

"Our students love to come to school in Northland"

**2018-2021 Three Year Plan
& 2017-2018 Annual
Education Results Report**



NORTHLAND SCHOOL DIVISION NO.61

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Message from the Board Chair

Tansi, Edlánat'e, Hello,

On October 26, 2017, Northland School Division No.61 (NSD) celebrated a historic moment as an elected board of trustees returned to the jurisdiction. Parents and community members participated in school board elections for the first time since 2010. The new governance structure for NSD is divided into 11 electoral wards <https://nsd61.ca/governance>.

It is our pleasure to present the 2018-2021 Three Education Plan and the 2017-2018 Annual Education Results Report (3YP/AERR). The 3YP/AERR incorporates a new vision for NSD "Our students love to come to school in Northland" and what we heard from our school communities. On April 20, 2018, the board hosted its first ever Ward Council and Council of School Councils Gathering. They invited parents, community members, Elders, and school council chairs to participate in developing priorities for the board. The board priorities align with the outcome statements listed in Policy 1 - Foundational Statements <https://nsd61.ca/download/130307> and all NSD goals.

- Outcome 1: NSD students are strong in identity, healthy and successful.
- Board Priority: Quality education includes seeing and developing the gifts and talents in every child.

- Outcome 2: NSD is a leader for Indigenous education excellence.
- Board Priority: Families and communities are actively and meaningfully involved in their children's education.

- Outcome 3: NSD is inclusive, each child's ways of knowing and ways of being is honored, respected and essential.
- Board Priority: Welcoming and caring environment exists in all NSD schools.
 - Supporting Student Success - honour the Indigenous ways of knowing and ways of being of each local community

- Outcome 4. NSD has excellent teachers, school leaders, and system leaders.
- Board Priority: The Board actively supports staff through their actions and encourages the community to do this as well.

- Outcome 5. NSD is well governed and managed.
- Board Priority: Purposefully inform and promote understanding of accomplishments, programs, and successes
 - Informing Community - honor the Indigenous ways of knowing and ways of being of each local community.

See page 19-21 to view the 2018-2021 Northland School Division Board of Trustees Priorities

Significant gains in these priorities have been made as a result of the strategies put in place. The board acknowledges there is still work to be done to ensure our school communities are fully supportive and engaged in education; as we know meaningful parent involvement is the number one indicator of student success.

On behalf of the Northland School Division, we extend our appreciation to the heartbeat of the jurisdiction; the students, staff, parents, Elders and community members. With this plan, we celebrate the successes and work together to make improvements that ensure students are strong in identity, healthy and successful.

Accountability Statement

The Annual Education Results Report for the 2017-18 school year and the Education Plan for September 1, 2018 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 will approve this combined Annual Education Results Report for the 2017/2018 school year and the Education Plan for 2018-2021 on November 30, 2018

Foundational Statements

Commitment:

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

Vision:

“Our students love to come to school in Northland”

Values – Seven Sacred Teachings:

Courage – Sohkeyihtamowin – Nēt fëth

To have the power of strong will and character to face adversity. To never give up, to persevere. Courage is the ability to face danger, fear or changes with confidence and bravery.

Wisdom – Iyinisowin - Huya

To have deep and comprehensive understanding of the spiritual, mental, physical and emotional aspects of being. Wisdom is the ability to make decisions that balance all aspects of being.

Humility – Tapahteyimowin - Édënëschapile

Never to think that we are more important than anyone else. Freedom from pride and arrogance. Humility is being humble.

Truth – Tapewewin – E fthh’iyati

The act of telling the truth. Truth is to know and understand all that the seven teachings have been given to us by the Creator and to remain faithful to them.

Honesty - Kwayaskyesihcikewinihk – Wa f’s’l zile

To do things in an upfront and upright manner. Honesty is speaking and acting truthfully, and thereby remaining morally upright.

Love - Sakeyihtowin - Neghānestā

Expression of love, intense feeling of deep affection. Love must be unconditional.

Respect - Pakakatisowin - Bori f’cha

The basic law of life is to respect all people at all times. Special respect is given to elders and parents. Show respect to all of nature, every living thing. Respect is the condition of being honored.

A Profile of the School Authority

Trustee	Ward	Schools	Grades
Maddy Daniels, Board Chair	Ward 1	Paddle Prairie School	K-12
Cathy Wanyandie, Trustee	Ward 2	Susa Creek School	K-8
Randy Anderson, Trustee	Ward 3	Bishop Routhier School	K-6
		Gift Lake School	K-9
Jesse Lamouche, Trustee	Ward 4	Grouard Northland School	K-9
		Hillview School	K- 6
Louis Cardinal, Trustee	Ward 5	Kateri School - Transferred to KTCEA Aug. 31, 2018	K-12
		Little Buffalo School Transferred to KTCEA Aug. 31, 2018	K-12
		Peerless Lake School - Transferred to KTCEA Aug. 31, 2018	K-12
Silas Yellowknee, Trustee	Ward 6	Career Pathways	Outreach
		Pelican Mountain School	K-6
		Mistassiniy School	7-12
Robin Guild, Trustee	Ward 7	Chipewyan Lake School	K-9
		St. Theresa School	K-6
Loretta Gladue, Trustee	Ward 8	Calling Lake School	K-12
		Calling Lake Outreach	Outreach
Helen Rubi Shirley, Trustee	Ward 9	Athabasca Delta Community School	K-12
Jules Nokohoo, Vice Board Chair	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
Karen Telford, Trustee	Ward 11	Elizabeth Community School	K-8
		J.F. Dion School	K-6

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 except any lands contained in any other school division or any First Nation.

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

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

Don Tessier, Director of Student Engagement, Attendance and Completion

Stephanie Sutherland, Director of Student Services

Trudy Rasmuson, Secretary-Treasurer

Trends and Issues

The Board of Trustees

October 26, 2017 is an important milestone date for NSD. That's because it marked the return of an elected board of trustees to the jurisdiction.. Upon being sworn in, the board immediately set to work on an action plan to take NSD into a future in which there will be an even stronger learning foundation and a solid framework that will see not only educational success for our students but personal confidence and high self-esteem. The board worked on and completed a full review and updating of all policies; including Policy 1 - Foundational Statements. They also took time to listen to school communities; but acknowledge there's work to be done to ensure NSD school community are fully engaged in education.

In 2018-2019, the trustees will strengthen their commitment to all students, parents, staff, communities and stakeholders by supporting curriculum development that is culturally appropriate for NSD students, ensuring school facilities are welcoming, caring, respectful, safe, healthy learning and working environments, enhance engagement with school communities and developing a Board Advocacy Plan supporting students success.

Maintenance

NSD is working on improving school facilities across the jurisdiction. The Maintenance department launched the online platform *Maintenance Care* to formalize requests from central office and schools and improve efficiency. The department also assists schools with classroom improvement projects and help ensure school facilities are more energy efficient and welcoming, caring, respectful, safe, healthy learning and working environments. In 2018-2019, consultants from Edmonton Public Schools will be reviewing all NSD facilities.

Housing Plan

In 2016-2017, a plan to upgrade housing was developed <https://goo.gl/zT46Fb>. In the spring of 2018, the division hired a housing construction foreman to update and carry out the plan. So far, we have renovated four houses; three in Fort Chipewyan and one in Anzac.

Labour Relations

The negotiation teams for NSD and Northland Alberta Teachers' Association (ATA) Local are working on finalizing an agreement. The locally bargained agreement will include specific matters related to NSD educators.

Transfer of NSD schools to KTCEA

As of September 1, 2018, Kateri, Little Buffalo and Peerless Lake Schools transferred from NSD to Kee Tas Kee Now Tribal Council Education Authority (KTCEA). We are working with KTCEA to ensure a smooth transition for the three schools. A partnership agreement is currently in place between NSD and KTCEA to support language and culture, sports and recreation, literacy and high school completion.

Closure of Dr. Mary Jackson School

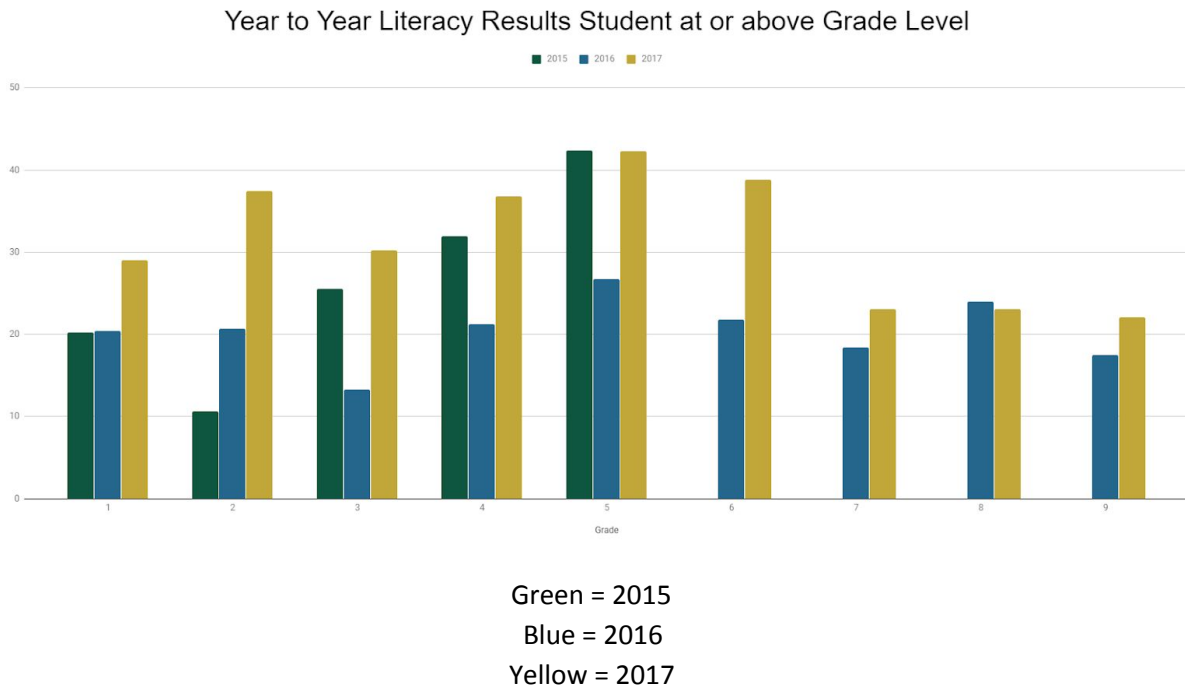
On May 24, 2018, the Board of Trustees approved the closure of the Kindergarten to Grade 12 instructional program at Dr. Mary Jackson School, effective August 31, 2018. The decision was made as

per Section 58 of the *School Act* and NSD's *Policy 15 – School Closure*. On January 26, 2018, the Board of Trustees approved a notice of motion regarding the possible closing of Dr. Mary Jackson School. NSD's Policy 15 – School Closure, the School Act, and Closure of Schools Regulation outlines a process for possible school closures. This included hosting a public meeting at the school on March 15, 2018.

At the public meeting, the Board of Trustees presented the “Dr. Mary Jackson School Viability Report”. The report outlined a rationale for a possible closure, student enrolment, financial analysis, education results and impact of keeping the school open. In addition to the report, families and staff were given the opportunity to help NSD understand why enrolment is down at the school, what they like about the school and changes they would like to see at the school. Families and staff shared information in person at the meeting, via survey and letters to the NSD.

NSD students showing literacy improvement

The division-wide Literacy Initiative is having a positive impact for our students and it's a credit to efforts being made by students and school staff. **See chart below to view the marked improvement.**



Summary of Accomplishments

New Northland Act receives Royal Assent



On May 4, 2017, the new Northland School Division Act received Royal Assent in the Legislative Assembly of Alberta. The proclamation resulted in the reinstatement of an elected board in Northland School Division (NSD) <https://nsd61.ca/governance>.

Northland host ceremony to celebrate the newly elected Board of Trustees



On October 26, 2017, Northland School Division staff, guests and dignitaries celebrated a historic moment as an elected Board of Trustees returned to the jurisdiction <https://goo.gl/4qinFj>.

Board of Trustees approve new foundational statements and policy to address community involvement



The Board of Trustees approved the new foundational statements (Policy 1 - Foundational Statements) for Northland School Division on April 20, 2018. The policy includes a new commitment statement, the vision statement “Our students love to come to school in Northland”, values (Seven Sacred Teachings), beliefs and mandate <https://goo.gl/fBXoZF>. The same day, trustees approved Policy 21 - Community Voice and Community Engagement <https://goo.gl/QVjbGF>.

Board of Trustee approve Attendance Improvement Initiative 'Every Day Counts' Operational Plan



On February 23, 2018 the Board of Trustees approved NSD's Attendance Improvement Operational Plan. The plan fits the guidelines set out by the Auditor General of Alberta to include actions, outputs/deliverables, completion dates/checkpoints, responsibility and resource requirements <https://goo.gl/qK6kRu>.

NSD host Ward Council and Council of School Councils Gathering



On April 20, 2018, Northland School Division (NSD) hosted its first-ever Ward Council and Council of School Councils Gathering at Radisson Hotel Edmonton South. The gathering is an opportunity for the Board of Trustees to engage and to hear from school community representatives <https://goo.gl/xfQHNZ>.

5 Year Grant Investment Project

The five year investment project is supporting 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 allowed us to hire Don Tessier as Director of Student Engagement, Attendance and Completion.

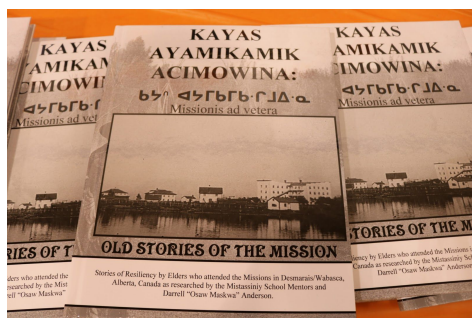
Team Northland inspiring others at WE Day Alberta 2017



Over 170 students and staff in multi-coloured 'Team Northland' t-shirts celebrated personal accomplishments, listened to inspirational stories from others and received more motivation to improve their community and the world at WE Day Alberta 2017 in Calgary. Mistassiniy School Student Blade Anderson (left), shared the school's WE inspired project in front of thousands of people. The Mistassiniy mentors came up with the idea to research residential school history in Wabasca-Desmarais. Students interviewed Elders about their residential school experiences within the missions. The stories and photos have been published in a book called Kayas Ayamikamik Acimowina:

Old Stories of the Mission <https://goo.gl/UvR13S>.

Kayas Ayamikamik Acimowina: Old Stories of the Mission Book Release



As part of Mistassiniy Schools way of recognizing Orange Shirt Day, they revealed the newly published book Kayas Ayamikamik Acimowina: Old Stories of the Mission on Friday, September 29, 2017.

NSD showcases Indigenous education excellence at PSBAA & ASBA Spring General Meetings



On June 2, 2018, Board Chair Maddy Daniels and Director of First Nations, Métis and Inuit Learner Success Lorraine Cardinal-Roy presented “How NSD is overcoming barriers to be a leader for Indigenous education excellence” to the Public School Boards Associations of Alberta (PSBAA) and the Alberta School Boards Association (ASBA). The presentation showcased how NSD has aligned policies and strategies to ensure the jurisdiction is a leader for Indigenous education

excellence <https://goo.gl/EWFGgp>.

Professional Development for Indigenous Language Instructors



Our First Nations, Métis and Inuit team organized four professional development workshops for the NSD and Kee Tas Kee Now Tribal Council Education Authority (KTCEA) in 2017-2018. The instructors developed a better understanding of how to develop long-term and short-term lesson plans using Google Suite Applications for Education.

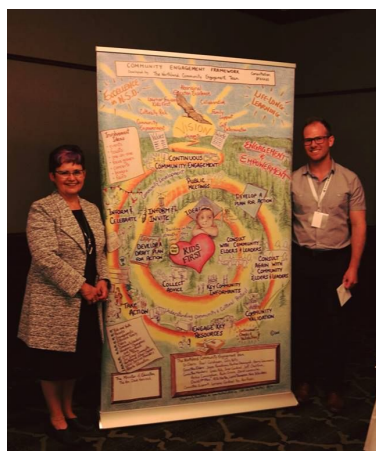
NSD educators & staff participate in Pebbles Training & Blanket exercise



Throughout the 2017-2018 school year, there was a large focus on helping educators and staff learn and apply First Nations, Métis, and Inuit Foundational Knowledge. Staff participated in Pebbles Training, which helps staff understand historical and legal terminology pertaining to Indigenous peoples, the importance of revitalizing First Nations, Métis and Inuit cultures, deepening awareness and knowledge of First Nations, Métis and Inuit beliefs, tradition and practice to advance reconciliation and planning your path to

reconciliation. School staff and division staff participated in NSD's adaptation of the KAIROS Blanket Exercise. The exercise is an interactive learning experience that covers 500 years of Indigenous history.

Presenting “A Community Engagement Framework through an Indigenous Lens” at Canadian Association for Communicators in Education (CACE) Conference



On October 2, 2017, Director of First Nations, Métis and Inuit Learner Success Lorraine Cardinal-Roy and Communications Coordinator Curtis Walty shared a “Community Engagement Framework through an Indigenous Lens” at the Canadian Association for Communicators in Education (CACE) Conference in Edmonton.

Land-based Learning in Janvier showcased by local media



In May 2017, reporters from The Fort McMurray Today and Harvard Broadcasting visited a land-based learning experience at Father R. Perin School. Click on the website link to view the articles.

- Harvard Broadcasting: <https://goo.gl/zbZp8X>
- Fort McMurray Today: <https://goo.gl/hrdLYe>

The photo is courtesy of the Fort McMurray Today.

Family Wellness Work hired to support NSD students & families



In an effort to achieve Outcome 3 “NSD is inclusive each child’s ways of knowing and ways of being are respected and essential”, the division hired Family Wellness Workers (FWW). They are available in school communities to provide services to students and families in order to support emotional, behavioural and social wellbeing. The Family Wellness Workers were featured on CBC Television and Radio <https://goo.gl/XDbUXP>.

NSD hosted 1st Annual Health Active Schools Symposium in Wabasca-Desmarais



It was a day of celebration and an opportunity for students to participate in activities about healthy eating, active living and mental well-being. On October 6, 2017, over 150 students did just that while attending the Healthy Active School Symposium (HASS) at the Lakeview Sports Centre in Wabasca-Desmarais. This was the first HASS event ever hosted in a Northland School Division community. The HASS theme "Find the Leader within through the arts, creative expression and a growth mindset" shaped the activities for the entire day <https://goo.gl/hdz5Jm>.

NSD launches Aspiring Leaders Program



Northland School Division No.61 (NSD) launched a new program to support aspiring school leaders. The Aspiring Leaders Program officially kicked off with a face to face session on February 14, 2018, in Edmonton <https://goo.gl/DEKUV9>.

NSD staff pursuing a Bachelor of Education through University of Calgary

On June 21, 2018, Associate Superintendent of Human Resources Wes Oginski announced five staff members will begin their journey towards a Bachelor of Education from the University of Calgary Werklund School of Education. As they pursue a Bachelor of Education, NSD will release the staff for a half day each week, pay tuition and course fees as well as support their summer course costs. The Werklund School of Education is an online evening program geared for people living and working in rural and remote locations.

Minister of Education visits KTCEA-NSD Winter Camp



Minister of Education David Eggen witnessed land-based learning at its best on February 21, 2018. Eggen attended the Kee Tas Kee Now Tribal Council (KTCEA) - Northland School Division (NSD) Winter Camp at Marten Lakes Wilderness Camp - Northern Lakes College Campus. Superintendent of Schools Gord Atkinson, who attended the camp with Ward 6 Trustee Silas Yellowknee, said the Minister of Education described land-based learning as the future of education <https://goo.gl/g8LXQ3>.

NSD launches new communication tool



Northland School Division (NSD) launched a new communication system on January 22, 2018. We selected School Messenger Communicate to send notifications to parents and guardians for emergencies, student attendance and other events taking place in the schools or across the division <https://goo.gl/arPVqQ>.

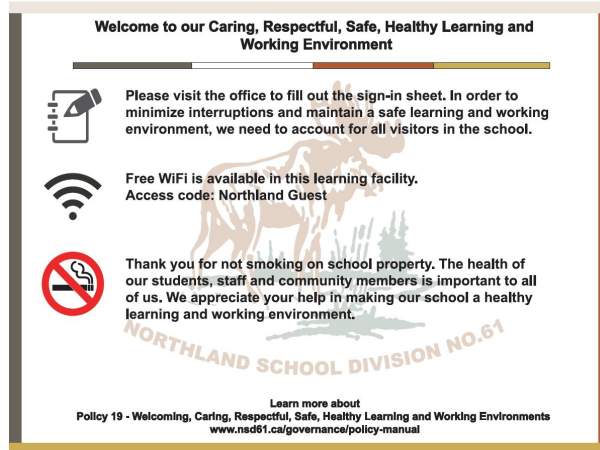
NSD launches online safety program PublicSchoolWORKS



To help NSD maintain a safe and healthy work and classroom environment, we have partnered with PublicSchoolWORKS to provide online safety training and documents for incident reporting and resources to meet specific needs relating to Occupational Health and

Safety <https://goo.gl/ujq2ea>.

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



In 2017-2018, NSD began the process of developing signage for all 20 schools. The signage includes messaging for how to sign-in, that there's free WiFi in the facility and there's no smoking on school property. It also includes a website link to NSD's Policy 19 - Welcoming, Caring, Respectful, Safe, Healthy Learning and Working Environments. The Maintenance Department installed the signage in all 20 schools before the 2018-2019 school year began.

NSD implements a strategic communication plan

In 2017-2018, NSD implemented a strategic communication plan. The strategic goals within the plan are aligned with the division's five outcome statements. The strategic goals address internal and external communication and how we support priorities such student attendance and recruitment of staff. The strategic communication plan is supported by the Board of Trustees.

Premier Notley announces Mistassiniy School modernization



On April 27, 2018, Premier Rachel Notley announced a modernization for Mistassiniy <https://goo.gl/Ykibwc>. The kick-off meeting for the modernization took place October 26, 2018.

Area Principal Meeting Highlights



In 2016-2017, NSD revamped the organizational chart <https://goo.gl/U72pGU>. This divided the division into three distinct areas. On a monthly basis, the area associate superintendents host principal meetings. In Area 1, principals participated in sessions focused on improving the quality of teaching for students. To support this work, they developed a better understanding of the Leadership Quality Standard and Curtis Linton's Equity Framework.

In Area 2, there's a large focus on Moving Forward with High School Redesign (MFWHSR), dual credit programming and Career and Technology Foundations with principals. In 2017-2018, students, educators, parents and community members visited two schools to explore different programming possible through MFWHSR. During a presentation to the Board, Area 2 Associate Superintendent Nancy Spencer-Poitras spoke about newly develop Career and Technology Foundations Programming. For example, Calling Lake School students are learning how to use a dye sublimation machine to create designs for t-shirts, coffee mugs, etc.

A health-care aide dual credit program recently launched at Northern Lakes College in Wabasca-Desmarais. NSD is working with schools to have student enroll in the program. In Area 3, principals have been exploring what optimal learning looks like in school and defining what they would see when students are engaged in optimal student learning.

Division-wide Principal Meeting Highlights



The division-wide principal meetings covered a number of topics in 2017-2018. In October, the division announced available funding to support classroom improvement in NSD schools. A number of schools have created activity affirmative and culturally responsive classrooms with support from the Classroom Improvement Fund. Former Elizabeth School Principal Rick Horon (See photo) showcased a classroom they transformed.

In February, our principal's learned how to use Google Classroom. This extension of Google aims to simplify creating, distributing and grading assignments in a paperless way. It encourages collaboration between teachers and students and supports optimal student learning through technology. For example, Mistassiniy School utilized this technology to enhance a frog dissection unit. In May, they participated in Pebbles Training and NSD's adaptation of the KAIROS Blanket Exercise. Both sessions help principals and teachers apply First Nations, Métis, and Inuit Foundational Knowledge; a requirement in the new Leadership and Teaching Quality Standards.

2018-2021 Northland School Division Board of Trustees Priorities

Throughout the 2017-2018 school year, the Board engaged in many activities to develop its vision for Northland School Division - "Our students love to come to school in Northland".

On April 20, 2018 the Board brought together community members, Elders, and school council chairs to hear their ideas on how to achieve the vision, what barriers might exist to achieving the vision and gather their input into the strategic direction of Northland School Division.

Using all the feedback gathered throughout the year, the Board then developed the following five "Board Priorities" through their own self evaluation process.

Below is a chart of the outcomes matching board priorities and all NSD goals.

Outcome 1: NSD Students are strong in identity, healthy and successful.

Board Priority: Quality education includes seeing and developing the gifts and talents in every child.

Goal 1.1 Increase student attendance by 2% per year to a target of 88%.

Goal 1.2 Increase the number of students reading at grade level by 10%.

Goal 1.3 Improve student performance on provincial achievement tests by 5%.

Goal 1.4 Improve student performance on diploma exams by 5%.

Goal 1.5 Develop and implement a Kindergarten to Grade 12 Numeracy Framework with a focus on three drivers: leadership, teaching practice and school culture.

Goal 1.6 Increase the engagement and success for High School students by introducing and implementing the foundational principles for high school redesign.

Goal 1.7 Enhance program flexibility and choice by developing dual credit partnerships with post secondary institutions.

Goal 1.8 Improve instructional programming, student success, and community engagement through the school review process.

Goal 1.9 The learning environment will reflect and honour First Nation and Metis culture language and values.

Goal 1.11 Northland students are engaged in learning.

Goal 1.12 Northland students are successful in transitioning from grade to grade, school to work and school to post-secondary.

Goal 1.14 Each area will have 2 Pedagogical Supervisors or a Literacy and Numeracy Lead. Each area will have 1 Educational Technology Supervisor.

Goal 1.15 Literacy intervention program expansion to high school.

Goal 1.16 Develop key priorities based on the division-wide technology plan.

Goal 1.17 Implement the Flexible Learning program across the division for students to access resources and instruction online using Google Classroom through Career Pathways School.

Goal 1.18 To increase the students reading by a minimum of one grade level (School Goal)

Goal 1.19 Each school will implement the numeracy framework.

Outcome 2: NSD is a leader for Indigenous education excellence.

Board Priority: Families and communities are actively and meaningfully involved in their children's education.

- Enhance community engagement and school council operations.
- Honour the Indigenous ways of knowing and ways of being of each local community.

Goal 2.1 Increase the quality and availability of Indigenous language instruction.

Goal 2.2 Maintain and improve working relationships with First Nations.

Goal 2.3 Define Indigenous Education excellence.

Goal 2.4 Create awareness and understanding about the good work that NSD does in Indigenous education.

Goal 2.5 Increase staff awareness and knowledge of First Nations, Metis and Inuit perspectives, experiences, traditions, and practices to advance reconciliation.

Goal 2.6 Collaborative partnerships are in place to support Northland student success.

Goal 2.7 Northland students know that someone cares about them at school.

Goal 2.8 (Board Goal) Meaningful family involvement in every school.

Outcome 3: NSD is inclusive, each child's ways of knowing and ways of being is honored, respected and essential.

Board Priority: Welcoming and caring environment exists in all NSD schools.

- Supporting Student Success - honor the Indigenous ways of knowing and ways of being of each local community

Goal 3.1 Enhance the effectiveness of the communication and understanding of student achievement that represents each child's ways of knowing and ways of being.

Goal 3.2 Increase the participation of students and value of students participating in experiential learning through Land-Based learning, cultural camps and or other means.

Goal 3.3 Enhance capacity to deliver programs and services across the division.

Goal 3.4 A new attendance strategy will be developed and implemented in all schools to support and acknowledge indigenous learning and traditional family learning.

Goal 3.5 Create a welcoming, caring, respectful, safe and healthy learning and working environment that respects diversity and fosters a sense of belonging.

Goal 3.6 School Food Services Enhancement.

Goal 3.7 (Board Goal) The school jurisdiction will implement the policy on safe and caring, Policy 19.

Outcome 4. NSD has excellent teachers, school leaders, and system leaders.

Board Priority: The Board actively supports staff through their actions and encourages the community to do this as well.

Goal 4.1 All NSD staff are well qualified and meet relevant professional standards

Goal 4.2 NSD is a system of excellence in the development of the foundational knowledge of First Nation, Metis and Inuit language and culture.

Goal 4.3 NSD is a system of choice for employment.

Goal 4.4 All teachers and leaders have the skills, competencies and capacity to achieve the division's learning agenda.

Goal 4.5 Develop and implement a strategy for staff wellness.

Goal 4.6 All school and system leaders work collaboratively to ensure all students are supported and

successful in their learning.

Outcome 5. NSD is well governed and managed.

Board Priority: Purposefully inform and promote understanding of accomplishments, programs and successes

- Informing Community - honor the Indigenous ways of knowing and ways of being of each local community.

Goal 5.1 Implement the new NSD governance structure.

Goal 5.2 Implement new Administrative Procedures

Goal 5.3 (Board Goal) Implement the 2018 - 2019 communications plan which focuses on strengthening external communications, sharing successes, and supporting community engagement and involvement in the education system.

Goal 5.4 Implement the Housing plan approved at the February 2017 Board meeting, and sponsored by the NSD investment plan

Goal 5.5 Implement a new fleet tracking and management system

Goal 5.6 Implement a new safety management system

Goal 5.7 Implement a new strategic planning tool

Goal 5.8 Northland attendance data is accurate and used to inform decision-making.

Goal 5.9 (Board Goal) Enhance communication protocols and procedures to ensure effective and timely information flow at all levels within NSD

Goal 5.10 (Board Goal) Advocate politically for the betterment of NSD students

Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

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	Safe and Caring	80.2	79.5	80.3	89.0	89.5	89.4	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	63.7	62.2	63.4	81.8	81.9	81.7	Very Low	Maintained	Concern
	Education Quality	82.3	79.9	80.1	90.0	90.1	89.9	Low	Improved	Acceptable
	Drop Out Rate	10.8	12.9	13.0	2.3	3.0	3.3	Very Low	Improved	Issue
	High School Completion Rate (3 yr)	14.6	11.3	12.6	78.0	78.0	77.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	24.2	24.3	26.3	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	1.2	1.7	1.8	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	29.9	35.5	36.7	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	0.9	0.9	0.8	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	4.6	2.6	3.8	55.7	54.9	54.7	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	34.0	40.8	33.9	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	11.7	15.6	12.6	58.7	57.9	59.0	Very Low	Maintained	Concern
	Work Preparation	79.3	72.0	75.0	82.4	82.7	82.4	High	Improved	Good
	Citizenship	71.7	70.1	69.8	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	75.9	70.9	72.9	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	72.5	72.3	72.9	80.3	81.4	80.7	Intermediate	Maintained	Acceptable

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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. 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).
6. Participation in Provincial Achievement Tests was impacted 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 this event.
7. 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.
8. 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.
9. Participation in Diploma Examinations was impacted 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 this event.
10. 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.
11. 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.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Northland School Div No. 61 (FNMI)			Alberta (FNMI)			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	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	10.6	12.3	12.4	4.8	5.8	6.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	12.8	9.4	11.2	53.3	53.7	50.5	Very Low	Maintained	Concern
	PAT: Acceptable	21.7	22.1	24.7	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	0.2	0.9	1.1	6.6	6.7	6.5	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	27.0	31.0	33.9	77.1	77.1	76.6	Very Low	Maintained	Concern
	Diploma: Excellence	1.1	0.0	0.0	11.0	10.7	10.3	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	3.2	3.1	3.2	24.4	21.8	21.2	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	31.4	36.4	31.0	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	8.5	16.2	12.1	33.0	31.8	32.8	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	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

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
9. 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.
10. 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, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00

Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: 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) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

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.

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

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)

Overall Evaluation Table

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.

Improvement	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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	25.5	28.2	22.9	24.3	24.2	30	Very Low	Maintained	Concern	35	40	45
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.6	1.9	0.8	1.7	1.2	5	Very Low	Maintained	Concern	10	15	20

Goal 1.3 Improve student performance on provincial achievement tests by 5%.

Strategies:

- Improve the understanding of Provincial Achievement Test results in each school. Provincial Achievement test results in grade 6 and 9 will be reviewed by the school administration, teachers and the Associate Superintendent. They will look for trends in best practices and areas for development. Additional work will be taken up the Divisional Principal Meeting in November of each year. School improvement plans will reflect the analysis for grade 6 and 9 to look for trends of best practices and areas for development.
- Improve the ability of teachers to teach multiple grade classes through instructional leadership, professional learning, and resources. Review current strategies for addressing the coverage and teaching of curriculum in areas where multiple grades are being taught. Locate and make available instructional leadership, professional learning, and resources that focus on teaching of curriculum in areas where multiple grades are being taught.
- Each school will involve staff in the analysis of the grade 6 and 9 Provincial Achievement Test results to develop strategies for improvement.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	33.7	38.0	42.4	35.5	29.9	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	0.8	0.0	0.9	0.9	5	Very Low	Maintained	Concern	10	15	20

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	22.7	13.4	13.1	11.3	14.6	20	Very Low	Maintained	Concern	25	30	35
Drop Out Rate - annual dropout rate of students aged 14 to 18	12.9	14.2	11.9	12.9	10.8	10	Very Low	Improved	Issue	10	9	8
High school to post-secondary transition rate of students within six years of entering Grade 10.	15.5	8.6	13.7	15.6	11.7	15	Very Low	Maintained	Concern	20	25	30
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	27.0	40.8	34.0	40	n/a	Maintained	n/a	45	50	55
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	5.1	4.2	3.4	2.6	4.6	5	Very Low	Maintained	Concern	6	7	8

Goal 1.4 Improve student performance on diploma exams by 5%.

Strategy:

- Improve the understanding and analysis of Diploma Exam results in each school. Each school principal will participate in an analysis of the Diploma Exam results with the Associate Superintendent. Principals will participate in an analysis of the Diploma Exam results their staff and develop strategies for improving student success.

Goal 1.6 Increase the engagement and success for High School students by introducing and implementing the foundational principles for high school redesign.

Strategies:

- Increase the awareness and understanding of the principles of High School Redesign by engaging all high school in professional learning. NSD schools have started working on High School Redesign philosophies and making High School Redesign happen in their schools.
- Increase awareness of High School Redesign by having school administration and key staff visit high schools that are successfully implementing the High School Redesign Initiative. School administration and key staff will visit high schools that are successfully implementing the High School Redesign Initiative.

- Introduce, inform and increase the understanding of the principles of High School Redesign for school staff. School administration will engage with staff in conversations about the principles of High School Redesign. School Principals and select staff will attend the regional collaborative initiative in October and March on High School Redesign Initiative.
- Introduce, inform and increase the understanding of the principles of High School Redesign for students and parents in each school. A group of students and where possible parents will be given the opportunity to visit a school that is successfully implementing the High School Redesign Initiative.

Goal 3.1 Enhance the effectiveness of the communication and understanding of student achievement that represents each child's ways of knowing and ways of being.

Strategies:

- Implement the second phase of the new elementary report card will be implemented in the remaining schools for the 2018-19 school year.
- Design, develop and implement the student/parent portal for assessment and reporting.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	65.2	68.5	70.7	70.1	71.7	75	Intermediate	Maintained	Acceptable	80	81	82
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.	69.4	76.2	76.9	72.0	79.3	80	High	Improved	Good	81	82	83

Goal 3.1 Enhance the effectiveness of the communication and understanding of student achievement that represents each child's ways of knowing and ways of being.

- Implement the new elementary report card in three pilot schools for the first reporting period. The new elementary report card will be implemented in three pilot schools for the first reporting period.
- Implement the second phase of the new elementary report card will be implemented in the remaining schools for the 2018/19 school year.
- Design, develop and implement the student/parent portal for assessment and reporting.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

(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	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	23.8	27.3	22.5	22.1	21.7	25	Very Low	Maintained	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).	1.3	1.3	0.5	0.9	0.2	1	Very Low	Declined	Concern	5	10	10
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	32.6	36.9	39.7	31.0	27.0	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	1.1	5	Very Low	Maintained	Concern	6	7	8

Goal 1.3 Improve student performance on provincial achievement tests by 5%.

Strategies:

- Improve the understanding of Provincial Achievement Test results in each school. Provincial Achievement test results in grade 6 and 9 will be reviewed by the school administration, teachers and the Associate Superintendent. They will look for trends in best practices and areas for development. Additional work will be taken up the Divisional Principal Meeting in November of each year. School improvement plans will reflect the analysis for grade 6 and 9 to look for trends of best practices and areas for development.
- Improve the ability of teachers to teach multiple grade classes through instructional leadership, professional learning, and resources. Review current strategies for addressing the coverage and teaching of curriculum in areas where multiple grades are being taught. Locate and make available instructional leadership, professional learning, and resources that focus on teaching of curriculum in areas where multiple grades are being taught.
- Each school will involve staff in the analysis of the grade 6 and 9 Provincial Achievement Test results to develop strategies for improvement.

Goal 1.4 Improve student performance on diploma exams by 5%.

Strategy:

- Improve the understanding and analysis of Diploma Exam results in each school. Each school principal will participate in an analysis of the Diploma Exam results with the Associate Superintendent. Principals will participate in an analysis of the Diploma Exam results their staff and develop strategies for improving student success.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	24.5	13.0	11.2	9.4	12.8	15	Very Low	Maintained	Concern	20	25	32
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	12.8	13.8	11.0	12.3	10.6	9	Very Low	Maintained	Concern	8	7	6
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	17.9	6.8	13.3	16.2	8.5	15	Very Low	Maintained	Concern	20	25	30
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	25.7	36.4	31.4	35	n/a	Maintained	n/a	40	45	50
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	5.1	4.0	2.4	3.1	3.2	5	Very Low	Maintained	Concern	6	7	8

Goal 1.4 Improve student performance on diploma exams by 5%.

Strategy:

- Improve the understanding and analysis of Diploma Exam results in each school. Each school principal will participate in an analysis of the Diploma Exam results with the Associate Superintendent. Principals will participate in an analysis of the Diploma Exam results their staff and develop strategies for improving student success.

Goal 1.6 Increase the engagement and success for High School students by introducing and implementing the foundational principles for high school redesign.

Strategy:

- Increase the awareness and understanding of the principles of High School Redesign by engaging all high school in professional learning. NSD schools have started working on High School Redesign philosophies and making High School Redesign happen in their schools.

Goal 3.1 Enhance the effectiveness of the communication and understanding of student achievement that represents each child's ways of knowing and ways of being.

Strategies:

- Implement the new elementary report card in three pilot schools for the first reporting period. The new elementary report card will be implemented in three pilot schools for the first reporting period.
- Implement the second phase of the new elementary report card will be implemented in the remaining schools for the 2018/19 school year.
- Design, develop and implement the student/parent portal for assessment and reporting.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	76.1	79.6	81.7	79.5	80.2	81	Low	Maintained	Issue	82	83	84

Goal 3.5 Create a welcoming, caring, respectful, safe and healthy learning and working environment that respects diversity and fosters a sense of belonging.

Strategies:

- Develop awareness and understanding of both staff and communities about Policy 19, welcoming, caring, respectful, safe and healthy learning and working environments through professional learning and communication.
- Each school will facilitate community and staff understanding of how they create a welcoming, caring, respectful, safe and healthy learning and working environments. Each school is required to implement and develop understanding among stakeholders in regards to Policy 19.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	61.8	63.2	64.8	62.2	63.7	70	Very Low	Maintained	Concern	75	80	80

Goal 4.4 All teachers and leaders have the skills, competencies and capacity to achieve the division's learning agenda.

Strategies:

- Design a framework to guide professional learning with the challenges by acknowledging the complexities of wide geographic distribution of teaching staff and the limits to travel. Redesign professional learning to improve instructional leadership and classroom teaching.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	64.5	72.3	74.0	72.3	72.5	75	Intermediate	Maintained	Acceptable	80	85	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	69.6	73.2	74.5	70.9	75.9	80	Intermediate	Maintained	Acceptable	85	86	87
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	76.9	80.7	79.5	79.9	82.3	85	Low	Improved	Acceptable	86	87	88

Goal 5.1 Implement the new NSD governance structure.

Strategies:

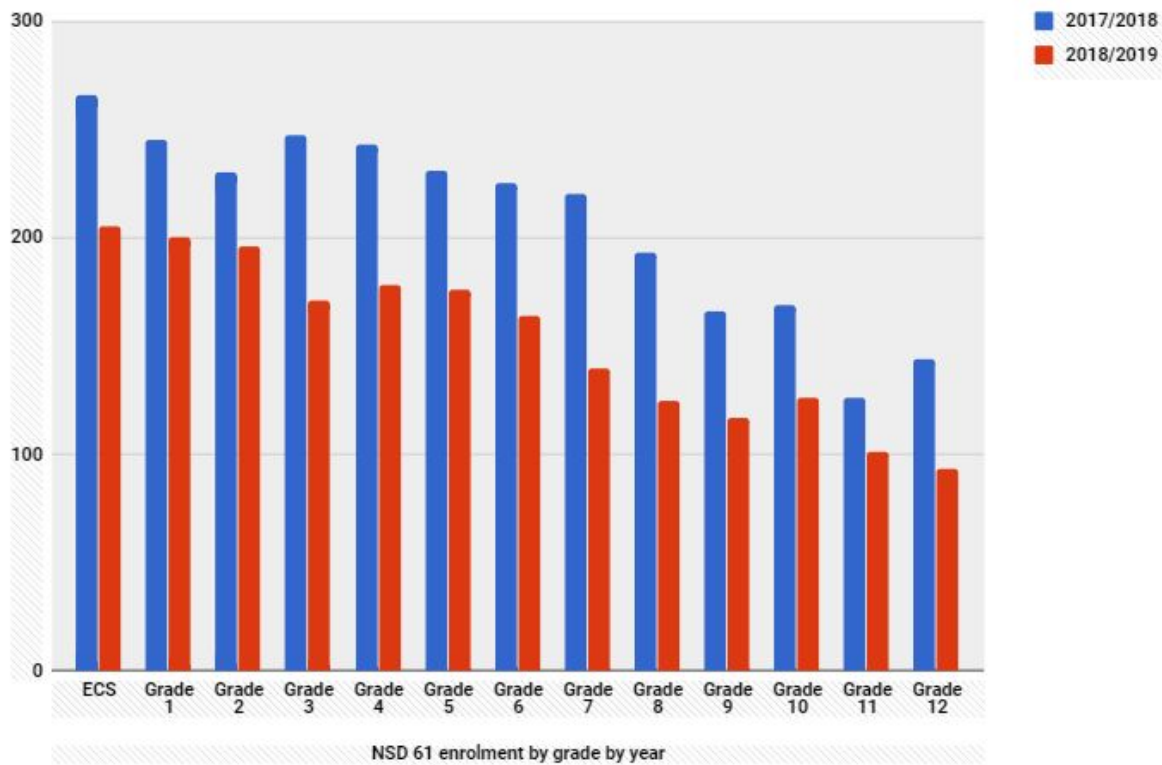
- Establish a School Council or Principal Advisory Committee for each school.
- All schools will hold school council establishment meetings in an attempt to form a School Council or a Principal Advisory Committee.

Summary of Financial Results

Enrolment

2018-2019 September enrolment is down by 713 students from 2017-2018 September enrolment. 432 of those students were enrolled in the three schools that were transferred in September to KTCEA. The other 281 are a result of a general decrease.

Federal students have made up about 43% of the student body, and with the transfers, this has fallen to 38%.



OVERVIEW

In the October draft budget, the deficit was \$4.096 million, with \$3 million attributed to the operations, and \$1 million to the 5-year investment plan.

The current deficit is at \$1.064 million.

The reduction in the above by \$3 million was accomplished by:

Additional revenue of \$400,000 carryforward from the 5-year investment grant.

Reduction in expenses to the schools by \$280,000 due to enrolment changes.

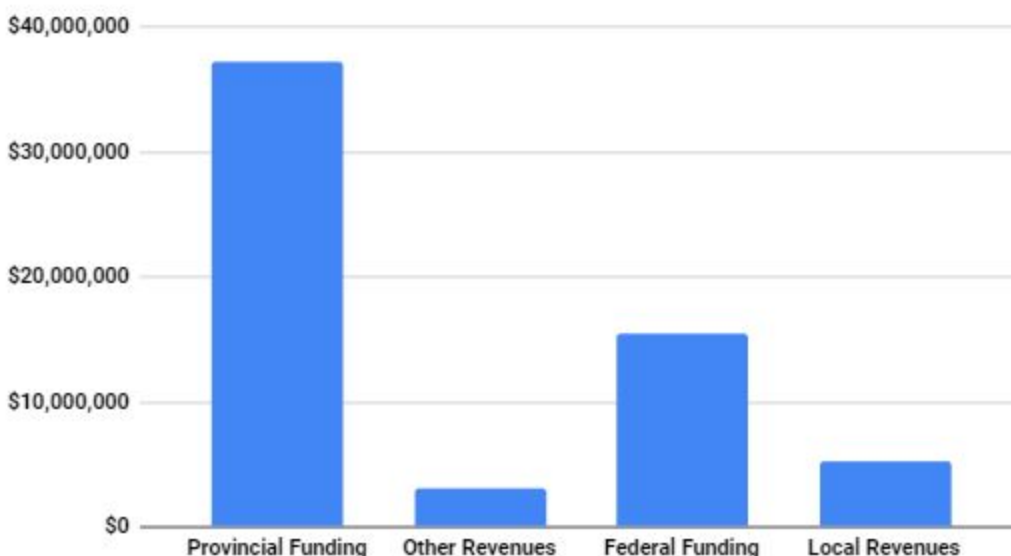
Reduction in expenses to Central Office by \$675,000.

Increase in federal revenue (\$1.5 million) due to the increase in expenses (Five-year investment grant).

The remaining \$1 million will be funded out of unrestricted surplus. Currently, the division has \$3.5 million in unrestricted surplus. After the deficit is funded, and the other plans implemented, the projected balance will be at \$1.55 million. If the Paddle Prairie shop is not funded through the division, but as part of the recommended new school build, the projected unrestricted surplus will change to \$3 million.

Given the trend of declining enrolment, budgeting for the 2019-2020 school year will be critical, given that the current level of operations is unsustainable, with the current funding. Any further reductions to unrestricted surplus will result in less capital projects and reductions in services.

2018-2019 Revenue



REVENUE

Overall, revenue fell from \$62 million in the spring budget to \$61.1 million in the fall budget.

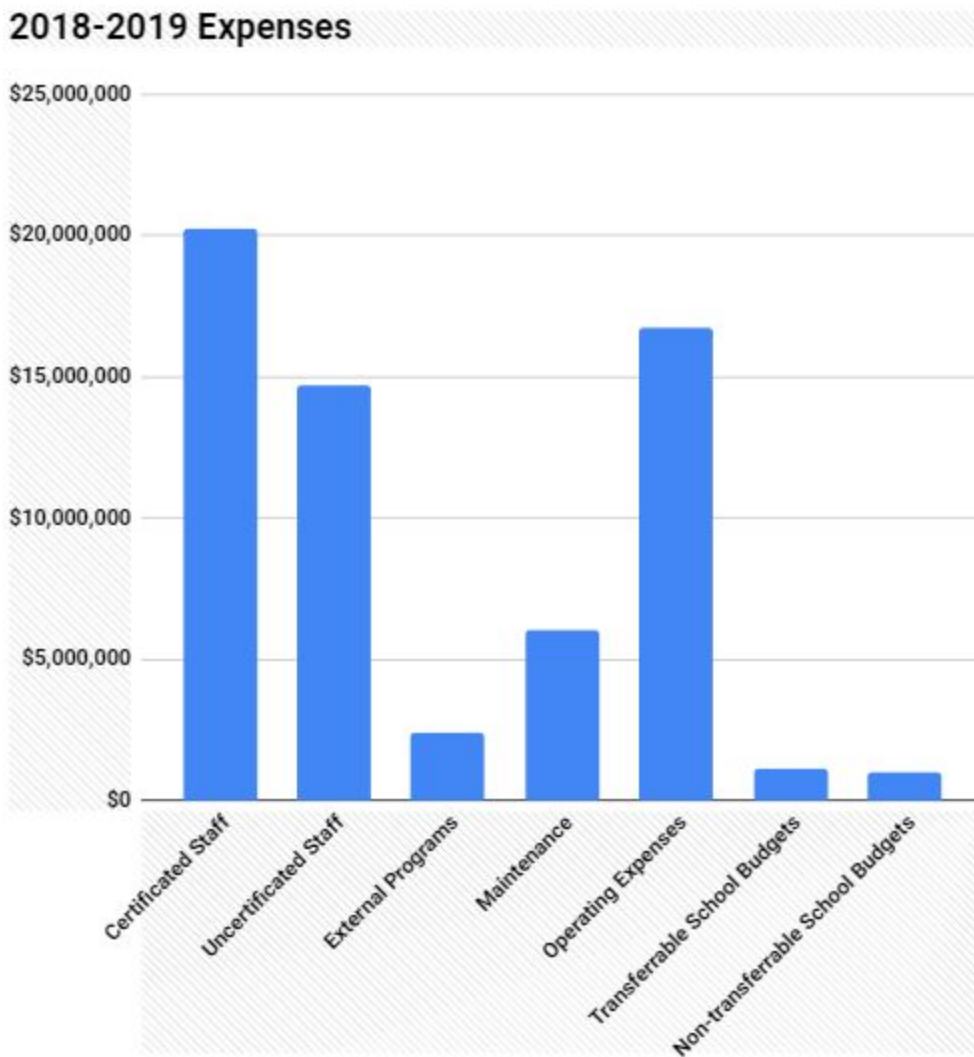
Base funding from the provincial government fell about \$2.6 million, all related to enrolment. Differential funding fell very little, at about \$150,000, as there are other factors involved with the funding calculation, other than just enrolment.

Other provincial funding overall remained steady, with the exception of the 5-year investment grant fund. The province was projecting the funding in the spring guidelines would be at \$6.112 million. However, due to the change in enrolment, the funding will be \$5.023 million, a decrease of \$1.1 million. In order to minimize the impact of the funding reduction, \$0.4 million of the \$2.5 million unspent 5-year investment grant has been included in income.

Revenue from supported amortization from the province is projected to fall this year. Supported amortization is when the province funds a building project. It provides revenue to the division to offset the depreciation expense, until the building (or funded asset) has been fully depreciated.

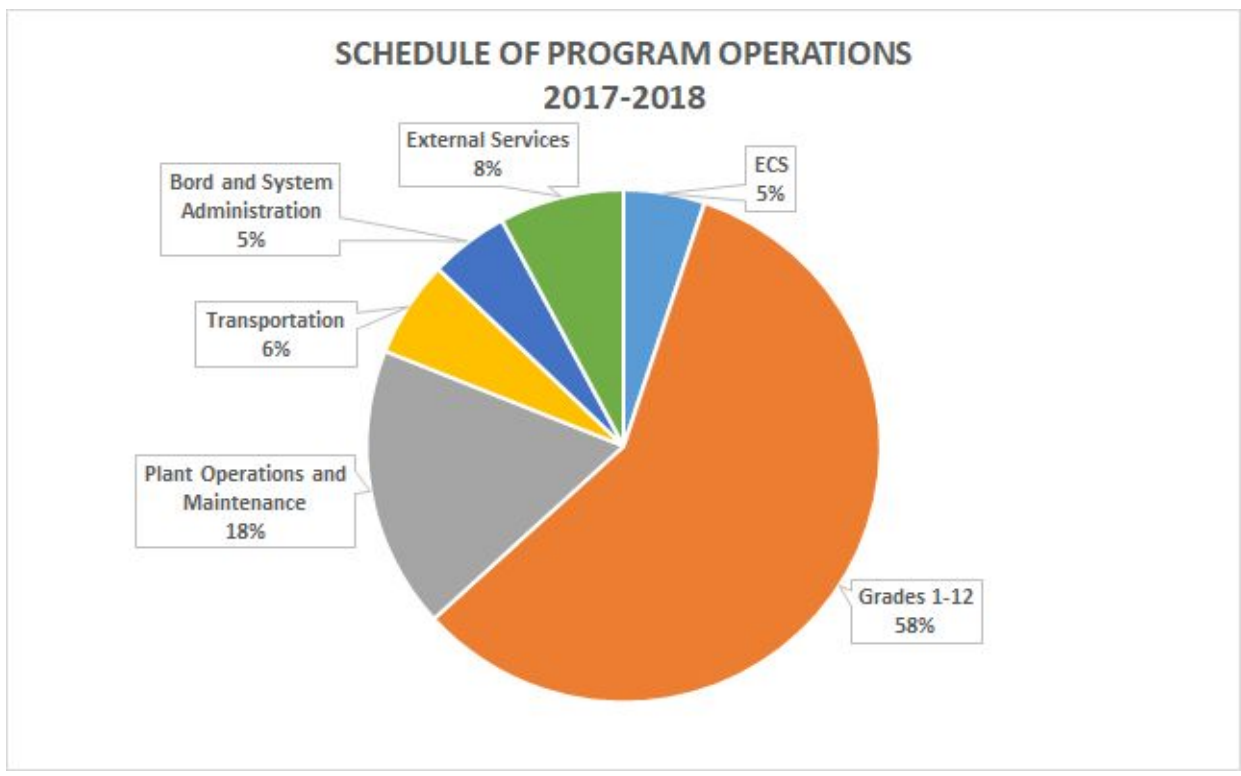
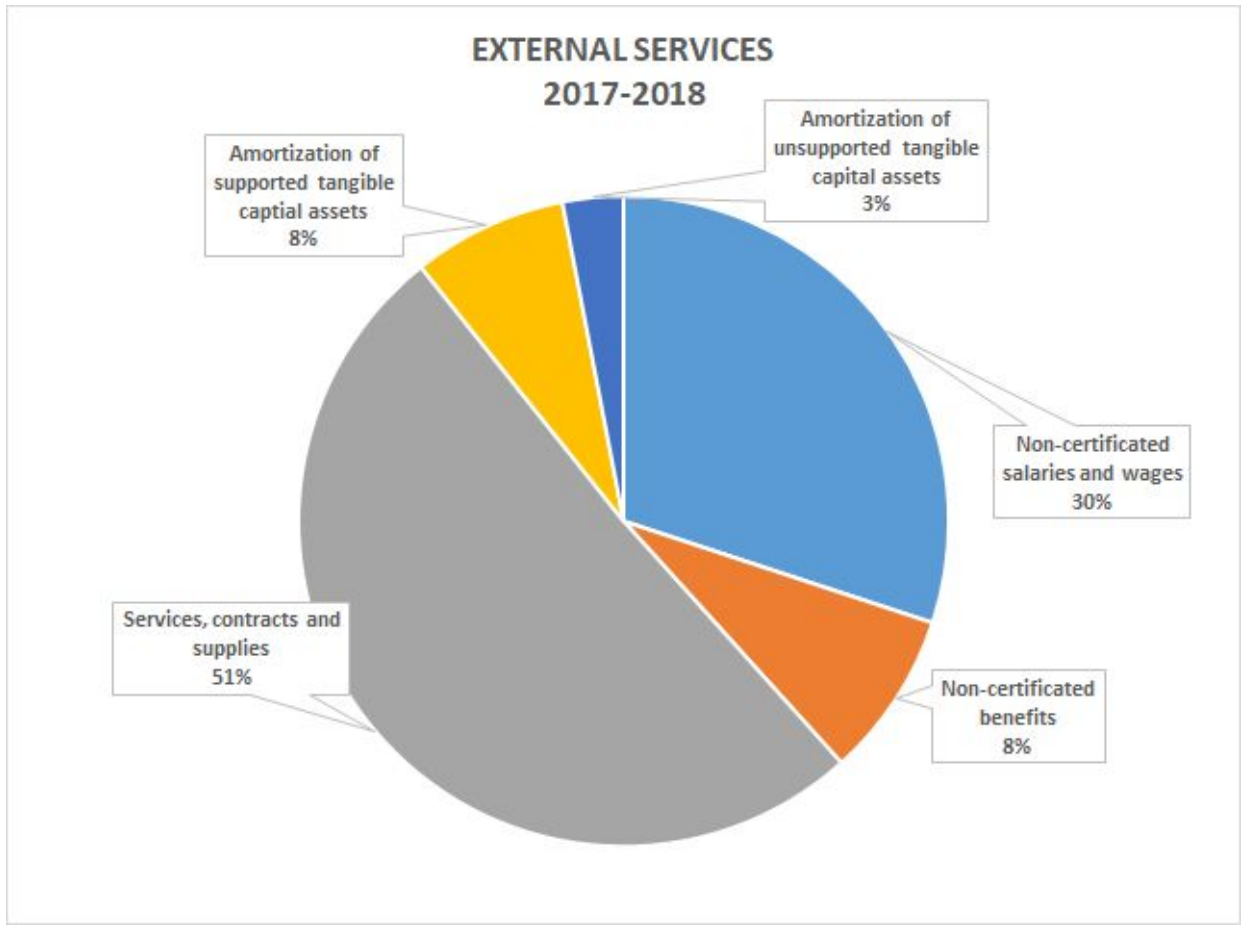
Revenue from the First Nations has increased almost \$1.5 million, due to the increase in the tuition rate, based on the actual 2017-2018 division costs.

Local revenues are up slightly, by \$200,000. The bulk of this increase is recent grant from Red Cross to ADCS, for wildfire support, in the amount of \$116,000, a Cenovus literacy grant of \$50,000 and some additional funds in Conklin to provide administrative support.

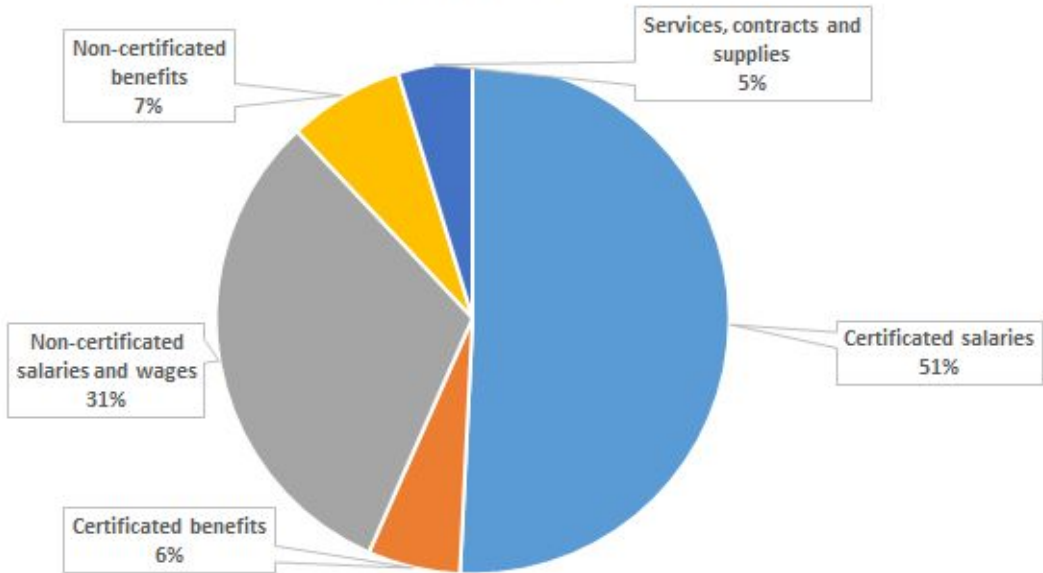


EXPENSES

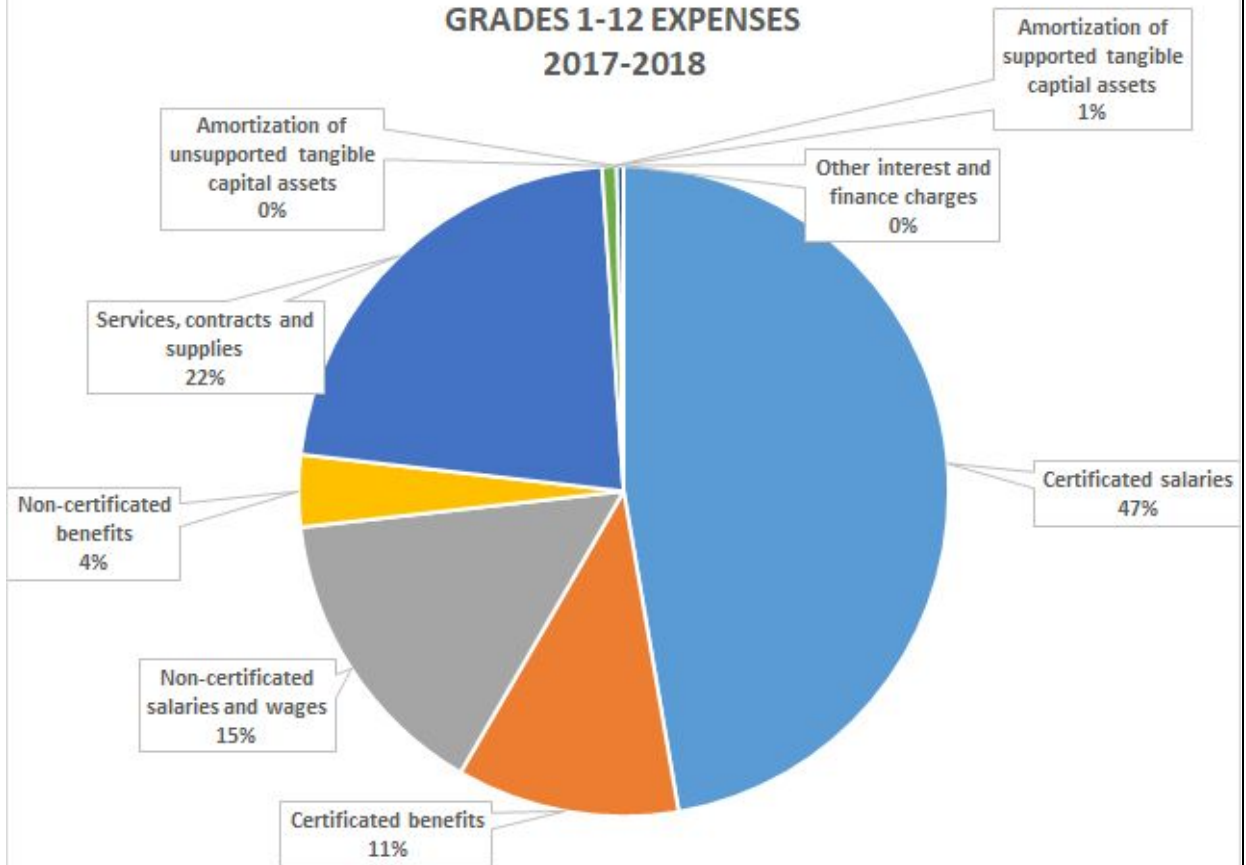
Overall, expenses are down just under 1%, or \$570,000 from the Spring budget.



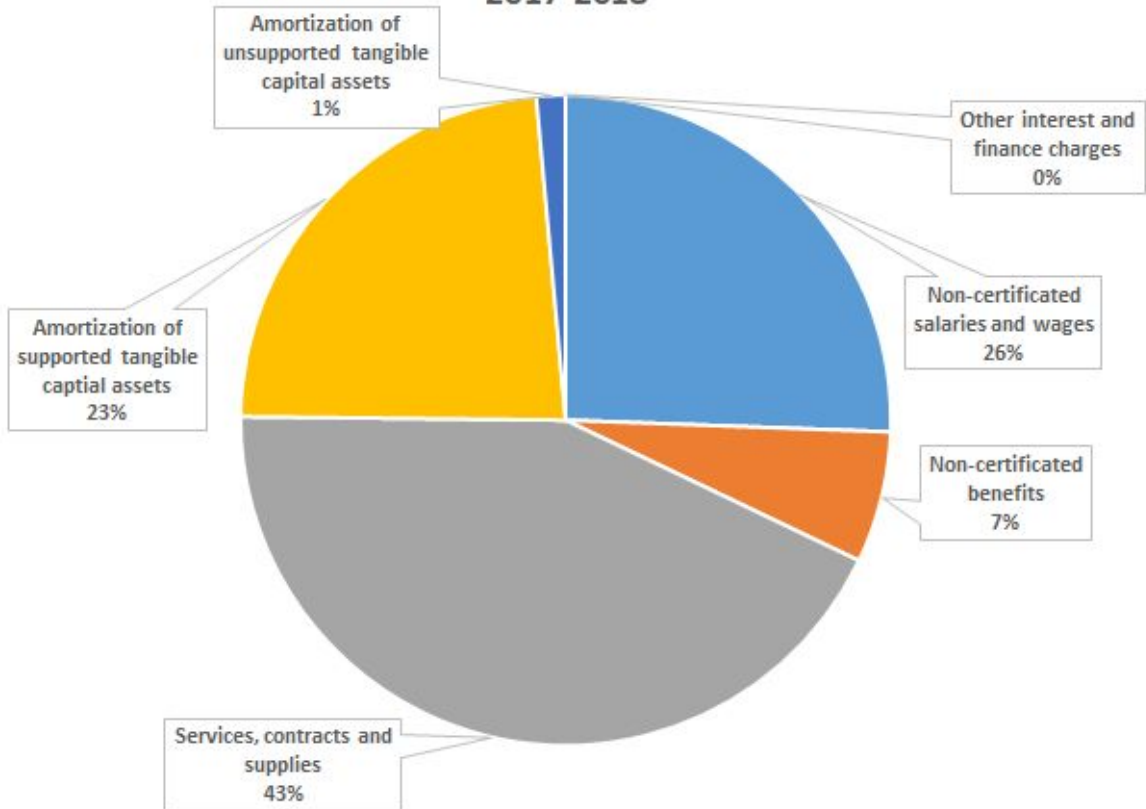
EARLY CHILDHOOD SERVICES EXPENSES 2017-2018



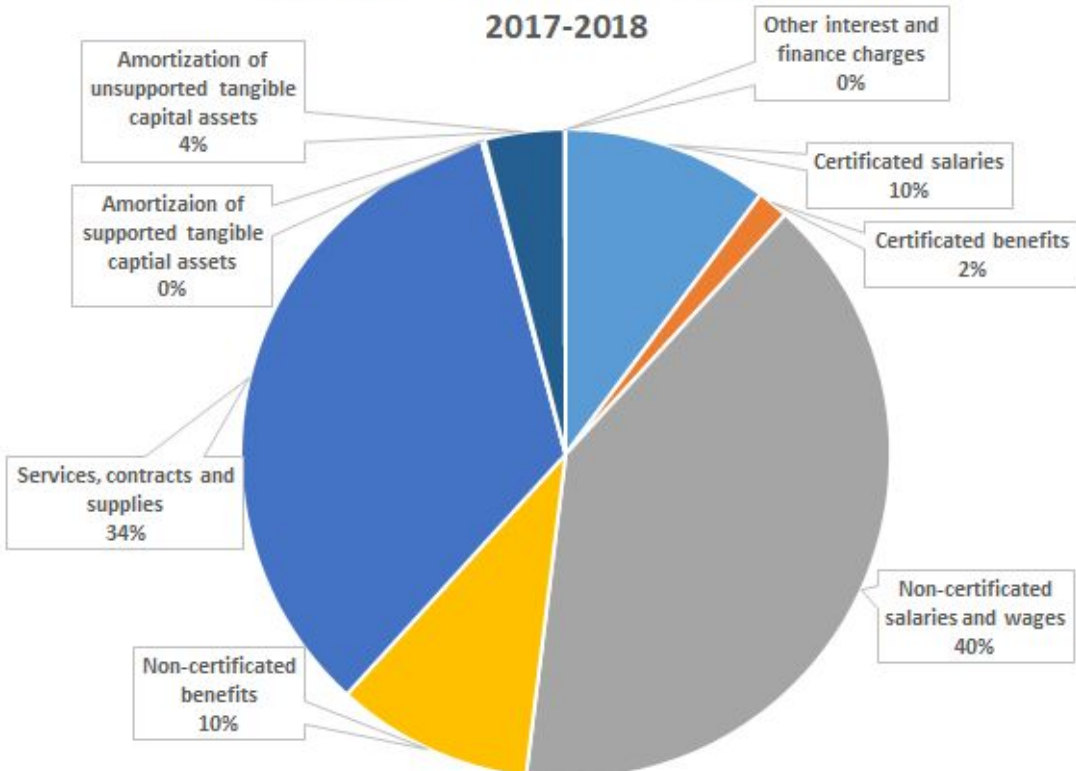
GRADES 1-12 EXPENSES 2017-2018

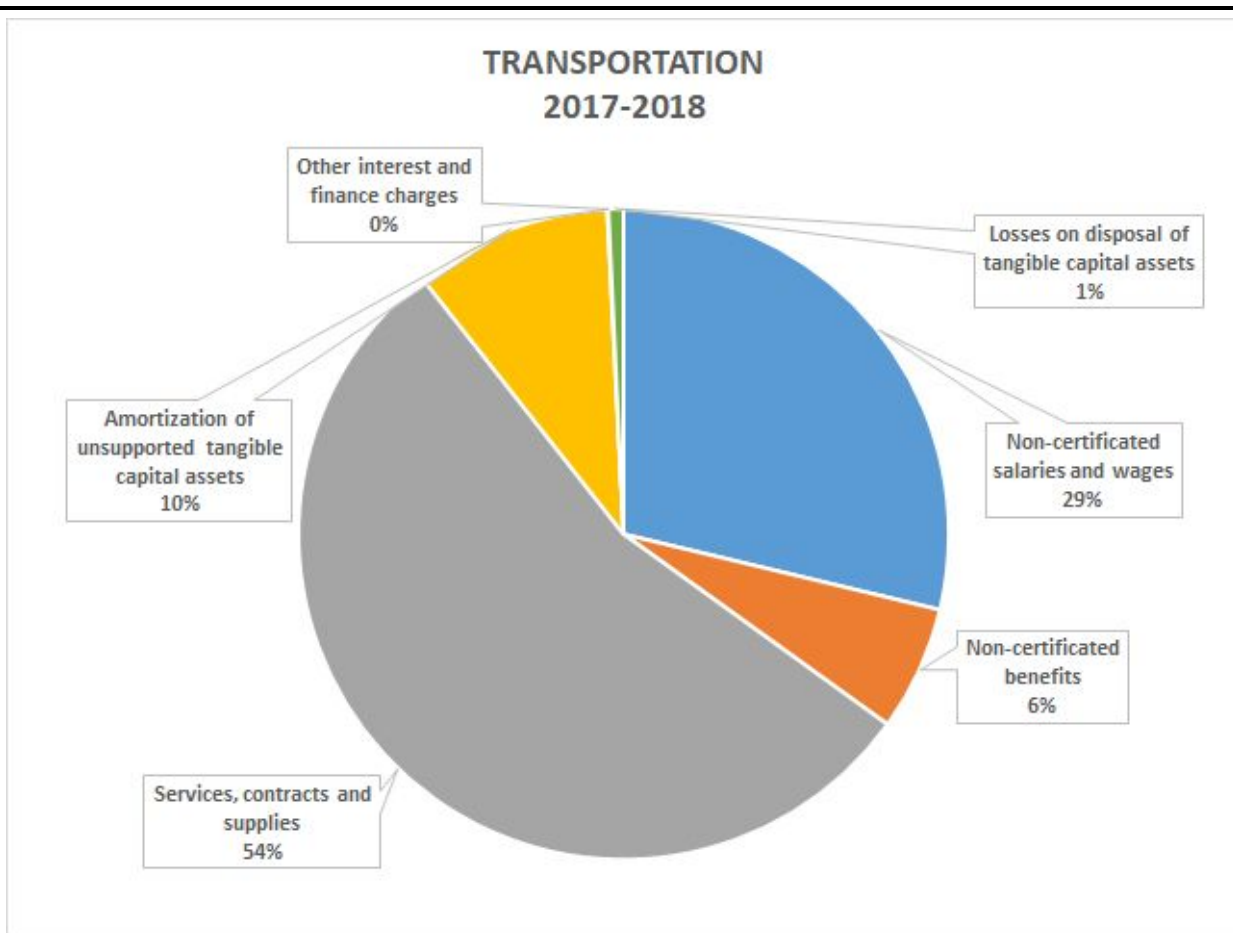


PLANT OPERATIONS AND MAINTENANCE 2017-2018



BOARD AND SYSTEM ADMINISTRATION 2017-2018





Schools

Staffing - Certificated staff were budgeted at 158 in the spring, and have been reduced to 155. Uncertificated staff were budgeted at 92.4 in the spring, and are 90.11 in the fall budget. Pupil to teacher ratio was at 13.97 in the spring budget, and has dropped to 12.83 in the fall budget.

Operational Funding - Funding to schools was reduced by \$280,000 over the spring budget, to reflect the change in enrolment. An additional \$675,000 in targeted funding (Classroom Improvement Fund - \$268,000 and Land-Based Learning - \$407,750) was added to the school budgets.

Central Services

The Central Services budgets have been adjusted, based on actual costs incurred in 2017-2018 school year. Most of the adjustments relate to travel costs, utilities, groceries, and supported and unsupported amortization.

Overall, Central Services budgets have been reduced by \$675,641, or 1.74%. Some of the reduction came from overall operating costs, some from the 5-year investment grant. \$1.6 million was cut from Central Services, but the transportation and maintenance departments increased costs. In the maintenance department, it was determined that the budget cut in the spring of almost \$600,000 was unrealistic, given an analysis of the year-end results. When the true costs of the contracted bus routes in transportation were added to the budget, the cost to run the department rose by \$500,000. Details

related to the individual department cuts are available in the Central Services Expenses by Category, later in the the report.

Any further reductions to either the schools or Central Services would have resulted in service reductions, including layoffs, which need to be considered over more time than the fall budget allows.

CAPITAL RESERVES AND CAPITAL PROJECTS

The balance under unrestricted capital represents all the surpluses and deficits of years past, as well as accounting for school generated funds and amortization.

It is a common practise to move funds into either Operating Reserves, when they are earmarked for operational projects or to fund deficit years, or to Capital Reserves, when funds are earmarked for capital projects or purchases.

However, due to the fact that the division will be funding the 2018-2019 deficit with the surplus, and the uncertainty, at this point, of what the 2019-2020 budget may look like, it is our recommendation that the funds remain in unrestricted surplus, in order to provide as much flexibility as possible for funding.

Capital projects has been reduced significantly this year over the past years to reflect those projects or purchases that must be completed, due to the funding of the deficit. It is critical that deficit funding in subsequent years not be considered, as it will strongly curtail any funding for capital projects or purchases.

Links:

School Generated Funds:

<https://www.nsd61.ca/about-us/reports>

Audited financial statements

<https://www.nsd61.ca/download/145660>

2018-2019 budget

<https://www.nsd61.ca/download/154140>

Capital Plan:

<https://www.nsd61.ca/download/127943>

Provincial rollup of jurisdiction AFT information:

<https://education.alberta.ca/financial-statements/about-the-documents/>

Parental Involvement

Each Northland School has established either a School Council or Principal Advisory Group. 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.

Timelines 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

AERR SUMMARY:

To view a summary of the report click the following link: <https://www.nsd61.ca/download/146580>

Whistleblower Protection

AERR-PIDA Report 2017-2018

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 and 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.

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

(Public Information Disclosure Act – June 2013)

In the 2017-2018 school year, Northland School Division No 61 has had:

- 0 disclosures and
- 0 investigations.

Jurisdiction Summary

ALL SUBJECTS

Jurisdiction:

Northland School Division No. 61 [A.1280]

Number of Schools Reported:

19

Total Number of Schools:

19

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Anzac School	18.4	20.8	20.8	24.0	27.0	21.0						
Athabasca Delta Community School	15.5	16.9	14.9	13.6	11.3	14.2	18.8	18.0	15.6	10.2	14.8	11.7
Bill Woodward School				27.8	24.0	16.6	21.5	20.6	16.0	13.1	14.1	9.0
Bishop Routhier School	16.0	24.2	13.5	11.0	12.5	16.0						
Calling Lake School	12.3	13.7	17.0	10.2	18.0	14.0	10.0	13.0	15.0	12.5	8.7	14.1
Chipewyan Lake School				13.0	7.0	19.0	11.0	7.0	8.0			
Conklin Community School	8.0	6.0	10.0	14.0	10.0	9.0	14.0	12.0	11.0			
Elizabeth Community School	15.2	14.4	12.5	16.3	14.7	13.0	22.0	24.0	18.7			
Father R Perin School	16.5	13.4	13.5	11.3	12.5	11.0	11.0	9.0	11.0			
Fort McKay School	16.0	18.9	14.0	14.5	19.5	15.5						
Gift Lake School	18.0	18.7	15.6	18.0	17.7	16.7	16.0	16.3	11.7			
Grouard Northland School	20.5	17.0	17.0	14.0	25.5	20.0	15.0	9.0	15.0			
Hillview School	9.0	12.0	6.0	11.0	7.0	9.0						
J F Dion School	14.7	18.3	14.7	18.0	18.5	18.0	19.5	12.0	17.0			
Kateri School	14.0	20.5		16.6	27.0		18.0	20.8		18.0	12.9	
Little Buffalo School	25.0	22.0		19.5	19.7		24.0	23.1		20.5	30.0	
Mistassiniy School							24.6	20.0	17.3	16.5	17.3	11.9
Paddle Prairie School	15.5	22.0	13.5	20.5	21.5	19.5	12.5	10.8	15.9	18.0	26.0	12.1
Peerless Lake School	13.7	14.5		15.5	17.0		15.5	21.0		20.4	19.5	
Pelican Mountain School	12.0	12.0	6.0	11.0	5.0	4.0						
St. Theresa School	17.9	20.7	19.2	18.4	15.4	18.4						
Susa Creek School	11.0	14.0	11.0	13.0	18.0	18.0	9.0	11.0	16.0			
Total for Jurisdiction 1280	16.4	18.0	15.3	16.0	16.4	15.6	18.5	16.7	15.2	15.3	16.7	11.5

Note: 3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
9/10 combined classes are included in the Gr. 10 to 12 average
Special Education classes are included
Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
Colony/Hutterite schools have been excluded
Outreach/alternative schools have been excluded
Virtual/Home Ed/Distance Ed programs have been excluded
Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education