

"Our students love to come to school in Northland"

**2020-2023 Three Year Plan
& 2019-2020 Annual
Education Results Report**



NORTHLAND SCHOOL DIVISION NO.61

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Message from the Board Chair



Tansi, Edlánat'e, Hello,

It is our pleasure to present the combined 2020-2023 Three Year Education Plan and the 2019-2020 Annual Education Results Report (3YP/AERR) for The Northland School Division (NSD). The 3YP/AERR highlights significant accomplishments made during the 2019-2020 school year and NSD's priorities. In 2019-2020, the trustees developed the Northland School Division Strategic Plan for Board Priorities. The plan helps to address the key themes identified by the trustees.

Excellence in Leadership	Excellence in Relationships	Excellence in Learning	Excellence in Financial Practices
Priority 1: Through excellent leadership practices by everyone, everyone feels welcome and valued.	Priority 2: Actively develop and purposefully work to maintain healthy relationships.	Priority 3: Students achieve their potential in literacy and numeracy.	Priority 4: Northland has a balanced budget for 2020-2021.

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 critical to supporting student success. On behalf of the Board of Trustees of Northland School Division, we extend our appreciation to the heartbeat of the jurisdiction; the students, staff, parents, and community members. With this plan, we celebrate the successes and work together to make improvements that ensure our students love to come to school in Northland.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robin Guild'.

Robin Guild
Board Chair
The Northland School Division

Message from the Superintendent of Schools



Tansi, Edlánat'e, Welcome to the Northland School Division combined 2020-2023 3YP and the 2019-2020 AERR. We are pleased to share the many accomplishments NSD enjoyed in 2019-2020.

When in-person classes were cancelled in March due to COVID-19, we were initially concerned about additional learning loss for students. However, when Alberta Education announced that learning will continue in an alternative way, we got excited. This was the opportunity we needed to move the school division forward in the use of technology to enhance and improve the teaching and learning in NSD. Before the March 15th announcement, NSD increased its investment in technology utilization.

To support this vision, it is an expectation that every NSD teacher is knowledgeable and skilled in the use of technology tools such as Google Classroom. NSD hosts regular professional learning virtually to help teachers meet and exceed the expectations. We have found investing in technology and utilizing virtual and remote means allows Northland to overcome travel distances between schools and access to educational resources. Time that was previously spent driving for many hours can be eliminated, resulting in increased response time to support staff and students.

In addition, virtual technology (Zoom) allows the Board and Administration to connect with education partners (First Nations, Metis Settlements, Metis locals, municipalities, community organizations) regularly instead of once a year.

Congratulations students on accomplishments achieved in 2019-2020. Let's strive for more success stories in 2021-2021 and beyond. Schools, parents, and communities working together will ensure that our students are successful in their pursuits in education and in their future endeavours.

Thank you staff, parents and community members for your efforts and involvement. Stay safe.

Sincerely,

A handwritten signature in black ink that reads "Dr. Nancy Spencer Poitras". The signature is written in a cursive style.

Dr. Nancy Spencer Poitras
Superintendent of Schools
The Northland School Division

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan commencing September 1, 2020 for Northland School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency 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 an education plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan for 2020-2023 on November 28, 2020.



Sabrina Gladue, Mistassiniy School

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’ēth

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 - Hūya

To have a 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 - Ēdēnēschapile

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

Truth – Tapewewin – E’tth’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’ſ’I 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’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 Division

Trustee	Ward	Schools	Grades
Carmen Laboucane, Trustee	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, Board Chair	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
Rubi Shirley, Trustee	Ward 9	Athabasca Delta Community School	K-12
Jules Nokohoo, Vice- 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
Skye Durocher, Trustee	Ward 11	Elizabeth Community School	K-8
		J.F. Dion School	K-6

Senior Administration

Dr. Nancy Spencer-Poitras, Superintendent of Schools

Dr. Tim Stensland, Associate Superintendent

Dr. Don Tessier, Associate Superintendent

Wesley Oginski, Associate Superintendent of Human Resources

Douglas Aird, Secretary-Treasurer

Demographics & Diversity

NSD is situated in some of the most stunning areas in northern Alberta. Covering 288,347 square kilometres (44% of Alberta), our schools are located near mountains, lakes, rivers, forests, and wetlands in Treaty 6 and 8 territories. At NSD, 95% of the student population is of First Nations, Métis and Inuit descent. We have approximately 2000 students in 20 schools. Our schools are located in municipalities, First Nation reserves, and Métis Settlements. 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.



Rikki Janvier, Bill Woodward School

Trends and Areas of Growth

Technology

If there is ever a school jurisdiction that should be masterful at leveraging the benefits of technology, it is our division. The new Vision for Technology Teaching, Learning, and Leading (draft) has been developed for The Northland School Division. This plan acknowledges that understanding and using technology will be an integral part of virtually every aspect of daily life. Northland School Division has a responsibility to prepare students for this future. The classroom is the primary place where this preparation will occur; therefore, every classroom must be equipped with diverse technologies to support teaching and learning. Every teacher must be knowledgeable and skilled in the use of these technologies in daily instruction.

The focus for the current year has been to raise the standard of technology infrastructure and hardware as well as supporting the development of staff and students to leverage the use of technology in the classroom. Positive steps are being made to assist teachers and students to participate in technology-rich, learner-centered classrooms where students are engaged in a challenging curriculum.

When in-person classes were cancelled in March due to COVID-19, we were initially concerned about additional learning loss for students. However, when Alberta Education announced that learning will continue in an alternative way, we got excited. This was the opportunity we needed to move the school division forward in the use of technology to enhance and improve the teaching and learning in NSD. Before the March 15th announcement, NSD increased its investment in technology utilization.

NSD hosted almost 900 virtual professional learning opportunities for staff last year. Additional focus was dedicated to targeted professional learning for staff to learn about the virtual learning tools and strategies to enhance learning continuity for students.

Survey results demonstrated substantial growth in staff development, in particular, the knowledge and skill with using technology tools such as Google Classroom. During the October 2020 Regular Board Meeting, Dr. Tim Stensland, Associate Superintendent, shared survey feedback results with the trustees. From our work on professional learning in the spring of 2020, survey results demonstrated:

- The comfort of teachers using technology has grown immensely.
- 94% indicate a very high comfort.
- 92% of teachers indicate a comfort with online learning. Previously this was measured at 47%.
- 79% of teachers from March 15 to June last year indicated they supported students through online learning.

We have found investing in technology and utilizing virtual and remote means allows Northland to overcome travel distances between schools and access to educational resources. Time that was previously spent driving for many hours has been severely reduced and, in some cases, eliminated. This shift also increases the time the staff is available as well as the increasing response time for questions.

Land Based Learning

We have found learner success in grants provided for co-creating Land Based Learning opportunities for students. Partnerships started with some First Nation communities increased relationships, collaboration and engagement for Indigenous pedagogy. We want to continue to apply this foundational knowledge to engage all 20 school communities with the use of technology. With COVID-19, we are not providing overnight cultural camps but will continue to work alongside Elders, knowledge keepers and educators to connect student wellbeing with their cultures. This strategy will support educators with infusing culturally appropriate pedagogy to increase Indigenous culture, histories and perspectives. Students will see themselves reflected in the curriculum and embrace their traditional ways of life through outdoor experiences within their school boundaries and small community nearby

field trips i.e., Kapaskwatinahk, Marten's River, Boreal Forest. Through school cohorts, principals, teachers, education assistants and language instructors will connect and infuse cultural ways of knowing and ways of being to the Alberta Programs of Studies. Teachers will work with their community Elders and knowledge keepers to design interdisciplinary units and resources. Teachers will participate through technology (zoom) to develop professional development for Indigenous perspectives and experiences.

Language & Culture

We have found learner success in grants provided for resources to support the Cree and Dene languages. We want to continue building strong identity, fluency (oral) and literacy (reading and writing) pedagogy to ensure confidence and competence in language instruction for teachers/instructors and students. With COVID-19, we are not gathering in large groups but will provide professional development to successfully implement the Cree/Dene Culture and Language programs. We want to work with the six Métis schools to form a cohort to increase pedagogical knowledge of the Michif culture and language. We will continue to bridge local connection into the program delivery to assist teachers/instructors with understanding of culture and languages.

Northland Attendance Trends & Areas of Growth

Division-wide Attendance Rates for 2019-2020: When adjusted for cold weather conditions and COVID-19, plus the overall division-wide attendance rate for 2019-2020 is 81%. The 2018-2019 attendance rate for the division was 82%. There is a 1% downward trend when compared to the previous school year. 2020-2021 attendance targets are established for each school. The overall division attendance target for 2020-2021 is 82.5%.

PowerSchool Training: This system is used to record and efficiently manage student data, such as attendance. The more proficient we are with this, the better the analytics, insight and opportunities for educator and student improvement. Online training was organized to support teachers, secretaries and school administration:

- Professional development is arranged for teacher leads and planned for May 2021.
- PowerTeacher Pro and Gradebook operations and functions are facilitated by a PowerSchool trainer familiar with the Alberta context.
- The student data coordinator and the PowerSchool operations expert continue to work online with school secretaries and administrators every Tuesday to offer ongoing guidance and support.
- At this stage, we are working closely with our PowerSchool contact to develop a 2-year training plan leading to certification. As a starting point, using PowerSource training modules, several online free training courses will be pre-selected for interested personnel to complete depending on their role. The expectation is that these pre-selected modules will need to be completed by trainees prior to instructor-taught online courses. A 'learning/training path' will be customized for each trainee.

Attendance Monitoring & Tracking During the Pandemic: Following NSD's established attendance improvement practices and processes, student attendance continues to be monitored and tracked throughout the pandemic. To account for student learning, there is an expectation that teachers communicate with their students on a daily basis. Whether teachers are responsible for in-school learning or at-home learning, student attendance is recorded daily in the student information system (PowerSchool).

Alberta Education Oversight Committee: Throughout the 2020-2021 school year, monthly and quarterly attendance meetings were organized with the Alberta Education Northland Attendance Improvement Oversight Committee. Discussions focus on key activities and targets outlined in Northland's 2019-2020 Attendance Improvement Operational Plan. Due to COVID-19, there are delays in planned onsite visits by the Office of the Auditor General and Alberta Education until April/May 2021.

2019-2020 Attendance Improvement Planning & Reporting Documents: All NSD schools provided attendance improvement plans for 2019-2020 and 2020-2021 school years. These plans outlined best-practice strategies and initiatives aimed to improve student attendance.

2019-2020 School Progress Reports: All NSD schools identified progress on key activities outlined in Northland's *Attendance Improvement Operational Plan for 2019-2020*.

Barriers to September/October 2020 Attendance Protocols During the Pandemic:

- Staggered Startup: Although school commencement began on September 8th, the following groups of students had delayed/flexible starts: ECS and the cohort of bubble students involved in online learning.
- The decisions by parents to have their children engage at-home or in-school learning changed during the initial stages of school opening created attendance tracking issues for teachers – which, in turn, impact PowerSchool tracking. The November 20, 2020 transitioning of students between at-home and in-school learning has a potential tracking impact at the school level. School tracking lists will play an important role to ensure that PowerSchool attendance entries reflect learning delivery modes.
- Multiple PowerSchool attendance configurations needed to be created for the various groupings of at-home learners. As well, entire school setups needed to be reconfigured, including school calendars, bell schedules, new courses created, new attendance codes and conversion settings.
- Keeping up with the changing dynamics of the pandemic and its impact on school and attendance tracking in PowerSchool were and continue to be ongoing challenges.
- Multiple division priorities (i.e. Ten days of scheduling for CSL to have class data for report cards as well as having to manually input IPP data) took a large chunk of time away from attendance compilation and month-end analysis.

NSD Releases Re-entry Plan

On August 12, 2020, NSD publicly released its re-entry plan <https://www.nsd61.ca/download/291974>. With guidance from Alberta Education and Alberta Health Services, NSD implemented additional health measures for in-school learning:

- mandatory use of masks for all staff and students in grades 4-12 and highly recommended for students K-grade 3;
- mandatory use of masks for all students riding the school bus;
- enhanced cleaning and hygiene protocols;
- daily screening requirements;
- strict stay-at-home guidelines for individuals who feel unwell or have symptoms related to COVID-19; and
- cohort and physical distancing strategies.

The re-entry plan has been updated numerous times to ensure students, staff, parents and community members have the most up to date information. To help schools respond to a positive COVID-19 case, central office departments and school administration reference the Northland School Division Action Plan - Responding to a COVID-19 case <https://www.nsd61.ca/download/310353>. During the pandemic, a number of the schools we operate are located in communities where entry has been restricted. NSD works collaboratively to work within their safety restrictions and continue to deliver educational programming.

In-School Learning and At-Home Learning

Under the provision of the provincial government and the Northland School Division Re-Entry Plan, parents and guardians were able to select between in-school learning and at-home learning. At-home learning involves both online learning as well as paper and pencil tasks. At-home learning is delivered both at the school level and from a centralized approach. The centralized approach has almost 10 percent of the student population participating. The remaining 20 percent has at-home learning supported by the classroom teacher in the school/community where

the student resides.

Whether it's in-school learning or at-home learning, the focus for teachers has been on instructing in ways that enable teachers to facilitate learning whether it is in school or at home. We felt this is necessary for the current year because we have to be prepared for the learning context to potentially change. Teachers have done this by utilizing technology tools, like Google Classroom, online resources, and continuing to participate in professional learning.

Students who choose the at-home learning option can also decide to switch to in-school learning at term/semester breaks and vice versa. The decision to change learning preferences must be made in consultation with school administration at the set entry and exit date to ensure continuity.

Facilities and Maintenance

NSD is working on improving school facilities division-wide. The strategy has been to evolve from a team focused on local specialized mechanical and trade skills to one able to manage the entire division, with core competencies that are evolving with our increasingly complex technology while coordinating a flexible pool of staff and contracted resources.

Several key systems are being implemented division-wide - including building management, fire prevention, access/security, video and maintenance workload management (ticketing). These systems build productivity and reduce costs in a number of ways. For example on-site video in the mechanical room allows mechanical or maintenance issues to be seen prior to attending the site, supporting diagnosis, staffing and part selection. Division-wide temperature sensor monitoring can provide alerts before temperatures drop to harmful levels, bursting pipes. Access and utility monitoring indicate immediately other types of potential issues.

In 2018-2019, consultants from Edmonton Public Schools (EPSB) reviewed and assessed all NSD facilities. This report has shaped priorities for systems, repairs and maintenance. During 2019-20 the Government of Alberta accelerated infrastructure funding to jump-start the economy. This meant that \$2.5M was received as a grant designed to be used quickly to address the backlog of infrastructure maintenance and help Albertans get back to work. Projects undertaken by NSD have built on these goals addressing the items identified in the EPSB study as well as implementing the strategy to build division-wide systems to build productivity, safety and quality. Individual projects have improved heating, ventilation, division-wide monitoring and building management across the division. This has included:

- Partial roofing in Calling Lake and St. Theresa (\$600K)
- Upgrades to security cameras and door access hardware various locations (\$465K)
- Outside drainage work at ELizabeth, Anzac and Mistassiniy (\$100K)
- Building Management controls work most schools (\$900K)
- Sidewalk repairs JF Dion, Mistassiniy (\$100K)
- Propane Tank repairs as per regulatory and safety requirements (\$60K)
- Electrical repairs and upgrades Anzac, Conklin, Fr Perin, Calling Lake (\$150K)

During 2020 NSD continued its strategy to invest in energy efficiency projects with positive payback. The division's goal is to create more comfortable schools, reduce operational costs and reduce energy usage. This has generated cash savings as well as a green dividend, from the reduction in energy use. The strategy has included using a contractor to better manage utilities and identify improvement areas. This has included aggregating utility bills, identifying the cost per M2 and using that critical number to guide investments/attention. In these first 3 years NSD has saved \$607K with additional projects and improvements planned.

Lastly, the year of COVID. Addressed above, COVID has changed many of our operating assumptions, policies, processes and priorities. While following AHS guidance and the division's re-entry plan closely, a significant investment in staff time, materials and supplies has been invested to maintain the sanitation and safety of our facilities to keep our students and staff safe. Although challenging and operationally complex the team has stepped up in so many ways to maintain operations across a large and dispersed division. A blend of both internal

staff and contract resources has worked together to maintain cleanliness and compliance under dynamic circumstances.

Infrastructure

It is incredibly exciting to report that one new school has been committed to the division with another either full modernization or new school being planned.

Before the May 2020 Regular Board Meeting, Alberta Infrastructure approached NSD with the replacement school alternative, rather than the major modernization previously announced. In design now, the plan is to build a new school with a 450 student capacity replacing Mistassiniy School in Wabasca. NSD will be again connecting with the community to gather additional perspectives for the design. NSD has been reaching out to all stakeholders through surveys, community zoom meetings, and meetings with the MD of Opportunity as we work through the process to build the new school. It is anticipated that ground will be broken in the summer of 2021.

On April 9, 2020, the provincial government confirmed full funding to either modernize or replace the Athabasca Delta Community School (ADCS) in Fort Chipewyan as part of its Budget 2020 Capital Plan. The study is underway to determine the best path forward for this 300 student K-12 school, based on the cost and benefits of each alternative.

Housing

The Division has developed and is implementing a plan to improve housing for staff across the division. Housing plays a critical role in staff recruitment and retention. In many locations there are no market-based alternatives. Accordingly, NSD owns and rents 94 units spread out across our 20 school sites. The plan has been underway during 2020. It is supported by the Government of Alberta which in July 2020 committed to providing \$2M and approved using other funds for another \$1.9M. This will support the complete rebuild of 37 homes. The complete rebuild includes roofing, interiors and appliances. This rebuild will reduce the operating costs and improve the financial health of the housing system, enabling funds to be spent on improving a smaller number of remaining units. We continue to work with the Government of Alberta and with other organizations to develop a more sustainable model for housing.

Beginning in July 2020, the Housing Department renovated 7 units in the following communities: Anzac (1), Conklin (2), Chipewyan Lake (2) and Wabasca (2). As part of the plan, we are currently contracting for the next 6 homes to be renovated for a total of approximately \$500,000.

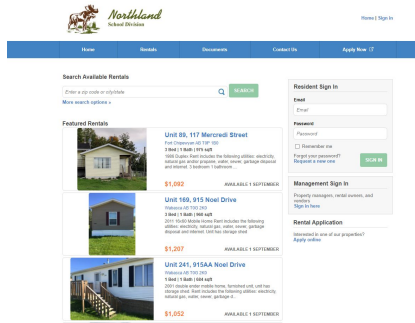
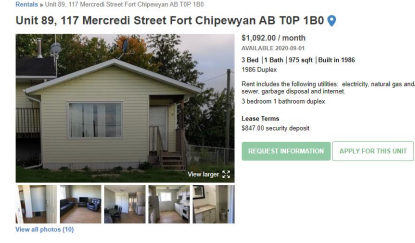
In June 2020; the Housing Department received an additional \$300,000 for repairs and as of today, the Department has spent approximately \$110,000 completing repairs such as bat remediation, fence installation, kitchen and bathroom renovation, shingle replacement, water cistern repair, flooring upgrades, sewer pipe and heat trace replacement and releveling of mobile homes.

In March 2020, the Housing Department purchased a new customer service focused system which allows potential tenants to:

- view and apply online for housing units via the Northland website;
- view and sign their lease,
- submit repair requests and receive instant status updates on their requests and
- view their account balance at any time via a mobile app.

In addition staff and contractors are able to efficiently manage/access and close tickets for repairs, view tenant contact information, complete move in and/or move inspections via their mobile app. With this program, the Housing Coordinator has the ability to efficiently customize the rental application, create or choose from multiple lease templates, store vital housing data such as equipment make and model numbers, forward work orders to employees and contractors, communicate easily with emails, texts and/or announcements to all tenants and the ability to upload documents for tenants to view in their portal.

Here is a sample of what potential tenants can see:

	<p>Potential tenants can go to the Housing Department’s website and they have an option of viewing all the vacant units within the Division.</p>
	<p>Each unit provides a brief description of the unit, location of the unit, the rent amount and what utilities are included with the rent. They then have the option of viewing the unit virtually.</p>

Partnerships

Northland School Division is committed to student growth and achievement and recognizes the need to work with the broader community. The school division understands the diverse learning needs in its communities and the importance of establishing relationships with community stakeholders who share a common vision for the well-being of our students. By partnering with organizations such as Breakfast Clubs of Canada to offer nutritious breakfast and hot lunch programs to working with post-secondary universities to deliver dual credits options, we are creating initiatives that promote student engagement and success.

Insurance Costs

Insurance is a critical input to manage risk and promote safety across a variety of educational activities. During 2019-20 NSD’s premiums rose over 300% to \$1.1M as a series of catastrophic losses caused the industry to raise rates significantly. Rather than catastrophic losses occurring once every 10 years, Alberta has been hit by a series of them including the Ft McMurray basement flooding (\$1.25B loss), Calgary Hail damage (\$750M loss) and even the wildfires ravaging the province two years ago, causing approximately \$13M in losses for NSD.

In response NSD has joined with 36 other Boards to form an insurance purchasing and risk management group to manage premiums and risk. This group - known as ARMIC - will help all members understand the cost drivers and related risks and work to contain cost increases by harnessing our buying power. For 2020-21 - despite the hardening insurance markets as a result of a series of these catastrophic losses - the costs for NSD have been limited to a 23% rise.

NSD will continue to be aware of our risks, and actively manage them so that costs are minimized. This includes a continuous review of prohibited activities and adding additional coverage for specific risks as appropriate.

Communication/Community Engagement

The Communications Department continues to focus on achieving the following goals and objectives:

- **Goal 1: Provide direct communication support to the Board of Trustees, central office and school staff**
 - Board Advocacy Plan implementation in collaboration with the Board Advocacy Committee.
 - Continue to produce the internal communication newsletter “The Communique”. The internal publication is a central vehicle for communicating action items, opportunities, information, highlights of the week and tips of the week.
 - Assist principals with school-based communication plans.
 - Social media management (Facebook, Twitter, Instagram, LinkedIn).
 - Manage the Division’s website www.nsd61.ca and assist schools with their websites.
 - Develop key messages in collaboration with the Board of Trustees and Superintendent of Schools.
 - Assist schools with School Messenger Communicate.
 - Develop additional communication resources as required for pandemic.
 - Draft letters to help the Board communicate with local, provincial and federal politicians.

- **Goal 2: Maintain strong relationships with stakeholders**
 - Maintain relationships with stakeholders (parents/guardians, school councils, community members, First Nations, Métis Settlements, Municipalities, Métis Settlements General Council, Treaty 8 First Nation of Alberta, Alberta Education, media).

- **Goal 3: Organize and implement communication strategies to promote division priorities**
 - Implement strategies to promote the importance of student attendance.
 - Implement strategies to help NSD improve specific Accountability Pillar Survey measures.
 - Implement strategies to improve NSD’s recruitment and retention strategy.
 - Implement strategies to inform communities of work being done in schools.
 - Continue to update communities regarding health and safety measures for students, staff and communities during pandemic.

As stated in the [Northland School Division Act](#), the Board of NSD is required to establish a process for engaging with First Nations, Métis and other communities to whom we provide education services, Métis Settlements General Council and Treaty 8 First Nations of Alberta with respect to the establishments of the Board's strategic direction. NSD’s investment in utilizing technology is helping us enhance our community engagement. Using virtual technology (Zoom) allows the Board and Administration to connect with the communities we serve and with our education partners regularly instead of once a year. The NSD Board and Administration met with all Northland communities leadership groups in August, 2020 to update them on the NSD Re-entry plan. A regular communication schedule has been agreed to by all parties.

NSD will be using Zoom to host community engagement sessions to gather feedback from parents and guardians for the new school being built for students attending Mistassiniy School in Wabasca-Desmarais.

Teacher Attraction & Retention

Thirty eight new teachers to Northland were hired for the start of the 2019-2020 school year. Fifteen of these were new to Alberta or beginning teachers. The beginning teaching staff were supported by two Assistant Supervisors of New Teacher Mentorship. As well, two Assistant Supervisors of Leadership Development supported new principals to our system. This support included mentorship and coaching to staff new to the system and/or leadership system.

Northland continues to support 9 non-teaching staff in becoming teachers for our jurisdiction. Four entered their first year of the Community Based Teacher Education Program at the Werklund School of Education/University of Calgary, while 5 staff started their first year in a university Bridging Program. This initiative is developing the capacity of local indigenous community members to become future teachers in Northland communities.

Recruitment continued throughout the year. Promoting Northland on University Career Boards focused on Alberta Universities. Recruitment became more complex due to COVID-19 as annual Teacher Career/Recruitment Fairs were cancelled. However, through continued contact with the University Career Centres and Faculties of Education in Alberta, we were able to maintain contact with prospective teachers for the next school year with some success. Northland was able to fill all its teacher vacancies before the end of August 2020 for the 2020-2021 school year. As well, teacher turnover was less than seen in the previous years. A transition to virtual career fairs and recruitment will take place in 2020-2021.

Summary of Accomplishments

Creativity on display to honour NSD graduates



Creative juices flowed across NSD to honour 32 graduates. Schools hosted parades and banners with a photo of graduates were installed on light posts. Lawn signs were placed in front of schools and also on the lawns of graduates' homes
<https://tinyurl.com/y65t78xy>.

NSD Support for Mental Health & Wellness Awareness



- Heart Math in Athabasca Delta Community School (ADCS) (Fort Chipewyan), Anzac School - Bill Woodward School (Anzac), Father R. Perin School (Janvier), Conklin Community School. The program provides practical and effective tools for preventing and releasing stressful attitudes and feelings, and for connecting with one's heart's intuitive directions for the best choices in whatever one's life situation calls for.
- All schools have the Don't Walk in the Hallway resource from Ever Active Schools
<https://everactive.org/product/dont-walk-in-the-hallway/>.
- All schools had access to the Mind up curriculum program and books. This was a focus in the Spring online learning.
- Self care for staff was provided through COVID-19 related webinars from Alberta School Employee Benefit Plan (ASEBP). This focus during spring online learning provided opportunities every two weeks from March to June to focus on the impacts of personal health, anxiety and stress related to COVID-19.
- ASEBP challenge, highlight the benefits that staff have, Homewood Health, Health/Wellness Spending Accounts and how to access the services, how to use the benefits that staff have.
- Staff have been further supported through additional services being arranged through the Employee and Family Assistance Program provided by the Alberta School Employee Benefits Program. This includes bringing counsellors on site; arranging virtual staff and individual counseling sessions, and providing access to mental health webinars and other online tools.
- School based staff attended Shaping the Future Conference.
- Wellness committee.
- Family Wellness Workers.
- Mental Health Therapist - Anzac School, Bill Woodward School, Father R. Perin School, Conklin Community School.
- Addiction Counselor ADCS, Anzac School, Bill Woodward School, Father R. Perin School, Conklin Community School.
- BMC's (Behaviour management consultants) Northern Lakes RCSD Schools.
- Suicide Prevention/ Awareness.

- Anti Bullying presentations.
- Superflex program.
- Zones of regulation.
- Dr. Jody Carringtons On-line course (purchased by the Northland Alberta Teachers' Association Local No.69)
- NSD's promising practices in school wellness showcased: School authorities set the tone when creating healthy school communities and shape the healthy behaviours of children and youth. In 2019-2020, Northland School Division was invited to participate as one of six cases in a research project aimed at understanding 'promising practices' in school wellness at the school jurisdiction level. This research is led by Dr. Kate Storey in the School Public Health at the University of Alberta through a grant from the McConnell Foundation's WellAhead initiative.

The overall aim of this project is to surface diverse stories of wellness to inform and inspire Canadian school jurisdictions in adopting their own unique cultures of wellness to improve the health of children and families in their community. These learnings will be shared within and across provinces to inform and strengthen existing school-based health promotion. One means of sharing these stories widely is through the creation of short videos highlighting wellness in action in each participating jurisdiction. We are excited to share the video which was created with members of our Northland school community. Click on the website link to view the video <https://www.youtube.com/watch?v=cSs8nuuHe6A>.

Indigenous Language and Land-based Learning Update

During the 2019-2020 school year, schools used their respective funds to develop land-based learning projects. Projects included archery, shelter building and cooking. Schools are implementing those plans during the 2020-2021 school year. To support Cree language instruction, flashcards for each classroom have been created. These cards will be used to increase student vocabulary through picture and sight recognition.

In 2019, NSD in partnership with Kee Tas Kee Now Tribal Council Education Authority (KTCEA) received funding from the Indigenous Languages in Education (ILE) grant program. The funding supported creating resources for syllabics and sound building blocks. This project involved creating sets of wooden building blocks for each school that colorfully illustrate culturally relevant images, syllabic symbols and their corresponding sounds. The grant helped cover the cost of materials and design, hiring of labour to assemble sets of building blocks and distribution to each language instructor working with NSD and KTCEA. The blocks have been distributed to NSD and KTCEA schools for the 2020-2021 school year.

Board Meetings Go Virtual

Due to COVID-19, the Board of Trustees met through Zoom for the April and May, 2020 Corporate Board meetings. Since June, 2020 the Board has offered the option of joining online via Zoom or in person for meetings. The Board has committed to meeting online for half of the Corporate Board meetings for the 2020/2021 school year.

Supporting Diversity and Inclusion

The Division is proud to support diversity and inclusion through cultural teachings and ceremonies that are integrated into the daily curriculum. Northland School Division is committed to promoting high quality teaching and learning in all community schools. *The Promising Practices in Supporting Success for Indigenous Students*, (OECD) 2017, p.21). The OECD report speaks to high quality teaching, including high expectations for all students along with a relevant and responsive curriculum and maintaining respectful relationships. Our focus is on fostering positive relationships with school communities and reducing barriers to learning for all students. Northland School Division schools model creating welcoming environments through hosting cultural

celebrations, land-based teachings within communities, inviting Elders and Knowledge Keepers into school events and celebrating student art within the school community.

Attendance Recognition and Awards Program

 J.F. Dion School
Published by Angi Sanregret (?) · 19 June

Awesome work students, staff and parents! We did it again!



On June 18, 2020, Northland School Division (NSD) announced the division's Attendance Recognition and Awards Program recipients for the 2019-2020 school year. The program strategies are aimed to recognize excellent student attendees, attendance improvement, student achievement and efforts made by parents and schools. Congratulations to the following schools, students and families:

- **Attendance Plaques:** Year-end plaques presented to schools achieving an overall attendance rate of 87% or better and eligibility for school attendance award. The following schools earned plaques in 2019-2020 and shared a \$3000 prize award:

- Calling Lake School
- J.F. Dion School

- Pelican Mountain School.

- **Year-end Draw for \$500 Family Gift Card and a \$250 Family Gift Card:** At year-end, names of all students whose attendance is between 90%-100% are placed in a draw for \$500. Max Callihoo from Anzac Community School won the \$500 gift card. At year-end, names of all students whose attendance growth has improved by 15% or more over the previous school year will be eligible for a \$250 Family Gift Card.
- Rory Cunningham from Bishop Routhier School won the \$250 gift card. Rory's attendance improved by 44% over the previous year.

Students achieving excellence in attendance (95% or better) throughout the school year are provided with certificates of achievement and a lunch outing with the trustee and principal: 323 students received certificates of achievement for an overall yearly attendance rate of 95% or better.

Monthly Attendance Rates: 27 students received gift cards for monthly attendance rates of 90% or better for the 2019-2020 school year.

High school students earning 20 credits or more in a semester are eligible to win a \$100 gift card: A grade 12 student from Paddle Prairie School earned a gift card in semester one and a student from Mistassiniy School won a gift card in semester two.

Highest Percentage of Growth: At year-end, two schools with the highest percentage growth in attendance over the previous year received a \$1000 award. With input from students and parents, award money is to be used by the school to achieve future educational goals of their choice. Bishop Routhier School and Calling Lake School earned the highest percentage of growth (7.5%).

COVID-19 Communication



2020 has been a challenging year for education due to COVID-19. Throughout the pandemic, communicating information internally to staff and externally to students, parents, community members and education partners has been critically important. Below are some of the COVID-19 communication accomplishments.

- [COVID-19 Updates \(Includes letters from Superintendent\)](#)
- [NSD launches “Continuing Student Learning Plan”](#)
- Continuing Student Learning Newsletters:
 - [Volume #1](#)
 - [Volume #2](#)
 - [Volume #3](#)
- [Continuing Student Learning Infographic](#)
- [NSD Releases Re-entry Plan](#)
- [School Re-entry Survey](#)
- [School Re-entry Video Update](#)
- [NSD Learning Options](#)
- [School Re-entry - Updated School Bus Transportation Rules](#)
- [Welcome Message - Board Chair](#)
- [Welcome Message - Superintendent of Schools](#)

Wildfire Communication



The 2018-2019 school year ended earlier than expected for NSD schools located in Paddle Prairie Wabasca-Desmarais, Sandy Lake and Chipewyan Lake. During a time of crisis, NSD provided regular communication to students, staff, parents and community members on its website, on Facebook, and on Twitter. On the NSD website, a question and answer page was developed to assist students, staff, parents and community members impacted by the wildfires <https://tinyurl.com/y2qkf3jk>.

Before the 2019-2020 school year began, concerns were raised about air quality at Paddle Prairie School. NSD delayed the reopening of Paddle Prairie School so Alberta Health Services could re-test the air quality. Following the re-test, the Communications Coordinator assisted the school with posting updates on its website/social media platforms and assisting with organizing a community meeting. The meeting allowed the Board, the Superintendent and hired contractors to explain and answer questions regarding the restoration of the school.

Professional Learning helping NSD teachers feel confident with using education technology



To help build capacity within NSD, we have been organizing hundreds of professional learning sessions for our staff. All these sessions are occurring virtually, which allows us to offer professional learning daily instead of three times a year in-person. Educators are learning how to stay connected with students, deliver instruction remotely, keep students engaged in their learning and to support students and families in any way needed. Some of the tools being used by educators include: Google Classroom, Google Sites and Zoom. From our work on professional learning, survey results demonstrated:

- The comfort of teachers using technology has grown immensely, 94% indicate a very high comfort.
- 92% of teachers indicate a comfort with online learning. Previously this was measured at 47%.
- 79% of teachers from March 15 to June last year indicated they supported students through online learning.

We have found that working through virtual and remote means allows us to overcome one of the unique challenges of the Northland School Division, the vast travel distance between schools because of the wide geographic distribution of schools. We are excited to be creating remote teacher mentoring opportunities through use of 360-degree video conference technology and Swivl virtual learning technology. Time that was previously spent driving for many hours can be eliminated, resulting in increased response time to support staff in their development.

Continuing Student Learning Newsletters



Tansi, Edlánat'e, Hello everyone! This is the second edition of the Northland School Division (NSD) "Continuing Student Learning Newsletter". When the province cancelled in-person classes on March 15th due to COVID-19, school divisions were tasked with developing a plan so students can still continue to learn from home. On March 27th, released information about its "Continuing Student Learning Plan". The plan aligns with Alberta Education's guide for continuing student learning. The "Continuing Student Learning Newsletter" highlights how NSD schools are implementing the plan and student success stories while learning from home!

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Continuing Student Learning Newsletters:

- [Volume #1](#)
- [Volume #2](#)
- [Volume #3](#)



Board Positive Path Forward Action Plan

"Our students love to come to school in Northland"



On September 12, 2020, the trustees hosted a Board Retreat. During the retreat, the trustees reviewed and discussed current priorities listed in the division's Three Year Education Plan and Annual Education Results Report. After reviewing the previous priorities, the trustees worked on narrowing down the priorities down to three. The key themes arising during the exercise include:

1. Excellence in Leadership
2. Excellence in Relationships
3. Excellence in Learning
4. Excellence in Financial Practices

These themes have been incorporated into the [Board Positive](#)

[Path Forward Action Plan](#).

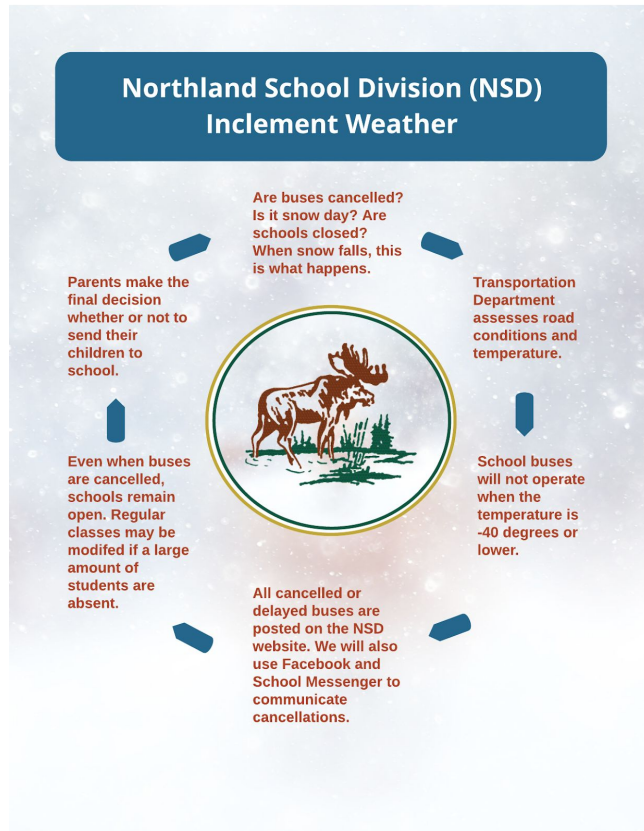
Board Advocacy Support



During the 2019-2020 school year, the Board met with local MLAs in-person and virtually to discuss the Board priorities. Those priorities include the funding model, funding to improve housing for teachers, adjusting the northern living allowance and incentives for new teachers and the importance of the Northland School Division.

As you can see in the photo, Vice-Chair Jules Nokohoo met with Laila Goodridge, MLA for Fort McMurray-Lac La Biche on February 4, 2020 in Conklin.

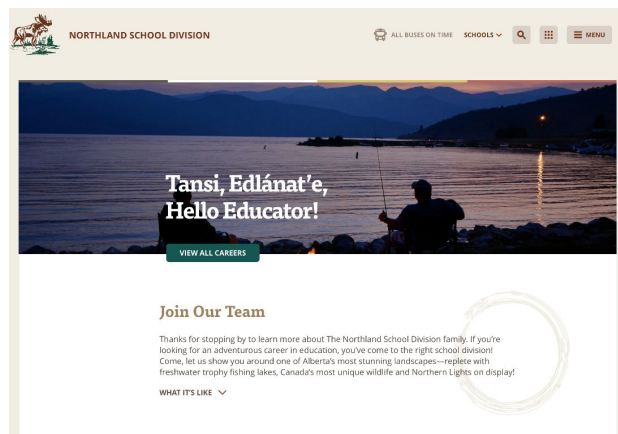
Inclement Weather Communication



In January 2020, NSD communities experienced extreme winter temperatures. To help students, parents, guardians and community members understand our process, NSD developed an infographic. The infographic explains when school buses are cancelled due to extreme weather, how information is communicated, how schools remain open even when buses are cancelled and that parents make the final decision whether or not to send their children to school.

The infographic aligns with our Administrative Procedure 563 - Transportation in Cold and Inclement Weather and Administrative Procedure 132 - Emergency School Closure Due to Inclement Weather.

Updated Careers Webpage



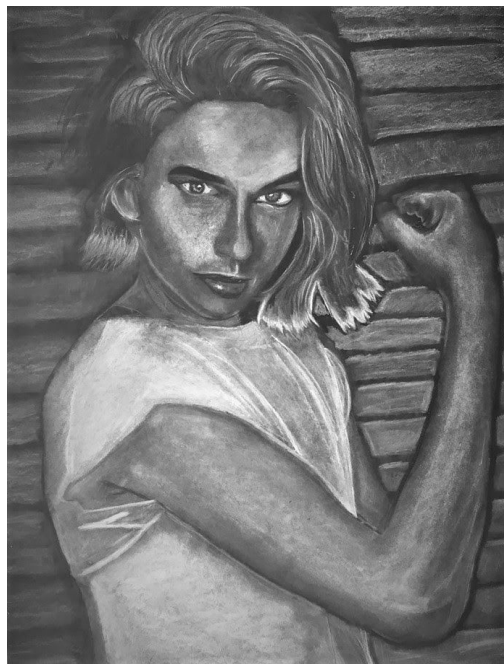
NSD, with support from a Communications Consultant, have been working on improving NSD’s recruitment and retention strategies. One strategy was updating the division’s careers webpage. The revised webpage includes:

- Updated design to better showcase the stunning landscapes.
- Updated webcopy to better explain work time experience, adventures outside of work, what NSD offers to employees and testimonials.
- Strategically placed “Call to Action” links.

Northland School Division Strategic Plan for Board Priorities 2021-2022

Excellence in Leadership	Excellence in Relationships	Excellence in Learning	Excellence in Financial Practices
<p style="text-align: center;">Priority 1:</p> <p>Through excellent leadership practices by everyone, feels welcome and valued.</p>	<p style="text-align: center;">Priority 2:</p> <p>Actively develop and purposefully work to maintain healthy relationships.</p>	<p style="text-align: center;">Priority 3:</p> <p>Students achieve their potential in literacy and numeracy.</p>	<p style="text-align: center;">Priority 4:</p> <p>Northland has a balanced budget for 2020-2021.</p>
<p style="text-align: center;">Goal 1:</p> <p>Everyone models & practice excellence in servant leadership and customer service</p>	<p style="text-align: center;">Goal 1:</p> <p>Actively work to improve relationships by intentionally reaching out through a number of different communication platforms, including face-to-face.</p>	<p style="text-align: center;">Goal 1:</p> <p>Strengthen and celebrate the belief in the ability and skills of students and staff.</p>	<p style="text-align: center;">Goal 1:</p> <p>Research and implement creative strategies to reduce expenditures.</p>
<p style="text-align: center;">Goal 2:</p> <p>Advocate to improve housing conditions for Northland educators.</p>	<p style="text-align: center;">Goal 2:</p> <p>Actively communicate the importance of parental and community involvement.</p>	<p style="text-align: center;">Goal 2:</p> <p>The Northland learning community will use consistent literacy and numeracy teaching practices to support the growth of educators and inspire students to reach their potential in literacy and numeracy.</p>	<p style="text-align: center;">Goal 2:</p> <p>Research and implement creative strategies to increase revenues.</p>
		<p style="text-align: center;">Goal 3:</p> <p>Ensure consistency in literacy and numeracy strategies across the division to enable seamless transitions between grades, schools, divisions and strengthen student independence.</p>	

Annual Education Results Report



Dane Gladue, Mistassiniy School

The Alberta government system for school authorities to consistently measure success and progress involves provincial achievement testing, diploma exams, and parent surveys called the Accountability Pillar. During the 2019-2020 year the data gathered for this information was limited to January diploma exams and the Accountability Pillar results. The responses to the Accountability Pillar results dropped by about 50% this year. The students did not participate in provincial achievement testing or June diploma exams, which reduces the amount of reporting data. As a result, a review of Northland School Division diploma exam results for 2019 and 2020 shows the data to be very incomplete, compared to other years.

As with the wildfire evacuations in 2019, the pandemic lockdown in 2020 are responsible for the incomplete state of this data. A small cohort of students wrote diploma exams in January of 2020 and that is the only recent data to which we as a division can refer. All of those results save the ELA 30-1 standings were masked because the student cohort was

fewer than 6 students.

A wide discrepancy exists between school based results and diploma exam results. This pattern has remained consistent for the last five years. The division remains committed to reducing the discrepancy to a five percent difference within two years. Also note that there have been no students who have attained the standard of excellence on a ELA 30-1 exam in the last five years. The division anticipates that a burgeoning partnership with SMARTLearning will see positive results as the focus on professional learning will be on cross-disciplinary literacy and teaching deeper comprehension skills for improved student reading and writing.

Parent and teacher satisfaction with parental involvement in decisions about their children's education has been inconsistent over the last five years. (See Figure 1.3.) Although teacher perceptions have indicated greater satisfaction than that of parents for this period of time, a trend that is emerging that is of concern is the high percentage of parents who do not know if they are satisfied with their involvement in their child's education for Grades 4-12 inclusive. With the onset of the COVID-19 pandemic, it is not known if opportunities for such involvement will increase or decrease. To date most discussions with parents have centred around if their children will learn at home or at school.

Regardless, it appears that there is room for the division to improve parental perceptions in this regard. To do so will require continued vigilance and ingenuity on our part. Working with the director of student attendance and engagement, each school has submitted a plan to demonstrate how they will continue effective ongoing contact with parents to keep parents aware and engaged in the life of their child's school and their respective learning opportunities.

The greatest amount of recent data that the division has is perception data from the surveys completed last January before the COVID-19 lockdown was implemented in March. A careful examination of this data reveals several emerging trends that the division will look to address this year and beyond.

Percentage of parent, student and teacher agreement that students are safe at school, are learning the importance of caring for others, are learning to respect others and are being treated fairly in school demonstrates a number of trends that remain constant regarding safe and caring schools. Teachers have the highest percentage of agreement followed by parents and lastly students. Of concern is the student percentage as the research is very clear that if students do not feel safe at school their learning is negatively affected by this fear. As a division, our response needs to be threefold:

1. Work with continued vigilance to ensure our schools are safe places to work and learn;
2. Continue to message to the public that school safety is a priority using a variety of mediums such as social media, newsletters, letters, media (radio, websites, television).
3. Quickly respond to matters of concern for all that schools remain safe. This includes matters pertaining to COVID-19.

Satisfaction with Student Learning Opportunities 2016-2020 shows a parallel result with teacher perceptions being the highest followed by parents and then students expressing satisfaction with student learning opportunities. It is not known how these perceptions may be changed because of the changes brought about by COVID-19 but the Division and its schools are ever seeking to take advantage of programs and technologies to enhance student learning at home and at school. Our aim is to make both these options equal and equitable so no one is disadvantaged. To this end, students are being presented opportunities to learn via recorded lessons or in real time as the lesson unfolds in front of a classroom of students.

Currently swivl and owl technologies, Google Classroom and a host of online programs such as Mathletics are being leveraged to enhance student learning experiences. Zoom has created a great many opportunities for school staff to access professional learning opportunities that may have otherwise not been available and these sessions have offered pedagogy to enhance both at home and at school student engagement.

NSD has also developed a learning portal that contains shared resources for teachers to use and it also contains a calendar of upcoming professional learning sessions. It is our belief that working in this newly framed collaborative fashion will result in improved pedagogical practices that will lead to enhanced opportunities for students to learn.

There are two important trends emerging with respect to school improvement in NSD. One is that parent perceptions of school improvement are rising and in fact have exceeded those of teachers which in itself is positive while on the other hand teacher perceptions of school improvement show that a high percentage of respondents do not know if their school is improving. If such is the case, it behooves us to find out why teachers hold these perceptions since they play a large role in any school improvement initiatives.

It becomes imperative that a deliberate effort to keep school improvement initiatives as living documents should be made. To do this, they should be reviewed at every staff meeting and departments or grade groupings should be assigned to report to the whole group on the progress of some aspect of the plan(s) in order to make the documents living ones. No teacher should be answering I don't know on survey questions. Areas showing improvement should be shared and celebrated in the school and wider school community so that parents and the community stay informed as well.

Accountability Pillar Overall Summary
Annual Education Results Reports - May 2020
Authority: 1280 The Northland School Division

Measure Category	Measure	Northland School Division			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	80.0	80.8	80.2	89.4	89.0	89.2	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	64.3	64.4	63.5	82.4	82.2	82.0	Very Low	Maintained	Concern
	Education Quality	81.0	80.3	80.8	90.3	90.2	90.1	Low	Maintained	Issue
	Drop Out Rate	12.1	9.3	11.0	2.7	2.6	2.7	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	26.1	31.1	19.0	79.7	79.1	78.4	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	24.9	24.2	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	1.3	1.5	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	51.9	32.7	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	0.0	0.9	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	6.3	9.6	7.1	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	41.4	38.8	37.8	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	11.8	8.1	11.8	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	77.6	74.4	75.2	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	69.9	68.8	70.2	83.3	82.9	83.2	Low	Maintained	Issue
Parental Involvement	Parental Involvement	69.8	74.2	73.7	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	66.5	68.7	71.2	81.5	81.0	80.9	Low	Declined Significantly	Concern

Accountability Pillar Overall Summary Annual Education Results Reports - May 2020
Authority: 1280 The Northland School Division (FNMI)

Measure Category	Measure	Northland School Division (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	11.1	9	10.6	5.5	5.4	5.3	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	24.3	29.6	17.2	55.8	56.6	54.5	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	N/A	22.9	21.9	54	51.7	51.9	n/a	n/a	n/a
	PAT: Excellence	N/A	1.9	0.6	7.4	6.6	6.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	N/A	51.3	29	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	N/A	0	0.6	11.4	11	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	6.4	7.8	5.5	24.4	24.6	23.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	38.3	33.3	33.7	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	8.3	5.5	10.1	35	34.2	33	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

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	22.9	24.3	24.2	24.9	N/A	30	n/a	n/a	n/a	30	35	40
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.8	1.7	1.2	1.3	N/A	5	n/a	n/a	n/a	5	10	15

Priority: Excellence in Learning

Goal:

- To improve Provincial Achievement Tests performance outcomes for students who attained the acceptable level for Grade 6 and 9 by 5.8% to 30%.*

Strategies:

- Continue to infuse land-based learning with connections to the curricular outcomes;
- Continue to work with schools and staff to build their capacities to analyze and interpret data for planning and assessment purposes;
- Principals complete data dives on October professional development days on SMART Learning to improve teachers pedagogy;
- Build students’ reading comprehension skills by adopting a division wide implementation of SMARTLearning processes with Susan Close;
- Continue to build students’ foundational vocabulary by means of word walls that focus on specialized test vocabulary; recruit volunteer/mentors, i.e Frontier College
- Continue to work with community partners such as Alberta Health and First Nations, Metis and Inuit communities to share and access resources to foster positive learning environments in NSD schools.

*Results are inconclusive as all students in the province did not write Provincial Achievement Tests due to COVID-19.

*The sample size does not include all students in the division who were eligible to write PAT’s.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		2020	Achievement	Improvement	Overall	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	42.4	35.5	29.9	51.9	N/A	55	n/a	n/a	n/a	55	60	65
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.9	0.9	0.0	N/A	5	n/a	n/a	n/a	5	7	9

Goal:

- To improve the number of students who achieve the acceptable standard on Diploma examinations.

Strategies:

- Continue to work with teachers to help them create assessment measures that are reliable so that the difference in achievement levels between school generated and Diploma achievement measures is narrowed.
- Continue with in depth item analysis on Diploma Exams so that teachers can understand weighting and clarify where they may need to adjust their teaching and assessment practices’
- Offer teacher/staff professional learning to increase the teaching effectiveness and learning quality (according to the SAMR model) through use of technology.
 - Google Classroom, Zoom, Screencastify, FieldTripZoom, STEMscopes Science, Brightspace, Hapara, MyBlueprint, TumbleBooks, Teen Audio Cloud, CSL Report Card, Exam Bank, Mathletics, and GoGuardian .
- Continue to embed the culture of safe, caring and welcoming schools through NSD’s Policy 19 and the Alberta Education Act, Section 32.
- Increase land-based learning opportunities that have curricular outcomes.
- Continue to investigate other opportunities for student learning ie/dual credit, High School Redesign.
- Use the Education Results and Yearly Planning Process to synthesis the trends and opportunities for enhancing high school student engagement and success.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	13.1	11.3	14.6	31.1	26.1	30	Very Low	Improved Significantly	Acceptable	30	35	40
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	3.4	2.6	4.6	9.6	6.3	11	Very Low	Improved	Issue	11	12	15
Drop Out Rate - annual dropout rate of students aged 14 to 18	11.9	12.9	10.8	9.3	12.1	9	Low	Improved	Acceptable	9	8	7
High school to post-secondary transition rate of students within six years of entering Grade 10.	13.6	15.6	11.7	8.1	11.8	20	Very Low	Declined	Concern	20	25	30
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	27.0	40.8	34.0	38.8	41.4	40	Very Low	Maintained	Concern	40	42	44

Priority: Excellence in Learning

Goal:

To continue to improve the growing positive trend with respect to annual dropout rates and high school completion rates.

Strategies:

- Strengthen community partnerships to increase dual credit programs and community partnerships to facilitate additional supports and services for students and families.
- Utilize virtual and social media platforms to continue to increase awareness and involvement of parents and community.
- To expand course options to graduation eligible students in order to engage them in their schooling and have them complete it.
- Work with teachers to refine instructional practices that keep students engaged where their learning is concerned.
- Celebrate successful course completion by students.
- Establish a NSD Alumni Group- Invite local heroes into schools
- Continue to implement and embed myBlueprint as a way for students to plan for post-secondary career options available to them.
- Celebrate positive student characteristics of active citizenship.
- Involve community in schools.

- To expand course options to graduation eligible students in order to engage them in their schooling and have them complete it.
- Work with teachers to refine instructional practices that keep students engaged where their learning is concerned.
- Celebrate successful course completion by students.
- Identify students early in the educational process in order to provide accelerated learning opportunities.
- Continue to implement and embed myBlueprint as a way for students to plan for post-secondary career options available to them.
- Celebrate positive student characteristics of active citizenship with school and community stakeholders.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	22.5	22.1	21.7	22.9	N/A	30	n/a	n/a	n/a	30	32	34
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.5	0.9	0.2	1.9	N/A	5	n/a	n/a	n/a	5	10	10
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	39.7	31.0	27.0	51.3	N/A	50	n/a	n/a	n/a	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	1.1	0.0	N/A	5	n/a	n/a	n/a	5	7	8

Priority: Excellence in Learning

Goal:

- Continue to improve and sustain student First Nations, Metis and Inuit performance on Provincial Achievement Tests in 2020 – 2021.

Strategies:

- Continue to work with teachers to embed the understanding that infusing First Nations, Metis and Inuit perspectives and world views into curricular offerings is not an add-on but an integral component of helping students see their culture and ways of knowing reflected in what they learn at school.
- Continue to offer and expand on the land-based learning experiences for all students.
- Continue support for Indigenous Language Programs as a way to support inclusion as well as emotional health of First Nations, Metis and Inuit students.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	11.2	9.4	12.8	29.6	24.3	30	Very Low	Improved Significantly	Acceptable	35	40	45
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	2.4	3.1	3.2	7.8	6.4	7	Very Low	Improved	Issue	7	8	9
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	11.0	12.3	10.6	9.0	11.1	8	Low	Improved	Acceptable	7	6	5
High school to post-secondary transition rate of self-identified FNMI students	13.3	16.2	8.5	5.5	8.3	7	Very Low	Declined	Concern	10	12	14

within six years of entering Grade 10.												
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	25.7	36.4	31.4	33.3	38.3	40	Very Low	Maintained	Concern	35	37	40

Priority: Excellence in Learning

Goal:

- Continue to improve and sustain student First Nations, Metis and Inuit performance on Diploma Exams in 2020 – 2021.

Strategies:

- Engage in teaching strategies that improve students reading comprehension across curricular disciplines. Data analysis has shown that students’ foundational vocabulary is lower than it should be and this negatively affects their ability to understand what is required of them when answering items on Diploma Exams.
- Continue to infuse Indigenous ways of knowing and being across the curriculum so that they can see their culture reflected in their studies.
- Increase engagement of students through a variety of course offerings.
- Identify high functioning students early in the educational process in order to provide accelerated learning opportunities.
- Explore the possibility of moving to a Quarter System schedule

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

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020		2020	Achievement	Improvement	Overall	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	63.2	64.8	62.2	63.7	64.4	64.3	64.3	Very Low	Maintained	Concern	80	80	85

Priority: Excellence in Learning

Goal:

- To enhance and expand the educational programming that NSD students have access to leverage technology to connect students to the world.

Strategies:

- Accelerate the effective use of technology to enhance student learning opportunities whether they participate through in-school learning or via at-home learning.
- Increase integration of technology into classrooms to broaden learning opportunities, such as virtual field trips, collaboration with other schools and experts in their field, computer coding, and communication.
- Enhance virtual learning opportunities for teacher and staff development and mentoring through the use of Swivl learning platform and Owl technologies.
- Enhance professional development for teachers through the use of technology. Increase the awareness and use of assistive technologies to make them available to all students.
- Involve parents in their children's learning through a variety of opportunities using technology.
- Continue to investigate dual credit opportunities.
- Utilize electronic medium such as video conferencing, Flex Learning and collaboration between schools to increase course offerings, provide for more flexibility for student participation in courses, and expand student learning beyond the walls of their respective schools.
- Develop partnerships in community and with other organizations to facilitate opportunities in a broad program of studies, i.e Telus World of Science
- Celebrate student successes for course completion at the school level.
- Establish booths at Career Fairs across the division to promote the NSD brand and promote programs offered in the division that provide students a variety of paths to post-secondary schooling options including trades and academics.
- Work with Alberta Health and health and wellness workers to implement healthy schools programs and support intra and extra-mural programs that promote healthy life choices for students.

Outcome Four: Alberta’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	79.6	81.7	79.5	80.2	80.8	80.0	82	Low	Maintained	Issue	83	84	85

Percentage of teachers, parents and students satisfied with the overall quality of basic education.	80.7	79.5	79.9	82.3	80.3	81.0	82	Very Low	Maintained	Concern	84	85	86
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.	76.2	76.9	72.0	79.3	74.4	77.6	77	Intermediate	Maintained	Acceptable	80	82	84
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	61.9	58.7	52.2	62.2	56.4	62.1	65	n/a	n/a	n/a	62	65	66
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	73.2	74.5	70.9	75.9	74.2	69.8	75	Low	Maintained	Issue	77	80	82
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	72.3	74.0	72.3	72.5	68.7	66.5	70	Low	Declined Significantly	Concern	73	75	77

Priority: Excellence in Learning, Excellence in Leadership, Excellence in Relationships

Goal:

- To increase parental involvement in decisions about their child's education.

Strategies:

- Involve parents and community members in the celebration of student learning and to participate in learning opportunities.
- Create opportunities for parents to be involved in the schools through cultural celebrations, assemblies and graduation.
- Involve parents in the School Councils and monthly school-based 'Attendance Improvement Committees'.
- Implement a consistent approach across the division to communicate what each school is doing in NSD in order to enhance learning opportunities, communicate student success, create safe and caring learning environments and share other areas of success.

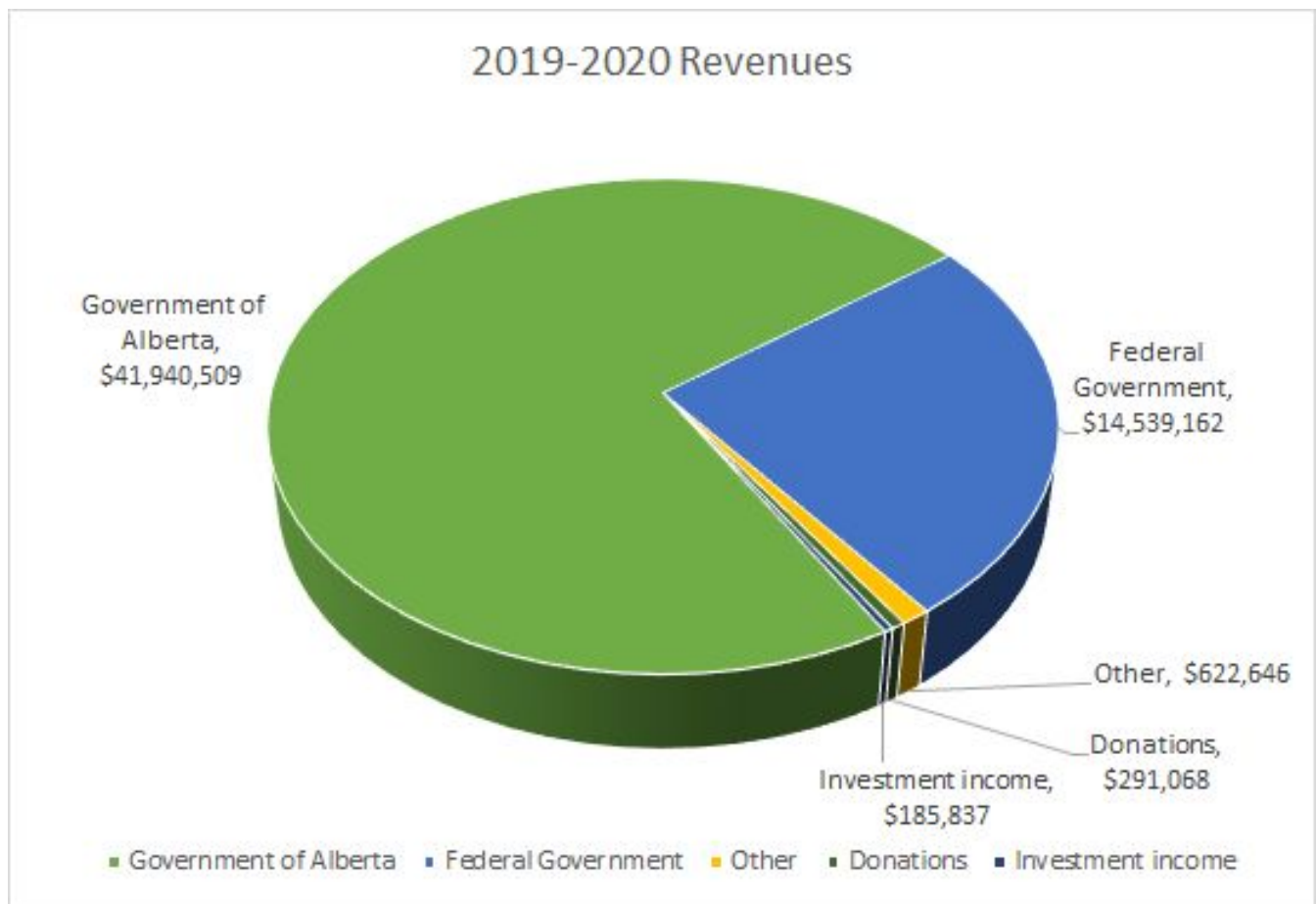
- Continue to provide additional mental health support to staff through ASEBP's Employee and Family Assistance Program. This includes bringing counsellors on site; arranging virtual staff and individual counseling sessions, and providing access to mental health webinars and other online tools

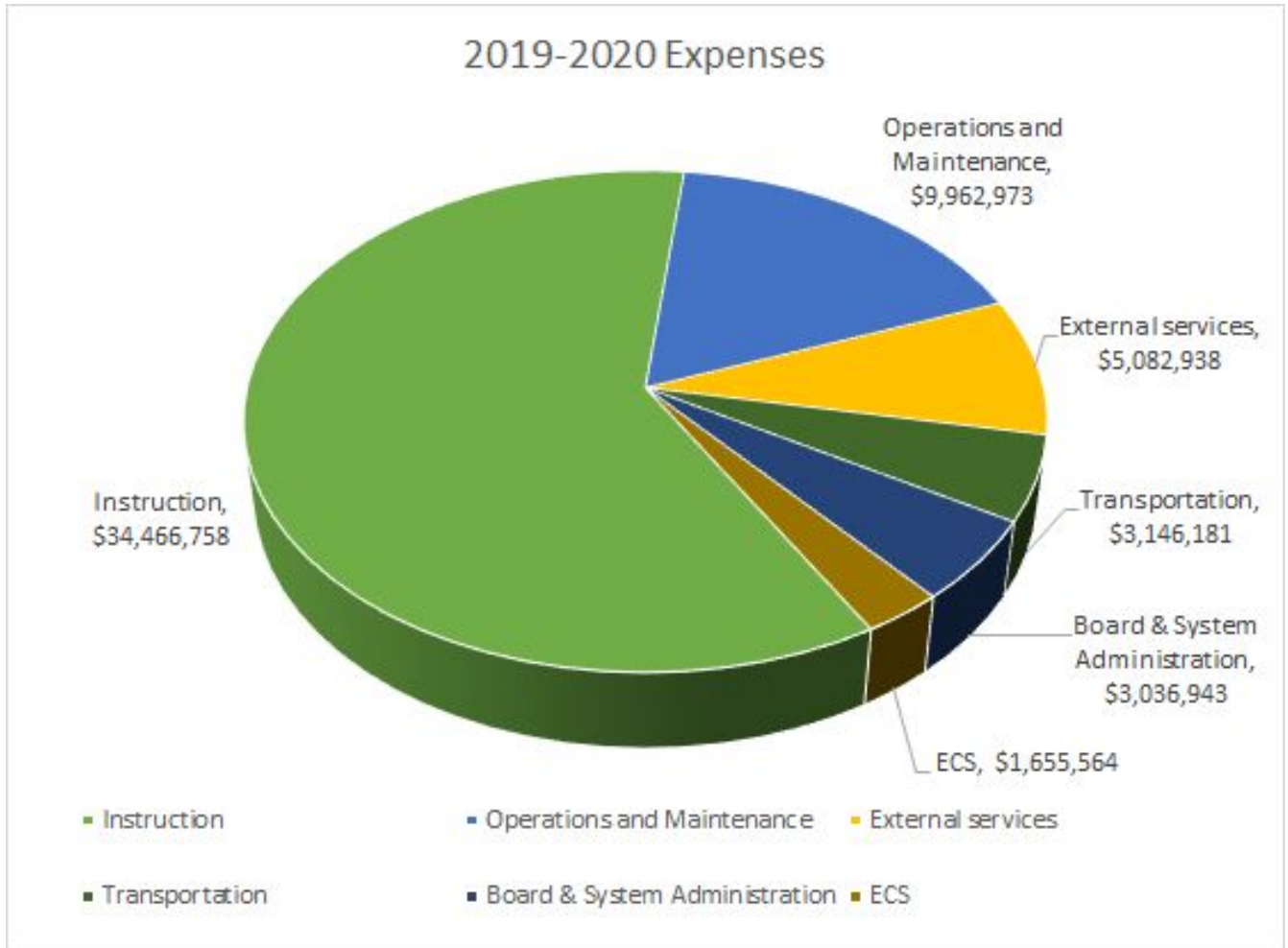
Summary of Financial Results

Overview of 2019-2020 (Subject to audit)

The overall financial position of the division has grown stronger this year, with results coming in better than planned. The budget planned a \$1.2M deficit while the actual results show a surplus of \$.2M. This change is due to the fact that during the pandemic we were able to strategically slow spending more quickly than revenues declined. Revenues of \$58M were \$5M less than budget, as federal revenues - which are based on actual costs - came in \$3M less than estimated while the province reduced funding in light of the pandemic for the balance.

Expenses were \$7M under budget as spending was halted in a number of areas as the pandemic affected operations beginning in March. While Maintenance was over budget (\$.3M) it was more than offset by reductions in Instruction (\$5.7M), Transportation (\$.9M), Board and System Administration (\$.4M).



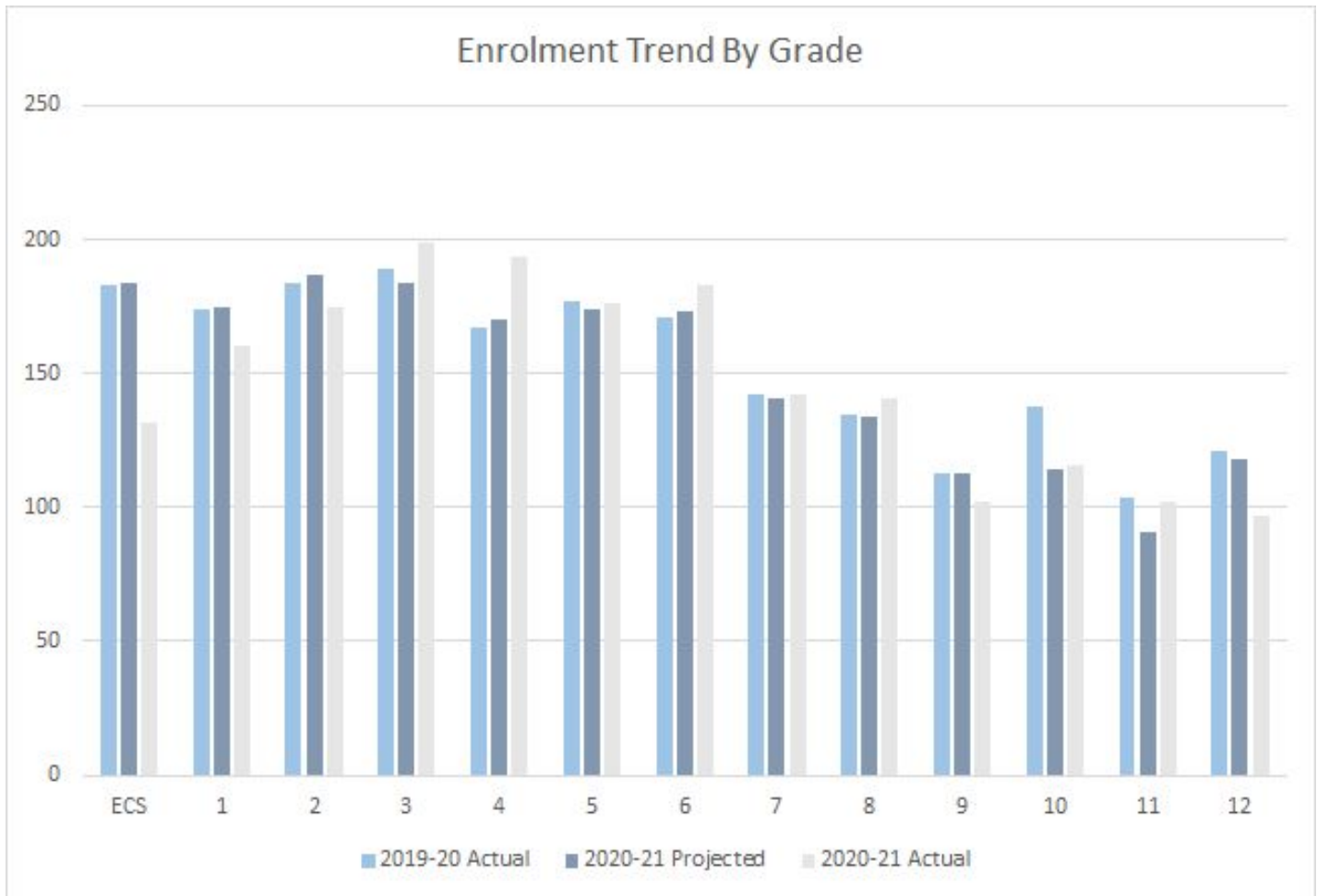


Reserves are remaining steady and will be used to fund operating deficits. It is the goal of the Division to balance the 2020-2021 Budget and use reserves to fund priority capital projects in the future.

Budget 2020-2021

Enrolment

Enrolment is down slightly from last year with a total of 1,919 compared to 1,998 (-3.6%). This is primarily due to the lower enrollment at ADCS with the creation of the alternative high school program. The percentage of federal students remains steady at 32%.



Overview

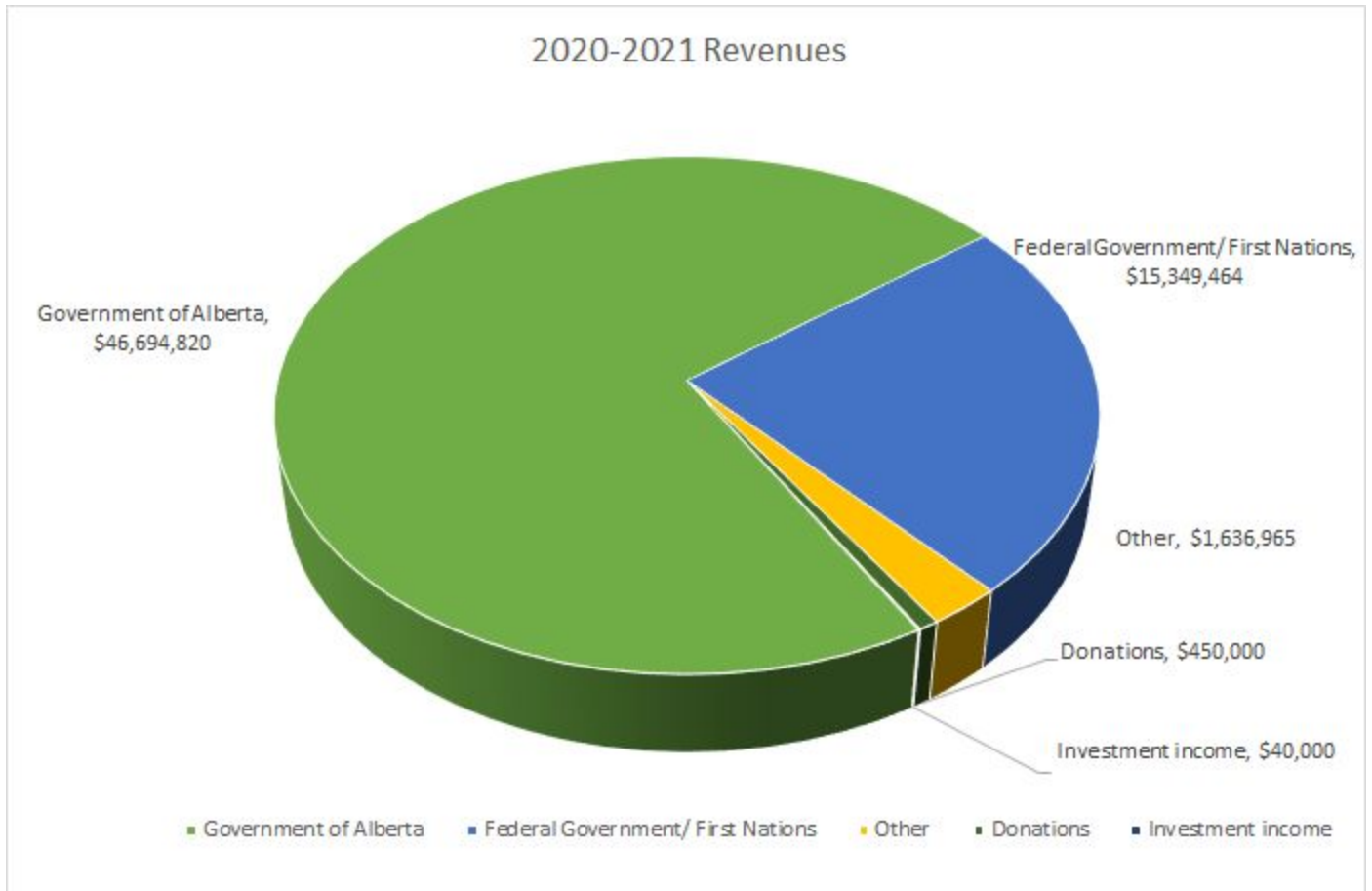
The pandemic has shortened our planning and budgeting horizon based on the dynamic state of the operational environment. Ongoing pandemic demands, quick operational changes and other unknowns have accelerated our cycle time. During the 2020-2021 fiscal year financials are being reviewed monthly and in depth each quarter. Starting with November forecasts are being updated and plans adjusted to remain on track for financial success.

The Spring Budget planned a surplus of \$1.6M based on a projected increase in revenue of \$2.7M from the previous year and a \$.5M reduction in expenses. The revenue increase planned was forecast based on the actual audited monthly costs for federal tuition from 2018-2019, which were higher than in previous years. This will be adjusted after November when the actual audited results are known for 2019-2020. Key changes included a \$1M reduction in travel across the division and a \$1.2M infusion into professional learning (literacy, numeracy and technology). The School Food Services hot lunch program remains in operation for this year. Lastly, the Red Tape Reduction Act has changed the budget cycle so

that the official May budget is now the only one filed with the province, and is included in the Audited Financial Statements.

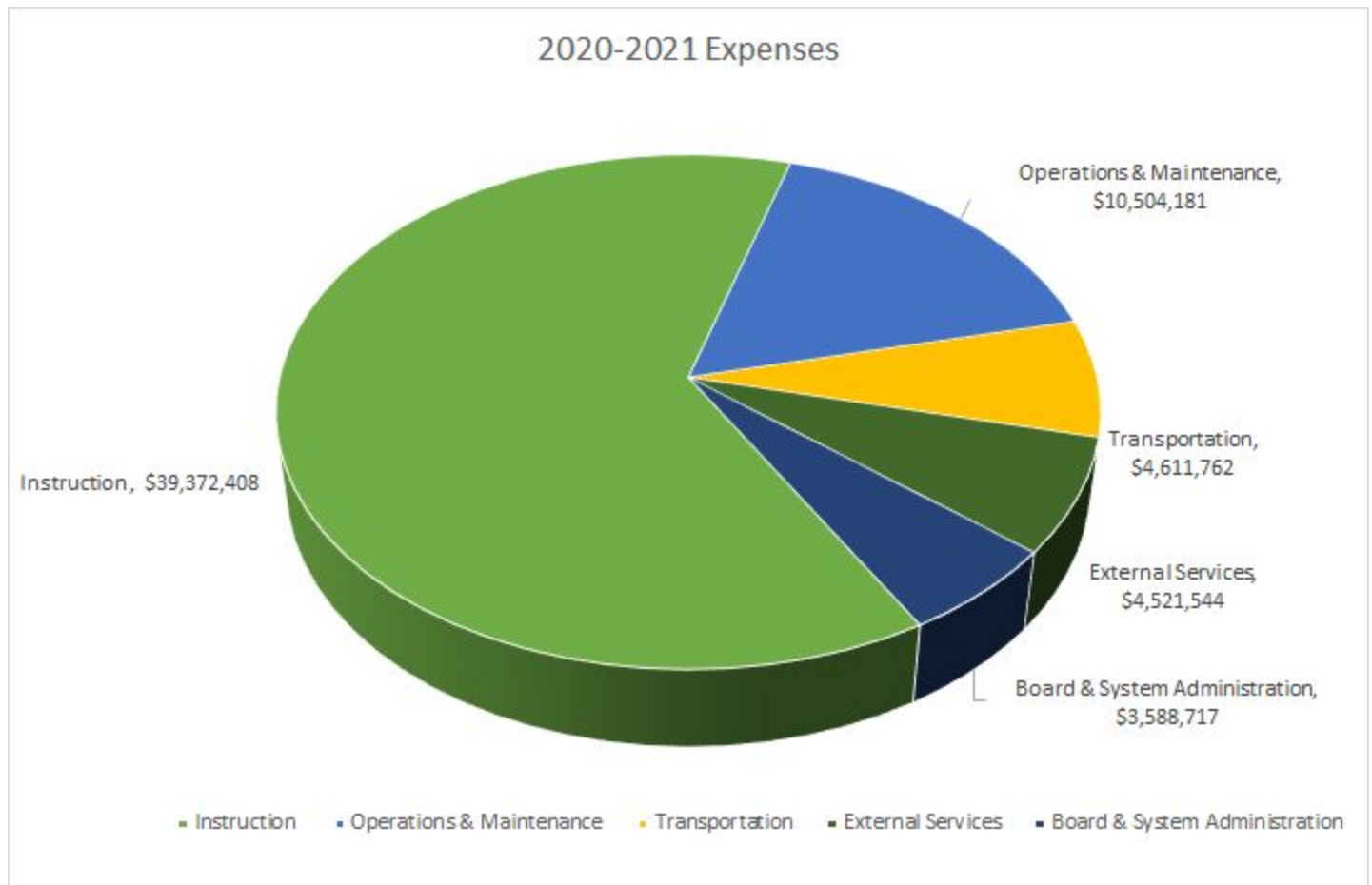
Revenue

Revenue was budgeted to total \$64.2M. The revenue increase forecast was based primarily on the audited federal rates used as a proxy for revenue in subsequent years until the audited results are known. When these actual rates are known after November plans will be reviewed and adjusted accordingly. The new funding framework is based on weighted average enrollment. With virtually no change in enrollment this will hold revenues steady. It is anticipated that in the next two years funding may fall for the division by \$2.5M more each year as the temporary bridge funding sunsets.



Expenses

Expenses were budgeted to total \$62.6M in the official budget. The expense decrease forecast was based primarily on the continuing cost controls in effect, targeted reductions and the initiation of the new monthly and quarterly financial diligence cycle.



Schools

Funding and staffing for schools is being maintained in line with the steady enrollment and the division's goals to put funds in the classroom first. A small change to land-based learning was required as the Five Year Investment Grant ended. The pandemic has driven the costs for custodial and related supplies up and this cost will be monitored. Three schools may be included in viability reviews, which, if closed, would result in cost savings in future years.

External Services

School Food Services continues with operations although the grant has been withdrawn. The operations supported in four other boards have been transferred to each board.

Capital Reserves and Capital Projects

As referenced above in Infrastructure, the division is excited to be designing one new school and planning another extensive modernization. In addition, the acceleration of IMR funding through the CMR program provided an opportunity to address a significant amount of deferred capital maintenance. This has been funded by the Alberta government.

The balance of unrestricted capital represents the accumulation of all surpluses and deficits of previous years as well as accounting for school generated funds and amortization. These surplus funds are remaining in unrestricted surplus to provide as much flexibility as possible for funding.

Links

School Generated Funds

<https://www.nsd61.ca/download/315381>

Audited financial statements

<https://www.nsd61.ca/download/315379>

2019-2020 budget

<https://www.nsd61.ca/download/315659>

Capital Plan:

<https://www.nsd61.ca/download/261482>

Provincial rollup of jurisdiction AFS information:

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

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/315655>.

Whistleblower Protection

AERR-PIDA Report 2019-2020

The Northland School Division Board of Trustees is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the Board, and to promote public confidence in the administration of the Board. To ensure this, the Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.

- The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act (June 2013) in order to:
- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest,
- Protect employees who make those disclosures,
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals,
- Promote public confidence in the administration of public bodies.

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

Chief Officer's Annual Report

- 32(1)** Every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible.
- (2)** The report under subsection (1) must include the following information:
- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
 - (b) the number of investigations commenced by the designated officer as a result of disclosures;
 - (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.
- (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 2019-2020 school year, Northland School Division has had:

- 0 disclosures and
- 0 investigations.