



## **Northland School Division No. 61**

### **Combined Three Year Education Plan For 2013-2016 And Annual Education Results Report 2012-13**

November 29, 2013



## 2013/2016 Combined Three Year Plan and Annual Education Results Report – 2012/13

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### Message from Board Chair

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

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

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

### Accountability Statement

The Annual Education Results Report for the 2012-13 school year and the Education Plan for September 1, 2013 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 2012/2013 school year and the Education Plan for 2013-2016 on November 27, 2013.

### Publication and Communication

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

A copy of this plan is available from the Divisional Office at 1-800-362-1360, or you may view this document on our website: [http://www.northland61.ab.ca/main/documents/AERR\\_2012\\_13\\_Annual\\_Plan\\_2013\\_16\\_000.pdf](http://www.northland61.ab.ca/main/documents/AERR_2012_13_Annual_Plan_2013_16_000.pdf)

To view a summary of the report click the following link:

<http://www.northland61.ab.ca/main/documents/AERRBrochure2013-2014.pdf>

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Colin Kelly, Official Trustee

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Donna Barrett, Superintendent of Schools



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### JURISDICTION PROFILE/CONTEXT

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

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

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

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

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

The Northland Community Engagement Team (NCET) developed a Vision Statement for Northland School Division and outlined a process for community engagement. The NCET identified five priority areas: Aboriginal Content Infusion, Combined Regional and Virtual High School, Orientation Program, Alberta Education Establish a Regional Service and Support Consortium and Governance. The NCET completed its work in October, 2011 and submitted their report to the Minister.

Vision Elements



Community Engagement Framework





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The Northland Inquiry Team Report provides a framework of recommended actions to achieve the provincial goals of success for every student, quality teaching and leadership and engaged effective governance. The combined 2013 /16 Three Year Plan and Annual Education Results Report – 2012/13 identifies NSD results and plans in relation to these recommendations.

### ***Alberta Education Goal: Success for Every Student***

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

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

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

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

Our goal is to utilize all resources to provide enriched learning opportunities that engage students so that they will be challenged and encouraged to reach their will full potential. We are committed to researching models that are demonstrating success for FNMI students; to engage in a process in which communities can take advantage of those models by working with local school boards and administrators.

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

### ***Alberta Education Goal: Quality Teaching and School Leadership***

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

Quality teaching and school leadership in NSD require teachers and principals to have a strong instructional knowledge and to be committed to working in an ongoing partnership with their communities. Community



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engagement is essential to the development of rich, relevant, and authentic learning opportunities aligned to the Alberta education learning outcomes. In the NSD context collaborative leadership must involve educators and local community partners to enable staff to embed local community and traditional knowledge, values and resources into education programs for students to realize the goal of community and land based learning.

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

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

### ***Alberta Education Goal: Engaged and Effective Governance***

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

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



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### ***Priorities for the 2013/14 School Year***

For the 2013/14 school year, the following priorities have been identified by the Board. Oversight of each area will be assigned to a specific staff member and progress will be reported quarterly.

Northland Priorities
Compilation of an inventory of local community resources
Review of literacy program
Superintendent's visits to schools and classrooms
Development of additional measures to document student engagement and student progress
Development of strategies to assist in building relationships between teachers and parents
Develop indicators of quality teacher performance in Northland School Division
Research and report on strategies to improve student Attendance
Complete revisions to the Policy Manual
Increase emphasis on Land Based Experiential Education
Strengthen Instructional Leadership
Implement an Orientation for Local School Board Committees



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### October 2013 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Issue	Safe and Caring	78.1	78.5	79.0	89.0	88.6	88.1	Low	Maintained	Issue
Student Learning Opportunities	Issue	Program of Studies	63.8	61.6	63.3	81.5	80.7	80.7	Very Low	Maintained	Concern
		Education Quality	81.1	78.8	78.8	89.8	89.4	89.3	Low	Improved	Acceptable
		Drop Out Rate	11.0	15.0	16.0	3.5	3.2	3.9	Very Low	Improved Significantly	Acceptable
		High School Completion Rate (3 yr)	17.1	17.5	17.9	74.8	74.1	72.7	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	35.2	37.9	38.5	79.0	79.1	79.2	Very Low	Declined	Concern
		PAT: Excellence	1.2	1.5	1.9	18.9	20.8	19.9	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	26.7	51.1	47.8	84.6	83.1	82.5	Very Low	Declined Significantly	Concern
		Diploma: Excellence	0.0	0.0	0.5	21.7	20.7	20.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	3.8	2.5	4.2	56.6	56.2	54.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	27.1	14.3	21.4	61.3	61.5	59.4	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	20.3	14.0	17.9	59.5	58.4	59.2	Very Low	Maintained	Concern
		Work Preparation	73.4	65.7	68.1	80.3	79.7	79.9	Intermediate	Improved	Good
		Citizenship	67.8	67.9	67.5	83.4	82.5	82.0	Low	Maintained	Issue
Parental Involvement	Concern	Parental Involvement	69.8	68.2	69.1	80.3	79.7	79.8	Very Low	Maintained	Concern
Continuous Improvement	Good	School Improvement	72.1	69.1	69.1	80.6	80.0	80.0	Intermediate	Improved	Good





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### October 2013 Accountability Pillar Overall Summary – FNMI

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	n/a	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Drop Out Rate	11.3	13.5	16.0	8.5	9.0	10.2	Very Low	Improved Significantly	Acceptable
		High School Completion Rate (3 yr)	13.4	17.7	16.5	43.9	40.2	37.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	34.9	37.8	39.5	61.8	58.4	58.6	Very Low	Declined	Concern
		PAT: Excellence	0.8	1.3	1.6	6.1	6.6	6.3	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	25.0	53.3	48.2	77.1	75.8	76.0	Very Low	Declined	Concern
		Diploma: Excellence	0.0	0.0	0.0	9.5	9.2	8.5	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	1.8	2.1	2.4	21.2	19.6	18.5	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	20.6	11.9	16.1	35.1	34.4	31.4	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	19.5	16.5	19.3	32.2	30.2	31.8	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	n/a	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	n/a	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



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### Goal One: An excellent start to learning

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

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

#### Strategies

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

### Goal Two: Success for every student

*Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	50.0	44.6	47.8	51.1	26.7	55	Very Low	Declined Significantly	Concern	55	60	65
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	1.5	0.0	0.0	0.0	5	Very Low	Maintained	Concern	7	9	11

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three	15.2	22.8	13.5	17.5	17.1	28	Very Low	Maintained	Concern	28	30	32



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years of entering Grade 10.												
Drop Out Rate - annual dropout rate of students aged 14 to 18	13.0	18.0	15.1	15.0	11.0	9	Very Low	Improved Significantly	Acceptable	8	7	6
High school to post-secondary transition rate of students within six years of entering Grade 10.	14.5	25.3	14.4	14.0	20.3	22	Very Low	Maintained	Concern	23	24	25
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	16.4	25.0	25.0	14.3	27.1	28	Very Low	Maintained	Concern	29	30	31
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	5.6	6.8	3.4	2.5	3.8	5	Very Low	Maintained	Concern	6	7	8

### Comment on Results

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

### Strategies

- In support of Inquiry Team Recommendations 3, 4, 15, 16, 17
- Board established committee to research and report on effective strategies to improve attendance and engagement for First Nations and Metis students as a way to co-ordinate and strengthen individual school initiatives.
- In partnership with Kee Tas Kee Now Tribal Council, gather information from students and parents to inform a feasibility study related to the development of a regional virtual high school.
- Work to retain students in school through such initiatives as culture camps and experiential learning, development of CTS programs including dual credit and work experience, use of community liaisons, and outreach programming.
- Introduce a self-paced learning approach that will allow students who attend regularly to progress at a faster rate and at the same time enable students who have poor attendance to experience some success.
- Assess the effectiveness ADLC virtual school package to support students and teachers to access quality learning resources.
- Focus on the development of strong language literacy and numeracy abilities in younger students to enable them to experience success in secondary grades.
- With support of a grant from Alberta Education introduce Career Technology Foundations at Calling Lake School.



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- Provide career and counseling support to students at Mistassiniy School.
- Strengthen cultural relevance in programming through curriculum weaving as part of our FNMI action plan. With grant support from Alberta Education, the Associate Superintendent will establish a point of contact with receiving jurisdictions assign Pedagogical Supervisors to design a process to monitor the success of NSD students pursuing junior senior high school programs in schools outside of NSD.

*Outcome: Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	41.1	39.1	38.7	37.9	35.2	50	Very Low	Declined	Concern	55	57	59
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.7	2.9	1.3	1.5	1.2	1.5	Very Low	Declined	Concern	3	4	5

### Comment on Results

- Lower participation rates at grade three had a negative impact on results
- Full implementation of the Literacy initiative in every classroom has not been achieved

### Strategies

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

- Continue professional development to support implementation of the literacy plan.
- Provide on line professional development for literacy leads and administrators.
- Direct observation of implementation by superintendent, division leadership staff , school administration
- Utilize a classroom walk through guide to clarify expectations and monitor implementation
- Increase student access to culturally appropriate resources
- Continue to use bench mark assessments to monitor student growth and inform teacher practice.
- Implement a leadership program to improve instructional supervision.



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*Outcome: Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	65.8	65.6	68.9	67.9	67.8	73	Low	Maintained	Issue	73	75	77
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	68.1	67.2	71.5	65.7	73.4	75	Intermediate	Improved	Good	76	78	80

### Comment on Results

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

### Strategies

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

- NSD will continue to work with school administrators to encourage participation in completion of these surveys.
- Principals will identify in their School Plans processes and strategies that they will use to increase participation rates.
- Retain school by school data on participation rates from students, parents and staff.



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

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

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	42.2	41.0	39.5	37.8	34.9	50	Very Low	Declined	Concern	55	57	59
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.3	2.6	0.9	1.3	0.8	1.5	Very Low	Declined	Concern	3	4	5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	51.6	41.2	50.0	53.3	25.0	55	Very Low	Declined	Concern	55	60	65
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	7	9	11



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Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	15.3	19.0	12.9	17.7	13.4	28	Very Low	Maintained	Concern	21	22	23
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	11.7	18.3	16.2	13.5	11.3	9	Very Low	Improved Significantly	Acceptable	8	7	6
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	11.7	22.6	18.9	16.5	19.5	22	Very Low	Maintained	Concern	23	24	25
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	12.1	14.7	21.6	11.9	20.6	22	Very Low	Maintained	Concern	23	24	25
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	4.5	4.1	1.1	2.1	1.8	3	Very Low	Maintained	Concern	5	7	9



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### Comment on Results

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

### Strategies

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

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

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





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### Goal Three: Quality teaching and school leadership

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

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
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.	69.1	62.7	65.5	61.6	63.8	71	Very Low	Maintained	Concern	71	75	75

#### Comment on Results

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

#### Strategies

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

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



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### Goal Four: Engaged and effective governance

*Outcome: The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	65.5	66.0	73.2	68.2	69.8	77	Very Low	Maintained	Concern	75	77	79
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	78.3	77.3	80.2	78.8	81.1	83	Low	Improved	Acceptable	83	85	87

#### Comment on Results

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

#### Strategies

- Strengthen understanding and use of the Northland community engagement process and the FNMI Collaborative Frameworks.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	77.7	77.5	81.1	78.5	78.1	96.5	Low	Maintained	Issue	83	85	87
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	69.7	69.3	68.8	69.1	72.1	79	Intermediate	Improved	Good	75	78	81

### Comment on Results

There was a typing error in the target for 2013. The actual target should have been 86.5

### Strategies

- Continue working with schools to use the Northland Community Engagement Model to ensure that our strategies are responsive to local community expectations and desires.

### Class Size Survey Results

A copy of the Class Size Survey Results for 2012-2013 can be found on our website by clicking the following link:  
[http://www.northland61.ab.ca/main/documents/ClassSizeSurveyReport\\_2012\\_2013.pdf](http://www.northland61.ab.ca/main/documents/ClassSizeSurveyReport_2012_2013.pdf)



## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

### Inquiry Report Recommendations: Progress and Plans

Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p><b>Recommendation #3 and #4:</b> That NSD implement an improvement strategy requiring an action-oriented leadership structure that is centered on strategic governance and effort focused on the following three central priorities over the next nine to twelve years:</p> <p>(1) English Language and numeracy development</p> <p>(2) Improved student attendance.</p> <p>Strengthening parents' engagement with their schools through improving communication and levels of trust. In this regard, it is recommended that NSD take the lead in implementing the FNMI Services Branch parent-</p>	<p><b>Completed year one of District Wide Focus on Literacy</b></p> <ul style="list-style-type: none"> <li>• Literacy leads in each school</li> <li>• Established a 2 hour literacy block in all elementary classes</li> <li>• Involved principals to exercise pressure and support</li> <li>• Introduced Reading assessments three times per year (baseline, midyear, end year)</li> <li>• Worked with specialists at the University of Alberta to determine assessment protocols</li> <li>• Literacy PD for all teachers and paraprofessionals targeted by grade divisions (Sept/Oct; Nov; Feb 2013)</li> <li>• Year One Focus on classroom management (Daily 5), instruction (Café, Best Practices, Continuum of Literacy Learning)</li> <li>• AISI project – student engagement through improved teacher practice in literacy instruction</li> <li>• Schools encouraged parent/community involvement in literacy activities (Literacy Nights),</li> <li>• Secondary teachers attended university training aimed at developing strategies to enhance literacy across the curriculum.</li> <li>• On-line webinars were instituted: monthly Literacy Leads meetings and in-service; a four part series for ECS teachers and instructors on Kindergarten writing, Oral Language, and 2 sessions on Intentional Play based Inquiry.</li> </ul>	<p><b>Implement Year two of the District Wide Focus on Literacy</b></p> <ul style="list-style-type: none"> <li>• Differentiated training for new and existing/returning literacy leads.</li> <li>• Work with teachers on building literacy strategy bank</li> <li>• Build on community engagement strategies</li> <li>• Offer online and face to face professional development for division staff.</li> <li>• Refinement of walk-through process for Principals; clear understanding of look-fors</li> <li>• Build teacher capacity to implement diagnostic ongoing reading assessments to determine inform instruction and provide evidence of progress</li> <li>• Face-to-face literacy PD facilitation for all staff, by grade divisions three times per year</li> <li>• Strengthen and monitor implementation of Focus classroom management and instruction (Daily 5); strategy development (CAFÉ; Continuum of Literacy Learning; Prompting Guides; literacy resources and best practices)</li> <li>• Classroom implementation of flexible, frequent small group instruction (Guided Reading and Strategy groupings) for reading and writing.</li> <li>• Partnership with industry (Cenovus, Conocophillips) to develop home reading and literacy coaching support.</li> <li>• Oral language, play.</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>engagement initiative. <b>Recommendation #4:</b> That as part of the process to improve parent and community engagement with the school, NSD:</p> <p>(1) Encourage and facilitate appropriate teacher involvement with their community, and where possible develop extracurricular activities with students. In support of this,</p> <p>(3) Make budget provision for schools and their staffs to regularly host community supper gatherings at the school as a means of developing awareness and engagement.</p>	<ul style="list-style-type: none"> <li>• New FNMI resources were acquired for schools (Schools identified local strategies to involve parents in their AERRs.) Administrators share strategies at admin meetings.</li> <li>• A week long orientation was held in Grouard for new teaching staff and each community held a community orientation event.</li> <li>• All NSD schools organized a 'School and Community Engagement Day' in their respective communities.</li> <li>• Local School Board Committees reviewed school AERR documents and recommend approval to the Northland Board.</li> <li>• Attendance reports were presented at Board Meetings.</li> </ul> <p><b>Alignment of School Improvement Planning Process</b></p> <ul style="list-style-type: none"> <li>• All schools identify goals and plans to improve literacy, numeracy, Aboriginal programming, attendance and parent engagement.</li> <li>• Superintendent and Associate Superintendent provide supervision and leadership to school principals through individual follow-up.</li> <li>• Worked with FNMI Services Branch to provide in-services for school leaders to share promising practices to support teaching and learning to support language development in a culturally responsive manner, to understand the impact of residential schools, the importance of learning about local history and First Nations and Métis perspectives on leadership and mentoring.</li> <li>• Allocate budget to each Northland school to host 'school &amp; community engagement' days.</li> </ul>	<p><b>Student Engagement and Attendance</b></p> <ul style="list-style-type: none"> <li>• Ongoing development and implementation of programs including outreach, dual credit courses, cultural camps, curriculum weaving, land stewardship, the Martin Aboriginal Entrepreneurship, program to support and engage students in learning</li> <li>• Continue to encourage and track school extracurricular programs to engage students and support the building of positive relationships among students and staff.</li> <li>• Work with schools to identify classroom and school based measures of student engagement in literacy such as stamina building, student reading logs. Principals share this information with community , Local School Board Committees and Superintendent</li> <li>• Review the use of Knowledge and Employability courses to enable students to experience success.</li> <li>• Central Office representation at school graduation ceremonies</li> <li>• Increase staff involvement in graduation ceremonies</li> </ul> <p><b>Deepen Understanding of Northland Communities</b></p> <ul style="list-style-type: none"> <li>• Continue to work with Alberta Education First Nations, Métis and Inuit Services Branch to explore possibilities for credentialing for language instructors</li> <li>• Build capacity of school leaders to utilize the Collaborative Frameworks document and the Community Engagement Framework to strengthen local community engagement.</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p><b>Recommendation #5:</b> That NSD more effectively utilize locally developed measures within the Accountability Pillar to better tailor the accountability process to the unique characteristics of the jurisdiction.</p> <p><b>Recommendation #6:</b> The NSD engage teachers and parents in a process of ongoing review of Provincial Achievement Tests (PATs) as they are released in an effort to:</p> <p>(1) Build greater awareness and understanding of the tests, and</p> <p>Provide feedback to Alberta Education where there is agreement that particular test items may in fact be biased either culturally or because the items assume background experiences that students</p>	<ul style="list-style-type: none"> <li>• NSD developed Classroom Assessment Record database to track students' reading and writing achievement based on PM Benchmarks or Jerry John's assessment tool (administered three times per year, minimally).</li> <li>• Schools completed three rounds of assessments on reading benchmarks (PM/Jerry Johns).</li> <li>• This data was input into the new database constructed with Intellimedia.</li> <li>• Early Years Evaluation-Kindergarten entry assessment measure was discussed</li> <li>• PEDS assisted principals to complete PAT reviews. The Pedagogical Supervisors prepared results tables, graphs and Power Point presentations to enable the principals to do a presentation to their staff members and Local school Board Committees. The Pedagogical Supervisors assisted the principals in their presentations at a LSBC meeting.</li> <li>• Teachers were shown where to find pertinent information such as...Released Items, Scoring Guides, Subjects Bulletin, significant dates and parent guides. Through this process teachers were able to set goals for improving PAT results in specific areas of need.</li> <li>• We administered grade nine PATs one week earlier in order to increase participation rates.</li> <li>• The Assessment Committee had a full day of training on assessment practices in March. This work will be continued in the next school year.</li> </ul>	<ul style="list-style-type: none"> <li>• School based measures to assess and monitor student growth will be incorporated into the accountability pillar to assess student growth as part of our literacy initiative.</li> <li>• Substantial in-servicing will occur early in the new school year for all administrators, teachers, instructors and support staff on the database's use.</li> <li>• Develop local indicators and measures of growth and achievement (ie. FNMI action plan, literacy initiative and community engagement process – terms of reference</li> <li>• Schools will identify local indicators as part of the requirement of their School Improvement Plans.</li> <li>• Monitor CEU credits by grade, follow up with schools and use the data to work with students, staff and parents to develop plans to increase successful course completion.</li> <li>• Pedagogical Supervisors do detailed item analysis of individual tests and develop strategies to work with administrators and teachers on the use and implementation of academic language with our students.</li> <li>• Review academic language and items that may not be culturally and/or experientially relevant to our students.</li> <li>• Solicit teachers to be nominated to marking committees for diploma exams, PAT, and SLA writing and marking committees.</li> <li>• Request to be involved in the development of the Provincial Achievement Test questions.</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>living in remote communities may not have. That NSD review and update its grade promotion policy and take steps to ensure that the revised policy is well communicated to parents.</p> <p><b>Recommendation #7:</b> NSD should make every effort to ensure that parents understand the distinction between grade placement and academic grade level of achievement.</p>	<ul style="list-style-type: none"> <li>• The “Northland Policy and Procedures: Assessing and Communicating Students Performance” was developed by Anne Mulgrew from the Alberta Assessment Consortium.</li> <li>• The three Pedagogical Supervisors met and continue to meet to do detailed item analysis of individual tests and well as developing strategies to work with administrators and teachers on the use and implementation of academic language with our students.</li> </ul>	<ul style="list-style-type: none"> <li>• Request teachers to report PAT questions they found were culturally or contextually inappropriate.</li> <li>• Continue development of assessment policy and procedures.</li> </ul>
<p><b>Recommendation #8 and #12:</b> <b>Recommendation #8</b> That NSD place sustained emphasis on strengthening languages (English and Aboriginal) <b>by multiple strategies</b> that are tailored to the contextual needs of each community. In this regard specifically that NSD leadership research a successful approach for the acquisition of Aboriginal languages, English language and numeracy. Further, that NSD leadership establish</p>	<ul style="list-style-type: none"> <li>• Established the FNMI Education Committee to make recommendations to set direction for Aboriginal programming for students in the division. The committee reviewed of Use of FNMI dollars. They audited current practices related to the expenditure of FNMI dollars. The FNMI Committee reviewed the results of the school audit and developed a draft action plan. These recommendations were considered in the development of the 2013-14 budget planning process.</li> <li>• The cultural weaving project at Peerless Lake used the NSD Community Engagement process to incorporate cultural knowledge and perspectives into a curriculum framework. Use of Cree language to describe key concepts is key to this process.</li> <li>• Participated in the community stewardship project in partnership with Bigstone Cree First Nation, Northland,</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Year One of the NSD FNMI Plan across jurisdiction, providing key action elements to support all learning in school division.</li> <li>• Collaborate with Elders, Knowledge Keepers and Cultural Advisors at the community level to create an inventory of community based resources to support community based learning</li> <li>• Further develop processes to weave student contextual variables into curriculum. Continue development of Community Stewardship Project and Cree Immersion camps.</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>baseline data on these areas and train all staff in effective teaching of selected programs or approaches. That NSD also maintain longitudinal data to track student progress, adjust strategies as needed and carry out ongoing assessment.</p> <p><b>Recommendation #12:</b> That NSD strengthen the Aboriginal cultural content within the curriculum; and further that more emphasis, including staff development and support, be placed on Aboriginal content infusion as provided for in the Alberta curriculum. <b>Recommendation #9:</b></p> <ul style="list-style-type: none"> <li>That library enhancement for the purpose of supporting reading be an integral part of the effort to strengthen languages.</li> </ul>	<p>Alberta Education (curriculum). The project focuses on providing students with an opportunity to learn about their local community through authentic sources.</p> <ul style="list-style-type: none"> <li>At the May 2 administrators meeting shared examples of programming initiatives from Community Stewardship Project, Peerless Lake Cultural Weaving Project and ADCS land based learning.</li> </ul> <p>Partnered with</p> <ul style="list-style-type: none"> <li>Northwestern Regional Learning Consortium, Kee Tas Kee Now, Bigstone Cree Nation, Sunchild e-Learning, Oil Sands Leadership Initiative develop a range of culturally responsive programming opportunities and supports for students.</li> <li>Further development of Cultural Camps.</li> <li>Supervisor of Aboriginal Programs provided district level leadership to support Cree and Dene cultural and language programming and inclusion of Aboriginal cultural content.</li> </ul> <p>Strategies related to the Literacy Initiative</p> <ul style="list-style-type: none"> <li>Implementation Daily 5/Café with Cree language teachers</li> <li>Implemented embedded PD for language/culture teachers;</li> <li>Increased use of FNMI resources to support instruction – Turtle Island K-8 in use in classrooms; as available/applicable published resources (SSDEC collections)</li> <li>Introduction of indigenous authors into classroom practice (David Bouchard, Richard Wagamese, Richard van Camp, Drew Hayden Taylor, etc)</li> <li>In-serviced teachers on cultural/language practices to build understanding, sharing, sensitivity to students' needs.</li> <li>With sponsorship and support from Alberta Education FNMI Services Branch, Northland schools received "Literacy Seed</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen cultural content in curriculum by using culturally appropriate and historically accurate resources.</li> </ul> <p><b>Use of FNMI dollars</b></p> <ul style="list-style-type: none"> <li>Strengthen practices related to the expenditure of FNMI dollars.</li> <li>Continuing Partnering with Northwestern Regional Learning Consortium, Kee Tas Kee Now, Bigstone Cree Nation, Sunchild e-Learning, Oil Sands Leadership Initiative to develop a range of culturally responsive programming opportunities and supports for students.</li> <li>More formal relationship with Kee Tas Kee Now to support students and teachers; shared responsibilities and resources.</li> <li>Funding allocation to support resource development in schools.</li> <li>Supervisor of Aboriginal Programs will provide district level leadership to support Cree and Dene cultural and language programming and inclusion of Aboriginal cultural content.</li> <li>Provide professional development on the use of the WNCP ACV tool (tool for assessing Aboriginal Content Validation).</li> <li>Monitor use of FNMI resources eg. Literacy seed kit and provide support.</li> <li>Develop a long term strategy to enhance school libraries.</li> </ul>





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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
	<p>Kits' containing 78 library books to support our literacy initiative. Each kit has a dollar value of \$1,000.00.</p> <ul style="list-style-type: none"> <li>Created "Literacy in a Box" kits for every Northland school.</li> <li>Northland School Division applied for grants to support school-based libraries across the Division</li> </ul>	
<p><b>Recommendation #10:</b> That it be mandatory for NSD schools to offer full-day Kindergarten programs.</p> <p><b>Recommendation #11:</b> That NSD promote and maintain close coordination with Head Start programs as a means of helping alleviate the readiness for school deficiencies experienced by many students, and further, that in communities where no other agency offers a Head Start program, NSD should consider offering such a program.</p>	<ul style="list-style-type: none"> <li>All Northland Schools offered full day Kindergarten programs. All but three have certificated instructors.</li> <li>Funding to support full day Kindergarten was allocated.</li> <li>The division considered the appropriateness of the EYE Learn Assessment in kindergarten program.</li> <li>Schools were asked to facilitate collaboration with Head Start Programs</li> <li>New school construction links early learning and school programming (Gift Lake and Bishop Routhier).</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer full day programming for kindergarten students in the 2013-14 school year.</li> <li>School principals will establish and maintain contact with community head start programs, include them as appropriate in school celebrations and other events and develop a transition process to link children and their families to the school as they move from preschool to Kindergarten.</li> </ul>
<b>Recommendation #12:</b>	<b>See Recommendation 8.</b>	
<p><b>Recommendation #13</b> That NSD strengthen professional leadership for Aboriginal language instructors and provide</p>	<ul style="list-style-type: none"> <li>Aboriginal Language Instructors received ongoing professional development on a one-to-one basis through school visits.</li> <li>Aboriginal Language Instructors incorporated the Daily 5 Strategy as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Work with the Alberta Education K-12 Program of Studies (P.O.S.), the Guide to Implementation as well as adapting outcomes in response to community engagement.</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>training for Aboriginal language instructors to increase the capacity to deliver quality Aboriginal language programs.</p>	<ul style="list-style-type: none"> <li>• New Aboriginal Language Coordinator was added through the KTC/NSD partnership increasing the support for language and cultural programming.</li> <li>• Assistant Supervisor linked Cree Language to the Peerless Lake Cultural Weaving Science Project guided by the FNMI Field Services Branch.</li> <li>• Supervisor participated on a Working Committee for the Community Stewardship Development for the Wabasca region with Education Program Standards and Assessment Branch from Alberta Education.</li> <li>• Provided regional hands-on workshops for the instructors in conjunction with their local schools PD.</li> <li>• Assistant supervisor continued to increase the professional development addressing lesson and unit planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the quality of programing by using Alberta Education Approved resources</li> <li>• Develop LOCAL resources for the FNMI language programs</li> <li>• Provide ongoing immediate support to engage students towards oral contextual learning.</li> <li>• 18 ATEP graduates have been placed in NSD schools as classroom teachers</li> <li>• Continue collaboration and in-servicing through Regional Professional Development with all teachers, instructors, classroom support personnel to provide culturally appropriate instruction and resources</li> <li>• Supervisor of Aboriginal Programs provide leadership, in-servicing and individual consultation to support Cree and Dene cultural and language programming as part of a five year plan to strengthen instructional programming. To date the program has addressed lesson and long range planning. 2013-2014 the area of support is assessment.</li> <li>• Aboriginal programs provides leadership to ensure that all staff understands the importance of Aboriginal language programs and encourage co-operative planning that recognizes the cultural knowledge, perspective and expertise of these staff members.</li> <li>• In partnership with Alberta Education (FNMI) Services Branch approach the University of Alberta to develop credentialing opportunities for instructors.</li> <li>• Collaboration with Kee Tas Kee Now Tribal Council to involve the 10 schools in Professional Development and support in schools through Pedagogical, Literacy, and</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
		<p>Inclusive Education Supervisors. Ongoing interaction between jurisdiction personnel to provide services to students and teachers.</p> <ul style="list-style-type: none"> <li>• Continue Special project with Peerless Lake School to build relationships between community and school in a cultural weaving experience.</li> <li>• Continue to involve the community and the local school board committees in discussions related to the offering of Aboriginal language and cultural programming using the community engagement process.</li> </ul>
<p><b>Recommendation #14:</b> That there be recognition of the reality that not all parents support Aboriginal language and cultural instruction within the school environment by providing an opt-out arrangement similar to the manner in which public schools generally deal with religious instruction.</p>	<ul style="list-style-type: none"> <li>• Recognition that parents have a choice in opting out of Aboriginal Language and cultural instruction as per the School Act.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to educate parents on the educational benefits of learning more than one language and the importance of preserving Indigenous languages and cultures</li> </ul>
<p><b>Recommendation #17:</b> That NSD give planning consideration to establishing a combined regional and virtual high school to serve students in the smaller communities, as an alternative to existing boarding arrangements.</p>	<ul style="list-style-type: none"> <li>• Northland has piloted a joint project with ADCS and ADLC. Three high school courses at the 30 level were jointly offered (ELA, SC, SS).</li> <li>• A Student Paced Program Model was developed and presented to the Official Trustee at the March 2013 board meeting. This model was shared with Northland Local School Boards Committees and principals in May and June with the</li> </ul>	<ul style="list-style-type: none"> <li>• NSD in partnership with KTC survey parents and students to determine community support for the development of a combined regional and virtual high school to serve students in smaller communities as an alternative to existing boarding arrangements. The survey findings will be shared with local communities and the Board of Trustees</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
	intent of moving forward on this design of instructional organization in the 2013-14 school year.	
<b>Recommendation #18:</b> That NSD initiate and sustain discussions with Northern Lakes College and any other post-secondary institution that has a presence in communities served by NSD to capitalize on potential joint efforts in high school programming.	<ul style="list-style-type: none"> <li>Northland School Division continues to work closely with Northern Lakes College on               <ul style="list-style-type: none"> <li>Dual Credit opportunities (Welding, 2<sup>nd</sup> semester Wabasca, NLC facility)</li> <li>Atoske Action Group in Wabasca, NLC/NSD partners with community and industry (Workforce planning and seamless access/support for education opportunities)</li> <li>Facility use: classroom and office space in exchange for in kind contributions</li> <li>Career awareness, field trips and visits from NLC staff and simulators</li> <li>NSD representation on TOLKO Dual Credit site Advisory Committee</li> </ul> </li> <li>The new Gift Lake School included a partnership with Northern Lakes College. NSD has established partnerships with Alberta Distance Learning and Kee Tas Kee Now Tribal Council to work on strengthening high school programming.</li> <li>Partnered with Northern Lakes College in the development of dual credit programs.</li> <li>A student in the dual credit welding program at Mistassiniy School received honors this past April. (BRONZE MEDAL in welding at the SKILLS Regionals Competition).</li> <li>Utilized a grant and NSD funds to support educational leave to train two teachers in advanced CTS skills. Two teachers are now providing service in Northland Schools (Little Buffalo and Mistassiniy School). They are credentialed to teach dual credit advanced CTS courses for high school students in the Division.</li> </ul>	<ol style="list-style-type: none"> <li>School Industry Partnership Coordinator in place:               <ul style="list-style-type: none"> <li>Work with <i>Careers Next Generation</i> staff to provide the Registered Apprenticeship (RAP) program with contacts in Wabasca, Fort McMurray and High Prairie.</li> <li>Build connections with local community organizations, industry, other school divisions and levels of government to support our students, staff and communities.</li> <li>Continue to seek grants to support NSD initiatives.</li> </ul> </li> <li>Develop college connections               <ul style="list-style-type: none"> <li>NAIT, excellent contacts through the ENCANA Aboriginal Student Center,</li> <li>Bill Woodward and ADCS Schools are planning trips that include NAIT, U of A and Grant McEwan. NAIT will tailor visits for student groups from grade 4 and up.</li> <li>Work with staff from Keyano College, Careers the Next Generation, RMWB, OSLI and several non-profits to improve career knowledge and access for students from the following Northland schools - ADCS School, Fort McKay, Father R. Perin and Conklin.</li> <li>GPRC – contacts for programs on west side – support for Skills Alberta exposure and skill development</li> </ul> </li> <li>Paul Martin Entrepreneurship Program will be offered at Career Pathways School for the second semester of 2013-2014 school year.               <ul style="list-style-type: none"> <li>Relocated CTS trailer to Little Buffalo in support of the <i>Kee Tas Kee Now</i> Tribal Council (KTC) Partnership.</li> </ul> </li> </ol>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
	<ul style="list-style-type: none"> <li>Northland School Division and Northern Lakes College formed a partnership for the use of the Northland CTS Trailer in Wabasca for the 2012-2013 school year. Under this arrangement, high school students had access to a dual credit welding program.</li> <li>Students who meet program requirements will be eligible to write the 'Period 1 Apprenticeship' examination.</li> <li>Implemented Paul Martin Entrepreneurship Program at Mistassiniy.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and deploy small CTS Trailers to provide mobile kits in support of junior and senior high CTS</li> </ul>
<p><b>Recommendation #19:</b> That as NSD is re-defined as a special purpose system for Aboriginal education, there be a requirement, over time, for persons in leadership roles to have FNMI heritage and Aboriginal language fluency along with demonstrated skill in dealing effectively with Aboriginal cultures.</p>	<ul style="list-style-type: none"> <li>A retreat was held in Grouard to provide all senior level leadership staff with an understanding of this direction.</li> <li>22 Northland staff completed fourth year of the Aboriginal Teacher Education Program.               <ul style="list-style-type: none"> <li>19 completed the requirements for the U of A's Bachelor of Education degree in June 2013, one continues to work through the fall 2013 semester to complete studies, and 2 elected to return to paraprofessional positions as they could not complete the program without the same level of support.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Implement recruitment strategy to hire qualified candidates emphasizing knowledge and/or experience of Indigenous communities, languages and cultures</li> </ul>
<p><b>Recommendation #20:</b> That NSD re-establish an effective orientation program for new hires, with a substantial emphasis on community and cultural</p>	<ul style="list-style-type: none"> <li>A one-day workshop was held for all Northland teachers new to the profession or new to the province in their first and second year. The focus was to support these staff with further integrating Northland priorities in their practices around:               <ol style="list-style-type: none"> <li>FNMI perspectives</li> <li>Literacy</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Develop induction process to support ATEP teachers as they transition back to Northland.</li> <li>Work with FNMI Services Branch to deepen knowledge related to the impact of residential schools.</li> <li>Continue providing orientation for all new staff and make it available to current staff on an invitational basis</li> </ul>



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<p>components, and further, that the placement of new employees into communities be arranged with sufficient time for them to experience community-level orientation and setting-in prior to the start of teaching duties.</p>	<ul style="list-style-type: none"> <li>3. Classroom Management</li> <li>4. Open forum.</li> <li>• Support was also provided to 1<sup>st</sup> and 2<sup>nd</sup> year school administrators through development of a new principal network. This network was brought together in October and February for a New Principal Symposium hosted by the ATA. New Teacher Orientation was held August 18 – 23, 2013 in Grouard.</li> <li>• A week long Division orientation was held in a Northland School Division Community, and community orientations were held in each community. Sessions included:               <ul style="list-style-type: none"> <li>- Assessing FNMI Learning Styles with Art Wood</li> <li>- My Story with Bea Calliou</li> <li>- Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners</li> <li>- Land Based Learning &amp; Traditional Storytelling</li> <li>- Weaving Aboriginal Perspective into the Classroom: Planning and Instruction</li> </ul> </li> <li>• Weave ATEP Graduates into New Teacher Orientation.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide on-going orientation and mentorship through activities described in Recommendations 8 and 12.</li> </ul>
<p><b>Recommendation #21:</b> That NSD implement and maintain staff development activities that enhance teachers' skills at individualizing, differentiating instruction, employing more</p>	<ul style="list-style-type: none"> <li>• Differentiated instruction was offered in the area of learner preferences for FNMI students. FNMI resources, Worldviews, and perspectives were introduced and modelled.</li> </ul> <p>As part of the Literacy strategy:</p> <ul style="list-style-type: none"> <li>• Emphasized the importance of strength based approaches.</li> <li>• Provided materials to build teacher capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to strengthen the emphasis on being open and responsive to "Our Words, Our Ways".</li> <li>• Continue to incorporate literacy strategies that promote differentiation.</li> <li>• Use of Professional Learning Communities to create viable learning teams focusing on needs of students</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>experiential-based learning activities and devising learning activities that include formative assessment skills, in recognition of the diverse learning levels and needs of NSD students.</p>	<ul style="list-style-type: none"> <li>Introduced Guided reading, leveled literacy intervention using appropriately leveled text</li> <li>Development toward student independence (Gradual Release of Responsibility model – Show me, Help me, Let me)</li> <li>Growing teacher capacity in using formative assessment in reading, writing, oral language as indicators of student achievement to guide instruction</li> </ul>	
<p><b>Recommendation #22:</b> That NSD ensure strengthened responsibility and accountability relationships between students, teachers, principals and the superintendency. In particular, that the human resources management function (recruitment and termination of personnel) become clearly a management activity with appropriate community input only; it must cease to be regarded as a governance function subject to political processes.</p>	<ul style="list-style-type: none"> <li>New School leaders participated in a Division Leadership Development Program.</li> <li>Director of Human Resources appointed September 2012. Primary role to guide and manage delivery of human resources services, policies and programs for Northland School Division.</li> </ul>	<ul style="list-style-type: none"> <li>Review the Teacher Recruitment and Hiring Handbook which once approved, will be distributed. The handbook provides guidelines, templates and tips for teacher recruitment specific to the Northland context.</li> <li>Introduction of HR Management Module with new Finance System to assist with HR serves.</li> <li>Implementation of Recruitment Strategies to hire qualified candidates emphasizing knowledge and/or experience with Indigenous communities, languages and cultures.</li> <li>With the support of a conditional grant from Alberta Education, build leadership capacity of principals in the overall performance management.</li> </ul>
<p><b>Recommendation #23:</b> That NSD re-establish central, regionally based, administrative and</p>	<p>Northland School Division has the following central office and regionally based leadership positions to support principals and teachers:</p>	<p>The following changes will be made in 2013-14:</p> <ul style="list-style-type: none"> <li>1 of 3 Area Pedagogical Supervisor to provide instructional support to 7 Northland schools and 3 KTC schools,</li> </ul>



## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>pedagogical roles by re-directing some resources away from classroom-based positions. These re-established roles should provide direction, assistance and support to principals and teachers for NSD-wide approaches, implementation and assessment of core literacy and numeracy programs.</p>	<ul style="list-style-type: none"> <li>• 3 Area Pedagogical Supervisors to provide instructional support to 23 Northland schools,</li> <li>• 1 Division Literacy Supervisor provides overall direction for implementation of Division-wide literacy and AISI initiatives,</li> <li>• Director of Human Resources provides overall direction to establish and maintain Divisional standards, goal attainment, recruitment, team building and ongoing development of a professional workforce.</li> <li>• Supervisor of Student Services supports inclusive education.</li> <li>• Supervisor of Technology – monitors use of technology to support student and staff learning.</li> <li>• School industry partnership principal working to develop CTS programming and access grants.</li> </ul>	<ul style="list-style-type: none"> <li>• Director of FNMI Education will provide overall direction and coordination of FNMI education across the Division.</li> <li>• Supervisor of FNMI Programs – provides support and direction for weaving language and culture into daily classroom pedagogy.</li> <li>• Associate Superintendent is now located in Wabasca providing on-site and regional support to schools.</li> <li>• Two new positions are being added to support the NSD/KTC Partnership (Field IT Technician and Student Services Coordinator).</li> </ul>
<p><b>Recommendation #24:</b> That NSD establish and sustain over time a school-community development function within the organization. This function should include a staff position whose job is to regularly and systematically facilitate school-based meetings with parents and community members to develop the school's strategic role within the future of the community. This staff position must take the lead in</p>		<ul style="list-style-type: none"> <li>• As part of the FNMI Action Plan, strengthen understanding and build the capacity of school leader and central leaders using Community Engagement.</li> </ul>





## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>implementing the parent engagement process, including reflecting the concepts behind the former Community Schools program and the Integrated Services delivery model. Further, that this function also include designed resources to enable school staff to regularly host community gatherings (such as community suppers) at the school.</p>		
<p><b>Recommendation #25:</b> That NSD establish and sustain over time an internal communications function. This function should include a staff position whose job is to ensure that key messages about the system's priorities are directed to internal audiences through all appropriate channels. These key messages include the importance of: schooling,</p>	<ul style="list-style-type: none"> <li>• Communications Coordinator hired October, 2012.</li> <li>• Drafted media releases, parent letters to everyone informed about what's happening at our schools</li> <li>• Created partnerships with other school divisions. Example; joint advertising for encouraging parents to fill out the Accountability Pillar Surveys.</li> <li>• Provided monthly newsletter and produced a weekly communication to administrators.</li> <li>• Launched a Northland School Division No. 61 twitter account. Another way to communicate our message.</li> <li>• Produced an Annual Education Results Report and Annual Plan summary brochure.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing an updated communications plan. This will be a guide that will need input because we want to look at ways we can improve our external and internal communications.</li> <li>• Development of a new Northland website.</li> </ul>



## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
regular attendance, consistent parental support and the inclusion of Aboriginal culture.	<ul style="list-style-type: none"> <li>• Updated the current website with web stories, updated information and created an online calendar.</li> <li>• Drafted an RFP for new division and school websites.</li> <li>• Developing an updated communications plan.</li> </ul>	
<p><b>Recommendation #26, #27 and #28:</b></p> <p><b>Recommendation #26</b> That NSD continue to maintain and enhance records of the levels of training of paraprofessionals/support staff.</p> <p><b>Recommendation #27</b> That where paraprofessional/support staff members have not completed a level of training commensurate with their assignments, each staff member develop a training plan that leads to a recognized credential relating to their assignments and that NSD encourage and assist staff with in-service programs tied to course requirements.</p> <p><b>Recommendation #28:</b> That when new paraprofessional/support staff</p>	<ul style="list-style-type: none"> <li>• Native Language Instructors supported to attend Mamawihtowin Conference in October, 2012. Program included a full workshop specifically directed to Native Language and Culture teaching.</li> <li>• Recommendations 27 and 28 were on hold while until the completion of the ATEP program.</li> </ul>	<ul style="list-style-type: none"> <li>• Reinstate funds for support staff education leaves focusing on increasing or attaining recognized credentials.</li> <li>• Work with Northern Lakes College to develop and provide in-service programs that could lead to certification such as Education Assistants.</li> <li>• Institute a personal growth plan procedure for all paraprofessional staff.</li> </ul>



## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
are hired, they be required to commit to an upgrading program/plan that leads to a recognized credential related directly to their assignment.		
<b>Recommendation #29:</b> That NSD ensure appropriate personnel and internal arrangements are in place for systematic quarterly financial reporting to the Board of Trustees.	Quarterly reports are presented to the Board.	Continue to provide monthly and quarterly Financial Reports to the Board.
<b>Recommendation #30</b> That Alberta Education and NSD jointly explore supporting NSD teacher housing through an arms-length entity (some type of housing authority) acting on NSD's behalf, and perhaps on behalf of other public sector employers in northern Alberta communities, in order to get		<ul style="list-style-type: none"> <li>• Continue to seek support to address housing.</li> <li>• Work with the Quality of Work/Life Committee to develop a plan to address housing.</li> <li>• Seek approval from the Minister of Education to borrow 1 million dollars to address teacher housing.</li> </ul>



**2013/2016 Combined Three Year Plan  
and Annual Education Results Report for 2012-13**

Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
away from the staff relations issues associated with the employer being the landlord; further that innovative, ongoing provincial funding be implemented to enable such an arrangement to be viable.		
<b>Recommendation #32 and #33:</b> <b>Recommendation #32</b> That NSD obtain title to, or an enforceable long-term interest in, land prior to commencing construction of any capital project. <b>Recommendation #33:</b> That NSD ensure it has appropriate leases in place for all its schools situated on Métis Settlement lands.		Develop a procedure dealing with third party land acquisition.
<b>Recommendation #46:</b> That NSD initiate school closure proceedings at Keg River.		



## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

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### Inclusive Education Northland School Division No. 61

The school division continues to contract services. Services that have been contracted for the 2013/14 school year include: psychology, SLP, OT, PT, hearing and vision services and assistive technologies; iPads, FM systems, and lap top computers.

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

Our literacy professional development sessions include support for differentiated instruction.

#### Regional Collaborative Service Delivery Model

In the past, Northland School Division No.61 has received services from its local Student Health Initiative Partnerships (SHIP). Because the division is spread out over much of Northern Alberta, we were members of 5 SHIPs.

As of September 2013, we will begin a new Regional Collaborative Service Delivery Model. The new model includes the old SHIP plus Complex Needs. The boundaries for the new model will remain the same; therefore the division will belong to 5 RCSDs. Each RCSD develops its own annual service plan, based on the needs of the various partners.

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.

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

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



## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

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### School Facilities

#### *Maintenance*

During the 2012-2013 school year construction for the new replacement school in Gift Lake began. Gift Lake School underwent mould and asbestos remediation and three portables were removed from the site due to mould damage. Little Buffalo School was partially re-roofed and 4 portables were removed along with the kitchen trailer due to mould damage. The old Bishop Routhier School had hazardous materials removed for pre-demolition. We continue our dialogue with Alberta Infrastructure, Alberta Education and the Auditor General about the state of our facilities.

IMR (Infrastructure Maintenance and Renewal) funding projects completed or in process include the fire alarm replacement at Little Buffalo School and Kateri School. Calling Lake School was partially re-roofed. A replacement sewer line was put in at Mistassiniy School and housing compound. The gym at St. Theresa School was re-floored. A new septic tank was installed for Conklin Community School. New eaves troughs were put on Chipewyan Lake School; and numerous other small projects under \$10,000.

Alberta Infrastructure has been involved in the process of finding the source of major heating issues at Athabasca Delta School in Fort Chipewyan. Complete boiler replacement has been recommended and is slated to be completed in the 2013-2014 school year.

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

[http://www.northland61.ab.ca/main/documents/Capital\\_Plan\\_November\\_30\\_2012.pdf](http://www.northland61.ab.ca/main/documents/Capital_Plan_November_30_2012.pdf)

#### **Transportation Department**

Northland School Division No. 61 operates 59 bus routes, of which 17 are contract operated covering a total of 100,000 sq. kilometers of unorganized territory in northern Alberta. Approximately 2646 students are transported daily to 47 schools in Alberta, British Columbia and the Northwest Territories by bus or by Conveyance Allowance. The service area of the Transportation Department is 4370 square kilometers; 6860 daily kilometers are travelled or 1,303,400 kilometers annually. A fleet of 65 buses are maintained throughout the Division to serve the needs of the community.

The Transportation Department operates on a budget of approximately \$3,500,000.

The Division is implementing a number of strategies to improve recruitment of bus drivers.

#### **Housing**

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

Operating with a budget of approximately \$1,000,000 (one million dollars), Northland Housing Services maintained 138 residences throughout 17 communities during the 2012 – 2013 school year. There are deficiencies in several areas including furnaces, hot water tanks, flooring, re-roofing, bathrooms, windows, cabinets and vanities, exterior and interior paint, and major appliances in several communities. The Board of Trustees for Northland School Division has approved to secure a loan of \$1,000,000 over a 10 year period to bring housing back up to standard. A Housing Committee was formed and along with Quality of Work Life Committee will facilitate a comprehensive plan to utilize the dollars to bring housing up to an acceptable standard for Northland teachers.



## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

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Housing Services continued to:

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

### **School Food Services**

School Food Services operates as a division of Northland School Division No. 61 and had an annual budget of approximately 3.2 million dollars for the 2012-2013 school year.

A central administrative staff complement of 4 positions worked with twenty-three Local School Board Committees, three Non-profit Associations, and two School Divisions to provide nutritionally sound school lunch programs to approximately 3,400 registered students.

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

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

During the 2012-2013 school year, plans continued for the lunch program kitchen which will be in the new school at Gift Lake, and plans to replace the kitchen at Little Buffalo School commenced. Funding was received from the Alberta Healthy School Community Wellness fund to continue the development of a division wide wellness policy. School Food Services staff is working with communities to get as much local input as possible for the nutrition component of the policy.

### **Parental Involvement Strategies**

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



## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

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### Financial Results

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

[http://www.northland61.ab.ca/main/documents/2013\\_AFS\\_Final\\_with\\_notes.pdf](http://www.northland61.ab.ca/main/documents/2013_AFS_Final_with_notes.pdf)

A copy of our budget report for the year ending August 31, 2013 can be viewed on our website at the following link:

[http://www.northland61.ab.ca/main/documents/2013\\_2014\\_Budget\\_Report.pdf](http://www.northland61.ab.ca/main/documents/2013_2014_Budget_Report.pdf)

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

#### ***Key Financial Information about the Upcoming School Year***

1. Schools are supported to work with staff and their school communities using school based data to determine priorities, develop plans and monitor progress to improve outcomes for students in literacy, numeracy, attendance, successful course completion through the use of culturally relevant programming.
2. School and district staff will be provided with face to face and online professional learning opportunities to support the second year of the Northland literacy initiative, experiential learning and culturally appropriate programming.
3. The ATEP program, has been completed and funds have been allocated to support professional development for language instructors and paraprofessionals.
4. Resources have been directed to support capacity building in Indigenous languages and cultural programming including land based learning and curriculum weaving.
5. Graduates of the ATEP program have returned to the division as teachers.
6. The August New Teacher Orientation/Teacher Mentorship Program has supported new/beginning teachers to become familiar with the Northland context and has provided quality teaching and learning opportunities for all students.
7. Pedagogical Supervisors are providing regional professional development, leadership and mentoring to improve instructional planning, instruction, management and assessment practices and mentoring of new teachers.
8. Northland for the second year are coordinating a district wide initiative to upgrade school libraries with an infusion of \$208,420. This amount will be augmented by additional grants.
9. We are continuing our commitment to maintaining a safe and caring learning environment for students and staff, by implementing the recommendations of the 2013 maintenance review.
10. A grant of \$150,000 has been directed to strengthen CTS programming including dual credit programming.
11. By the end of the school year all Northland schools will have access to wireless technology and vastly improved IT capacity to enhance learning opportunities.
12. Northland will implement a new Human Resources and Financial Management system to improve processes for human resources and financial management.
13. A new division website has been built into the budget.





## **2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13**

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14. Staffing in School Food Services reflects the jurisdiction ratio of cooks to students based on the projected enrolments.
15. Instructional Programming accounts for 63.6% of the total expense.
16. Board of Trustees and Local School Board Committees expenses are projected at 1.7% and Administration expenses are projected at 4.7%.

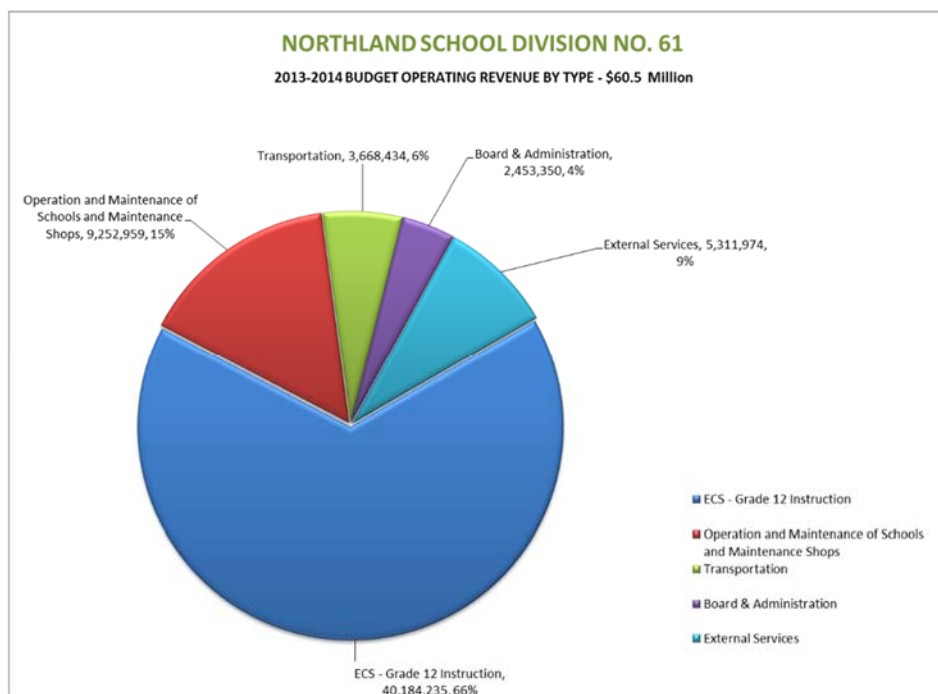
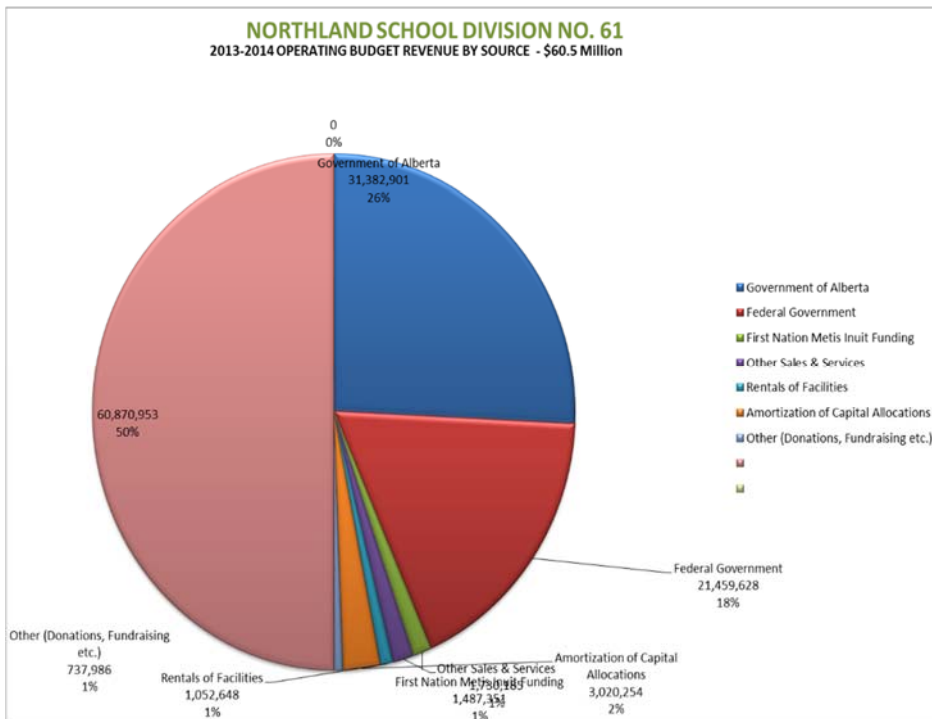
The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division. However, efforts are constrained by current funding as follows:

- For 2013-2014 Salaries and Benefits will be stable over the next three years as a result of a Framework Agreement signed by the Government of Alberta and the Alberta Teachers Association. In the fourth year of the agreement there will be a lump sum payment of 1% of the annual salary and a 2% salary increase. Also, based on Northlands' base instruction grant for 2012-13, 0.5% "cost" enhancements will be bargained for in local bargaining. The total will be \$47,000 spread over the last two years.
- The major financial burden on the school division will be the salary increase based on grid movement for approximately \$600,000 and Substitute and Teacher Replacement which could potentially cost \$1 million.
- We continue to provide in excess of 475 hours of instructional time for ECS students; however, current funding for ECS makes this a challenge.
- Maintaining staff satisfaction will be a challenge until the housing situation is addressed.
- Maintenance funding is status quo. However, as the building infrastructure continues to deteriorate there is increased potential for unexpected emergencies. These situations create health and safety issues and disrupt the education of students who have no alternate location for instruction when schools are not operational.
- There will be a reduction in the number of bus runs where possible.
- A reduction in federal revenue has resulted in a decrease in funding by approximately \$800,000.



## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

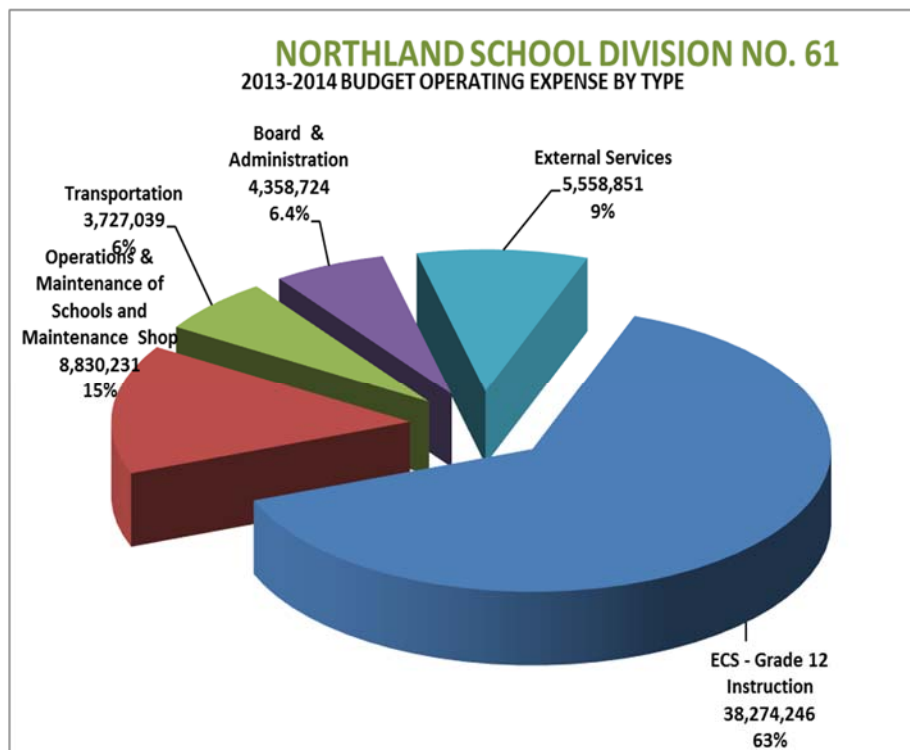
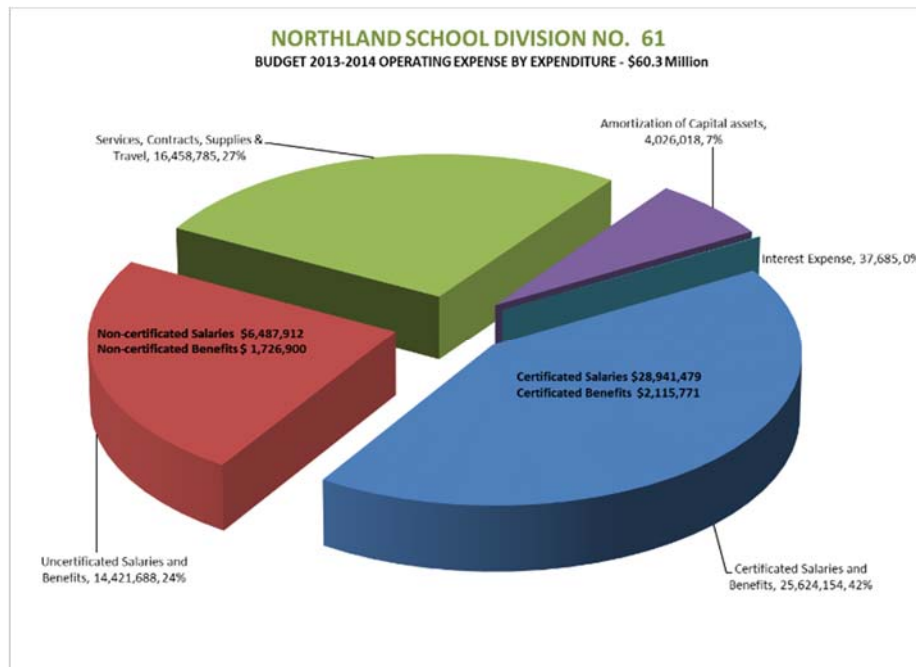
### 2013-2014 Budget Operating Revenue By Type





## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

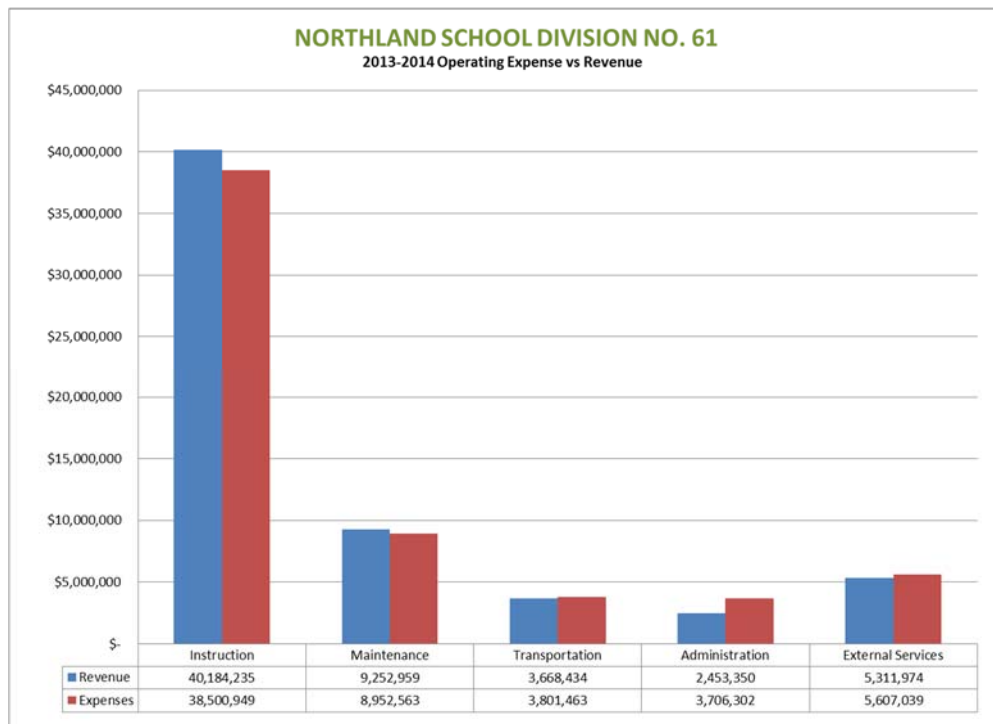
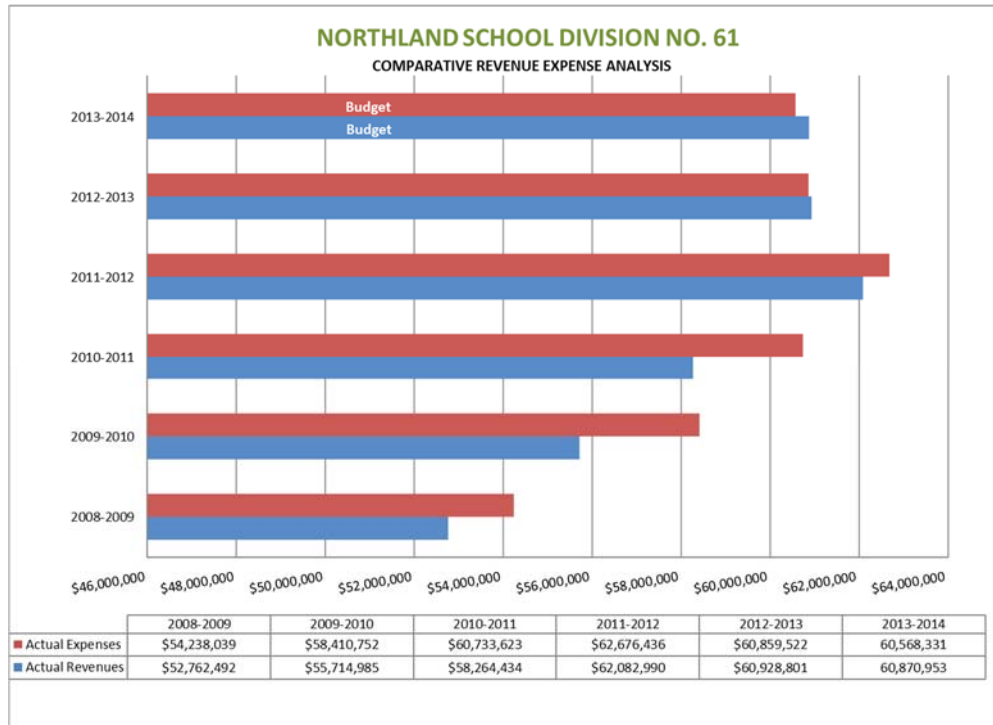
### Budget 2013-2014 Operating Expenses





## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

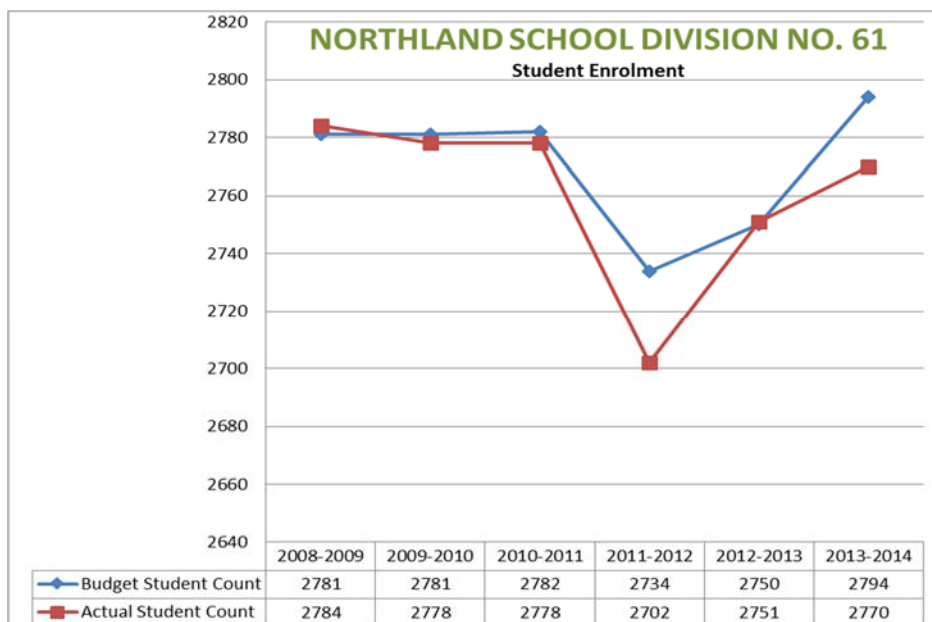
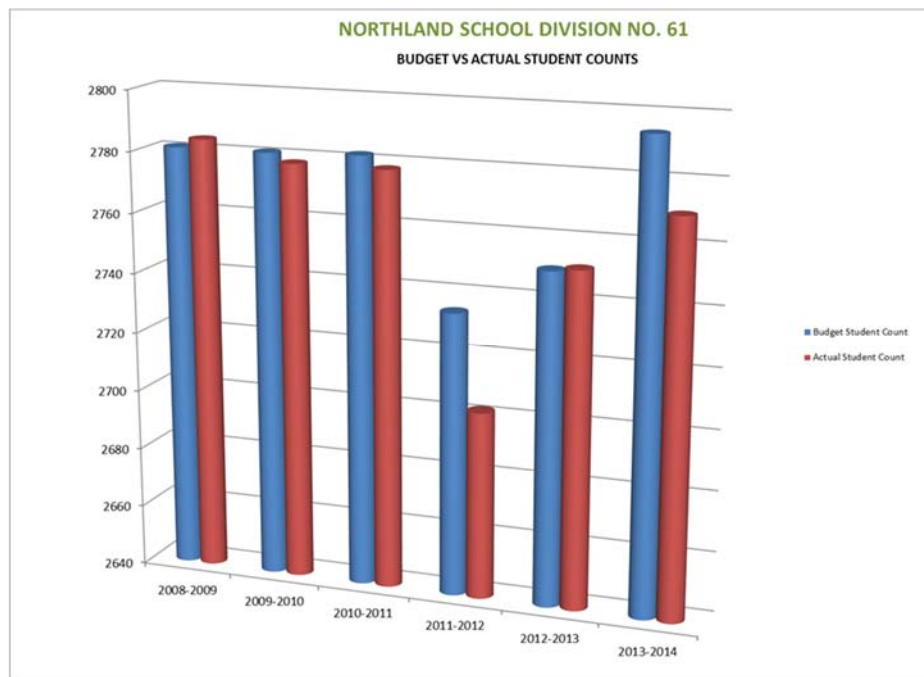
### Operating Expenses vs. Revenues





## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

### Student Counts





## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

### Board

Colin Kelly, Official Trustee

### Senior Administration

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

### Schools

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