Gladue
Ward 9: Rubi-Helen Shirley Ward 10: Jules Nokohoo Ward 11: Karen Telford

Senior Administration

Gord Atkinson, Superintendent of Schools
Shelley Willer, Associate Superintendent, Area 1
Nancy Spencer-Poitras, Associate Superintendent, Area 2
Tim Stensland, Associate Superintendent, Area 3
Wesley Oginski, Associate Superintendent of Human Resources
Trudy Rasmuson, Secretary-Treasurer
David Cox, Division Facilities Manager
Lorraine Cardinal - Roy, Director of First Nation, Métis, and Inuit Education

Ward	Schools	Grades
Ward 1	Dr. Mary Jackson School	K-12
	Paddle Prairie School	K-12
Ward 2	Susa Creek School	K-8
Ward 3	Bishop Routhier School	K-6
	Gift Lake School	K-9
Ward 4	Grouard Northland School	K-9
	Hillview School	K-6
Ward 5	Kateri School	K-12
	Little Buffalo School	K-12
	Peerless Lake School	K-12
Ward 6	Career Pathways	Outreach
	Pelican Mountain School	K-6
	Mistassiniy School	7-12
Ward 7	Chipewyan Lake School	K-9
	St. Theresa School	K-6
Ward 8	Calling Lake School	K-12
	Calling Lake Outreach	Outreach
Ward 9	Athabasca Delta Community School	K-12
Ward 10	Anzac Community School	K-4
	Bill Woodward School	4-9
	Conklin Community School	K-9
	Fort McKay School	K-9
	Father R. Perin School	K-9
Ward 11	Elizabeth Community School	K-8
	J.F. Dion School	K-6



Northland School Division No. 61

APPENDIX 'B'

NSD 2017-2020 Learning Plan

Outcome 1

Reporting Managers: Gord Atkinson

Northland School Division students are strong in identity, healthy and successful.

Goal 1.1

Reporting Managers: Gord Atkinson

Student attendance will improve to meet the goals established in the Every Day Counts Attendance Improvement Initiative.

Performance Measure

Student Attendance

School jurisdiction student attendance will increase by 2% per year to a target of 88%.

Goal 1.2

Reporting Managers: Janette Cavanaugh

To increase the number of students reading at grade level.

Performance Measure

Reading Level

75% of students will be reading at grade level as assessed by the PM Benchmark study. This data is to be updated 3 times a year: November 1, March 1 and June 30.

Goal 1.3

Reporting Managers: Shelley Willier, Nancy Spencer-Poitras, and Tim Stensland

Student performance on provincial achievement tests will improve.

Performance Measure

PAT Acceptable Standard

PAT acceptable standard in Grades 6 and 9 will increase by 5% per year to the target of 40%.

PAT Standard of Excellence

The PAT Standard of Excellence will meet 5% in June 2018, 10% in June 2019, 15% in June 2020.

Goal 1.4

Reporting Managers: Tim Stensland, Shelley Willier, and Nancy Spencer-Poitras

Student performance on diploma exams will improve.

Performance Measure**Diploma exam acceptable standard**

Diploma exam acceptable standard will increase by 5% per year target 55%

Diploma exam standard of excellence

The standard of excellence will improve by 5% per year, year over year to 15% at the end of June 2020

Goal 1.5

Reporting Managers: Shelley Willier

Develop and implement a numeracy initiative that is evidence-based and data informed to improve numeracy skills resulting in increased confidence, engagement and achievement.

Performance Measure**Numeracy initiative**

A numeracy initiative is developed and implemented for the 2018 - 2019 school year.

MATH PAT Results

Has the number of students who achieved the acceptable standard on the Grade 6 and Grade 9 provincial achievement tests improved?

Goal 1.6

Reporting Managers: Nancy Spencer-Poitras, Shelley Stevenson, and Tim Stensland

Implement a high school strategy that enhances staff capacity to implement the foundational principles for high school redesign.

Performance Measure**High School Completion**

Percentage of students who completed high school within three years of entering Grade 10. 20% at end of June 2018, 30% by 2019, 35% by June 2020.

Drop out rate

Drop Out Rate - annual dropout rate of students aged 14 to 18

10% June 2018

9% June 2019

8% June 2020

High school to post-secondary transition

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

June 2018 25%

June 2019 30%

June 2020 35%

Goal 1.7

Reporting Managers: Gord Atkinson

Develop and implement a dual credit strategy.

Performance Measure

See performance measures for goal 1.6

Performance measures for 1.6

Goal 1.8

Reporting Managers: Shelley Willier

Conduct school reviews to assist in the establishment and maintenance of the instructional program and management standards that contribute to a high level of student development and achievement in a school.

Performance Measure

School review

School reviews are conducted as per the strategies

Goal 1.9

Reporting Managers: Lorraine Cardinal-Roy

The learning environment will reflect and honour First Nation and Metis culture language and values.

\$13000 per classroom for activity affirmative furnishings

\$1,000 per classroom for learning environment enhancements

\$ 25,000 per identified school for learning commons upgrades

Performance Measure

Cultural Reflections in Classrooms

152 classrooms over 5 years have had local cultural enhancements and include activity affirmative furniture.

18 Libraries are converted to learning commons.

Outcome 2

Reporting Managers: Gord Atkinson

Northland School Division is a leader for indigenous education excellence.

Goal 2.1

Reporting Managers: Gord Atkinson and Lorraine Cardinal-Roy

All students will have the opportunity to participate in Indigenous language instruction

Performance Measure

Percentage of students participating in Indigenous language instruction

This measure accounts for the percentage of students participating in Indigenous language instruction. This measure is reported yearly in June.

Percentage of students that have the opportunity to participate in Indigenous language instruction

This measure accounts for the percentage of students percentage of students that have the opportunity to participate in Indigenous language instruction.

Goal 2.2

Reporting Managers: Gord Atkinson

Education services agreements are signed between each First Nation and NSD

Performance Measure

Education Service Agreements

NSD requires 10 ESAs with First Nation partners.

Goal 2.3

Reporting Managers: Lorraine Cardinal-Roy and Pearl Calahasen

NSD will develop a definition of Indigenous Education excellence. Based on the OECD study "Promising Practices in Supporting Success for Indigenous Students" education systems frequently define success in relation to education performance indicators such as literacy and numeracy, attendance, retention, transitions and academic assessments. NSD wants to recognize that there are many more definitions of success and we should be celebrating academic success as well distinct and broader criteria of educational and learning success, such as positive self-concept, strong cultural identity, happiness, and confidence.

Performance Measure

Indigenous Education Excellence

Has a definition of indigenous education excellence been developed?

Goal 2.4

Reporting Managers: Curtis Walty, Lorraine Cardinal-Roy, and Pearl Calahasen

Develop internal and external communications targeted at assuring our stakeholders understand all of the good work in indigenous education.

Performance Measure

Parent satisfaction

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. 90% satisfaction rate by June 2020.

Basic education

Percentage of teachers, parents and students satisfied with the overall quality of basic education. 90% by June 2020

Goal 2.5

Reporting Managers: Lorraine Cardinal-Roy, Nancy Spencer-Poitras, Shelley Willier, and Tim Stensland

All staff have awareness and knowledge of First Nations, Metis and Inuit perspectives, experiences, traditions, and practices to advance reconciliation.

Performance Measure

Teacher Satisfaction

Teachers report that they have the ability to deliver meaningful lessons, and incorporate local culture and language in their classrooms.

Outcome 3

Reporting Managers: Gord Atkinson

Northland School Division is inclusive, each child's ways of knowing and ways of being is respected and essential.

Goal 3.1

Reporting Managers: Nancy Spencer-Poitras

A new report card that informs parents of student achievement in ways of knowing and ways of being will be implemented K - 6 in all schools.

Performance Measure

Modernized Report Cards

Is the pilot implementation of the new report card underway in 2017 school year?

Citizenship

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

2018 - 70%

2019 - 75%

2020 - 80%

Attitudes and behaviours

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.

2018 - 75%

2019 - 80%

2020 - 85%

Goal 3.2

Reporting Managers: Lorraine Cardinal-Roy and Pearl Calahasen

Land-Based learning, cultural camps and experiential learning will be an integral part of all NSD schools.

Performance Measure

Land based learning opportunities

Did all schools offer land based learning opportunities in the school year?

Life long learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

2018 - 60%

2019 - 65%

2020 - 70%

Goal 3.3

Reporting Managers: Stephanie Sutherland

Develop and implement the Family Wellness program as described in the NSD investment plan.

Performance Measure

Family Wellness Workers

How many FWW positions are filled in the 2017 school year?

Goal 3.4

Reporting Managers: Stephanie Sutherland

Enhance capacity to deliver programs and services across the division.

Performance Measure

Assistant Supervisors of Student Services

Does the current compliment of Assistant Supervisors of Student Services match the organization chart?

Individualized Program Plans

Do all students who are learning assisted by an IPP have an IPP in place?

Goal 3.5

Reporting Managers: Gord Atkinson, Tim Stensland, Shelley Willier, and Nancy Spencer-Poitras

A new attendance strategy will be developed and implemented in all schools to support and acknowledge indigenous learning and traditional family learning.

Performance Measure

Attendance codes

Has NSD re-organized its attendance codes and procedures to honour family based traditional learning?

Goal 3.6

Reporting Managers: Gord Atkinson and Curtis Walty

The school jurisdiction will implement the policy on safe and caring, Policy 19.

Performance Measure

Policy 19

Has NSD implemented all aspects of Policy 19?

Safe and Caring

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.

2018 - 85%

2019 - 88%

2020 - 90%

Outcome 4

Reporting Managers: Gord Atkinson

Northland School Division has excellent teachers, school leaders, system leaders.

Goal 4.1

Reporting Managers: Wes Oginski

All NSD staff are qualified and meet relevant professional standards

Performance Measure

Professional Standards

Is there a system in place to assure that all staff are meeting their relevant professional standards?

Goal 4.2

Reporting Managers: Wes Oginski, Shelley Willier, Nancy Spencer-Poitras, Tim Stensland, and Lorraine Cardinal-Roy

NSD is a system of excellence in the development of the foundational knowledge of First Nation, Metis and Inuit language and culture.

Performance Measure

Foundational Knowledge of First Nation and Metis language and culture.

Does NSD have a structure in place to assure that all staff have professional learning opportunities to ensure First Nation and Metis foundational knowledge is applied in the student learning experience

Goal 4.3

Reporting Managers: Wes Oginski, Shelley Willier, Tim Stensland, and Nancy Spencer-Poitras

NSD is a system of choice for employment.

Performance Measure

Staffing Levels

At the start of the school year, all positions are filled.

Goal 4.4

Reporting Managers: Wes Oginski, Shelley Willier, Tim Stensland, and Nancy Spencer-Poitras

All teachers and leaders have the skills, competencies and capacity to achieve the division's learning agenda.

Performance Measure

Skills, competencies and capacity

Does NSD have a comprehensive 5 year professional learning plan that all employees report assists them in acquiring the skills, competencies and capacity to achieve the division's mission, values, outcomes and goals?

Program of Studies

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.

2018 - 75%

2019 - 80%

2020 - 85%

Goal 4.5

Reporting Managers: Stephanie Sutherland and Wes Oginski

Develop and implement a strategy for staff wellness.

Performance Measure**Staff Wellness`**

Does NSD have a 5 year staff wellness plan?

Goal 4.6

Reporting Managers: Nancy Spencer-Poitras, Shelley Willier, and Tim Stensland

All school and system leaders work collaboratively to ensure all students are supported and successful in their learning.

Performance Measure**Collaborative work partnerships**

Does NSD have an organization plan that supports team learning and collaborative work?

Outcome 5

Reporting Managers: Gord Atkinson

Northland School Division is well governed and managed.

Performance Measure**System Improvement**

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.

2018 - 80%

2019 - 85%

2020 - 90%

Goal 5.1

Reporting Managers: Gord Atkinson

The new NSD governance structure will be implemented.

Policy 1 and Policy 21 are passed by Board motion in the 2017-2018 school year.

Performance Measure

Policy 1

Has the Board of Trustees approved a new Policy 1 in the 2017 - 2018 school year?

Policy 21

Has the Board of Trustees approved a new Policy 21 in the 2017 - 2018 school year?

Parental involvement

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

2018 - 80%

2019 - 85%

2020 - 90%

Goal 5.2

Reporting Managers: Gord Atkinson

Implement new Administrative Procedures

Performance Measure

Administrative procedures

Has NSD published all of its new or revised Administrative Procedures?

Goal 5.3

Reporting Managers: Curtis Walty and Gord Atkinson

Implement the 2017 - 2018 communications plan

Performance Measure

Communications plan

Has the Superintendent approved the 2017 - 2018 communications plan?

Goal 5.4

Reporting Managers: Trudy Rasmuson

Implement the Housing plan approved at the February 2017 Board meeting, and sponsored by the NSD investment plan

Performance Measure**Housing Plan**

Has NSD started the housing renewal plan in the 2017 - 2018 school year?

Goal 5.5

Reporting Managers: Trudy Rasmuson

Implement a new fleet tracking and management system

Performance Measure**Fleet monitoring system**

Has NSD fully implemented the fleet monitoring system in the 2017 - 2018 school year?

Goal 5.6

Reporting Managers: Andrew Irwin and Trudy Rasmuson

Implement a new safety management system

Performance Measure**Safety Management System**

Has NSD fully implemented a new Safety Management System?

Goal 5.7

Reporting Managers: Gord Atkinson, Tim Stensland, and Krystal Potts

Implement a new strategic planning tool

Performance Measure**Strategic Planning Tool**

Has NSD fully implemented its new strategic planning tool in the 2017- 2018 school year?



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** November 30, 2017

SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer

SUBJECT: 2016-2017 Audited Financial Statements

ORIGINATOR: Administration

REFERENCE(S) & Policy 2, Role of the Board

ATTACHMENTS: Audited Financial Statements, Year Ending August 31, 2017

RECOMMENDATION:

THAT the Board of Trustees approve the 2016-2017 Audited Financial Statements, as attached.

BACKGROUND:

Policy 2 – Role of the Board, Section 5, Fiscal Accountability, establishes that the Board of Trustees will approve the Audited Financial Statements.

The Finance Department has prepared financial statements, including notes, for the year ended August 31, 2017 in the standard format required by Alberta Education. Hawkings Epp Dumont LLP has audited these statements and plan to issue an unqualified opinion.

Following approval, the financial statements will be submitted to Alberta Education and posted on the Northland School Division website.

RISK ANALYSIS:

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2017**
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

Northland School Division No. 61

Legal Name of School Jurisdiction

9809 - 77 Avenue Peace River AB T8S 1V2

Mailing Address

(780) 624-2060 (780) 624-5914 trudy.rasmuson@nsd61.ca

Telephone & Fax Numbers, and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of Northland School Division No. 61 presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Ms. Maddy Daniels

Name

Signature

SUPERINTENDENT

Mr. Gord Atkinson

Name

Signature

SECRETARY-TREASURER OR TREASURER

Ms. Trudy Rasmuson

Name

Signature

November 30, 2017

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: EDC.FRA@gov.ab.ca
PHONE: Mei-Ling: (780) 415-8940; Robert: (780) 427-3855 FAX: (780) 422-6996

School Jurisdiction Code: 1280**TABLE OF CONTENTS**

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of Northland School Division No.61:

We have audited the accompanying financial statements of Northland School Division No.61, which comprise the statement of financial position as at August 31, 2017, and the statements of operations, cash flows, changes in net financial assets (net debt), remeasurement gains and losses, and changes in accumulated surplus for the year ended and the related notes which comprise a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We have conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, these financial statements present fairly, in all material respects, the financial position of Northland School Division No.61 as at August 31, 2017 and results of its operations, changes in its net financial assets (net debt), remeasurement gains and losses, changes in accumulated surplus, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Other Matters

The financial statements of Northland School Division No.61 for the year ended August 31, 2016 were audited by another auditor who expressed an unmodified opinion on those statements on November 23, 2016.

November 30, 2017
Edmonton, Alberta

Hawkings Epp Dumont LLP
Chartered Accountants

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HAWKINGS.COM



STATEMENT OF FINANCIAL POSITION
As at August 31, 2017 (in dollars)

		2017	2016
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5)	\$ 7,441,624	\$ 5,256,133
Accounts receivable (net after allowances)	(Note 3)	\$ 5,530,764	\$ 3,393,087
Portfolio investments	(Schedule 5)	\$ -	\$ -
Other financial assets	(Note 4)	\$ 45,643	\$ 93,250
Total financial assets		\$ 13,018,031	\$ 8,742,470
LIABILITIES			
Bank indebtedness	(Note 6)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 9)	\$ 3,317,118	\$ 3,152,938
Deferred revenue	(Note 10)	\$ 68,976,532	\$ 69,967,356
Employee future benefits liabilities	(Note 11)	\$ 6,001	\$ 16,838
Liability for contaminated sites		\$ -	\$ -
Other liabilities		\$ -	\$ -
Debt			
Supported: Debentures and other supported debt		\$ -	\$ -
Unsupported: Debentures and capital loans		\$ -	\$ -
Mortgages		\$ -	\$ -
Capital leases		\$ -	\$ -
Total liabilities		\$ 72,299,651	\$ 73,137,132
Net financial assets (debt)		\$ (59,281,620)	\$ (64,394,662)
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)		
Land		\$ 538,792	\$ 538,792
Construction in progress		\$ 627,403	\$ -
Buildings	\$ 145,997,261		
Less: Accumulated amortization	\$ (79,541,866)	\$ 66,455,395	\$ 69,686,193
Equipment	\$ 7,763,544		
Less: Accumulated amortization	\$ (7,116,701)	\$ 646,843	\$ 866,976
Vehicles	\$ 8,582,223		
Less: Accumulated amortization	\$ (6,493,059)	\$ 2,089,164	\$ 2,091,768
Computer Equipment	\$ 5,245,767		
Less: Accumulated amortization	\$ (4,558,931)	\$ 686,836	\$ 1,005,037
Total tangible capital assets		\$ 71,044,433	\$ 74,188,766
Prepaid expenses	(Note 5)	\$ 443,037	\$ 450,480
Other non-financial assets	(Note 7)	\$ 39,767	\$ 39,267
Total non-financial assets		\$ 71,527,237	\$ 74,678,513
Accumulated surplus	(Schedule 1; Note 14)	\$ 12,245,617	\$ 10,283,851
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)		\$ 12,245,617	\$ 10,283,851
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 12,245,617	\$ 10,283,851
Contractual obligations	(Note 8)		
Contingent liabilities	(Note 19)		

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 1280

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2017 (in dollars)

	Budget 2017 (Note 21)	Actual 2017	Actual 2016
REVENUES			
Alberta Education	\$ 38,871,772	\$ 39,427,229	\$ 38,432,269
Other - Government of Alberta	\$ 1,030,824	\$ 343,908	\$ 443,728
Federal Government and First Nations	\$ 23,262,246	\$ 21,430,725	\$ 23,128,122
Other Alberta school authorities	\$ -	\$ -	\$ -
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 8)	\$ -	\$ -	\$ 1,396
Other sales and services	\$ 943,375	\$ 1,361,639	\$ 1,197,114
Investment income	\$ 40,000	\$ 84,934	\$ 58,588
Gifts and donations	\$ 650,000	\$ 510,271	\$ 426,655
Rental of facilities	\$ 1,045,540	\$ 864,427	\$ 878,196
Fundraising	\$ -	\$ 287,227	\$ 353,416
Gains on disposal of capital assets	\$ -	\$ 11,981	\$ 86,742
Other revenue	\$ -	\$ 1,898,216	\$ -
Total revenues	\$ 65,843,757	\$ 66,220,557	\$ 65,006,226
EXPENSES			
Instruction - ECS	\$ 1,816,586	\$ 3,476,632	\$ 2,551,406
Instruction - Grades 1 - 12	\$ 40,755,065	\$ 36,835,506	\$ 37,505,505
Plant operations and maintenance	\$ 10,186,557	\$ 11,534,175	\$ 11,086,770
Transportation	\$ 3,553,135	\$ 3,867,025	\$ 3,697,703
Board & system administration	\$ 4,068,702	\$ 3,459,140	\$ 3,530,316
External services	\$ 5,529,359	\$ 5,086,313	\$ 5,694,419
Total expenses	\$ 65,909,404	\$ 64,258,791	\$ 64,066,119
Operating surplus (deficit)	\$ (65,647)	\$ 1,961,766	\$ 940,107

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 1280		
STATEMENT OF CASH FLOWS For the Year Ended August 31, 2017 (in dollars)		
	2017	2016
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ 1,961,766	\$ 940,107
Add (Deduct) items not affecting cash:		
Total amortization expense	\$ 4,654,552	\$ 4,942,871
Gains on disposal of tangible capital assets	\$ (11,981)	\$ (86,742)
Losses on disposal of tangible capital assets	\$ -	\$ -
Expended deferred capital revenue recognition	\$ (3,528,545)	\$ (3,689,943)
Deferred capital revenue write-down / adjustment	\$ 9,510	\$ -
Donations in kind	\$ -	\$ -
Changes in:		
Accounts receivable	\$ (2,137,677)	\$ (1,342,158)
Prepays	\$ 7,443	\$ (97,982)
Other financial assets	\$ 47,607	\$ (22,000)
Non-financial assets	\$ (500)	\$ -
Accounts payable accrued and other liabilities	\$ 164,180	\$ (1,649,532)
Deferred revenue (excluding EDCR)	\$ 2,430,499	\$ 43,016
Employee future benefit liabilities	\$ (10,837)	\$ (11,616)
Other (describe)	\$ -	\$ -
Total cash flows from operating transactions	\$ 3,586,017	\$ (973,979)
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Land	\$ -	\$ -
Buildings	\$ (665,289)	\$ (98,274)
Equipment	\$ (229,944)	\$ (366,930)
Vehicles	\$ (455,826)	\$ (425,895)
Computer equipment	\$ (91,379)	\$ -
Net proceeds from disposal of unsupported capital assets	\$ 41,912	\$ 145,633
Other (describe)	\$ -	\$ -
Total cash flows from capital transactions	\$ (1,400,526)	\$ (745,466)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ -	\$ -
Dispositions of portfolio investments	\$ -	\$ -
Remeasurement (gains) losses reclassified to the statement of operations	\$ -	\$ -
Other (Describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from investing transactions	\$ -	\$ -
D. FINANCING TRANSACTIONS		
Issue of debt	\$ -	\$ -
Repayment of debt	\$ -	\$ -
Other factors affecting debt (describe)	\$ -	\$ -
Issuance of capital leases	\$ -	\$ -
Repayment of capital leases	\$ -	\$ -
Other (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from financing transactions	\$ -	\$ -
Increase (decrease) in cash and cash equivalents	\$ 2,185,491	\$ (1,719,445)
Cash and cash equivalents, at beginning of year	\$ 5,256,133	\$ 6,975,578
Cash and cash equivalents, at end of year	\$ 7,441,624	\$ 5,256,133

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 1280

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)
For the Year Ended August 31, 2017 (in dollars)

	Budget 2017	2017	2016
Operating surplus (deficit)	\$ (65,647)	\$ 1,961,766	\$ 940,107
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ (1,515,000)	\$ (1,549,660)	\$ (2,099,038)
Amortization of tangible capital assets	\$ 4,663,490	\$ 4,654,552	\$ 4,942,871
Net carrying value of tangible capital assets disposed of	\$ -	\$ 39,441	\$ 58,892
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Other changes	\$ -	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ 3,148,490	\$ 3,144,333	\$ 2,902,725
Changes in:			
Prepaid expenses	\$ -	\$ 7,443	\$ (97,982)
Other non-financial assets	\$ -	\$ (500)	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Endowments	\$ -	\$ -	\$ -
Increase (decrease) in net financial assets (net debt)	\$ 3,082,843	\$ 5,113,042	\$ 3,744,850
Net financial assets (net debt) at beginning of year	\$ (64,394,662)	\$ (64,394,662)	\$ (68,139,512)
Net financial assets (net debt) at end of year	\$ (61,311,819)	\$ (59,281,620)	\$ (64,394,662)

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 1280

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
 For the Year Ended August 31, 2017 (in dollars)

	2017	2016
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.

1280

School Jurisdiction Code:

SCHEDULE 1
SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
 for the Year Ended August 31, 2017 (in dollars)

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2016	\$ 10,283,851	\$ -	\$ 10,283,851	\$ 6,671,861	\$ -	\$ 2,346,607	\$ -	\$ 1,265,383
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2016	\$ 10,283,851	\$ -	\$ 10,283,851	\$ 6,671,861	\$ -	\$ 2,346,607	\$ -	\$ 1,265,383
Operating surplus (deficit)	\$ 1,961,766		\$ 1,961,766			\$ 1,961,766		
Board funded tangible capital asset additions				\$ 722,631		\$ -	\$ -	\$ (722,631)
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ (29,931)		\$ (11,981)		\$ 41,912
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -	\$ -					
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -		\$ -	\$ -		\$ -
Amortization of tangible capital assets	\$ -		\$ -	\$ (4,654,552)		\$ 4,654,552		
Capital revenue recognized	\$ -		\$ -	\$ 3,528,545		\$ (3,528,545)		
Debt principal repayments (unsupported)	\$ -		\$ -	\$ -		\$ -		
Additional capital debt or capital leases	\$ -		\$ -	\$ -		\$ -		
Net transfers to operating reserves	\$ -		\$ -			\$ -		
Net transfers from operating reserves	\$ -		\$ -			\$ -		
Net transfers to capital reserves	\$ -		\$ -			\$ -		\$ 3,100,000
Net transfers from capital reserves	\$ -		\$ -			\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ -		\$ -	\$ -		\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -		\$ -		\$ -
Balance at August 31, 2017	\$ 12,245,617	\$ -	\$ 12,245,617	\$ 6,238,554	\$ -	\$ 2,322,399	\$ -	\$ 3,684,664

School Jurisdiction Code: 1280

SCHEDULE 1
SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2017 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM											
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services			
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2016	\$ -	\$ 1,650	\$ -	\$ 122,090	\$ -	\$ -	\$ -	\$ 10,521	\$ -	\$ 10,521	\$ -	\$ 1,131,122
Prior period adjustments:												
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2016	\$ -	\$ 1,650	\$ -	\$ 122,090	\$ -	\$ -	\$ 10,521	\$ -	\$ 10,521	\$ -	\$ 1,131,122	
Operating surplus (deficit)												
Board funded tangible capital asset additions	\$ -	\$ (219,525)	\$ -	\$ (310,904)	\$ -	\$ (14,874)	\$ -	\$ (108,938)	\$ -	\$ (68,390)	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -	\$ 2,263	\$ -	\$ 34,097	\$ -	\$ -	\$ -	\$ 2,552	\$ -	\$ 3,000	\$ -	\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net remeasurement gains (losses) for the year												
Endowment expenses & disbursements												
Endowment contributions												
Reinvested endowment income												
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets												
Capital revenue recognized												
Debt principal repayments (unsupported)												
Additional capital debt or capital leases												
Net transfers to operating reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers from operating reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers to capital reserves	\$ -	\$ 400,000	\$ -	\$ 1,550,000	\$ -	\$ 150,000	\$ -	\$ 1,000,000	\$ -	\$ -	\$ -	\$ -
Net transfers from capital reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Assumption/transfer of other operations' surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2017	\$ -	\$ 184,388	\$ -	\$ 1,395,283	\$ -	\$ 135,126	\$ -	\$ 904,135	\$ -	\$ 1,065,732	\$ -	\$ -

SCHEDULE 2

**SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
(for the Year Ended August 31, 2017 (in dollars))**

	Unexpended Deferred Capital Revenue				Expended Deferred Capital Revenue
	Provincially Approved & Funded Projects ^(A)	Surplus from Provincially Approved Projects ^(B)	Proceeds on Disposal of Provincially Funded Tangible Capital Assets ^(C)	Unexpended Deferred Capital Revenue from Other Sources ^(D)	
Balance at August 31, 2016	\$ 22,679	\$ -	\$ 21,922	\$ 43,755	\$ 67,516,901
Prior period adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted balance, August 31, 2016	\$ 22,679	\$ -	\$ 21,922	\$ 43,755	\$ 67,516,901
Add:					
Unexpended capital revenue received from:					
Alberta Education school building & modular projects (excl. IMR)	\$ 332,285				
Infrastructure Maintenance & Renewal capital related to school facilities	\$ -				
Other sources:	\$ -			\$ -	
Other sources:	\$ -			\$ -	
Unexpended capital revenue receivable from:					
Alberta Education school building & modular (excl. IMR)	\$ 387,517				
Other sources:	\$ -			\$ -	
Other sources:	\$ -			\$ -	
Interest earned on unexpended capital revenue	\$ -	\$ -	\$ -	\$ -	
Other unexpended capital revenue:				\$ -	
Proceeds on disposition of supported capital			\$ -	\$ -	
Insurance proceeds (and related interest)			\$ -	\$ -	
Donated tangible capital assets:					\$ -
Alberta Infrastructure managed projects					\$ 107,222
Transferred in (out) tangible capital assets (amortizable, @ net book value)					\$ -
Expended capital revenue - current year	\$ (719,802)	\$ -	\$ -	\$ -	\$ 719,802
Surplus funds approved for future project(s)	\$ -	\$ -			
Other adjustments:	\$ -	\$ -	\$ -	\$ -	\$ -
Deduct:					
Net book value of supported tangible capital dispositions or write-offs					\$ 9,510
Other adjustments:		\$ -	\$ -	\$ -	\$ -
Capital revenue recognized - Alberta Education					\$ 3,528,545
Capital revenue recognized - Other Government of Alberta					\$ -
Capital revenue recognized - Other revenue					\$ -
Balance at August 31, 2017	\$ 22,679	\$ -	\$ 21,922	\$ 43,755	\$ 64,805,870
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at August 31, 2017 (A) + (B) + (C) + (D)					\$ 88,356

Unexpended Deferred Capital Revenue

- (A) - Represents funding received from the Government of Alberta to be used toward the acquisition of new approved tangible capital assets with restricted uses only. Please specify department if funds received from a source other than Alberta Education.
- (B) - Represents any surplus of funding over costs from column (A) approved by Minister for future capital expenditures with restricted uses only.
- (C) - Represents proceeds on disposal of provincially funded restricted-use capital assets to be expended on approved capital assets per 10(2)(a) of Disposition of Property Reg. 181/2010.
- (D) - Represents capital revenue received from entities OTHER THAN the Government of Alberta for the acquisition of restricted-use tangible capital assets.

SCHEDULE 3

School Jurisdiction Code: 1280

SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2017 (in dollars)

REVENUES	2017						2016	
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 1,767,037	\$ 25,536,142	\$ 5,846,096	\$ 2,145,076	\$ 506,979	\$ 3,625,999	\$ 39,427,229	\$ 38,432,269
(2) Other - Government of Alberta	-	-	-	-	-	\$ 343,908	\$ 343,908	\$ 483,728
(3) Federal Government and First Nations	\$ 1,408,469	\$ 13,191,056	\$ 3,961,615	\$ 1,519,816	\$ 1,349,769	-	\$ 21,430,725	\$ 23,128,122
(4) Other Alberta school authorities	-	-	-	-	-	-	-	-
(5) Out of province authorities	-	-	-	-	-	-	-	-
(6) Alberta municipalities-special tax levies	-	-	-	-	-	-	-	-
(7) Property taxes	-	-	-	-	-	-	-	-
(8) Fees	-	-	-	-	-	-	-	1,396
(9) Other sales and services	-	\$ 1,151,540	\$ 154,432	\$ 9,012	\$ 6,824	\$ 39,831	\$ 1,361,639	\$ 1,197,114
(10) Investment income	-	\$ 84,934	-	-	-	-	\$ 84,934	\$ 58,588
(11) Gifts and donations	-	\$ 491,442	\$ 18,829	-	-	-	\$ 510,271	\$ 426,655
(12) Rental of facilities	-	-	-	-	-	\$ 864,427	\$ 864,427	\$ 878,196
(13) Fundraising	-	\$ 287,227	-	-	-	-	\$ 287,227	\$ 353,416
(14) Gains on disposal of tangible capital assets	-	\$ 2,263	\$ 4,797	\$ 2,552	-	\$ 2,369	\$ 11,981	\$ 86,742
(15) Other revenue	-	\$ 1,898,216	-	-	-	-	\$ 1,898,216	\$ -
(16) TOTAL REVENUES	\$ 3,175,506	\$ 42,642,820	\$ 9,985,769	\$ 3,676,456	\$ 1,863,572	\$ 4,876,434	\$ 66,220,557	\$ 65,006,226
EXPENSES								
(17) Certificated salaries	\$ 2,030,377	\$ 18,558,260	-	-	\$ 434,950	-	\$ 21,023,587	\$ 20,782,369
(18) Certificated benefits	\$ 240,326	\$ 4,120,429	-	-	\$ 37,901	-	\$ 4,398,656	\$ 4,517,769
(19) Non-certificated salaries and wages	\$ 819,398	\$ 5,541,908	\$ 3,193,711	\$ 1,248,651	\$ 1,164,720	\$ 1,487,932	\$ 13,456,320	\$ 13,467,389
(20) Non-certificated benefits	\$ 172,040	\$ 1,312,207	\$ 776,255	\$ 255,737	\$ 318,992	\$ 378,571	\$ 3,213,802	\$ 3,066,353
(21) SUB - TOTAL	\$ 3,262,141	\$ 29,532,804	\$ 3,969,966	\$ 1,504,388	\$ 1,956,563	\$ 1,866,503	\$ 42,092,365	\$ 41,833,880
(22) Services, contracts and supplies	\$ 214,491	\$ 6,705,597	\$ 4,625,338	\$ 2,039,289	\$ 1,316,942	\$ 2,605,458	\$ 17,507,115	\$ 16,784,026
(23) Amortization of supported tangible capital assets	-	\$ 332,676	\$ 2,752,655	-	\$ 5,389	\$ 437,825	\$ 3,528,545	\$ 3,689,943
(24) Amortization of unsupported tangible capital assets	-	\$ 264,121	\$ 185,848	\$ 321,165	\$ 178,560	\$ 176,313	\$ 1,126,007	\$ 1,252,928
(25) Supported interest on capital debt	-	-	-	-	-	-	-	-
(26) Unsupported interest on capital debt	-	-	-	-	-	-	-	-
(27) Other interest and finance charges	-	\$ 308	\$ 368	\$ 2,183	\$ 1,686	\$ 214	\$ 4,759	\$ 3,425
(28) Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-
(29) Other expense	-	-	-	-	-	-	-	-
(30) TOTAL EXPENSES	\$ 3,476,632	\$ 36,835,506	\$ 11,534,175	\$ 3,867,025	\$ 3,459,140	\$ 5,086,313	\$ 64,258,791	\$ 64,066,119
(31) OPERATING SURPLUS (DEFICIT)	\$ (301,126)	\$ 5,807,314	\$ (1,548,406)	\$ (190,569)	\$ (1,595,568)	\$ (209,879)	\$ 1,961,766	\$ 940,107

SCHEDULE 4

School Jurisdiction Code: 1280

SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES
for the Year Ended August 31, 2017 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2017 TOTAL Operations and Maintenance	2016 TOTAL Operations and Maintenance
Uncertificated salaries and wages	\$ 1,926,522	\$ 1,144,828	\$ -	\$ -	\$ 122,360			\$ 3,193,710	\$ 3,196,003
Uncertificated benefits	\$ 489,158	\$ 261,774	\$ -	\$ -	\$ 25,323			\$ 776,255	\$ 729,930
Sub-total Remuneration	\$ 2,415,680	\$ 1,406,602	\$ -	\$ -	\$ 147,683			\$ 3,969,965	\$ 3,925,933
Supplies and services	\$ 203,982	\$ 2,427,895	\$ -	\$ 150,518	\$ 133,668			\$ 2,924,063	\$ 2,655,604
Electricity			\$ 766,555					\$ 766,555	\$ 744,140
Natural gas/heating fuel			\$ 508,152					\$ 508,152	\$ 384,988
Sewer and water			\$ 108,685					\$ 108,685	\$ 107,565
Telecommunications			\$ 49,583					\$ 49,583	\$ 47,708
Insurance					\$ 191,144			\$ 191,144	\$ 196,626
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets							\$ -	\$ -	\$ -
Supported							\$ 2,752,655	\$ 2,752,655	\$ 2,776,885
Unsupported						\$ 185,848	\$ -	\$ 185,848	\$ 167,748
Total Amortization						\$ 185,848	\$ 2,752,655	\$ 2,938,503	\$ 2,944,633
Interest on capital debt									
Supported							\$ -	\$ -	\$ -
Unsupported							\$ -	\$ -	\$ -
Lease payments for facilities				\$ 77,157				\$ 77,157	\$ 79,265
Other interest charges						\$ 368		\$ 368	\$ 298
Losses on disposal of capital assets								\$ -	\$ -
TOTAL EXPENSES	\$ 2,619,662	\$ 3,834,497	\$ 1,432,975	\$ 235,675	\$ 472,495	\$ 186,216	\$ 2,752,655	\$ 11,534,175	\$ 11,086,770
SQUARE METRES									
School buildings								\$ 54,197.0	\$ 54,354.2
Non school buildings								\$ 1,913.8	\$ 1,913.8

Note:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.
 Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.
 Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.
 Expensed IMR & Modular Unit Relocation & Lease Pmts: All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects, modular unit (portable) relocation, and payments on leased facilities.
 Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.
 Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.
 Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

SCHEDULE 5

School Jurisdiction Code: 1280

**SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
for the Year Ended August 31, 2017 (in dollars)**

	2017			2016
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ 7,441,624	\$ 7,441,624	\$ 5,256,133
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Municipal	0.00%	-	-	-
Pooled investment funds	0.00%	-	-	-
Other, including GIC's	0.00%	-	-	-
Total cash and cash equivalents	0.00%	\$ 7,441,624	\$ 7,441,624	\$ 5,256,133

See Note 3 for additional detail.

	2017			2016	
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Long term deposits	0.00%	\$ -	\$ -	\$ -	\$ -
Guaranteed investment certificates	0.00%	-	-	-	-
Fixed income securities					
Government of Canada, direct and guaranteed	0.00%	\$ -	\$ -	\$ -	\$ -
Provincial, direct and guaranteed	0.00%	-	-	-	-
Municipal	0.00%	-	-	-	-
Corporate	0.00%	-	-	-	-
Pooled investment funds	0.00%	-	-	-	-
Total fixed income securities	0.00%	-	-	-	-
Equities					
Canadian	0.00%	\$ -	\$ -	\$ -	\$ -
Foreign	0.00%	-	-	-	-
Total equities	0.00%	-	-	-	-
Supplemental integrated pension plan assets	0.00%	\$ -	\$ -	\$ -	\$ -
Restricted investments	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Total portfolio investments	0.00%	\$ -	\$ -	\$ -	\$ -

See Note 5 for additional detail.

The following represents the maturity structure for portfolio investments based on principal amount:

	2017	2016
Under 1 year	100.0%	100.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	100.0%	100.0%

SCHEDULE 6

School Jurisdiction Code: 1280

**SCHEDULE OF CAPITAL ASSETS
for the Year Ended August 31, 2017 (in dollars)**

Tangible Capital Assets	2017						2016
	Land	Construction In Progress	Buildings 25-50 Years	Equipment 5-10 Years	Vehicles 5-10 Years	Computer Hardware & Software 3-5 Years	Total
Estimated useful life							
Historical cost							
Beginning of year	\$ 538,792	\$ -	\$ 146,374,592	\$ 7,585,339	\$ 8,352,647	\$ 5,154,388	\$ 168,005,758
Prior period adjustments	-	-	-	-	-	-	-
Additions	-	627,403	145,105	229,944	455,826	91,379	1,549,657
Transfers in (out)	-	-	(522,436)	(51,739)	(226,250)	-	(800,425)
Less disposals including write-offs	-	-	-	-	-	-	-
Historical cost, August 31, 2017	\$ 538,792	\$ 627,403	\$ 145,997,261	\$ 7,763,544	\$ 8,582,223	\$ 5,245,767	\$ 168,005,758
Accumulated amortization							
Beginning of year	\$ -	\$ -	\$ 76,688,399	\$ 6,718,363	\$ 6,260,879	\$ 4,149,351	\$ 93,816,992
Prior period adjustments	-	-	-	-	-	-	-
Amortization	-	-	3,365,763	420,777	458,430	409,580	4,654,550
Other additions	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(512,296)	(22,439)	(226,250)	-	(760,985)
Accumulated amortization, August 31, 2017	\$ -	\$ -	\$ 79,541,866	\$ 7,116,701	\$ 6,493,059	\$ 4,559,931	\$ 97,710,557
Net Book Value at August 31, 2017	\$ 538,792	\$ 627,403	\$ 66,455,395	\$ 646,843	\$ 2,089,164	\$ 685,836	\$ 71,044,433
Net Book Value at August 31, 2016	\$ 538,792	\$ -	\$ 69,686,193	\$ 866,976	\$ 2,091,768	\$ 1,005,037	\$ 74,188,766

	2017	2016
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

SCHEDULE 7 School Jurisdiction Code: 1280

SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES for the Year Ended August 31, 2017 (in dollars)

Table with columns: Board Members, FTE, Remuneration, Benefits, Negotiated Allowances, Performance Bonuses, ERIP's / Other Paid, Other Accrued Unpaid Benefits (1), Expenses. Rows include Board Members (Byers, Lois), Atkinson, Gord, Rasmussen, Trudy, Certified teachers, and Non-certificated - other.

Official Trustee remuneration is classified as Services, contracts, and supplies as these services are provided on a contract basis (1) Other Accrued Unpaid Benefits Include: Vacation Payable

NORTHLAND SCHOOL DIVISION NO. 61
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2017

Note 1 Authority

Northland School Division No. 61 (the "Division") delivers education programs under the authority of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3 and also operates under the authority of the *Northland School Division Act*, Chapter N-5.1, Statutes of Alberta, 2017.

The Division receives instruction and support allocations under Education Grants Regulation AR120/2008. The Regulation allows for the setting of conditions and use of grant monies. The School Division is limited on certain funding allocations and administration expenses. The Division is a registered charity under the *Income Tax Act (Canada)* and is therefore exempt from the payment of income taxes.

Note 2 Summary of Significant Accounting Policies

These financial statements have been prepared in accordance with the CPA Canadian Public Sector Accounting Standards (PSAS). These financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

1. Measurement Uncertainty

The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of financial statements for a period involves the use of estimates and approximations which have been made using careful judgment. Actual results could differ from those estimates.

Accounts receivable are stated after evaluation as to their collectability and an appropriate allowance for doubtful accounts is provided where considered necessary. Amortization rates are based on the estimated useful lives of capital assets. Other significant areas requiring the use of management estimates relate to the potential impairment of assets and estimated employee future benefits.

2. Tangible Capital Assets

The following criteria applies:

- a) Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- b) Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- c) Work-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- d) Buildings include site improvements.

NORTHLAND SCHOOL DIVISION NO. 61
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2017

e) Sites and buildings are written down to residual value when conditions indicated they no longer contribute to the ability of the Division to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Expended Deferred Capital Revenue.

f) Buildings that are demolished or destroyed are written-off.

g) Tangible capital assets with costs in excess of \$5,000 are capitalized.

g) Tangible assets are amortized over their estimated useful lives on a straight line basis, at the following rates:

Buildings and Land Improvements	10 - 40 years
Vehicles	5 - 12 years
Equipment	5 years
Computer Hardware and Software	5 years

3. *Asset Retirement Obligations*

The Division has determined that it has a conditional asset retirement obligation relating to certain school sites. These obligations will be discharged in the future by funding through the Alberta Government. The Division believes that there is insufficient information to estimate the fair value of the asset retirement obligation because the settlement date or the range of potential settlement dates has not been determined and information is not available to apply an expected present value technique.

4. *Operating and Capital Reserves*

Certain amounts are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Changes in Accumulated Surplus.

5. *Revenue Recognition*

Revenues are recorded on an accrual basis. Instruction and support allocations are recognized in the year to which they relate. Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered.

Eligibility criteria are criteria that the Division has to meet in order to receive certain contributions. Stipulations describe what the Division must perform in order to keep the contributions. Contributions without eligibility criteria or stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity.

Contributions with eligibility criteria but without stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity and all eligibility criteria have been met.

NORTHLAND SCHOOL DIVISION NO. 61
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2017

Contributions with stipulations are recognized as revenue in the period the stipulations are met, except when and to the extent that the contributions give rise to an obligation that meets the definition of a liability in accordance with Section PS 3200. Such liabilities are recorded as deferred revenue. The following items fall under this category:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year the stipulated related expenses are incurred;
- Unexpended Deferred Capital Revenue; or
- Expended Deferred Capital Revenue.
- Investment income includes interest and is recognized when earned and collection is reasonably assured.

6. *Contributed Services and Materials*

Volunteers assist schools operated by the Division in carrying out certain activities. Because of the difficulty of determining their fair value and of the fact such assistance is generally not otherwise purchased, contributed services and materials are not recognized in the financial statements.

7. *Pensions*

Pension costs included in these statements are comprised of the cost of the employer contributions for current service of employees during the year.

Current and past service costs of the Alberta Teachers Retirement Fund are met by contributions by active members and the Government of Alberta. Under the terms of the Teachers' Pension Plan Act, the School Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the Alberta Teachers Retirement Fund on behalf of the jurisdiction is included in both revenues and expenses.

8. *Deferred Revenue*

Deferred revenue includes contributions received for operations which have stipulations that meet the definition of a liability per Public Sector Accounting Standard (PSAS) PS 3200. These contributions are recognized by the Division once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred revenue also includes contributions for capital expenditures, unexpended and expended:

a) *Unexpended Deferred Capital Revenue*

Unexpended Deferred Capital Revenue represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the Division, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per PS 3200 when expended.

NORTHLAND SCHOOL DIVISION NO. 61
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2017

b) **Expended Deferred Capital Revenue**

Expended Deferred Capital Revenue represent externally restricted supported capital funds that have been expended but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require that the Division to use the asset in a prescribed manner over the life of the associated asset.

9. *Employee Future Benefits*

The Division provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The Division accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include accumulating sick leave, and post-employment benefit continuation. The future benefits cost is determined using management's best estimate of expected cost rates and benefit usage.

10. *Expenses*

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Allocation of Costs:

- a) Actual salaries of personnel assigned to two or more programs are allocated based on the time spent in each program.
- b) Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- c) Supplies and services are allocated based on actual program identification.

11. *Program Reporting*

The Division's operations have been segmented as follows:

- a) **ECS Instruction:** The provision of Early Childhood Services instructional services that fall under the basic public education mandate.
- b) **Grade 1 - 12 Instruction:** The provision of instructional services for grades 1 – 12 that fall under the basic public education mandate.
- c) **Plant Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- d) **Transportation:** The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facilities.
- e) **Board & System Administration:** The provision of board governance and system-based /central office administration.

NORTHLAND SCHOOL DIVISION NO. 61
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2017

- f) **External Services:** All projects, activities, and services offered outside the public education mandate for ECS children and students in grades 1 - 12. Services offered beyond the mandate for public education are to be self-supporting, and Alberta Education funding may not be utilized to support these programs.

The allocation of revenues and expenses are reported by program, source, and object on the Schedule of Program Operations. Respective instruction expenses include the cost of certificated teachers, non-certificated educational assistants as well as a proportionate share of supplies and services, school administration and instructional support, and System Instructional Support.

12. Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, balances with banks and short term deposits with maturities of three months or less from the date of acquisition. Included in this balance are the School Generated Fund bank balances totaling \$502,555 (2016 - \$594,294) and \$3,684,664 (2016 - \$1,265,383) restricted for capital reserves.

13. Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The Division recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, other financial assets, accounts payable and accrued liabilities, and bank indebtedness. Unless otherwise noted, it is management's opinion that the Division is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

Financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of items in the cost or amortized cost upon initial recognition. The gain or loss arising from de-recognition of a financial instrument is recognized in the Statement of Operations. Impairment losses, such as write-downs or write-offs, are reported in the Statement of Operations.

14. Future Accounting Changes

The Public Sector Accounting Board has issued the following accounting standards:

- **PS 2200 Related Party Disclosures and PS 3420 Inter-Entity Transactions (effective April 1, 2017)**

PS 2200 defines a related party and establishes disclosures required for related party transactions. PS 3420 establishes standards on how to account for and report transactions between public sector entities that comprise a government's reporting entity from both a provider and recipient perspective.

- **PS 3210 Assets, PS 3320 Contingent Assets and PS 3380 Contractual Rights (effective April 1, 2017)**

NORTHLAND SCHOOL DIVISION NO. 61
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2017

PS 3210 provides guidance for applying the definition of assets set out in FINANCIAL STATEMENT CONCEPTS, Section PS 1000, and establishes general disclosure standards for assets; PS 3320 defines and establishes disclosure standards on contingent assets; and PS 3380 defines and establishes disclosure standards on contractual rights.

- **PS 3430 Restructuring Transactions (effective April 1, 2018)**

This standard provides guidance on how to account for and report restructuring transactions by both transferors and recipients of assets and/or liabilities, together with related program or operating responsibilities.

- **PS 3450 Financial Instruments (effective April 1, 2019)**

Adoption of this standard requires corresponding adoption of PS 2601 Foreign Currency Translation, PS 1201 Financial Statement Presentation, and PS 3401 Portfolio Investments in the same fiscal period. These standards provide guidance on: recognition, measurement and disclosure of financial instruments; standards on how to account for and report transactions that are denominated in a foreign currency; general reporting principles and standards for the disclosure of information in financial statements; and how to account for and report portfolio investments.

Management is currently assessing the impact of these standards on the financial statements.

Note 3 Accounts Receivable (Net after Allowances)

	2017		2016
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value
Alberta Education – Grants	\$97,447		\$91,970
Alberta Education – Capital	574,580		187,063
Other Alberta School Jurisdictions	13,270	13,044	13,044
Alberta Health Services	72,000		79,561
Federal Government	812,476		295,963
First Nations	4,694,911	1,106,540	2,547,028
Other Alberta Government	5,480		2,030
Other	396,495	80,891	176,428
Post-secondary Institutions	64,580		64,580
Total	\$6,744,239	\$1,200,475	\$5,530,764

Note 4 Other Financial Assets

Other financial assets consist of advances to Hot Lunch Programs and damage deposits totaling \$45,643 (2016 – \$93,250).

NORTHLAND SCHOOL DIVISION NO. 61
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2017

Note 5 Prepaid Expenses

Prepaid expenses consist of the following:

	2017	2016
Lease and rent	\$21,887	\$13,009
Memberships, subscriptions, and fees	108,209	55,407
Property taxes	23,920	25,282
Other supplies	284,989	356,782
Total	\$439,005	\$450,480

Note 6 Bank Indebtedness

The Division has negotiated a line of credit in the amount of \$3,000,000 (2016 - \$3,000,000) that bears interest at the bank prime rate less 0.25%. The line of credit is secured by a security agreement, covering all revenue of the Division. There was no balance outstanding on the line of credit at August 31, 2017 (2016 - \$0).

Note 7 Other Non-Financial Assets:

Other non-financial assets consist of inventories of supplies in the amount of \$39,767 (2016 - \$39,267).

Note 8 Contractual Obligations

Estimated payment requirements for each of the next five years are as follows:

	Building Leases	Service Providers	Equipment Leases
2017-18	\$20,152	\$31,400	\$184,339
2018-19	19,005	31,400	184,339
2019-20			184,339
2020-21			
Total	\$39,157	\$62,800	\$553,017

NORTHLAND SCHOOL DIVISION NO. 61
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2017

Note 9 Accounts Payable and Accrued Liabilities

	2017	2016
Alberta Education	\$199,379	\$159,187
Federal Government	3,989	3,989
First Nations	394,366	422,829
Other Alberta School Jurisdictions	68,164	100,882
Post-secondary Institutions		704
Accrued Vacation Pay Liability	552,209	501,237
Other Salaries & Benefit Costs	753,521	977,767
Other Trade Payables and Accrued Liabilities	1,345,490	986,343
Total	\$3,317,118	\$3,152,938

Note 10 Deferred Revenue

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug.31, 2016	ADD: 2016/2017 Restricted Funds Received/ Receivable	DEDUCT: 2016/2017 Restricted Funds Expended (Paid/Payable)	ADD (DEDUCT): 2016/2017 Adjustments For Returned Funds	DEFERRED REVENUE as at Aug. 31, 2017
Unexpended Deferred Operating Revenue					
Alberta Education:					
Infrastructure Maintenance Renewal	\$1,004,454	\$679,121	\$96,586		\$1,586,989
Regional Collaborative Service Delivery	172,739	130,000	20,125		282,614
Other Alberta Education Deferred Revenue	364,762	439,855	158,259		646,358
Other Deferred Revenue:					
School Generated Funds	34,584	20,464	15,631		39,417
Donations	785,560	1,025,370	930,943	12,331	867,656
Indigenous and Northern Affairs Canada		1,500,000	840,729		659,271
Total Unexpended Deferred Operating Revenue	\$2,362,099	\$3,794,810	\$2,062,273	\$12,331	\$4,082,306
Unexpended Deferred Capital Revenue	88,356	719,802	719,802		88,356
Expended Deferred Capital Revenue	67,516,901	827,024	3,538,055		64,805,870
Total	\$69,967,356	\$4,621,834	\$5,600,328	\$12,331	\$68,976,532

Note 11 Employee Future Benefit Liabilities

Employee future benefit liabilities consist of the following:

	2017	2016
Accumulated Sick Pay Liability	\$6,001	\$6,000
Post-Employment Benefits		10,838
Total	\$6,001	\$16,838

NORTHLAND SCHOOL DIVISION NO. 61
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2017

Note 12 Pension Costs

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan and does not report on any unfunded liabilities. Pension costs included in these financial statements are comprised of the cost of employer and Provincial contributions for current service of employees during the year. The pension expense recorded for the Local Authorities Pension Plan is equivalent to the Division's annual contributions paid of \$934,504 for the year ended August 31, 2017 (2016 - \$919,446). For the year ended August 31, 2017, the amount contributed to the Teachers' Retirement Fund by the Province was \$2,317,936 (2016 - \$2,447,240).

As of December 31, 2016 the Local Authorities Pension Plan reported an actuarial deficit of \$637,357,000 (2015 - \$923,416,000). At August 31, 2016 the Teachers' Retirement Fund reported an actuarial surplus of \$1,227,749,000 (2015 - surplus of \$779,716,000).

Note 13 School Generated Funds

	2017	2016
Unexpended School Generated Funds, Opening Balance August 31	\$626,655	\$682,446
Current Year Activities – Gross Receipts:		
Fundraising	292,060	333,047
Gifts and donations	246,047	124,165
Other sales and services		
Total gross receipts	538,107	457,212
Current Year Activities – Uses of Funds		
Equipment and Supplies		0
Extra-Curricular Activities	398,554	341,136
Field Trips	137,963	86,043
Fundraising (Direct Costs)	104,414	85,824
Other Activities		
Total Uses of Funds	640,931	513,003
Unexpended School Generated Funds, Closing Balance August 31	523,831	\$626,655
Balance included in Deferred Revenue	39,417	34,584
Balance included in Accumulated Surplus	484,414	592,071
Total	\$523,831	\$626,655

NORTHLAND SCHOOL DIVISION NO. 61
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2017

Note 14 Accumulated Surplus

Detailed information related to accumulated surplus is available on the Schedule of Changes in Accumulated Surplus. Accumulated surplus may be summarized as follows:

	2017	2016
Unrestricted surplus	\$2,322,399	\$2,346,607
Operating reserves		
Accumulated surplus (deficit) from operations		
Investment in tangible capital assets	6,238,554	6,671,861
Capital reserves	3,684,664	1,265,383
Accumulated re-measurement gains (losses)		
Accumulated surplus (deficit)	\$12,245,617	\$10,283,851

Accumulated surplus from operations (ASO) include school generated funds of \$484,414 (2016 - \$592,071). These funds are raised at school level and are not available to spend at board level. The Division's adjusted surplus from operations is calculated as follows:

	2017	2016
Accumulated surplus (deficit) from operations	\$12,245,617	\$10,283,851
School Generated funds included in accumulated surplus (Note 13)	(484,414)	(592,071)
Adjusted accumulated surplus (deficit)	\$11,761,203	\$9,691,780

Adjusted accumulated surplus represents unspent funding available to support the Division's operations for the 2017-2018 year.

Note 15 Tuition Fees

Pursuant to agreements, the Minister of Indian and Northern Affairs and certain Indian Bands have agreed to pay to the Board of the Division a per capita share of the annual net operating costs of the Board for each Indian Student enrolled. The calculation of the amount recoverable from the Minister and the Bands is subject to possible future adjustments since all components of the net operating costs must be mutually agreed upon by the Minister or Bands and the Board, as required under the agreements. Included in Federal Government and First Nations revenue is \$20,589,996 for tuition fees (2016 - \$23,128,122).

NORTHLAND SCHOOL DIVISION NO. 61
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2017

Note 17 Related Party Transactions

All entities that are consolidated in the accounts of the Government of Alberta are related parties of school jurisdictions. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta.

	Balances		Transactions	
	Financial Assets (at cost or net realizable)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA): Education				
Accounts receivable/Accounts payable	\$672,027	\$199,379		\$158,127
Prepaid expenses/Deferred revenue		2,515,961		
Unexpended deferred capital revenue		22,679		
Expended deferred capital revenue		64,432,316	\$3,408,038	
Grant revenues and expenses			36,019,191	
ATRF payments made on Division's behalf			2,317,936	
Other revenues and expenses				
Other Related Parties:				
Other Alberta school jurisdictions	226	68,164		577,300
Alberta Agriculture and Rural Development				1,008
Alberta Health Services	72,000		343,908	
ATB Financial			84,934	938
Other Government of Alberta Ministries	5,480		4,880	702
Post-secondary institutions	64,580		119,106	4,817
Total 2016/2017	\$814,313	\$67,238,499	\$42,297,993	\$742,892
Total 2015/2016	\$373,668	\$68,851,156	\$38,941,799	\$1,028,279

Note 18 Economic Dependence on Related Third Party

Northland School Division's primary source of income is from the Alberta Government. The Division's ability to continue viable operations is dependent on this funding.

Note 19 Contingent Liabilities

Residential Schools

A number of claims have been filed against the Government of Canada. The Division has been named as a third party with the Government in these claims in regards to programs offered by the Division from the early 1960's to the early 1970's. In one of the claims the Division has been named as a defendant. The Division has entered into an indemnity agreement in which the Province of Alberta has agreed to indemnify Northland School Division for these claims and related costs incurred.

NORTHLAND SCHOOL DIVISION NO. 61
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2017

Housing Agreement

In July, 2016, the Division signed a ten year agreement with 914246 Alberta Ltd in which the Division has guaranteed that 6 housing units will be rented by employees of the Division. If these units are vacant, then the Division will be required to pay the monthly rent for these units, which range from \$1,600 to \$1,675 per month.

Note 20 Financial Instruments

The Division, as part of its operations, carries a number of financial instruments. It is management's opinion that the Division is not exposed to significant interest, currency, credit, liquidity or other price risks arising from these financial instruments except as otherwise noted:

Interest Rate Risk

Interest rate risk is the risk that the value of a financial instrument might be adversely affected by a change in the interest rates. Changes in market interest rates may have an effect on the cash flows associated with some financial assets and liabilities, known as cash flow risk, and on the fair value of other financial assets or liabilities, known as price risk. The Division is exposed to interest rate risk primarily through its operating line of credit, which bears interest at a rate that fluctuates with the prime lending rate.

Credit Concentration Risk

As at August 31, 2017, one customer (2016 – one) accounted for 45% (2016 – 45%) of accounts receivable. The Division believes that there is no unusual exposure associated with the collection of these receivables. The Division performs regular credit assessments of its customers and provides allowances for potentially uncollectible accounts receivable.

Note 21 Budget Amounts

The budget was prepared by the Division's management with the Board of Trustees approval given on June 24, 2016.

Note 22 Approval of Financial Statements

These financial statements were prepared by management and approved by the Board of Trustees on November 30, 2017.

School Jurisdiction Code: 1280

SCHEDULE 8 UNAUDITED SCHEDULE OF FEES for the Year Ending August 31, 2017 (in dollars)					
	Budgeted Fee Revenues 2016/2017	Actual Fees Collected 2016/2017	Unexpended Balance at September 1, 2016*	Actual Fee Expenditures 2016/2017	Unexpended Balance at August 31, 2017*
Transportation Fees	\$0	\$0	\$0	\$0	\$0
Basic Instruction Fees					
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0
Fees to Enhance Basic Instruction					
Technology user fees	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$0	\$0	\$0
Fees for optional courses	\$0	\$0	\$0	\$0	\$0
Activity fees	\$0	\$0	\$0	\$0	\$0
Early childhood services	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$0	\$0	\$0	\$0	\$0
Other Enhancement fees (describe)	\$0	\$0	\$0	\$0	\$0
Other Enhancement fees (describe)	\$0	\$0	\$0	\$0	\$0
Non-Curricular fees					
Extracurricular fees	\$0	\$0	\$0	\$0	\$0
Non-curricular travel	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$0	\$0	\$0	\$0	\$0
Non-curricular goods and services	\$0	\$0	\$0	\$0	\$0
Other Fees (describe)	\$0	\$0	\$0	\$0	\$0
Other Fees (describe)	\$0	\$0	\$0	\$0	\$0
TOTAL FEES	\$0	\$0	\$0	\$0	\$0

*Unexpended balances cannot be less than \$0

	Actual 2017	Actual 2016
Please disclose amounts paid by parents of students that are recorded as "Other sales and services", "Fundraising", or "Other revenue" (rather than fee revenue):		
Cafeteria sales, hot lunch, milk programs	\$0	\$0
Special events, graduation, tickets	\$0	\$0
International and out of province student revenue	\$0	\$0
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$0	\$0
Adult education revenue	\$0	\$0
Preschool	\$0	\$0
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
TOTAL	\$0	\$0

SCHEDULE 9

1280

UNAUDITED SCHEDULE OF DIFFERENTIAL FUNDING for the Year Ended August 31, 2017 (in dollars)					
	PROGRAM AREA				
	First Nations, Metis & Inuit (FNMI)	ECS Program Unit Funding (PUF)	English as a Second Language (ESL)	Inclusive Education	Small Schools by Necessity (Revenue only)
Funded Students in Program	1,220	48	466		
Federally Funded Students	1,154				
REVENUES					
Alberta Education allocated funding	\$ 1,443,173	\$ 1,055,559	\$ 388,184	\$ 3,147,115	\$ 3,199,651
Other funding allocated by the board to the program	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ 1,443,173	\$ 1,055,559	\$ 388,184	\$ 3,147,115	\$ 3,199,651
EXPENSES (Not allocated from BASE, Transportation, or other funding)					
Instructional certificated salaries & benefits	\$ 180,220	\$ -	\$ 150,421	\$ 1,108,431	
Instructional non-certificated salaries & benefits	\$ 756,802	\$ 971,117	\$ -	\$ 1,473,645	
SUB TOTAL	\$ 937,022	\$ 971,117	\$ 150,421	\$ 2,582,076	
Supplies, contracts and services	\$ 242,473	\$ 203,229	\$ 70,848	\$ 374,658	
Program planning, monitoring & evaluation	\$ 160,659	\$ -	\$ -	\$ 150,169	
Facilities (required specifically for program area)	\$ -	\$ -	\$ -	\$ -	
Administration (administrative salaries & services)	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	
TOTAL EXPENSES	\$ 1,340,154	\$ 1,174,346	\$ 221,269	\$ 3,106,903	
NET FUNDING SURPLUS (SHORTFALL)	\$ 103,019	\$ (118,787)	\$ 166,915	\$ 40,212	

SCHEDULE 10

School Jurisdiction Code: 1280

UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES for the Year Ended August 31, 2017 (in dollars)									
EXPENSES	Allocated to Board & System Administration				Allocated to Other Programs				
	Salaries & Benefits	Supplies & Services	Other	TOTAL	Salaries & Benefits	Supplies & Services	Other	TOTAL	TOTAL
Office of the superintendent	\$ 509,309	\$ 198,588	\$ -	\$ 707,897	\$ -	\$ -	\$ -	\$ 707,897	\$ 707,897
Educational administration (excluding superintendent)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Business administration	\$ 983,298	\$ 214,393	\$ -	\$ 1,197,691	\$ -	\$ -	\$ -	\$ 1,197,691	\$ 1,197,691
Board governance (Board of Trustees)	\$ 9,539	\$ 321,756	\$ 294,752	\$ 626,047	\$ -	\$ -	\$ -	\$ 626,047	\$ 626,047
Information technology	\$ -	\$ -	\$ -	\$ -	\$ 474,422	\$ 1,017,312	\$ -	\$ 1,491,734	\$ 1,491,734
Human resources	\$ 327,891	\$ 160,315	\$ -	\$ 488,206	\$ -	\$ -	\$ -	\$ 488,206	\$ 488,206
Central purchasing, communications, marketing	\$ 84,067	\$ 71,638	\$ -	\$ 155,705	\$ -	\$ -	\$ -	\$ 155,705	\$ 155,705
Payroll	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administration - insurance	\$ -	\$ -	\$ 1,006	\$ 1,006	\$ -	\$ -	\$ -	\$ 1,006	\$ 1,006
Administration - amortization	\$ -	\$ -	\$ 183,948	\$ 183,948	\$ -	\$ -	\$ -	\$ 183,948	\$ 183,948
Administration - other (admin building, interest)	\$ -	\$ -	\$ 98,640	\$ 98,640	\$ -	\$ -	\$ -	\$ 98,640	\$ 98,640
Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 1,914,104	\$ 966,690	\$ 578,346	\$ 3,459,140	\$ 474,422	\$ 1,017,312	\$ -	\$ 4,950,874	\$ 4,950,874

NORTHLAND SCHOOL DIVISION NO. 61
ATHABASCA DELTA COMMUNITY SCHOOL
SCHEDULES OF NET OPERATING COSTS
YEAR ENDED AUGUST 31, 2017



INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of Northland School Division No.61:

We have audited the accompanying schedule of Net Operating Costs of Athabasca Delta Community School for the year ended August 31, 2017. Management has prepared the schedule based on the requirements in Section 1(c) of the Tuition Agreement dated September 2, 1987 among Northland School Division No. 61, Fort Chipewyan Indian Education Authority (now known as Mikisew Cree First Nations and the Athabasca Chip First Nations) and Her Majesty the Queen.

Management's Responsibility for the Schedule

Management is responsible for the preparation and fair presentation of the schedule in accordance with Section 1(c) of the Tuition Agreement dated September 2, 1987 among Northland School Division No. 61, Fort Chipewyan Indian Education Authority (now known as Mikisew Cree First Nations and the Athabasca Chip First Nations) and Her Majesty the Queen and for such internal control as management determines is necessary to enable the preparation of the schedule that is free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on the schedule based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the schedule is free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the schedule. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the schedule, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the schedule in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the schedule.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial information in the schedule of Net Operating Costs of Athabasca Delta Community School for the year ended August 31, 2017 is presented fairly, in all material respects, in accordance with the provision of Section 1(c) of the Tuition Agreement referred to above.

Basis of Accounting

Without modifying our opinion, we draw attention to Note 2 to the schedule, which describes the basis of accounting. The schedule is prepared to meet the requirements of the Tuition Agreement referred to above. As a result, the schedule may not be suitable for another purpose.

Other Matters

The financial information in the schedule of Net Operating Costs of Athabasca Delta Community School for the year ended August 31, 2016 was audited by another auditor who expressed an unmodified opinion on those statements on November 23, 2016.

November 30, 2017
Edmonton, Alberta

Hawkings Epp Dumont LLP
Chartered Accountants

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NORTHLAND SCHOOL DIVISION NO. 61
ATHABASCA DELTA COMMUNITY SCHOOL
SCHEDULE OF NET OPERATING COSTS - REGULAR
YEAR ENDED AUGUST 31, 2017

	<u>2017</u>	<u>2016</u>
Direct costs	\$ 4,166,129	\$ 3,855,043
Add (deduct)		
ECS - direct costs	(88,529)	(112,604)
ECS - transportation costs	(19,017)	(10,923)
School Food Service - direct costs	(297,844)	(217,601)
Teacherage expenditures	(120,140)	(122,310)
Alberta Mental Health Project	-	(3,923)
Liaison officer - salary & benefits	(45,721)	(44,797)
Lump Sum Bonus per Collective Agreement	-	(18,504)
Amortization	(71,823)	(46,302)
Amortization - Equipment	23,807	28,576
Boarding Allowance	-	(10,500)
Social Investment Agreements - revenue	(174,939)	(156,357)
INAC Funding for Maintenance Projects	(690,559)	
Share of net unallocated costs	<u>1,025,870</u>	<u>1,046,387</u>
Net operating costs	<u>\$ 3,707,234</u>	<u>\$ 4,186,185</u>

The accompanying notes are part of these financial statements.

Ms. Maddy Daniels
Board Chair
Northland School Division No. 61

Date

Mr. Gord Atkinson
Superintendent of Schools
Northland School Division No. 61

Date

Ms. Trudy Rasmuson, MBA, CMA
Secretary Treasurer
Northland School Division No. 61

Date

NORTHLAND SCHOOL DIVISION NO. 61
ATHABASCA DELTA COMMUNITY SCHOOL
SCHEDULE OF NET OPERATING COSTS - ECS
YEAR ENDED AUGUST 31, 2017

	<u>2017</u>	<u>2016</u>
Direct costs	\$ 88,529	\$ 112,604
ECS transportation costs	19,017	10,923
Share of net unallocated costs	<u>2,452</u>	<u>6,997</u>
Net operating costs	<u>\$ 109,998</u>	<u>\$ 130,524</u>

The accompanying notes are part of these financial statements.

ATHABASCA DELTA COMMUNITY SCHOOLNOTES TO THE SCHEDULES OF NET OPERATING COSTSAUGUST 31, 2017**Note 1 Nature of Operations**

The purpose of the Athabasca Delta Community School is to provide educational services in the community of Fort Chipewyan under the authority of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3 and the *Northland School Division Act*, Chapter N-5.1, Statutes of Alberta, 2017.

Note 2 Significant Accounting Policies and Reporting Practices

The Athabasca Delta Community School Schedules of Net Operating Costs (the "Schedules") for the year ended August 31, 2017 have been prepared to meet the requirements of Section 1(c) of the Tuition Agreement between Northland School Division No. 61 and Mikisew First Nations and Athabasca Chip First Nations, dated September 2, 1987. The Schedules have been prepared on an accrual basis, and in accordance with the following significant accounting principles.

a) Net Operating Costs

As per Section 1(c) of the Tuition Agreement, "Net Operating Costs" shall mean the total gross operational expenditures of Northland School Division's school in Fort Chipewyan, including a proportionate share of central administration and unallocated operating costs of the board, in accordance with the annual audited financial statement prepared by the board for this school but excluding:

- i) capital debt charges (principal plus interest)
- ii) expenditures to other school boards
- iii) rental revenue from community use of Athabasca Delta Community school
- iv) other items of revenue and/or expenditures which increase the net program or operating cost at the Athabasca Delta Community school unless mutually agreed between the parties
- v) any special programs

b) Unallocated Costs

Net unallocated costs are those costs reduced by miscellaneous revenues which are not attributable to any school. These costs are allocated to Athabasca Delta based on the proportion its students are of the total number of students in the Division.



November 30, 2017

Northland School Division No. 61
 P.O. Bag 1400
 9809-77 Avenue
 Peace River, Alberta
 T8S 1V2

Attention: Board of Trustees

Dear Board Members:

RE: 2017 AUDIT FINDINGS LETTER

The purpose of this communication is to summarize certain matters arising from the audit that we believe would be of interest to the Board of Trustees. Additionally, during the course of our audit we identified matters that may be of interest to management.

This communication should be read in conjunction with the financial statements and our report thereon, and it is intended solely for the use of the Board of Trustees and should not be distributed to external parties without our prior consent. Hawkings Epp Dumont LLP accepts no responsibility to a third party who uses this communication.

AUDITOR RESPONSIBILITIES

It is important for Board of Trustees to understand the responsibilities that rest with Northland School Division No. 61 (the "Division") and its management and those that belong to the auditor in relation to the financial statement audit.

Our audit of the Division's financial statements was performed in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements present fairly, in all material respects, the financial position, results of operations and change in net financial assets (debt), remeasurement gains and losses, changes in accumulated surplus and cash flows of the Division in accordance with Canadian public sector accounting standards.

Accordingly, we planned and performed our audit to provide reasonable, but not absolute, assurance of detecting fraud and errors that have a material effect on the financial statements taken as a whole, including illegal acts whose consequences have a material effect on the financial statements.

.../2

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The audit included consideration of internal control relevant to the preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of internal control.

Canadian generally accepted auditing standards does not require the auditor to design procedures for the purpose of identifying supplementary matters to communicate to the Division. Accordingly, our audit would not necessarily identify all such matters that may be of interest to the Board of Trustees and management and it is inappropriate to conclude that no such matters exist.

MANAGEMENT RESPONSIBILITIES

Management is responsible for the preparation of the financial statements in accordance with accounting standards for Canadian public sector accounting standards and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

AUDIT APPROACH

In gathering our audit evidence, we utilized a ***combined approach*** to the audit of the Division. A combined approach is more appropriate when an entity has proper segregation of duties and adequate internal controls. In utilizing a combined approach we will obtain our assurance from a combination of substantive procedures (analysis of data and obtaining direct evidence as to the validity of the items such as third party confirmation) and tests of internal controls. By obtaining some of our assurance through tests of controls, we can reduce the substantive procedures that are required.

MATERIALITY

Materiality in an audit is used as a guide for planning the nature and extent of audit procedures and for assessing the sufficiency of audit evidence gathered. It is also used in evaluating the misstatements found and determining the appropriate audit opinion to express.

A misstatement, or the aggregate of all misstatements in financial statements, is considered to be material if, in the light of surrounding circumstances, it is probable that the decision of a person who is relying on the financial statements, and who has a reasonable knowledge of business and economic activities (the user), would be changed or influenced by such misstatement or the aggregate of all misstatements. The materiality decision ultimately is based on the auditors' professional judgment.

The auditor's determination of materiality is a matter of professional judgment, and is affected by the auditor's perception of the financial information needs of users of the financial statements. In planning our audit, we have concluded that a materiality level of 2% of revenue (\$1,250,000) is appropriate. However, we anticipate that management will record any adjustments that we propose that are of a non-trivial nature.

SIGNIFICANT FINDINGS FROM THE AUDIT

Our objective is to communicate appropriately to the Board of Trustees any deficiencies in internal control that we have identified during the audit and that, in our professional judgment, are of sufficient importance to merit being reported to the Board of Trustees.

The audit findings contained in this letter did not have a material effect on the Division's financial statements, and as such, our audit report is without reservation with respect to these matters.

Our audit procedures were performed to form an opinion on the financial statements and although they might bring possible fraudulent or illegal activities to our attention, our audit procedures were not designed to detect fraudulent or illegal activities.

Significant Deficiencies in Internal Control

Our audit procedures did not reveal any significant deficiencies in internal control. However, we are making a number of internal control recommendations in "other matters" below.

Significant Qualitative Aspects of Accounting Practices

Management is responsible for determining the significant accounting policies. The choice of different accounting policy alternatives can have a significant effect on the financial position and results of the Division. The application of those policies often involves significant estimates and judgments by management.

We are of the opinion that the significant accounting policies, estimates and judgments, and financial disclosures made by management do not materially misstate the financial statements taken as a whole.

Uncorrected Misstatements

The total unrecorded misstatements noted during the audit amounted to a \$16,341 overstatement of the Division's operating surplus for the year ended August 31, 2017.

Amount of over (under) misstatement				
Description	Assets	Liabilities	Surplus	Equity
Variance in Alberta Education funding payable	\$ -	\$ (16,341)	\$ 16,341	\$ 16,341
Total unrecorded misstatements	\$ -	\$ (16,341)	\$ 16,341	\$ 16,341

After considering both quantitative and qualitative factors with respect to the uncorrected misstatements accumulated during the audit, we agree with management that the financial statements are not materially misstated.

Significant Difficulties Encountered During the Audit

We encountered no significant difficulties during our audit that should be brought to the attention of the Board.

Management Representations

Management's representations are integral to the audit evidence we will gather. Prior to the release of our report, we will require management's representations in writing to support the content of our auditors' report.

OTHER MATTERS**1. Bank reconciliations**

We noted that bank reconciliations at the school level did not contain consistent evidence of preparer and reviewer.

We recommend that all bank reconciliations contain evidence of preparer and reviewer.

2. Goods and Services Tax (GST) – Public Services Bodies Rebate (PSB)

We noted that the Division only filed one PSB rebate form for the 2016/17 fiscal year. Recently the Canada Revenue Agency (CRA) has been disallowing rebates that are not being filed twice per year.

We recommend that the Division file its PSB rebate forms twice a year from September 1 – February 28 and March 1 – August 31.

3. Expense Claims

While completing our audit over expense claim processes we discovered that the Superintendents expense claim reports were being approved by the Secretary-Treasurer (subordinate).

We recommend that the Superintendents expense claims be approved by the Board of Trustees on a go forward basis.

4. Inventory

Currently the Division has a balance of \$39,767 of inventory held for consumption as at August 31, 2017. The balance in this account has remained consistent over the past years as no inventory count had been performed at August 31, 2017.

We recommend that the Division perform an inventory count at year end or ensure that this balance is accurate at year-end.

5. Rental of Facilities – Schroeder Oil Field Services

On July 8, 2016 the Division signed a 10 year agreement with Schroeder Oil Field Services for housing. This agreement commits the Division to pay rent of \$116,100 annually to Schroeder Oil Field Services whether the rental units are vacant or not.

We recommend that the Division seek legal advice to determine if they can retract from the agreement.

AUDITOR INDEPENDENCE

We have been engaged to audit the financial statements of the Division for the year ending August 31, 2017.

We believe that it is important that we communicate at least annually with you regarding all relationships between the Division and our firm that, in our professional judgment, may reasonably be thought to bear on our independence.

In determining which relationships to report, these standards require us to consider relevant rules and related interpretations prescribed by the Institute of Chartered Accountants of Alberta and applicable legislation, covering such matters as:

- (a) holding a financial interest, either directly or indirectly, in a client;
- (b) holding a position, either directly or indirectly, that gives the right or responsibility to exert significant influence over the financial or accounting policies of a client;
- (c) personal or business relationships of immediate family, close relatives, partners or retired partners, either directly or indirectly, with a client;
- (d) economic dependence on a client; and
- (e) provision of services in addition to the audit engagement.

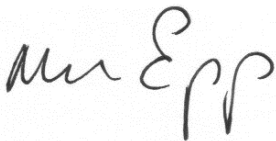
We have prepared the following comments to facilitate our discussion with you regarding independence matters.

We are not aware of any relationships between the Division and ourselves that, in our professional judgment, may reasonably be thought to bear on our independence that have occurred from September 1, 2016 – November 30, 2017.

We wish to thank Trudy Rasmuson, Roxane Guindon and all other Division staff for their assistance during the audit. We thank you for choosing Hawkings Epp Dumont LLP as the Division's external auditors.

Yours very truly,

HAWKINGS EPP DUMONT LLP



Michael H. Epp, CPA, CA, CMA
Partner

MHE/law

cc: Mr. Gord Atkinson, Superintendent of Schools
Ms. Trudy Rasmuson, Secretary Treasurer



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** November 30, 2017
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: 2017-2018 Fall Budget
ORIGINATOR: Administration
REFERENCE(S) & ATTACHMENTS: Policy 2, Role of the Board
 Fall Budget Update

RECOMMENDATION:

THAT the Board of Trustees approve the 2017-2018 Fall Budget, as attached.

BACKGROUND:

Alberta Education requires jurisdictions to prepare and submit a budget update each fall. Jurisdictions are also required by Alberta Education to provide a budget update as information to the Board of Trustees each fall reflecting changes in revenue, enrolment, current staffing and other key budget assumptions.

Each school and central department prepared a revised budget in the fall based on updated September 30th enrolment, current staffing FTE's, as well as the planned use of surplus funds.

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION NO. 61

**Fall
Budget
report**

2017/2018

This document outlines the updated figures, based on actual fall enrolment.

Report to the
Board of Trustees
November 30, 2017

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

2017-2018 BUDGET OVERVIEW

The final budget shows a surplus of \$553,000, with plans to use the surplus next year.

Revenue

Operational revenue is up by \$2.6 million. This is due to:

- Addition of \$1.5 million in Special Approvals funding (funding transferred from NSD to First Nations for provincial students attending First Nation schools), and a higher percentage of students being provincial versus federal.
- Addition of \$525,000 of the \$6 million Five Year Investment Grant, for expenses that were covered in the operational budget in the spring, but had to be covered by the grant, due to the change in enrolment numbers.
- Reduction of \$285,000 in the BCCE grant (last year, we received 1.5 years of grant in one year).
- Reduction in federal revenue due to enrollment change; however, the tuition rate increased, so there is a net increase.
- School Food Services difference has been accounted for in the Five Year Investment Grant versus in its own category.
- Industry Funded revenues have increased by \$300,000, mostly due to the addition of Apple Schools to the budget (wasn't in the previous budgets), and an increase in RCSD funding.
- Alberta Mental Health Project funding was reduced by \$410,000. This project is based on a cost-recovery model; if it is projected that only \$470,000 can be spent, then that is the budget for the year.

A \$5.9 million conditional grant (and corresponding expenses) has been added to the revenue. This grant covers four major areas, and is structured to provide additional supports to schools

The revenue also includes \$1.25 million from the repayment of a receivable from Mikisew Cree First Nation. This will not be available next year, so the budget will have to be adjusted moving forward.

As well, federal revenues are difficult to project for the spring and draft fall budget, as they are based on the actual expenses incurred for the previous fiscal year. The goal is to sign new Educational Service Agreements with the First Nations, based on a revenue model, so funding is more predictable and reliable.

Expenses

The overall divisional goal this year is 15:1 pupil-teacher ratio. The school budgets have increased by \$477,000 overall, with the increase coming from the Five-Year Investment Grant or school surpluses carried over from last year.

There is a small overall increase to Central Office of \$607,000. This is due to:

- Reduction in funding for school councils – there should be less expenses for them versus Local School Board Committee, so the expense was adjusted downwards.
- CTS mobile expenses were reduced, as the CTS coordinator is now assigned to Pedagogical.
- FNMI expenses are up, due to the re-assignment of the BCCE grant expenses to FNMI (both for this year, and for last year's carryforward) and the addition of Five Year Investment Grant expenses.
- Other budget increases are a result of the addition of the Five Year Investment Grant.
- Testing and Achievement budget is down, due to the transfer of two staff from this budget to External Services.
- External Services budget is down due to a reduction in the Alberta Mental Health Project.
- Addition of an IT technician to help support the east-side schools.

NORTHLAND SCHOOL DIVISION NO. 61
2017-2018 Enrolment Detail
September 30, 2017

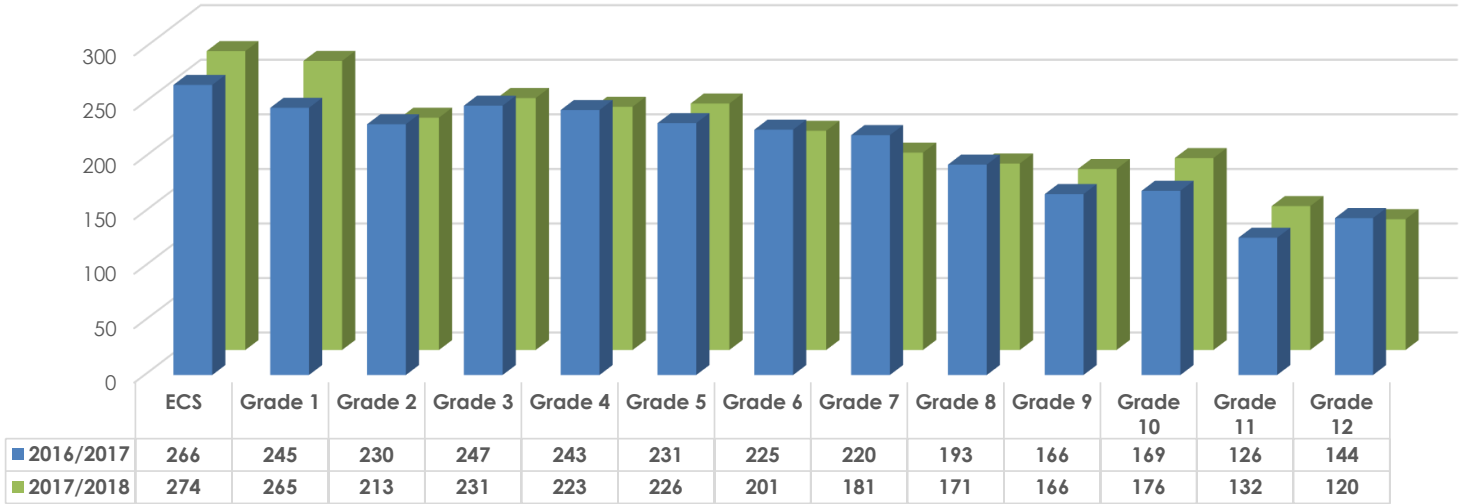
	Student Enrolment		Variance	
	2016-2017 Actual	2017-2018 Actual	Enrolment Change	% Change
Athabasca Delta	218	223	5	2.29%
Anzac	73	90	17	23.29%
Bill Woodward	112	114	2	1.79%
Bishop Routhier	60	70	10	16.67%
Calling Lake	111	102	(9)	-8.11%
Calling Lake Outreach	2	5	3	150.00%
Career Pathways	74	62	(12)	-16.22%
Chipewyan Lakes	18	15	(3)	-16.67%
Conklin	39	28	(11)	-28.21%
Dr. Mary Jackson	29	16	(13)	-44.83%
Elizabeth	146	127	(19)	-13.01%
Father R. Perin	78	72	(6)	-7.69%
Fort McKay School	74	80	6	8.11%
Gift Lake School	190	179	(11)	-5.79%
Grouard	68	77	9	13.24%
Hillview	16	16	0	0.00%
J.F. Dion	85	83	(2)	-2.35%
Kateri	96	105	9	9.38%
Little Buffalo	202	188	(14)	-6.93%
Mistassiniy	343	291	(52)	-15.16%
Paddle Prairie	121	118	(3)	-2.48%
Peerless Lake	134	122	(12)	-8.96%
Pelican Mountain	20	17	(3)	-15.00%
St. Theresa	363	336	(27)	-7.44%
Susa Creek	33	43	10	30.30%
	2,705	2,579	(126)	-4.66%
ECS	266	274	8	3.01%
Grades 1-6	1,421	1,359	(62)	-4.36%
Grades 7-9	579	518	(61)	-10.54%
Grades 10-12	439	428	(11)	-2.51%
	2,705 ¹	2,579 ³	(126)	-4.66%
Federal Enrolment	1159 ²	1,148	(11)	-4.36%
% of students	42.85%	44.51%		

1. These are the actual enrolment numbers for 2016-2017. 2017-2018 Spring budget numbers were 2,667.

2. These are the actual federal enrolment numbers for 2016-2017. 2017-2018 Spring budget numbers were 1,177.

3. These are the actual enrolment numbers for September, 2017. June budgeted enrolment was 2,667.

**Northland School Division
2017-2018 SPRING BUDGET
ENROLMENT COMPARATIVE**



2016/2017 TOTAL ENROLMENT - 2705
2017/2018 TOTAL ENROLMENT - 2579

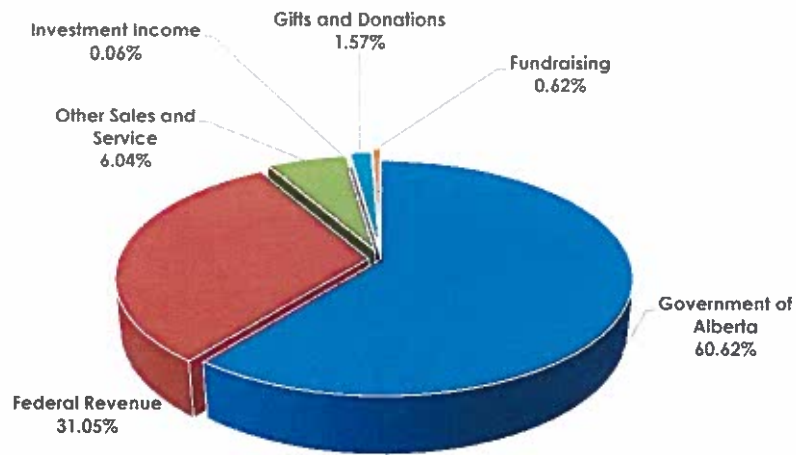
**NORTHLAND SCHOOL DIVISION NO. 61
2017-2018 FALL BUDGET
STATEMENT OF REVENUES AND EXPENSES**

	<u>2017/2018 Spring Budget</u>	<u>2017/2018 Fall Budget</u>	<u>\$ Change</u>	<u>% Change</u>
REVENUES				
Government of Alberta				
Alberta Education	\$ 29,093,203	\$ 30,302,635	\$ 1,209,432	4.16%
Other Government of Alberta	12,649,905	13,439,597	789,692	6.24%
	<u>41,743,108</u>	<u>43,742,232</u>	<u>1,999,124</u>	<u>4.79%</u> ¹
Federal Revenue	21,495,421	22,407,682	912,261	4.24%
Other Sales and Services	5,090,607	4,360,798	(729,809)	-14.34%
Investment Income	60,000	60,000	-	0.00%
Gifts and Donations	680,000	1,136,412	456,412	67.12%
Fundraising	450,000	450,000	-	0.00%
	<u>69,519,136</u>	<u>72,157,124</u>	<u>2,637,988</u>	<u>3.79%</u>
EXPENSES				
Instruction				
Schools	27,442,408	27,920,138	477,730	1.74%
Central Services (Instructional Support)	18,803,413	19,824,756	1,021,343	5.43%
	<u>46,245,821</u>	<u>47,744,894</u>	<u>1,499,073</u>	<u>3.24%</u>
Operations & Maintenance	10,676,797	11,128,477	451,680	4.23%
Transportation	3,706,060	3,641,813	(64,247)	-1.73%
Board and System Administration	4,008,945	3,842,940	(166,005)	-4.14%
External Services	5,255,301	5,245,919	(9,382)	-0.18%
	<u>69,892,924</u>	<u>71,604,043</u>	<u>1,711,119</u>	<u>2.45%</u>
OPERATING SURPLUS/(DEFICIT)	<u>(373,788)</u>	<u>553,081</u>	<u>926,869</u>	

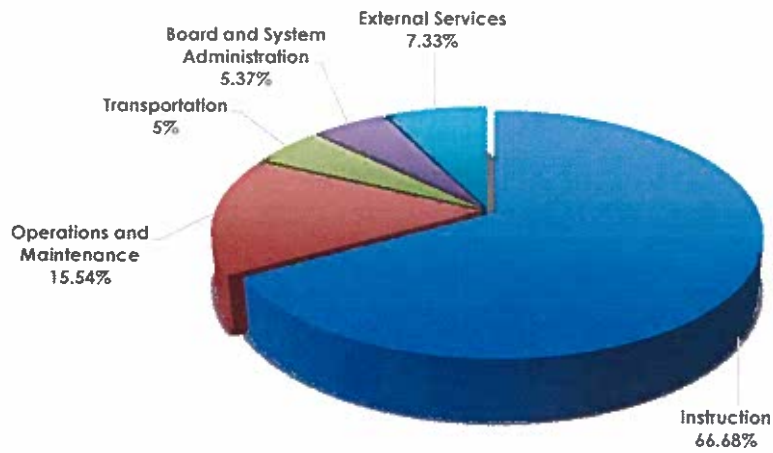
Notes:

- 1 The increase is a result of the increase in special approvals (money passed onto First Nations that have provincial students enrolled) of \$1.5 million.
- 2 There were 29 fewer federal students than budgeted in the Spring; however, the tuition rate increased for a net increase of \$900,000.
- 3 A combination of the grant money (\$350,000) for School Food Services being reported under the grant category instead of here and a reduction in Alberta Mental Health Project money (\$410,000)
- 4 The addition of Apple Schools partnership money, that was not reported in the previous budgets, and some donation carryforwards from last year.
- 5 The additional school staffing will be funded through the Five-Year Investment Grant and carryforwards from last year.
- 6 The majority of the expense increase is the result of additions from the Five-year Investment Grant.
- 7 Additional operating money to be used for repairs to the schools, to bring them up to a consistent standard.
- 8 The majority of the expense increase is the hiring of two itinerant substitute teachers under the HR budget. The funding for the positions will come from the Five-Year Investment Grant.

2017/2018 Revenues



2017/2018 Expenses



**NORTHLAND SCHOOL DIVISION NO. 61
2017/2018 FALL BUDGET
CHANGES TO ACCUMULATED SURPLUS**

	2017-2018			
	Unrestricted Surplus	Operating Reserves	Capital Reserves	
as of August 31, 2017	\$ 2,322,399		\$ 3,684,664	1
Surplus as of August 31, 2017	\$ (1,961,766)	\$ 461,766	\$ 1,500,000	2
Net 2016-2017 amortization (depreciation)	\$ (1,126,007)		\$ 1,126,007	3
Budgeted surplus	\$ 533,081			4
Projected net amortization (depreciation)	\$ 1,125,000			5
List of capital projects for 2017-2018			\$ (4,993,000)	6
Capital projects from last year			\$ (600,000)	7
Projected balance, Aug. 31, 2018	\$ 892,707	\$ 461,766	\$ 717,671	

Note:

1 Closing balances from the audited year-end financial statements. The total is made up from capital reserves from the following:

School and instruction	\$ 184,388
Maintenance	\$ 1,395,283
Board and administration	\$ 135,126
Transportation	\$ 904,135
External services (SFS and housing)	\$ 1,065,732
	\$ 3,684,664

2 Last year's surplus, divided between operating and capital reserves. The \$1.5 m was reserved for the CTS shop at Paddle Prairie.

3 Depreciation expense is usually moved to capital reserves, eventually to replace the equipment being expensed.

4 Surplus from the November final budget.

5 Same as #3, but for this year instead of last year.

6 List of capital projects from further into the budget package.

7 Some projects that were started in 2016-2017, but weren't completed until after the new fiscal year (eg. purchase of vehicles/buses)

**NORTHLAND SCHOOL DIVISION
2017/2018 FALL BUDGET
REVENUE DETAILS**

	2017/2018 Spring Budget	2017/2018 Fall Budget	\$ Change	% Change
ALBERTA EDUCATION				
Base Funding				
Early Childhood Services (ECS)	\$ 524,895	\$ 660,219	\$ 135,324	25.78%
Base Instruction (Gr 1-9)	8,274,106	7,932,250	(341,856)	-4.13%
Base Instruction (Gr 10-12)	891,550	763,398	(128,152)	-14.37%
Home Education	15,037	15,037	-	0.00%
System Administration Reduction	(384,000)	(384,000)	-	0.00%
Board Governance & Administration	471,000	471,000	-	0.00%
Funding reduction due file deficiencies	(48,453)	(46,779)	1,674	-3.45%
	<u>9,744,135</u>	<u>9,411,125</u>	<u>(333,010)</u>	<u>-3.42%</u>
Differential Cost Funding				
ECS Program Unit Funding (PUF)	1,000,000	1,000,000	-	0.00%
Equity of Opportunity	1,335,000	1,335,000	-	0.00%
English as a Second Language	432,952	432,952	-	0.00%
First Nation, Metis, Inuit Funding	1,400,761	1,400,761	-	0.00%
Inclusive Education	2,977,500	2,977,500	-	0.00%
Northern Allowance	728,450	701,556	(26,894)	-3.69%
Outreach Program Funding	125,946	125,946	-	0.00%
Plant Operation & Maintenance	3,433,077	3,433,077	-	0.00%
Small Schools by Necessity	3,199,651	3,199,651	-	0.00%
Socio Economic Status	198,286	189,650	(8,636)	-4.36%
Special Approvals Funding	550,000	2,100,000	1,550,000	281.82%
Funding reduction due file deficiencies	(35,365)	(35,187)	178	-0.50%
	<u>15,346,258</u>	<u>16,860,906</u>	<u>1,514,648</u>	<u>9.87%</u>
Targeted Funding				
Supernet Funding	211,200	211,200	-	0.00%
Regional Collaborative Service Delivery	672,206	700,000	27,794	4.13%
	<u>883,406</u>	<u>911,200</u>	<u>27,794</u>	<u>3.15%</u>
Transportation Funding	2,334,404	2,334,404	-	0.00%
Infrastructure Maintenance Renewal (IMR)	785,000	785,000	-	0.00%
Other Alberta Education Revenue				
Fort McMurray COLA	500,000	500,000	-	0.00%
One-time funding and Five Year Investment Grant	5,480,000	6,005,000	525,000	9.58%
Building Collaboration and Capacity in Education Grant	669,890	934,582	264,692	39.53%
	<u>6,649,890</u>	<u>7,439,582</u>	<u>789,692</u>	<u>11.88%</u>
Alberta Education Supported Amortization	3,500,015	3,500,015	-	0.00%
Teacher Retirement Fund	2,500,000	2,500,000	-	0.00%
TOTAL PROVINCIAL FUNDING	<u>41,743,108</u>	<u>43,742,232</u>	<u>1,999,124</u>	<u>4.79%</u>

Notes

- 1 Base funding fell as a result of the change in provincial enrolment from 1,490 projected Spring, 2017 to 1,431 actual in September, 2017.
- 2 Historically, only part of the special approvals grant has been included in the budget. The Fall budget amount represents the full amount. There is no change in the actual amount of the special approvals grant, just the way it's being shown in the budget.
- 3 The June budget reflected the part of the \$6 million Five Year Investment Grant that was used to be used in operations - additional funds have been added to operations (versus capital). Of the \$6 million, \$100,000 is a one-time grant to replace school fees. The list outlining the allocation of the Five Year Investment Grant is located further in the report.
- 4 BCCE grant amount in the spring budget was carried over from the previous year (which was about 150% of the annual grant). The amount for this year is \$385,000. BCCE carryforward from last year was \$549,332.

FEDERAL REVENUE**Regular Tuition**

Bigstone First Nation	7,062,453	6,886,126	(176,327)	-2.50%	⁵
Chip Prairie	869,760	1,092,154	222,394	25.57%	
Indigenous and Northern Affairs Canada	2,070,029	2,443,464	373,435	18.04%	
Lubicon Lake Band	2,104,820	2,943,264	838,444	39.83%	⁶
Mikisew Cree First Nation	2,652,652	1,762,051	(890,601)	-33.57%	⁷
Peerless Trout First Nation	3,583,412	3,850,307	266,895	7.45%	
Fort Chipewyan Education Authority	81,000	81,000	-	0.00%	
	<u>18,424,126</u>	<u>19,058,366</u>	<u>634,240</u>	<u>3.44%</u>	

Early Childhood Services Tuition

Bigstone First Nation	444,310	491,531	47,221	10.63%	
Chip Prairie	52,894	115,654	62,760	118.65%	
Mikisew Cree First Nation	97,894	42,777	(55,117)	-56.30%	
Indigenous and Northern Affairs Canada	243,312	419,247	175,935	72.31%	
Lubicon Lake Band	137,524	231,309	93,785	68.21%	
Peerless Trout First Nation	306,785	260,222	(46,563)	-15.18%	
	<u>1,282,719</u>	<u>1,560,740</u>	<u>278,021</u>	<u>21.67%</u>	

Federal Outreach

	474,576	474,576	-	0.00%	
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Additional Federal Revenue

	<u>1,314,000</u>	<u>1,314,000</u>	<u>-</u>	<u>100.00%</u>	⁸
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TOTAL FEDERAL FUNDING

	<u>21,495,421</u>	<u>22,407,682</u>	<u>912,261</u>		⁹
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OTHER REVENUES

School Food Services	3,518,314	3,168,000	(350,314)	-9.96%	¹⁰
Rental Revenue	658,970	689,620	30,650	4.65%	
Hot Lunch Revenue	32,675	32,675	-	0.00%	
Industry Funded Revenue/Donations	680,000	1,136,412	456,412	67.12%	¹¹
Alberta Mental Health Project	880,648	470,503	(410,145)	-46.57%	
School Generated Fundraising	450,000	450,000	-	0.00%	
Investment income/rebates	60,000	60,000	-	0.00%	
	<u>6,280,607</u>	<u>6,007,210</u>	<u>(273,397)</u>	<u>-4.35%</u>	
	<u>69,519,136</u>	<u>72,157,124</u>	<u>2,637,988</u>	<u>3.79%</u>	

Notes

5 Approximately 35 fewer students attending NSD schools in Wabasca-Desmarais, and are attending OPK (Grade 8 is being offered)

6 40 more federal students are enrolled at Little Buffalo than projected in the Spring budget.

7 40 fewer federal students are enrolled at ADCS than projected in the Spring budget.

8 Additional income from Mikisew Cree (repayment of the outstanding receivable) of \$1.25 million.

9 Federal enrolment was projected at 1,177 in the Spring, 2017-2018 budget; actual numbers are 1,148. In addition, the federal tuition rate rose from \$1,793.32 to \$1,908 per month per student. The rate charged to ADCS federal students fell from \$2,103.61 to \$1,853.62 per month per student.

10 This is due to additional funding through the Five-year Grant Investment Project. The difference in this category is included with the grant money.

11 The difference is the addition of the grant money from Apple Schools, which hasn't been included in the budget in the past. A list of partnerships is included further in the report.

Five Year Investment Grant

Outcome 1	Associate Superintendents	\$ 425,000.00
	Professional Learning through Coaching	\$ 1,000,000.00
	Attendance Improvement (DAL)	\$ 150,000.00
	Technology Plan	\$ 100,000.00
	Flexible Learning	\$ 200,000.00
	High School Literacy	\$ 200,000.00
Outcome 2	Land-based Learning and Culture Camp	\$ 500,000.00
	Language and Culture Instruction	\$ 250,000.00
Outcome 3	Assistant Supervisors of Student Services	\$ 300,000.00
	Family Wellness Workers	\$ 850,000.00
	Staff Wellness Project	\$ 50,000.00
	School Food Services	\$ 350,000.00
Outcome 4	Professional Development for EAs	\$ 150,000.00
	Leadership Development	\$ 200,000.00
	Professional Learning for Community Based Ed.	\$ 250,000.00
Key Priorities	Itinerant Subs	\$ 300,000.00
	Principal Meetings	\$ 180,000.00
	School Councils/Community Meetings	\$ 150,000.00
	PupilTeacher Ratio adjustments	\$ 300,000.00
		<u>\$ 5,905,000.00</u>

**NORTHLAND SCHOOL DIVISION NO. 61
2017/2018 FALL BUDGET
SCHOOL EXPENSES**

	<u>2017/2018 Spring Budget</u>	<u>2017/2018 Fall Budget</u>	<u>\$ Change</u>
Athabasca Delta	2,865,968	3,076,695	210,727 ¹
Anzac	973,715	990,333	16,618
Bill Woodward	1,223,355	1,238,355	15,000
Bishop Routhier	614,822	720,113	105,291 ²
Calling Lake	1,189,390	1,190,411	1,021
Calling Lake Outreach	20,790	19,610	(1,180)
Career Pathways	486,950	531,024	44,074 ³
Chipewyan Lakes	369,460	362,750	(6,710)
Conklin	567,604	579,879	12,275 ⁴
Dr. Mary Jackson	379,168	376,987	(2,181)
Elizabeth	1,302,597	1,279,876	(22,721)
Father R. Perin	825,081	828,398	3,317
Fort McKay School	1,135,178	1,145,717	10,539
Gift Lake School	1,758,479	1,803,829	45,350 ⁵
Grouard	839,360	841,459	2,099
Hillview	306,567	306,547	(20)
J.F. Dion	935,712	935,394	(318)
Kateri	889,816	907,606	17,790
Little Buffalo	1,723,733	1,723,599	(134)
Mistassiniy	2,737,556	2,667,432	(70,124) ⁶
Paddle Prairie	1,012,378	969,169	(43,209) ⁷
Peerless Lake	1,160,584	1,155,152	(5,432)
Pelican Mountain	323,039	336,704	13,665
St. Theresa	3,444,728	3,452,303	7,575
Susa Creek	336,112	460,530	124,418 ⁸
Home Education	20,266	20,266	-
	<u>\$ 27,442,408</u>	<u>\$ 27,920,138</u>	<u>\$ 477,730</u>

Notes:

There is an overall increase in the budget to the schools of \$477,730. The increase in funds were used to increase certificated staffing at two schools and ensure that each school has a Cree instructor. The funding for the extra positions will come from the Five-Year Investment Grant.

1 There was unspent grant money from 2016-2017, so it was added to this year's school budget.

2 Additional teacher from the Five-Year Investment Grant.

3 Extra secretarial time and increase in funding due to enrolment.

4 There is a plan for an additional teacher from the Five-Year Investment Grant.

5 LTA funding for school liaison worker.

6 Decrease in funding due to enrolment change between projected spring budget and actual enrolment in the fall budget.

7 Decrease in one support position.

8 Additional teacher due to enrolment increase.

NORTHLAND SCHOOL DIVISION NO. 61
2017/2018 FALL BUDGET
SCHOOLS STAFFING (FTEs)

	2017/2018 Spring Budget		2017/2018 Fall Budget		Change in FTE		Pupil to Teacher Ratio
	FTE		FTE		Certificated	Uncertificated	
	Certificated	Uncertificated	Certificated	Uncertificated	Certificated	Uncertificated	
Athabasca Delta	20	8	19	10	-1	2	11.7
Anzac	5.5	4.1	5.5	4.1	0	0	16.4
Bill Woodward	7.5	4	7.5	4	0	0	15.2
Bishop Routhier	4	3	5	3	1	0	14.0
Calling Lake	9	3	9	3	0	0	11.3
Calling Lake Outreach	0	0	0	0	0	0	
Career Pathways	3	2	3	2.5	0	0.5	20.7
Chipewyan Lakes	2	2	2	2	0	0	7.5
Conklin	4	2	4	2.2	0	0.2	7.0
Dr. Mary Jackson	2	2.7	2	2.7	0	0	8.0
Elizabeth	9	5.65	9	5.25	0	-0.4	14.1
Father R. Perin	6	2.6	6	2.6	0	0	12.0
Fort McKay School	5	7	5	7	0	0	16.0
Gift Lake School	12	8	12	9	0	1	14.9
Grouard	6	3	6	3	0	0	12.8
Hillview	2	1.25	2	1.25	0	0	8.0
J.F. Dion	6.5	3.5	6	4.5	-0.5	1	13.8
Kateri	6	3.9	6	3.9	0	0	17.5
Little Buffalo	12	7	12	7	0	0	15.7
Mistassiniy	20	8	20	6.5	0	-1.5	14.6
Paddle Prairie	7	3.9	7	2.9	0	-1	16.9
Peerless Lake	8	4.6	8	4.6	0	0	15.3
Pelican Mountain	2	1.5	2	1.6	0	0.1	8.5
St. Theresa	22	20	22	20	0	0	15.3
Susa Creek	2	1.7	3	1.7	1	0	14.3
	182.50	112.4	183.00	114.3	0.5	1.9	14.8

The staffing allocation to the schools is based on the school enrolment and the commitment to move to a 16:1 student-teacher ratio over the next several years. Certificated staff numbers were determined after analysis of student count by grade, and grade combinations, in each school, with close involvement of the principals. Athabasca-Delta has a different STR, due to a separate tuition agreement outlining the staff complement, and other staffing commitments.

Another consideration is the smaller schools - there will be a minimum of 2.25 certificated staff per school, regardless of the enrolment. Therefore, some schools have a lower student-teacher ratio than others.

NORTHLAND SCHOOL DIVISION NO. 61
2017/2018 SPRING BUDGET
CENTRAL SERVICES EXPENSES BY CATEGORY

	<u>2017/2018</u> <u>Spring Budget</u>	<u>2017/2018</u> <u>Fall Budget</u>	<u>\$</u> <u>Change</u>	
Governance				
Corporate Board	\$ 521,750	\$ 521,750	\$ -	
LSBC	331,536	521,750	\$ (331,536)	1
	<u>853,286</u>		<u>\$ (331,536)</u>	
Education Executive				
Superintendent & Associate Superintendent	1,564,322	928,026	\$ (636,296)	2
Public Relations	158,306	163,447	\$ 5,141	
Superintendent Office & PR	<u>1,722,628</u>	<u>1,091,473</u>	<u>(1,294,227)</u>	
Instructional Services-Central				
Area Superintendents		694,236		
CTS Mobile	184,779	98,912	(85,867)	3
First Nations, Metis and Inuit	1,237,456	2,233,045	995,589	4
Literacy	433,471	370,970	(62,501)	
Occupational Health and Safety	139,835	143,701	3,866	
Pedagogical	759,378	1,024,578	265,200	5
System Computers	1,987,300	2,038,231	50,931	
Testing and Achievement	<u>4,061,518</u>	<u>3,824,081</u>	<u>(237,437)</u>	
	8,803,737	10,427,754	929,781	
Instructional Services-Schools	8,652,565	9,397,000	744,435	6
Human Resources	597,711	613,453	15,742	7
Business Services	1,685,309	1,616,264	(69,045)	
Facility Services				
Facilities	9,891,797	10,343,477	451,680	8
Infrastructure Maintenance Renewal (IMR)	785,000	785,000	-	
	<u>10,676,797</u>	<u>11,128,477</u>	<u>451,680</u>	
Student Transportation	3,706,060	3,641,813	(64,247)	
External Services	5,752,426	5,245,919	(506,507)	9
	<u>42,450,519</u>	<u>43,683,903</u>	<u>1,233,384</u>	

Notes

- 1 LSBCs were transitioned to School Councils in the summer of 2017. They are included in instructional services-schools.
- 2 Reclassification of some budgeted items into this category caused the increase. Overall, no increase.
- 3 The CTS division-wide coordinator position was re-classified to a pedagogical support position. The only money left to spend specific to CTS is this year's Cenovus grant.
- 4 The increase is due to:
Five-year investment grant - \$750,000
Unspent BCCE grant money carried forward from last year - \$549,332 (and a reduction in this year's BCCE grant, because last year's grant was for 18 months versus 12 months)
- 5 The addition of three staff from the Five-Year Investment Grant.
- 6 The increase in expenses are related to the Five-Year Investment Grant. (eg: principal meetings, leadership training)
- 7 The addition of two itinerant substitute teachers from the Five-Year Investment Grant.
- 8 Additional \$500,000 funding for school repairs.
- 9 The reduction in Alberta Mental Health expenses due to the reduction in the grant amount.

Northland School Division No. 61
2017/2018 Budget
Infrastructure Maintenance and Renewal (IMR) Projects

Project	Cost
General upkeep in schools, not included in the additional operational funding. Eg: flooring	\$ 300,000
Telephone software upgrades (for security reasons)	60,000
Cameras and intercoms at main door of schools	150,000
Fire alarm panel replacement/upgrades - Paddle Prairie, walk in cooler/freezer alerts in all schools	68,000
Upgrade playgrounds by removing older equipment and install gravel and upgrade landscaping	80,000
Hot water system flush/recharges, software upgrades, pump/piping retrofits	180,000
Total IMR projects	838,000

We have \$1.2 m set aside to provide seed money for a division wide energy retrofit. Savings from the retrofits will be reinvested into more facility upgrades.

Capital Projects

Project	Cost
Replace school grounds maintenance equipment	160,000
Replace 4 school buses	500,000
Replace 14 fleet vehicles (7 maintenance, 2 SFS, 3 general, 1 housing)	550,000
Construction of trans-gender washrooms in schools	150,000
General upgrade of Father R. Perin, including a new roof	400,000
Sewage lagoon reclamation at Peavine, Conklin and Little Buffalo	375,000
Demolition of approximately 14 housing units, move and set up two units	600,000
Implementation of year 1 of housing plan	650,000
Chip Lake kitchen cooler	6,500
ADCS commercial kitchen equipment	17,000
Tools4Ever - SRB/Maplewood automatic account creator	9,500
Antivirus program	30,000
2 floor scrubbers	15,000
Grounds equipment	30,000
CTS shop at Paddle Prairie	1,500,000
Total unsupported capital projects	4,993,000

**Northland School Division No. 61
Partnership Donations**

Donor	School	Purpose	2016-2017	2017-2018
Apple Schools	6 in the division	Healthy Living	\$ 133,000	\$ 219,873
Fort McKay First Nations	Fort McKay	4 educational assistant positions	\$ 200,000	\$ 200,000
Conklin Community Enhancement	Conklin	Teacher	\$ 100,000	\$ 100,000
	Conklin Outreach	Outreach teacher	\$ 100,000	\$ 100,000
Shell Canada	ADCS Outreach	Outreach teacher	\$ 112,000	none
		Land-based learning	\$ 85,000	\$ 85,000
Genovus Energy	all schools	Literacy, CTS, Attendance Initiative	\$ 125,000	\$ 125,000
MD of Opportunity	Mistassiny/St. Theresa	Counsellor		\$ 60,000
Alberta Mental Health				\$ 240,051
When We Are Healthy				\$ 230,452
Helping Hands				\$ 700,000
Regional Collaborative Service Delivery (RCSD)				\$ 385,250
Building Collaboration and Capacity in Education (Alberta Education)				\$ 30,000
Healthy Schools (U of A)				
<u>LTA's through the Metis Settlements</u>				
Gift Lake Metis Settlement	Gift Lake School	school supplies liaison worker, but not hired by the school - is a settlement employee		\$ 80,000
East Prairie Metis Settlement	Hillview	liaison worker, but not hired by the school - is a settlement employee		
<u>Other in-kind partnerships</u>				
Northern Lights S.D., Fishing Lake Metis Settlement	J.F. Dion	shared school transition officer Each partner contributes 1/3		

Note: In the November budget, there will be additional amounts that were carried forward from 2016-2017. This list will be updated at that point.



**NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD**

TO: THE BOARD OF TRUSTEES **DATE:** November 30, 2017
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: Policy 4, Trustee Code of Conduct
ORIGINATOR: Administration
REFERENCE(S) & ATTACHMENTS: Policy 4, Trustee Code of Conduct

RECOMMENDATION:

THAT the Board of Trustees approve third and final reading of Policy 4, Trustee Code of Conduct, as attached.

BACKGROUND:

At the August 31, 2017 Special Board meeting, Lois Byers, Official Trustee directed administration to make changes to Policy 4, Trustee Code of Conduct to indicate measures to take if a Trustee decided to run as an MLA while being a Trustee and bring the changes to the September 14, 2017 Board meeting.

These changes came as a result from a question that was asked during the June 22 Corporate Board meeting on whether a Trustee could also be an MLA. Results received back from Alberta Education stated that the Local Authorities Election Act had no stipulations on a person running for more than one office, but Section 82(g) of the School Act states that you cannot be a Trustee and an MLA. Byers, Official Trustee recommended that a clause be added to Policy 4 – Trustee Code of Conduct that if a Trustee decides to run for the position of MLA that they would need to take a leave of absence from their position as Trustee which would be the same as an employee of the division.

To date we have not received any feedback.

RISK ANALYSIS:

Policy 4

TRUSTEE CODE OF CONDUCT

The Board commits itself and its members to conduct which meets the highest ethical standards. It is expected that all personal interactions and relationships will be characterized by mutual respect, which acknowledges the diversity, dignity and worth of each person.

Specifically

1. Trustees shall carry out their responsibilities as detailed in Policy 3 – Role of a Trustee with diligence.
2. Trustees shall endeavour to work with fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion which may arise during debate.
3. Trustees shall consider information received from all sources and base personal decisions upon all available facts in every case; unswayed by partisan bias of any kind, and thereafter, abide by and uphold the final majority decision of the Board.
4. Trustees shall honour their fiduciary responsibility;
 - 4.1 Fiduciary responsibility supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs, or acting as an individual consumer of the Division's services.
5. Trustees shall reflect the Board's policies and resolutions when communicating with the public.
6. Trustees shall respect issues of a sensitive or confidential nature.
7. Trustees shall represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
8. Trustees shall disclose the nature of any pecuniary interest, and abstain and absent themselves from discussion or voting on the matter in question.
9. Trustees shall not use their influence to obtain employment or any other preferential treatment within the Division for immediate family members.
 - 9.1 Immediate Family includes spouse or adult interdependent partners, parents and grandparents, children and grandchildren, brothers and sisters, nieces and nephews, mother in law and father in law, brothers in law and sisters in law, daughters in law

and sons in law.

10. To assist with ensuring effective meetings, among other things, trustees shall ensure electronic devices and side-bar conversations are not interruptive to the meeting or their participation in the meeting.
11. **A Trustee who wishes to be nominated as a candidate for election as an Member of the Legislative Assembly of Alberta (MLA):**
 - 11.1 **must take a leave of absence from their position of Trustee during the campaign period and, if elected;**
 - 11.2 **will be deemed to have resigned that position as a Trustee the day the Trustee takes the official oath of office as an MLA.**
12. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 246 School Act
Section 22 Local Authorities Election Act



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** November 30, 201
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: Policy 2, Role of the Board
ORIGINATOR: Administration
REFERENCE(S) & ATTACHMENTS: Policy 2, Role of the Board

RECOMMENDATION:

THAT the Board of Trustees approve the houskeeping change to Policy 2, Role of the Board, as attached.

BACKGROUND:

The policy was missing item 5.10 and was added to keep the policy consistent with Policy 2, Appendix A Board Work Plan.

RISK ANALYSIS:

Policy 2

ROLE OF THE BOARD

The Board is a corporate entity established by the provincial legislature and given authority by the School Act, the Northland School Division Act and the attendant regulations. Board means Board of Trustees.

The Board is charged with the responsibility of providing an education system that is organized and operated in the best interests of the students and the communities it serves. It exercises this responsibility through setting of effective policies, clear strategic direction; the wise use of resources and good monitoring practices.

Specific Areas of Responsibility

1. Accountability for Student Learning and Wellness

- 1.1 Provide overall direction for the Division by establishing vision, mission, beliefs and values.
- 1.2 Support & ensure the establishment of a welcoming, caring, respectful, safe and healthy learning and work environment.
- 1.3 Ensure Board policies are respectful of local cultural goals, values and traditions.
- 1.4 Enable each community to guide and shape the building of culture, values and traditions into their local school.
- 1.5 Enable supports for children regarding the impacts of residential school legacy.
- 1.6 Enable processes to support quality teaching.
- 1.7 Closely monitor the effectiveness of each school in achieving student success, established priorities and other key performance indicators.
- 1.8 Initiate school and program reviews as necessary to ensure the achievement of outcomes and student success.
- 1.9 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
- 1.10 In consultation with communities, identify Division priorities at the outset of annual Three-Year Education planning process.
- 1.11 Annually approve the "rolling" Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for public distribution.

2. Engagement

- 2.1 Engage at least once within the 12 month period immediately following each general election with respect to the establishment of the Board's strategic direction with:
 - 2.1.1 the wards;
 - 2.1.2 First Nations, Metis, Municipalities and other communities with respect to

which the board provides educational services;

- 2.1.3 Treaty 8 First Nations of Alberta;
 - 2.1.4 the Metis Settlements General Council; and
 - 2.1.5 the Council of School Councils.
- 2.2 Meet with Council of School Councils (COSC) at least once each school year.
 - 2.3 Enable and support the meeting of Ward Councils at least three times per school year.
- 3. Community Assurance**
- 3.1 Make informed decisions that represent the best interests of the entire Division, and honour community diversity.
 - 3.2 Establish ongoing plans for collaborative work between the Division and First Nations and Métis Settlements.
 - 3.3 Report Division outcomes to the community at least annually.
 - 3.4 Develop appeal procedures and hold hearings as required by statute and/or Board policy.
 - 3.5 Model a culture of respect and integrity.
 - 3.6 Maintain transparency in all fiduciary aspects.
 - 3.7 Ensure Board processes and procedures are respectful of local culture, values and traditions.
 - 3.8 School Facilities and grounds shall be kept to a high standard.
- 4. Accountability to Provincial Government**
- 4.1 Act in accordance with all statutory requirements to implement provincial standards and policies.
 - 4.2 Perform Board functions required by governing legislation and existing Board policy.
 - 4.3 Ensure all students, teachers and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.
- 5. Fiscal Accountability**
- 5.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.
 - 5.2 Approve the annual budget and allocation of resources to achieve desired results.
 - 5.3 Approve, if any, annual fees for instructional resources, transportation and tuition.
 - 5.4 Approve expense reimbursement rates.
 - 5.5 Approve substantive budget adjustments when necessary.
 - 5.6 Enable the development of reciprocal partnership agreements to collectively enhance supports and services for all students, including those attending First Nations operated schools.

- 5.7 Approve tenders/purchases/contracts/lease agreements in excess of one hundred twenty five thousand dollars (\$125,000).
 - 5.8 Ensure fair tender and bid processes.
 - 5.9 Monitor the fiscal management of the Division through receipt of, at minimum, quarterly variance analyses and year-end projections.
 - 5.10 Review and approve annual Audit Plan.**
 - 5.11 Receive the Audit Report and ensure the management letter recommendations are addressed.
 - 5.12 Approve annually the Three-Year Capital Plan for submission to Alberta Education.
 - 5.13 Approve borrowing for capital expenditures within provincial restrictions.
 - 5.14 Set the parameters for negotiations after soliciting advice from the Superintendent and others.
 - 5.15 At its discretion, ratify Memoranda of Agreement with bargaining units.
 - 5.16 Approve the Superintendent's contract.
 - 5.17 Approve annually the signing authorities for the Division.
 - 5.18 Approve transfer of funds to/from reserves.
 - 5.19 Approve investment parameters.
 - 5.20 Ensure all non-instructional programs are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.
- 6. Board/Superintendent Relations ("First Team")**
- 6.1 Select the Superintendent; provide for succession planning as required.
 - 6.2 Provide the Superintendent with clear corporate direction.
 - 6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.
 - 6.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
 - 6.5 Demonstrate mutual respect and support, which is then conveyed to the staff and the community.
 - 6.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.
 - 6.7 Annually review compensation of the Superintendent.
- 7. Board Development**
- 7.1 Annually review and approve the Board work plan.
 - 7.2 Develop a professional development plan for governance excellence in fiduciary, strategic and generative engagement modes.

- 7.3 Annually evaluate Board effectiveness in meeting performance indicators and set a Positive Path Forward.

8. Policy

- 8.1 Identify how the Board is to function.
- 8.2 Develop/revise policies using an engagement process, when appropriate.
- 8.3 On a regular basis monitor policy currency, relevancy and effectiveness.

9. Political Advocacy

- 9.1 Act as an advocate for public education and the Division.
- 9.2 Identify issues for advocacy on an ongoing basis.
- 9.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.
- 9.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.
- 9.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education in local communities.

Selected Responsibilities

The Board shall:

1. Acquire and dispose of land and buildings; ensure titles to or enforceable long-term interests in land, are in place prior to capital project construction.
2. Approve school attendance areas.
3. Establish entrance ages for student admission.
4. Approve locally developed/acquired courses for students.
5. Name schools and other Division-owned facilities.
6. Approve Division Calendar Framework and school calendar(s).
7. Provide for recognition of students, staff and community.
8. Approve leases, and agreements with municipal authorities; ensure leases are in place for all schools situated on Métis Settlement lands.
9. Approve all international field trips, and out-of-province field trips in excess of three (3) school days.

Orientation

To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

The Board believes an orientation program is necessary for effective trusteeship.

1. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the Division's orientation program for trustees.
2. The Superintendent shall provide each trustee with access to the references listed in Policy 3 Appendix "Services, Materials and Equipment Provided to Trustees" at the Organizational Meeting following a general election or at the first regular meeting of the Board following a by-election.
3. In the year of an election, the Division will host a preliminary orientation session for all elected candidates prior to the Organizational Meeting which will include a review of and an expression of interest in Board assignments and committees.
4. The Division will offer an orientation program for all trustees that provides information on:
 - 4.1 Role of the trustee, ward councils and school councils
 - 4.2 Board policies, agendas and minutes;
 - 4.3 The organizational structure and administrative procedures of the Division;
 - 4.4 Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
 - 4.5 Division programs and services;
 - 4.6 Board's function as an appeal body;
 - 4.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest;
 - 4.8 Trustee remuneration and expenses.
5. The orientation program may also include:
 - 5.1 A tour of the offices and the opportunity to meet Division Office staff.
 - 5.2 A tour of the schools and the opportunity to meet principals and staff.
6. The Division will provide support within the Board governance budget for trustees attending provincial association sponsored orientation seminars.

Legal Reference: Section 45, 45.1, 56, 60, 61, 62, 63, 78, 113, 147 School Act
 Local Authorities Elections Act
 Northland School Division Act
 Results-Based Budgeting Act
 Disposition of Property Regulation
 Early Childhood Services Regulation



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** November 30, 201

SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer

SUBJECT: Policy 2, Appendix A Board Work Plan

ORIGINATOR: Administration

REFERENCE(S) & ATTACHMENTS: Policy 2, Appendix A Board Work Plan

RECOMMENDATION:

THAT the Board of Trustees approve the housekeeping changes to Policy 2, Appendix A Board Work Plan, as attached.

BACKGROUND:

The Board Work Plan is a working document of the the items that are required to come to Board. Items (in bold) have been added that were previously missed and items have been taken off that were duplicates. Specifically item 7.1 (g) was removed because each department will be providing a report to the Board.

RISK ANALYSIS:

Policy 2 – Appendix A

BOARD ANNUAL WORK PLAN

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	A	M	J	J	A
1.	Accountability: Student Learning & Wellness																
1.1	Hold Board meetings	Board	Monthly	x	x	x		x	x	x	x	x	x	x	x		x
1.2	Receive Superintendent's Monthly Report	Board	Monthly	x	x	x		x	x	x	x	x	x	x	x		x
1.3	Receive Superintendent's Quarterly Education Report	Board	Quarterly			x			x			x					x
1.4	Review Division achievement results	Board	Annually		x												
1.5	Review school achievement results and initiate school/program reviews as necessary to ensure student success	CW	Annually		x												
1.6	Student/Staff Wellness: Within the Superintendent's Education Quarterly Report, review initiatives & planning to ensure Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments, is being achieved.	Board	Quarterly			x			x			x					x
1.7	In consultation with communities and key partners identify Division priorities at outset of 3 Year Education Plan process (Strategic Planning) (see 2.3, NSD Act)	Engagement Sessions	Later in 1st year of term									x					
1.8	Approve 3 Year Education Plan after consultations.	Board	2nd year of term			x											
1.9	Review progress on 3 Year Education Plan	Board	Quarterly			x			x			x					x
1.10	Review, refine and approve 3 Year Education Plan	Board	Annually			x											
1.11	Review draft school year calendar	Board	Annually					x									
1.12	Approve school year calendar	Board	Annually							x							
1.13	Area 1 West Associate Superintendent report	Board	Triannual	x				x			x						
1.14	Area 2 Central Associate Superintendent report	Board	Triannual		x				x			x					
1.15	Area 3 East Associate Superintendent report	Board	Triannual			x					x						
1.16	FNMI Department report	Board	Annually														
1.17	IT Department report	Board	Annually														
1.18	Student Services Department report	Board	Annually														
1.19	Personnel Department Report	Board	Bi-annual	x													x

SP= Spring Planning FP=Fall Planning CW=Committee of the Whole (Board) BW=Board Workshop

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	A	J	J	A
1.20	Transportation Department report (Review Policy 17 Transportation)	Board	Annually								x					
1.21	Christmas Activities		Annually				x									
1.21	School Celebrations		Upon request													
2. Engagement																
2.1	Survey key partners to determine if satisfied with involvement with NSD	CW	Annually													x
2.2	Review relationship with key partners (survey results); set relationship priorities & accountabilities; plan meetings (Review Policy 9 Board Representatives)	CW	Annually		x											
2.3	Review engagement requirements of NSD Act & ensure have been met (see 1.1 and Review Policy 21 Community Voice)	Various	1st year of term							x						
2.4	Review procedure, process & effectiveness of Ward Councils (Policy 21 Community Voice)	CW/BW	Annually							x						
2.5	Review procedure, process & effectiveness of Council of School Councils (Policy 21 Community Voice)	CW/BW	Annually							x						
2.6	Communications department report	Board	Annually	x												
2.7	Nominate individuals/groups for ASBA awards as appropriate	CW	Annually	x												
2.8	Determine ASBA Edwin Parr Nomination	Board	Annually							x						
2.9	Nominate ASBA Zone 1 Friend of Education Award	Board	Annually											x		
2.10	Nominate ASBA Zone 1 Appreciation Award	Board	Annually												x	
2.11	Retirement and Long Service Awards event	Board	Annually													x
2.12	Northland Day		Annually													x
3. Community Assurance																
3.1	Welcome Back (messages, events, etc.)		Annually	x												
3.2	Review collaborative partnership work initiatives & discuss other areas for possible collaboration (housing, maintenance, etc.)	CW	Annually	x												
3.3	Report results clearly and openly to public	Board	Annually			x										
3.4	Review status of buildings and grounds (Maintenance department report - see 5.17)	Board	Annually			x										
3.5	Review risk management practices	Board	Annually			x										

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Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
4.	Accountability: To Alberta Government														
	Within the Superintendent's Education Quarterly Report, review plans to ensure all students, teachers and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.	Board	Quarterly		x				x			x			x
4.1															
4.2	Review, approve and submit Annual Education Results Report (AERR) to the provincial government	Board	Annually		x										
5.	Accountability: Fiscal														
5.1	Review and complete budget process	CW	Annually					x	x	x					
5.2	Approve Spring budget	Board	Annually								x				
5.3	Appointment of Auditors/Entrance & Exit Documents	Board	As required		x										x
5.4	Approve Audited Financial Statements	Board	Annually	x											
5.5	Review of Quarterly Financial Statements (Nov/Feb/Mar/Apr)	Board	Quarterly	x	*			x	*	x	*	x	*	*	*
5.6	Review Draft Fall Budget	Board	Annually		x										
5.7	Approve Fall Budget	Board	Annually			x									
5.8	Approve transfers from reserves	Board	Annually		x										
5.9	Approve expense reimbursement rates	Board	Annually												x
5.10	Discuss draft capital priorities	CW	Annually					x							
5.11	Approve Capital Plan	Board	Annually							x					
5.12	Review signing authorities & approve changes	Board	Annually												x
5.13	Approve Memorandum of Agreement	Board	As required												
5.14	Review Policy 2 Role of the Board - 5.Fiscal Accountability to ensure meeting all requirements	CW	SP											x	
5.15	Approve revolving credit	Board	Annually											x	
5.16	Review non-instructional programs to ensure effective operation (Policy 20 Housing)	Board	Annually								x				
5.17	Receive enrollment report	Board	Annually	x											
5.18	Maintenance department report	Board	Annually	x											
5.19	Approve fees, if any	Board	Annually											x	

SP= Spring Planning FP=Fall Planning CW=Committee of the Whole (Board) BW=Board Workshop

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	A	M	J	J	A
6. Board/Superintendent Relations																	
6.1	Review supt performance evaluation process - hire facilitator	CW	Annually														X
6.2	Conduct supt performance appraisal process (includes succession planning & setting goals)	CW	Annually	X													
6.3	Complete regular discussions with supt on performance	CW	Bi-annual			X											
6.4	Approve evaluation & compensation for supt	Board	Annually	X													
6.5	Review Board actions in ensuring good relations & interactions with supt and respecting and supporting authority of Supt through Board evaluation process (see 7.5a)	CW	Annually														X
6.6	Review Policy 11 Delegation of Authority to ensure clear delegation of authority and responsibilities of Supt.	CW/BW	Annually														X
7. Board Development																	
7.1	New Board Orientation	CW	After each election		X												
7.2	Tour Division facilities		To be planned														
7.3	Fall Planning (FP) & Board Development (ASBA Fall Conference)	CW	FP			X											
a	Review Positive Path Forward plan progress (evaluation tool)	CW/BW	FP			X			X								X
b	Policy 2 Role of Board; Policy 7 Board Operations	CW/BW	FP			X											
c	Policy 3 Role of Trustee; Policy 4 Trustee Conduct (Sanctions)	CW/BW	FP			X											
d	Policy 5 Role of Chair; Policy 6 Role of Vice-Chair	CW/BW	FP			X											
e	Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments	CW/BW				*				X							
f	School Councils Regulations, operations	CW	FP			X											
g	Orientation to each department	CW/BW	FP			*											
h	Orientation to each school	CW	FP			X											
i	Facilitating concerns of parents, others	CW	FP			X											
7.4	ASBA new Trustee orientation	Conference	Election Year			X											*
7.5	Spring Planning (SP) & Board Development (ASBA Spring Conference)	CW Board	SP														X

SP= Spring Planning FP=Fall Planning CW=Committee of the Whole (Board) BW=Board Workshop

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
a	Complete Board Performance Assessment process; approve Positive Path Forward (Review Policy 2 Appendices)	CW/BW Board	SP										x		
b	Review and update Board Work Plan	CW/BW	SP										x		
c	Fiduciary & legal responsibilities	CW/BW	SP										x		
d	Risk Management: "Risk Management and Good School Board Governance"		SP										x		
e	Bargaining, Collective Agreement		SP										x		
f	Advocacy		SP										x		
g	Policy - writing; monitoring (Review Policy 10 Policy Making)	CW/BW	SP										x		
8. Policy															
8.1	Hold Organizational meeting: choose chair, vice-chair, set Board meeting dates; appoint committee and board representatives	Board	Annually		x										
8.2	Review Board Policies as per schedule	CW/BW	Over Term												
8.3	Approval Board policy changes and updates	Board	Over Term												
8.4	Policy 1 Foundational Statements	CW/BW	Annually					x							
8.5	Policy 8 Board Committees	CW/BW	Annually					x							
8.6	Policy 13 Appeals & Hearings Regarding Student Matters	CW/BW	Annually					x							
8.7	Policy 14 Hearings on Teacher Matters	CW/BW	Annually					x							
8.8	Policy 15 School Closure	Board	Annually			x									
8.9	Policy 16 Recruitment & Selection of Personnel	CW/BW	Annually											x	
8.10	Policy 18 Alternative Programs	CW/BW	Annually											x	
9. Political Advocacy															
9.1	Develop a plan for advocacy including focus, key messages, relationships and mechanisms	CW	Annually												
9.2	Meet with key partners and locally elected officials	As required	Planned basis												
9.3	Meet with prov. and fed. officials as appropriate	As required	Planned basis												
9.4	ASBA Zone meetings	Zone		x				x					x		
9.5	PSBAA Council meeting			x				x					x		
9.6	Review ASBA & PSBAA resolutions, policies for Spring AGM	CW	Annually											x	

SP= Spring Planning FP=Fall Planning CW=Committee of the Whole (Board) BW=Board Workshop

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
9.7	ASBA Spring Conference		Annually										x		
9.8	PSBAA Spring General Meeting		Annually										x		
9.9	Review ASBA & PSBAA resolutions, policies for Fall AGM	CW	Annually	x											
9.10	ASBA Fall General Meeting		Annually			x									
9.11	PSBAA Fall General Meeting		Annually	x											

SP= Spring Planning FP=Fall Planning CW=Committee of the Whole (Board) BW=Board Workshop



**NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD**

TO: THE BOARD OF TRUSTEES **DATE:** November 30, 201

SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer

SUBJECT: Policy 9, Board Representatives

ORIGINATOR: Administration

REFERENCE(S) & ATTACHMENTS: Northland School Division Act (Section 5(2))
Policy 9, Board Representatives

RECOMMENDATION:

THAT the Board of Trustees approve the houskeeping change to Policy 9, Board Representatives, as attached.

BACKGROUND:

When reviewing the Committee and Representative Appointments at the October 26, 2017 Organizational meeting, it was requested that Treaty 8 First Nations, Regional Councils and colleges be added to the Board Representative Schedule. This houskeeping change is the addition to clause 2, adding Policy 9, Appendix A to inform stakeholders that there is list of the Organizations that the Northland Board is a representative to.

RISK ANALYSIS:

Policy 9

BOARD REPRESENTATIVES

The Board may appoint trustees to represent the Board on various external committees, agencies and organizations.

Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations to further student success.

The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

The following committees/organizations will have Board representation as determined at the annual Organizational Meeting.

The Board representative will provide a report to a subsequent Board meeting.

1. Alberta School Boards Association (ASBA) Zone Meetings

1.1 Purpose of the Association Zones

- 1.1.1 Act as a forum for discussion of relevant, timely and emerging issues identified from individual boards, ASBA Board of Directors, Alberta Education, and other sources.
- 1.1.2 Discuss, and/or develop, policy issues for submission at the Fall General Meeting of the ASBA.
- 1.1.3 Facilitate the development of trustee skills and knowledge.
- 1.1.4 Act on action requests from ASBA Board of Directors.

1.2 Powers and Duties of the Board Representative

- 1.2.1 Attend ASBA Zone meetings.
- 1.2.2 Represent the Board's positions and interests at the Zone level.
- 1.2.3 Communicate to the Board the work of ASBA Zone.
- 1.2.4 Build relationships.

1.3 Representation

- 1.3.1 One (1) trustee; one (1) alternate per Zone

1.4 Meetings

- 1.4.1 As called by ASBA Zone.

2. Organizations the Board determines it is important to have a strong partnership with, as per Policy 9, Appendix A - Board Representation to Organizations.

2.1 Purpose of the Liaison

2.1.1 To explore and/or strengthen partnership opportunities/challenges.

2.2 Powers and Duties of the Board Representative

2.2.1 Meet with organization representatives to:

2.2.1.1 Explore ways to ensure/enhance student success.

2.2.1.2 Share successes.

2.2.1.3 Ensure effective two-way communication.

2.2.1.4 Build relationships.

2.2.2 Represent the Board's positions and interests at meetings.

2.3 Representation

2.3.1 One trustee; one alternate per organization.

2.4 Meetings

2.4.1 At least one (1) time ~~two (2) times~~ per year term; or as mutually determined.

3. Public School Boards' Association of Alberta (PSBAA) Council

3.1 Purpose of the Association Council

3.1.1 The Public School Board Council is a forum for public school boards to discuss issues with an equal voice, to address public school education issues on a provincial level to effect change and improvement.

3.2 Powers and Duties of the Board Representative

3.2.1 Attend PSBAA Council meetings as required.

3.2.2 Represent the Board's positions and interests at PSBAA Council meetings.

3.2.3 Communicate to the Board the work of PSBAA Council.

3.2.4 Build relationships.

3.3 Representation

3.3.1 One (1) trustee; one (1) alternate.

3.4 Meetings

3.4.1 As called by PSBAA Council.

4. Second Languages Caucus

4.1 Purpose of the Second Languages Caucus

- 4.1.1 To promote program offerings in second languages by Boards across the province.
- 4.2 Powers and Duties of the Board Representative
 - 4.2.1 Attend Second Languages Caucus meetings.
 - 4.2.2 Represent the Board's positions and interests at Caucus meetings.
 - 4.2.3 Communicate to the Board the Caucus meeting proceedings.
 - 4.2.4 Build relationships.
- 4.3 Representation
 - 4.3.1 One (1) trustee; one (1) alternate.
- 4.4 Meetings
 - 4.4.1 Twice per year, during ASBA FGM and SGM, as called by the Caucus Chair.

Legal Reference: Section 61, 68 School Act



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** November 30, 2017

SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer

SUBJECT: Policy 9, Appendix A Board Representation to Organizations

ORIGINATOR: Administration

REFERENCE(S) & ATTACHMENTS: Northland School Division Act (Section 5(2))
Policy 10, Section 6
Policy 9, Appendix A Board Representation to Organizations

RECOMMENDATION:

THAT the Board of Trustees approve first reading to Policy 9, Appendix A Board Representation to Organizations, as attached.

THAT the Board of Trustees approve second reading to Policy 9, Appendix A Board Representation to Organizations, as attached.

THAT the Board of Trustees approve third and final reading of Policy 9, Appendix A Board Representation to Organizations, as attached.

BACKGROUND:

This has always been a schedule, but the recommendation is to make it a board policy to make available for stakeholders and public view. The recommendation is for the board do three readings as per Policy 10, Section 6, as this is a situation procluding feedback.

RISK ANALYSIS:

If this Policy does not have 3 readings in one sitting then the board will not be able to move forward in their work.

Policy 9 – Appendix A

BOARD REPRESENTATION TO ORGANIZATIONS

Organizations the Board determines it is important to have a strong partnership with.

Organization	NSD Trustee Representative	Alternate
Treaty 8 First Nations of Alberta		
Metis Settlements General Council		
Athabasca Tribal Council		
Kee Tas Kee Now Tribal Council		
Lesser Slave Lake Indian Regional Council		
North Peace Tribal Council		
Alberta School Boards Association - Zone 1	Cathy Wanyandie, Ward 2	
Public School Boards Association of Alberta	Chair, Maddy Daniels, Ward 1	

Key Partners Representatives:

Representative (Ward Trustee)	Representative To	Alternate Representative (Ward Trustee)
1	Paddle Prairie Metis Settlement Council County of Northern Lights Council MLA, Peace River	5
2	Aseniwuche Winewak Nation MD of Greenview Council MLA, West Yellowhead Consituency	4

Representative (Ward Trustee)	Representative To	Alternate Representative (Ward Trustee)
3	Gift Lake Metis Settlement Council Peavine Metis Settlement Council Whitefish Lake First Nation Chief & Council MD of Big Lakes County Council MLA, Lesser Slave Lake	4 or 5
4	East Prairie Metis Settlement Kapawe'no First Nation Chief & Council Sucker Creek First Nation Chief & Council MD of Big Lakes County Council Northern Lakes College MLA, Lesser Slave Lake	3 or 5
5	Peerless Trout First Nation Chief & Council Lubicon Lake Band Chief & Council Woodland Cree First Nation Chief & Council Northern Sunrise County Council MD of Opportunity Council MLA, Athabasca-Sturgeon-Redwater MLA, Lesser Slave Lake	3 or 4
6	Bigstone Cree Nation Chief & Council MD of Opportunity Council Metis Local #90 MLA, Athabasca-Redwater MLA, Lesser Slave Lake	7 or 8
7	Bigstone Cree Nation Chief & Council MD of Opportunity Council Metis Local #90 MLA, Athabasca-Redwater MLA, Lesser Slave Lake	6 or 8
8	Bigstone Cree Nation Chief & Council MD of Opportunity Council MLA, Athabasca-Redwater MLA, Lesser Slave Lake	6 or 7
9	Mikisew Cree Nation Chief & Council Athabasca Chipewyan First Nation Chief & Council Metis Local #125 Wood Buffalo Municipal District Council MLA, Fort Mc-Murray- Wood Buffalo	10

Representative (Ward Trustee)	Representative To	Alternate Representative (Ward Trustee)
10	Chipewyan Prairie First Nation Chief & Council Fort McKay First Nation Chief & Council Fort McMurray First Nation Chief & Council Wood Buffalo Municipal District Council Metis Local #63 (Fort McKay), #193 (Conklin), #780 (Anzac) Keyano College MLA, Fort Mc-Murray - Wood Buffalo MLA, Fort Mc-Murray - Conklin	9 or 10
11	Elizabeth Metis Settlement Council Fishing Lake Metis Settlement Council MLA, Bonnyville - Cold Lake	10

Legal Reference: Section 61, 68 School Act
 Policy 9, Board Representatives
 Terms of Reference: Board Representation to Organizations

Policy 9 – Appendix A

BOARD REPRESENTATION TO ORGANIZATIONS

Organizations the Board determines it is important to have a strong partnership with.

Organization	NSD Trustee Representative	Alternate
Treaty 8 First Nations of Alberta	Ward 9	Ward 8
Metis Settlements General Council	Ward 11	Ward 3
Athabasca Tribal Council	Ward 10	Ward 9
Kee Tas Kee Now Tribal Council	Ward 5	Ward 3
Lesser Slave Lake Indian Regional Council	Ward 4	Ward 7
North Peace Tribal Council	Ward 1	Ward 5
Alberta School Boards Association - Zone 1	Ward 2	Ward 11
Alberta School Boards Association - Zone 2/3	Ward 11	
Public School Boards Association of Alberta	Ward 1	Ward 8

Key Partners Representatives:

Representative (Ward Trustee)	Representative To	Alternate Representative (Ward Trustee)
1	Paddle Prairie Metis Settlement Council County of Northern Lights Council MLA, Peace River	5
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Policy 9 – Appendix A

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Alberta School Boards Association - Zone 1	Ward 2	Ward 11
Alberta School Boards Association - Zone 2/3	Ward 11	
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Legal Reference: Section 61, 68 School Act
 Policy 9, Board Representatives
 Terms of Reference: Board Representation to Organizations



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** November 30, 201
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: Terms of Reference for Board Representative
ORIGINATOR: Administration
REFERENCE(S) & ATTACHMENTS: Northland School Division Act (Section 5(2))
Policy 9, Board Representatives
Policy 9 Appendix A Board Representation to Organizations

RECOMMENDATION:

THAT the Board of Trustees approve the the Terms of Reference for Board Representation, as attached.

BACKGROUND:

In order for trustees to have clear and specific information on what is expected of them when they are a Board Representative to an organization.

Previously, there were no Terms of Reference for this committee.

RISK ANALYSIS:

1. **Name of Committee:** Trustee Representation to Organizations (Policy 9)
2. **Purpose:** To facilitate exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and the organization to further student success.
3. **Appointment Process & Membership:**
 - a. Representatives will be appointed at the annual board organization meeting.
 - b. The board will review the list of organizations to determine if they still wish to appoint a representative to that organization.
 - c. A trustee representative and an alternate shall be appointed to each organization. The alternate will attend in the absence of the representative.
4. **Scope of Responsibilities & Authority:**
 - a. Arrange to meet with an organization at least once per term. Administration will assist with arranging a meeting if the trustee requests.
 - b. Meet/talk with organization and/or their representatives to explore ways to ensure/enhance student success and strengthen the partnership, for example:
 - i. Discuss ways the organization might want to be involved in the education of their children with Northland.
 - ii. Explore ways to increase meaningful parent and community involvement in education as this is a number one factor in student success.
 - iii. Share successes and happenings in schools and Northland.
 - iv. Discuss best ways to ensure effective two-way communication.
 - v. Build relationships.
 - c. Appraise the board chair and superintendent of any upcoming meetings.
 - d. Represent the board's positions and interests.
5. **Scope of Authority:**
 - a. Represent the board's positions and interests.
 - b. Meet with organizations the trustee is appointed as board representative to at least twice per term.
 - c. Meet and/or attend functions of organizations identified under Policy 9, section 2 a maximum of five (5) times per year.
6. **Frequency of Meetings:**
 - a. At least one face to face meeting per term.
 - b. May be additional meetings and/or phone discussions depending on each organization and initiatives being developed or underway.
 - c. Additional meetings should be with the approval of the chair and with budget considered.

- d. Responsibility to ensure meetings are in a cost effective manner, for example:
 - i. Telephone call to touch base, follow-up, etc. versus a meeting;
 - ii. An area meeting with a number of organizations and trustees in attendance;
 - iii. Meet in Edmonton with all MLA's in conjunction with a board meeting or other function board is already attending.

7. **Meeting Process:** Role of trustee representative will need to be determined with each organization for each meeting and should be discussed in the process of setting up the meeting (e.g. provide a presentation at their meeting; host a meeting; etc.).

8. **Access to Management/Outside Expertise:**
 - a. Administrative support will be provided to trustee representatives for their meetings with organizations, when requested.
 - b. Access to outside expertise will require board or administration approval depending on expertise required and budgetary considerations.

9. **Reporting to Board:**
 - a. Trustee representative shall provide a report to the board following each meeting with an organization.
 - b. Report may be in-camera depending on the nature of the information.

10. **Remuneration:** As per Board Budget and Policy 7, Appendix A Schedule of Rates.



Board Chair Report November 2017

October 2017

24	Peace River	New Trustee Orientation
25	Peace River	New Trustee Orientation with Dr. Marie Delorme
26	Peace River	Organizational & Board Meeting and New Trustee Ceremony

November 2017

7	Teleconference	Bargaining Committee
9	Edmonton	Save the Date Engagement Session on Promising Practices, Assurance
14	Edmonton	Board Planning Workshop & Agenda Review
15-16	Edmonton	PSBAA Governance Seminar & AGM
19	Edmonton	Met with Trustees to review the ASBA Policies Bulletin / Hosted APPLE Schools (Friends of Education Award Winner) and Teacher Chelsea Cattroll and guests (Edwin Parr Zone 1 Award Winner) and then attended the ASBA Awards Ceremony Banquet
20-21	Edmonton	ASBA FGM
21	Teleconference	TEBA AGM
22	Edmonton	ASBA New Trustee Orientation Part 1 (Part 2 will take place Jan 15&16)
23	Edmonton	Board Workshop – Policy review, writing and planning
29	Peace River?	Evening IT Workshop for Trustees
30	Peace River?	Corporate Board Meeting

**NORTHLAND SCHOOL DIVISION NO. 61
 BOARD REPORT
 2017/2018 SCHOOL YEAR
 PERIOD ENDING - November 22, 2017**

ELECTIONS

	ACTUAL	BUDGET	VARIANCE
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	-	-	-
LEGAL FEES	-	-	-
POSTAGE--ELECTIONS	-	-	-
INSERVICE--ELECTIONS	-	-	-
RENUMERATION--ELECTIONS	8,899.15	80,000.00	71,100.85
TRAVEL & SUBSISTENCE--ELECTIONS	5,018.26	-	(5,018.26)
PRINTING & BINDING--ELECTIONS	2,116.84	-	(2,116.84)
ADVERTISING--ELECTIONS	7,158.72	-	(7,158.72)
OFFICE SUPPLIES--ELECTIONS	-	-	-
SUB-TOTAL	23,192.97	80,000.00	56,807.03

COMMITTEES

RENUMERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
PROFESSIONAL SERVICES - POLICY REVIEW	-	-	-
TRAVEL & SUBSISTENCE - PERSONNEL	352.76	-	(352.76)
TRAVEL & SUBSISTENCE - EDUCATION	-	-	-
TRAVEL & SUBSISTENCE - FINANCE	-	-	-
TRAVEL & SUBSISTENCE - NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE - PAC	-	-	-
TRAVEL & SUBSISTENCE - AD HOC	-	30,000.00	30,000.00
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	-	-	-
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	-	-	-
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - MENTAL HEALTH INITIATIVE	-	-	-
SUB-TOTAL	352.76	30,000.00	29,647.24

OTHER EXPENSES

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	15.10	4,000.00	3,984.90
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	-	200,000.00	200,000.00
IN-SERVICE - BOARD	-	60,000.00	60,000.00
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	452.12	25,000.00	24,547.88
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	-	-	-
TELEPHONE	356.98	3,000.00	2,643.02
TRAVEL & SUBSISTENCE - BOARD/OTHER	23,511.03	40,000.00	16,488.97
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - RETREAT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	4,387.36	38,000.00	33,612.64
PRINTING & BINDING	953.35	3,500.00	2,546.65
INSURANCE - BOARD OF TRUSTEES	171.65	250.00	78.35
ADVERTISING - BOARD	-	3,000.00	3,000.00
OFFICE SUPPLIES	563.88	5,000.00	4,436.12
AWARDS	1,306.80	25,000.00	23,693.20
POSTAGE - BOARD	-	4,000.00	4,000.00
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	31,718.27	411,750.00	380,031.73
TOTAL	55,264.00	521,750.00	466,486.00

Trustee Calendar **Jan 2018 (Mountain Time - Edmonton)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10	11	12	13
		TEBA Meeting - Board Chair	9:30am - ASBA Zone 1	Treaty 8 Education Symposium 2018 @ DoubleTree by Board Agenda Review		
14	15	16	17	18	19	20
		ASBA Trustee Orientation Part 2 @ DoubleTree by Hilton			9:30am - ASBA Zone 2/3	
21	22	23	24	25	26	27
					9am - Corporate Board	
28	29	30	31	1	2	3

Policy 2 – Appendix A

BOARD ANNUAL WORK PLAN

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
1.	Accountability: Student Learning & Wellness														
1.1	Hold Board meetings	Board	Monthly	x	x	x		x	x	x	x	x	x		x
1.2	Receive Superintendent's Monthly Report	Board	Monthly	x	x	x		x	x	x	x	x	x		x
1.3	Receive Superintendent's Quarterly Education Report	Board	Quarterly						x						x
1.4	Review Division achievement results	Board	Annually		x										
1.5	Review school achievement results and initiate school/program reviews as necessary to ensure student success	C of W	Annually		x										
1.6	Student/Staff Wellness: Within the Superintendent's Education Quarterly Report, review initiatives & planning to ensure Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments, is being achieved.	Board	Quarterly			x			x			x			x
1.7	In consultation with communities and key partners identify Division priorities at outset of 3 Year Education Plan process (Strategic Planning) (see 2.3, NSD Act)	Engagement Sessions	Later in 1st year of term									x			
1.8	Approve 3 Year Education Plan after consultations.	Board	2nd year of term			x									
1.9	Review progress on 3 Year Education Plan	Board	Quarterly			x			x			x			x
1.10	Review, refine and approve 3 Year Education Plan	Board	Annually			x									
1.11	Area 1 West Associate Superintendent report	Board	Triannual	x				x							
1.12	Area 2 Central Associate Superintendent report	Board	Triannual		x				x			x			
1.13	Area 3 East Associate Superintendent report	Board	Triannual							x					
1.14	FNMI Department report	Board	Annually												
1.15	IT Department report	Board	Annually												
1.16	Student Services Department report	Board	Annually						x						
1.17	Personnel Department Report	Board	Twice a year	x											x
1.18	Transportation Department report (Review Policy 17 Transportation)	Board	Annually											x	
1.19	Christmas Activities		Annually												

SP= Spring Planning FP=Fall Planning C of W=Committee of the Whole (Board)

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	A	M	J	J	A
1.20	School Celebrations		Upon request														
2.	Engagement																
2.1	Survey key partners to determine if satisfied with involvement with NSD	C of W	Annually														x
2.2	Review relationship with key partners (survey results); set relationship priorities & accountabilities; plan meetings (Review Policy 9 Board Representatives)	C of W	Annually	x													
2.3	Review engagement requirements of NSD Act & ensure have been met (see 1.1 and Review Policy 21 Community Voice)	Various	1st year of term							x							
2.4	Review procedure, process & effectiveness of Ward Councils (Policy 21 Community Voice)	C of W	Annually							x							
2.5	Review procedure, process & effectiveness of Council of School Councils (Policy 21 Community Voice)	C of W	Annually							x							
2.6	Communications department report	Board	Annually	x													
2.7	Nominate individuals/groups for ASBA awards as appropriate	C of W	Annually	x													
2.8	Determine ASBA Edwin Parr Nomination	Board	Annually							x							
2.9	Nominate ASBA Zone 1 Friend of Education Award	Board	Annually												x		
2.10	Nominate ASBA Zone 1 Appreciation Award	Board	Annually													x	
2.11	Retirement and Long Service Awards event		Annually													x	
2.12	Northland Day		Annually														x
3.	Community Assurance																
3.1	Welcome Back (messages, events, etc.)		Annually	x													
3.2	Review collaborative partnership work initiatives & discuss other areas for possible collaboration (housing, maintenance, etc.)	C of W	Annually	x													
3.3	Report results clearly and openly to public	Board	Annually													x	
3.4	Review status of buildings and grounds (Maintenance department report - see 5.17)	Board	Annually													x	
3.5	Review risk management practices	Board	Annually													x	

SP= Spring Planning FP=Fall Planning C of W=Committee of the Whole (Board)

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
4.	Accountability: To Alberta Government														
4.1	Within the Superintendent's Education Quarterly Report, review plans to ensure all students, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.	Board	Quarterly		x				x			x			x
4.2	Review, approve and submit Annual Education Results Report (AERR) to the provincial government	Board	Annually		x										
5.	Accountability: Fiscal														
5.1	Review and complete budget process	C of W	Annually					x	x	x					
5.2	Approve Spring budget	Board	Annually								x				
5.3	Appointment of Auditors/Entrance & Exit Documents	Board	As required		x										x
5.4	Approve Audited Financial Statements	Board	Annually		x										
5.5	Review of Quarterly Financial Statements	Board	Quarterly		x				x			x			x
5.6	Review Draft Fall Budget	Board	Annually			x									
5.7	Approve Fall Budget	Board	Annually			x									
5.8	Approve transfers from reserves	Board	Annually		x										
5.9	Approve expense reimbursement rates	Board	Annually												x
5.10	Discuss draft capital priorities	C of W	Annually					x							
5.11	Approve Capital Plan	Board	Annually						x						
5.12	Review signing authorities & approve changes	Board	Annually												x
5.13	Approve Memorandum of Agreement	Board	As required												
5.14	Review Policy 2 Role of the Board - 5.Fiscal Accountability to ensure meeting all requirements	C of W	SP										x		
5.15	Approve revolving credit	Board	Annually											x	
5.16	Review non-instructional programs to ensure effective operation (Policy 20 Housing, Policy 22 Food Services)	Board	Annually								x				
5.17	Receive enrollment report	Board	Annually		x										
5.18	Maintenance department report	Board	Annually		x										
5.19	Approve fees, if any	Board	Annually									x			

SP= Spring Planning FP=Fall Planning C of W=Committee of the Whole (Board)

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	A	M	J	J	A
6.	Board/Superintendent Relations																
6.1	Review supt performance evaluation process - hire facilitator	C of W	Annually														X
6.2	Conduct supt performance appraisal process (includes succession planning & setting goals)	C of W	Annually	X													
6.3	Complete regular discussions with supt on performance	C of W	Twice a year			X											
6.4	Approve evaluation & compensation for supt	Board	Annually	X													
6.5	Review Board actions in ensuring good relations & interactions with supt and respecting and supporting authority of Supt through Board evaluation process (see 7.5a)	C of W	Annually														X
6.6	Review Policy 11 Delegation of Authority to ensure clear delegation of authority and responsibilities of Supt.	C of W	Annually														X
7.	Board Development																
7.1	New Board Orientation	C of W	After each election		X												
7.2	Tour Division facilities		To be planned														
7.3	Fall Planning (FP) & Board Development (with ASBA Fall Conference)	C of W	FP			X											
a	Review Positive Path Forward plan progress		FP			X			X								X
b	Policy 2 Role of Board; Policy 7 Board Operations	C of W	FP			X											
c	Policy 3 Role of Trustee; Policy 4 Trustee Conduct (Sanctions)	C of W	FP			X											
d	Policy 5 Role of Chair; Policy 6 Role of Vice-Chair	C of W	FP			X											
e	Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments					X											
f	School Councils Regulations, operations	C of W	FP			X											
g	Orientation to each department	C of W	FP			X											
h	Orientation to each school	C of W	FP			X											
i	Facilitating concerns of parents, others	C of W	FP			X											
7.4	ASBA new Trustee orientation	Conference	After each election			X											*
7.5	Spring Planning (SP) & Board Development (with ASBA Spring Conference):	C of W Board	SP														X

SP= Spring Planning FP=Fall Planning C of W=Committee of the Whole (Board)

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A	
a	Complete Board Performance Assessment process; approve Positive Path Forward (Review Policy 2 Appendices)	C of W Board	SP										X			
b	Review and update Board Work Plan	C of W	SP										X			
c	Fiduciary & legal responsibilities	C of W	SP										X			
d	Risk Management: "Risk Management and Good School Board Governance"		SP										X			
e	Bargaining, Collective Agreement		SP										X			
f	Advocacy		SP										X			
g	Policy - writing; monitoring (Review Policy 10 Policy Making)		SP										X			
8. Policy																
8.1	Hold Organizational meeting: choose chair, vice-chair, set Board meeting dates; appoint committee and board representatives	Board	Annually		X											
8.2	Review Board Policies as per schedule	C of W	Over Term													
8.3	Approval Board policy changes and updates	Board	Over Term													
9. Political Advocacy																
9.1	Develop a plan for advocacy including focus, key messages, relationships and mechanisms	C of W	Annually													
9.2	Meet with key partners and locally elected officials	As required	Planned basis													
9.3	Meet with prov. and fed. Officials as appropriate	As required	Planned basis													
9.4	ASBA Zone meetings	Zone		X				X		X		X				
9.5	PSBAA Council meeting			X				X		X		X			X	
9.6	Review ASBA & PSBAA resolutions, policies for Spring AGM	C of W	Annually								X					
9.7	ASBA Spring Conference		Annually											X		
9.8	PSBAA Spring General Meeting		Annually											X		
9.9	Review ASBA & PSBAA resolutions, policies for Fall AGM	C of W	Annually		X											
9.10	ASBA Fall General Meeting		Annually			X										
9.11	PSBAA Fall General Meeting		Annually		X											

SP= Spring Planning FP=Fall Planning C of W=Committee of the Whole (Board)



Superintendent's Report

November 30, 2017

WE Day	November 1, 2017
<p>From ME to WE. WE is a movement that brings people together and gives them the tools to change the world. Mistassiniy Mentor Blade Anderson presented at the event for the Mentors contribution to <i>"Kayas Ayamikamik Acimowina: Old Stories of the Mission"</i>. Also, 3 NSD students won scholarships to attend a week long WE Camp in Ontario in July, 2018.</p> <p>The following schools attended the gathering:</p> <ul style="list-style-type: none"> Athabasca Delta Community School Bill Woodward School Calling Lake School Dr. Mary Jackson School Elizabeth Community School Gift Lake School Grouard Northland School J F Dion School Mistassiniy School Peerless Lake School St. Theresa School 	
CASS Fall Conference	November 1 - 3, 2017
<p>The CASS Annual Conference focused on supporting leadership capacity which included topics on building effective relationships; modeling commitment to professional learning; visionary leadership; leading learning; ensuring First Nation, Métis, and Inuit education for all students; school authority operations and resources; and supporting effective governance.</p>	
KTCEA/NSD Meeting	November 8, 2017
<p>Strategic plans were discussed for Kee Tas Kee Now Tribal Council Education authority to take over Little Buffalo School, Peerless Lake School, and Kateri School September 1, 2018.</p>	
Engagement Session on Promising Practices, Assurance Review and Collective Bargaining	November 9, 2017
<p>This meeting was held by Alberta Education and highlighted promising practices in supporting success for Indigenous students, an assurance review, and matters related to collective bargaining.</p>	
Attendance Update with Alberta Education	November 14, 2017

<p>Provided Alberta Education an update on attendance. NSD is targeting chronic absentee students in Northland School Division and developing action plans to support these students to bring them back to school.</p>	
<p>Public School Boards Association of Alberta (PSBAA)</p>	<p>November 15-17, 2017</p>
<p>PSBA provide reports on their 3 priorities - Priority One: Promote the formation of a new single Public Inclusive Education System in Alberta; Priority Two: Protect and Advance Public School Board Governance and Local Autonomy in Alberta; and Priority Three: Strengthen and Support the Association.</p>	
<p>Teachers' Employer Bargaining Association (TEBA) Meeting with Alberta Education</p>	<p>November 16, 2017</p>
<p>Discussions regarding the collective agreement bargaining with the Alberta Teachers Association.</p>	
<p>Alberta School Boards Association Awards Ceremony</p>	<p>November 19, 2017</p>
<p>Northland School Division received two honourable awards at the ASBA Banquet. Chelsea Cattroll, teacher at Peerless Lake School, received the Edwin Parr Teacher Award which is for exceptional first year teachers. APPLE Schools (Alberta Project Promoting Active Living and healthy Eating in Schools) received the prestigious Provincial Friends of Education Awards for their significant contribution to education in Alberta, specifically, Northland School Division.</p>	
<p>Alberta School Boards Association Fall General Meeting</p>	<p>November 20 - 22, 2017</p>
<p>The ASBA theme for 2017 was 'Dreaming our Legacy' which recognizes the beginning of a new term for Trustees. With the newly elected board for Northland School Division, it marked an important milestone for the future governance of NSD.</p>	
<p>CASS Zone 1 Meeting</p>	<p>November 24, 2017</p>
<p>Verbal update</p>	

Committed Dates:

<p>Education Services Agreement Meeting with Bigstone Cree Nation</p>	<p>December 4, 2017</p>
<p>Meeting with Director of Education for Bigstone Cree Nation regarding the ESA for Northland School Division</p>	
<p>High School Principal & Secretary Meeting</p>	<p>December 7-8, 2017</p>
<p>The purpose of this Workshop PASI High School Mark Integration and Timetabling for 2nd semester.</p>	

2014/15 - 2017/18 Division Attendance

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
September 2014	1347 (48%)	347 (12%)	470 (17%)	272 (10%)	149 (5%)	82 (3%)	146 (5%)	2807
September 2015	1445 (52%)	305 (11%)	450 (16%)	249 (9%)	127 (5%)	79 (3%)	116 (4%)	2771
September 2016	1169 (45%)	465 (18%)	468 (18%)	214 (8%)	113 (4%)	76 (3%)	85 (3%)	2590
September 2017	1016 (40%)	396 (16%)	568 (22%)	242 (10%)	117 (5%)	97 (4%)	93 (4%)	2529
October 2014	1168 (42%)	390 (14%)	496 (18%)	294 (10%)	170 (6%)	84 (3%)	204 (7%)	2806
October 2015	1229 (45%)	245 (9%)	516 (19%)	287 (10%)	152 (6%)	101 (4%)	228 (8%)	2758
October 2016	954 (37%)	416 (16%)	594 (23%)	259 (10%)	143 (6%)	84 (3%)	130 (5%)	2580
October 2017	1204 (48%)	260 (10%)	444 (18%)	255 (10%)	115 (5%)	71 (3%)	154 (6%)	2503
November 2014	793 (28%)	456 (16%)	579 (21%)	316 (11%)	235 (8%)	133 (5%)	271 (10%)	2783
November 2015	873 (32%)	399 (14%)	603 (22%)	303 (11%)	184 (7%)	121 (4%)	270 (10%)	2753
November 2016	955 (37%)	348 (14%)	522 (20%)	309 (12%)	173 (7%)	93 (4%)	172 (7%)	2572
December 2014	596 (21%)	439 (16%)	531 (19%)	355 (13%)	290 (10%)	161 (6%)	426 (15%)	2798
December 2015	895 (32%)	396 (14%)	478 (17%)	362 (13%)	212 (8%)	129 (5%)	283 (10%)	2755
December 2016	653 (25%)	362 (14%)	464 (18%)	327 (13%)	265 (10%)	164 (6%)	337 (13%)	2572
January 2015	902 (32%)	223 (8%)	529 (19%)	372 (13%)	249 (9%)	173 (6%)	338 (12%)	2798
January 2016	846 (31%)	402 (15%)	554 (20%)	305 (11%)	250 (9%)	128 (5%)	267 (10%)	2752
January 2017	672 (27%)	379 (15%)	528 (21%)	341 (14%)	214 (9%)	135 (5%)	231 (9%)	2500
February 2015	793 (29%)	430 (16%)	536 (19%)	350 (13%)	239 (9%)	174 (6%)	240 (9%)	2762
February 2016	909 (34%)	393 (15%)	527 (20%)	295 (11%)	228 (9%)	114 (4%)	200 (8%)	2666
February 2017	645 (26%)	382 (15%)	530 (21%)	325 (13%)	217 (9%)	177 (7%)	231 (9%)	2507
March 2015	873 (32%)	296 (11%)	569 (21%)	352 (13%)	225 (8%)	146 (5%)	296 (11%)	2557
March 2016	603 (23%)	424 (16%)	577 (22%)	395 (15%)	229 (9%)	178 (7%)	262 (10%)	2665
March 2017	667 (27%)	375 (15%)	455 (18%)	327 (13%)	208 (8%)	182 (7%)	287 (11%)	2501
April 2015	688 (25%)	443 (16%)	598 (22%)	306 (11%)	225 (8%)	152 (6%)	317 (12%)	2729
April 2016	653 (24%)	417 (16%)	573 (21%)	384 (14%)	228 (9%)	176 (7%)	242 (9%)	2673
April 2017	603 (24%)	404 (16%)	507 (20%)	363 (15%)	209 (8%)	154 (6%)	260 (10%)	2500
May 2015	880 (32%)	250 (9%)	542 (20%)	324 (12%)	226 (6%)	162 (6%)	364 (13%)	2748
May 2016	839 (36%)	200 (9%)	440 (19%)	294 (13%)	163 (7%)	103 (4%)	269 (12%)	2308
May 2017	894 (36%)	297 (12%)	470 (19%)	266 (11%)	173 (7%)	121 (5%)	273 (11%)	2494
June 2015	658 (23%)	373 (13%)	571 (20%)	321 (11%)	241 (9%)	171 (6%)	492 (17%)	2817
June 2016	745 (32%)	156 (7%)	388 (17%)	331 (14%)	195 (8%)	148 (6%)	341 (15%)	2304
June 2017	712 (29%)	173 (7%)	507 (20%)	346 (14%)	259 (10%)	167 (7%)	326 (13%)	2490

*Does not include Outreach

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

DIVISION ATTENDANCE OCTOBER 2017

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	121	26	59	39	10	6	15	276
Gr. 1	116	33	54	30	9	6	16	264
Gr. 2	88	37	42	27	13	4	6	217
Gr. 3	126	26	46	20	5	3	6	232
Gr. 4	126	22	37	22	4	2	8	221
Gr. 5	132	32	22	22	11	1	7	227
Gr. 6	114	22	40	13	4	6	7	206
Gr. 7	94	16	32	14	12	6	6	180
Gr. 8	76	8	37	20	10	6	13	170
Gr. 9	63	13	29	19	13	11	18	166
Gr. 10	64	3	18	14	7	7	18	131
Gr. 11	39	16	15	9	10	7	20	116
Gr. 12	45	6	13	6	7	6	14	97
Student Totals	1204	260	444	255	115	71	154	2503

*Does not include Outreach Schools

October 2017 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	50 (57%)	9 (10%)	18 (20%)	8 (9%)	0 (0%)	0 (0%)	3 (3%)	88
ADCS	90 (41%)	0 (0%)	43 (19%)	34 (15%)	17 (8%)	7 (3%)	30 (14%)	221
Bill Woodward School	66 (57%)	20 (17%)	16 (14%)	6 (5%)	1 (1%)	2 (2%)	5 (4%)	116
Bishop Routhier School	40 (56%)	9 (13%)	12 (17%)	3 (4%)	1 (1%)	0 (0%)	6 (8%)	71
Calling Lake School	46 (46%)	23 (23%)	13 (13%)	8 (8%)	7 (7%)	2 (2%)	1 (1%)	100
Chipewyan Lake School	5 (26%)	2 (11%)	0 (0%)	5 (26%)	4 (21%)	1 (5%)	2 (11%)	19
Conklin Community School	17 (61%)	3 (11%)	5 (18%)	0 (0%)	0 (0%)	3 (11%)	0 (0%)	28
Dr. Mary Jackson School	14 (74%)	3 (16%)	1 (5%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	19
Elizabeth School	83 (68%)	17 (14%)	8 (7%)	9 (7%)	3 (2%)	1 (1%)	1 (1%)	122
Father R. Perin School	32 (46%)	8 (11%)	13 (19%)	3 (4%)	5 (7%)	2 (3%)	7 (10%)	70
Fort McKay School	39 (55%)	3 (4%)	15 (21%)	7 (10%)	0 (0%)	1 (1%)	6 (8%)	71
Gift Lake School	68 (39%)	18 (10%)	43 (24%)	19 (11%)	10 (6%)	5 (3%)	13 (7%)	176
Grouard Northland School	40 (48%)	14 (17%)	15 (18%)	9 (11%)	1 (1%)	2 (2%)	2 (2%)	83
Hillview School	8 (57%)	3 (21%)	2 (14%)	1 (7%)	0 (0%)	0 (0%)	0 (0%)	14
JF Dion School	48 (55%)	0 (0%)	27 (31%)	12 (14%)	1 (1%)	0 (0%)	0 (0%)	88
Kateri School	52 (52%)	0 (0%)	23 (23%)	13 (13%)	7 (7%)	3 (3%)	2 (2%)	100
Little Buffalo School	89 (45%)	31 (16%)	31 (16%)	21 (11%)	9 (5%)	3 (2%)	14 (7%)	198
Mistassiniy School	94 (32%)	1 (0%)	61 (21%)	35 (12%)	26 (9%)	28 (10%)	45 (15%)	290
Paddle Prairie School	44 (37%)	24 (20%)	19 (16%)	7 (6%)	11 (9%)	1 (1%)	14 (12%)	120
Peerless Lake School	65 (55%)	14 (12%)	16 (14%)	12 (10%)	5 (4%)	3 (3%)	3 (3%)	118
Pelican Mountain School	10 (56%)	3 (17%)	1 (6%)	3 (17%)	1 (6%)	0 (0%)	0 (0%)	18
St. Theresa School	175 (53%)	50 (15%)	56 (17%)	35 (11%)	6 (2%)	6 (2%)	2 (1%)	330
Susa Creek School	29 (67%)	5 (12%)	6 (14%)	1 (2%)	0 (0%)	1 (2%)	1 (2%)	43

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	6 (8%)	4 (5%)	7 (9%)	3 (4%)	7 (9%)	6 (8%)	44 (57%)	77

*Does not include Calling Lake Outreach

Facilities - Year in Review 2016/17 School Year

Presenter: David Cox, Division Facility Manager



NORTHLAND SCHOOL DIVISION NO. 61

What we look after

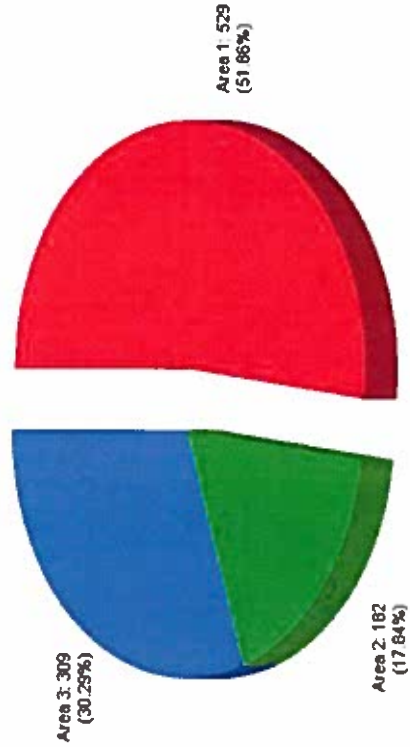
- Total of 27 Facilities that we look after. (23 Schools, Central Office, 3 Outreach Facilities - maintained but not owned by NSD61, 3 maintenance shops - 1 owned by NSD; 2 leased)
- Staff
 - 2 - Area Maintenance Supervisors
 - 1 - HVAC Technician
 - 1 - New Construction Manager (new construction/major projects)
 - 9 - Maintenance Technicians
 - 1 - Secretary (shared with housing)
 - 1 - Division Facility Manager
- 3 Service base areas - Lac La Biche; Wabasca; Peace River
- 41 Custodians who keep schools clean, minor maintenance

Maintenance Repair Requests

- 1295 requests received -routine nature - keep things running
- vandalism is a problem at some of our schools and in some our communities
- **Gift Lake School (as well as Bill Woodward, Bishop Routhier, and Hillview) presented more problems than a new school should**
- example HVAC installation, boiler controls, air quality issues, site drainage, and structural

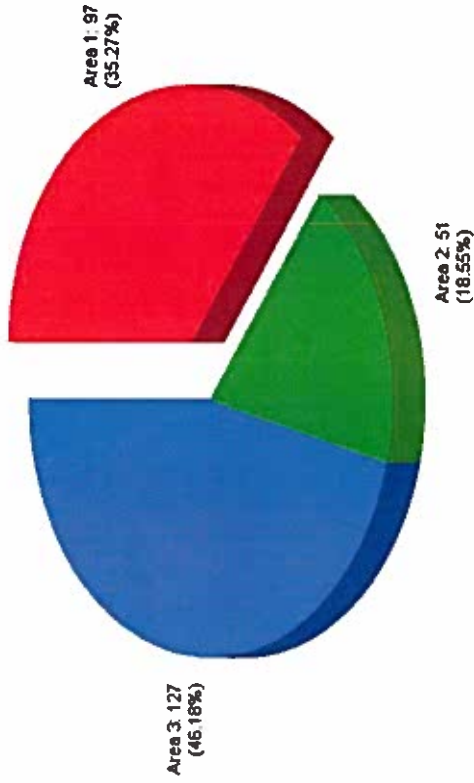
Work Orders Closed: School

- 1020 Orders -



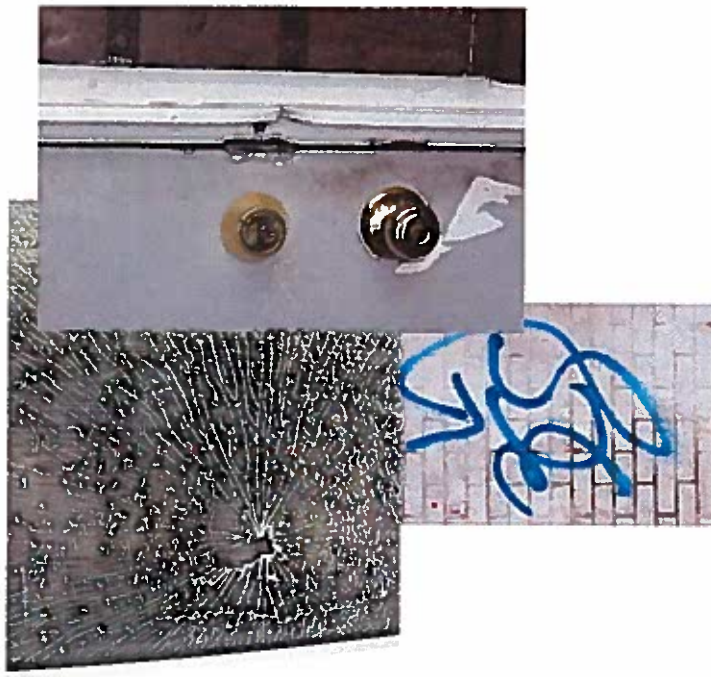
Work Orders Closed: Housing

- 275 Orders -



Security Systems

- **Vandalism is an increasing National problem ...**
 - Apparent in some of our schools and in some of our communities
- ✓ **Video & alarm surveillance installed**
- ✓ **Door entry system in progress**
- ✓ **Intercom & Paging systems**



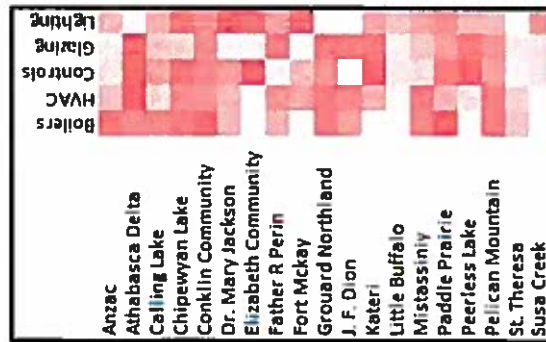
Scheduled Maintenance

- In 2016/17 Maintenance Connection implemented
- Regulatory Certifications
 - Annual fire alarm
 - Bi-annual kitchen fire suppression
 - Sprinkler systems
 - Fire pump
 - Fire Extinguishers
- Standby Generator annual system checks
- Accountability
 - Travel time tracking in place
 - Labour tracking
- Standardizing service boxes for maintenance staff



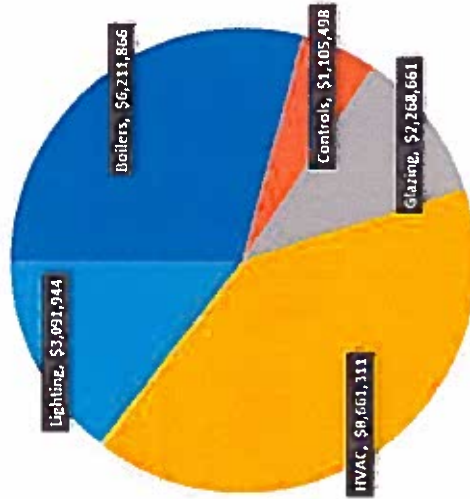
Proactive Forward Thinking

Many Systems at End of Life



Darker shades = Critical

Maintenance is Costly



Distance Driven is Costly



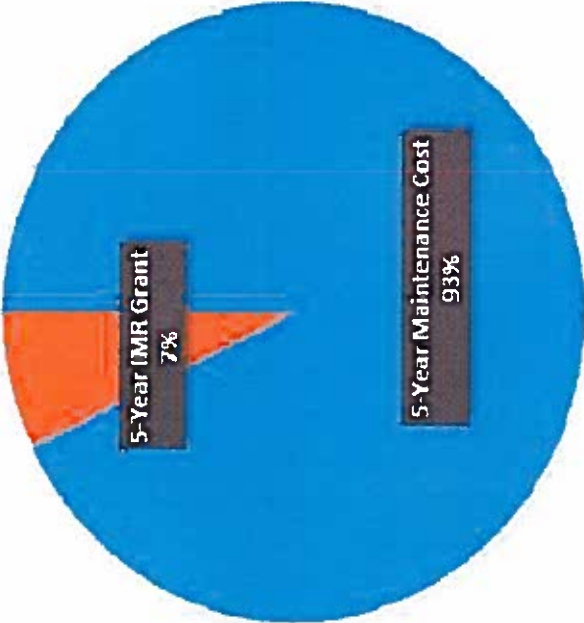
50,000 kms on average by each technician

Data taken from Facility Evaluation Reports over past 6 years gives an idea of the maintenance dollars required.

The Gap

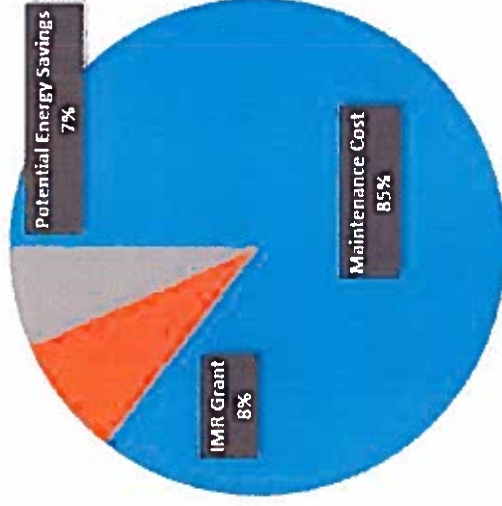
Blue is what engineered reports say is necessary to bring the schools to acceptable levels and the orange is funds made available to do this work

Gap of approximately 35M dollars
Identified in RECAP Facility Evaluation Reports vs actual funding



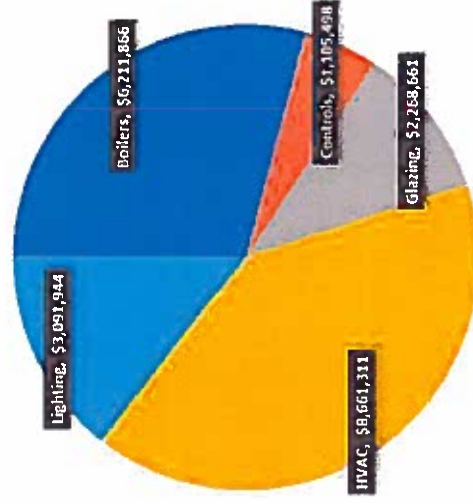
Updating and Greening will help close Gap

- New building controls
- Improved lighting
- More efficient boilers
- Greening travel time
 - 2x win via
 - building management system
 - computerized maintenance management system



Newer Updated Controls and Equipment

- **Condensing boilers** that use less gas
- **LED lighting** that are easier on the eyes and use less electricity
- **Fans** that improve air quality
- **Windows** that reduce drafts
- **Variable Speed Pumps** that ensure better comfort while saving money



Maintenance/Construction 2016-2017

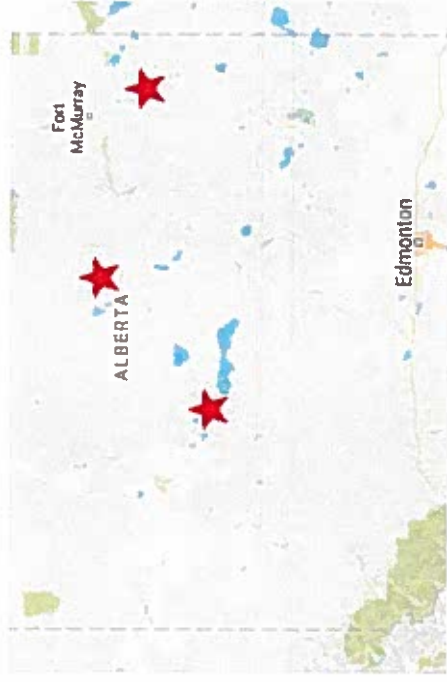
- R&M, IMR, & Federal funded Projects \$2.25M
 - basically fixing tired components in our Mechanical and Electrical system
 - small upgrades where possible - ensuring upgrades compatible in future work
 - moving towards installing Building Management Systems (BMS) will allow diagnosing problems remotely - reducing windshield time

Construction Projects

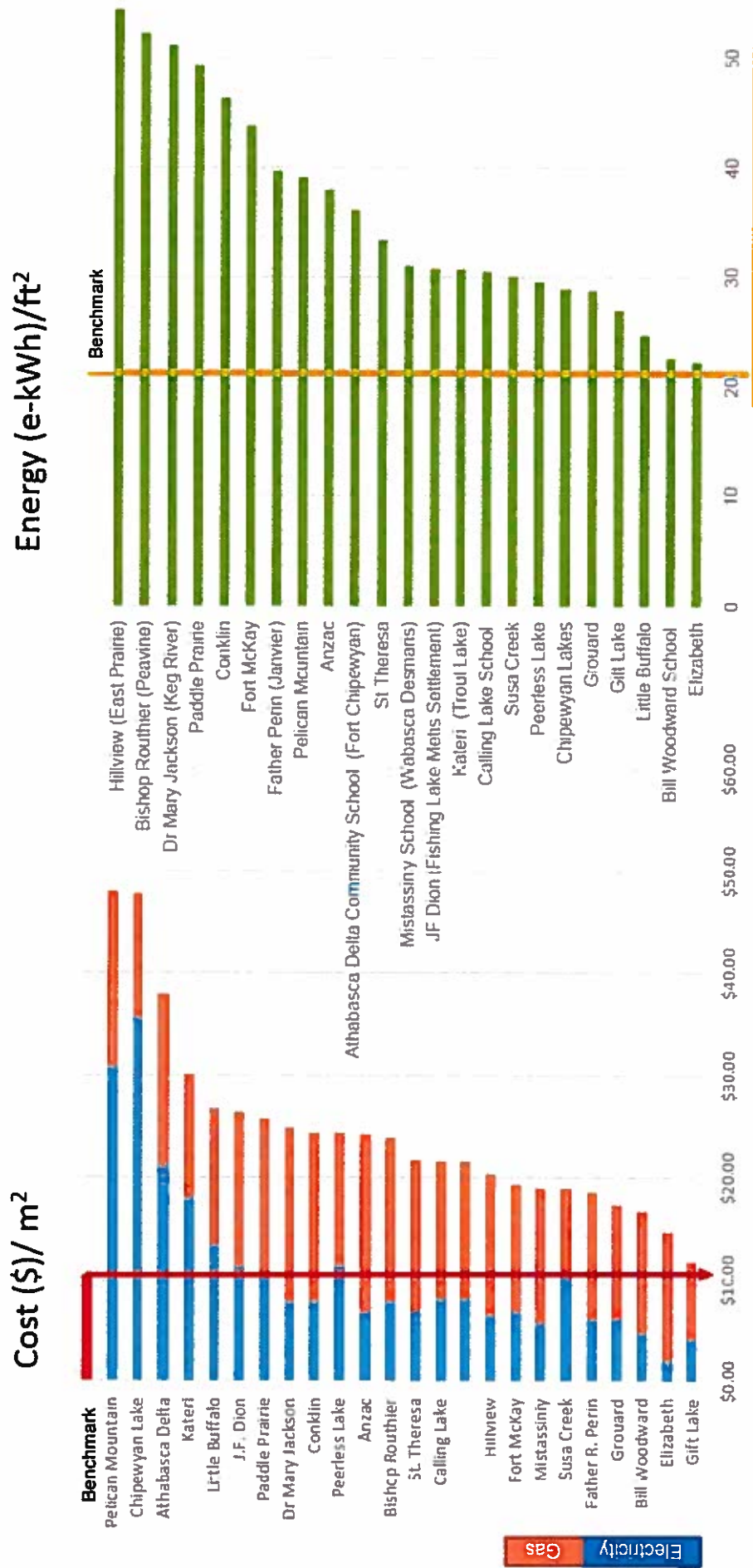
- Relocation of Fr. Perin existing portable classroom and demolition of 2 Conklin portable classrooms
- Installation of two new portable classrooms each at Fr. Perin and Conklin Community school work – in progress ~ 550k
- Municipal water and sewer infrastructure in Conklin – in progress

Moving Forward

- Four schools for review in each area
 - Grouard & Paddle Prairie (1)
 - Chip Lake (2)
 - Conklin (3)
- Lighting, Mechanical, & Control
- Seeking to reduce costs and windshield time
- Maximizing Government Incentives



Rationale



Moving forward guided by these principles

- How to audit our schools
 - Natural Resources Canada (<https://tinyurl.com/SD61-Audits>)
- How to develop our Controls
 - PEI Energy Management Systems Best Practices (<https://tinyurl.com/SD61-BMS>)
- Energy Management Strategic Planning
 - ISO 50 001 Energy Management (<https://tinyurl.com/SD61-ISO>)
 - Energy Star (<https://tinyurl.com/Sd61-EStar>)
 - Rede Energy Solutions (<https://tinyurl.com/SD61-Rede>)