

Northland School Division

2021-2024 Education Plan



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Message from the Board of Trustees



On behalf of the Board of Trustees, I am pleased to present the 2021-2024 Northland School Division (NSD) Education Plan. Within these pages, you will find NSD's priorities, outcomes, strategies and measures that have been identified as a result of conversations with staff and school communities. During the 2021-2022 school year, NSD will continue and increase engagement with the communities we serve using video-conference, face to face when it's safe to do so and utilizing a new community engagement tool called Bang the Table. We are looking forward to sharing more details before the next school year begins.

We encourage you to review this plan and would appreciate hearing from you. Please consider attending community engagements sessions once dates have been set.

Accountability Statement

The Education Plan for Northland School Division was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the Fiscal Planning and Transparency Act. This plan 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 the Education Plan for 2021-2024 on May 29, 2021.



Robin Guild
Board Chair

Dr. Nancy Spencer-Poitras
Superintendent of Schools

About Northland School Division

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"

By the numbers



1950
students



432
staff



20
schools

Other Key Facts

- Cover 288,347 square kilometres.
- Over 90% of students are First Nations and Métis.
- A new Northland School Division Act proclaimed law.

Where schools are located

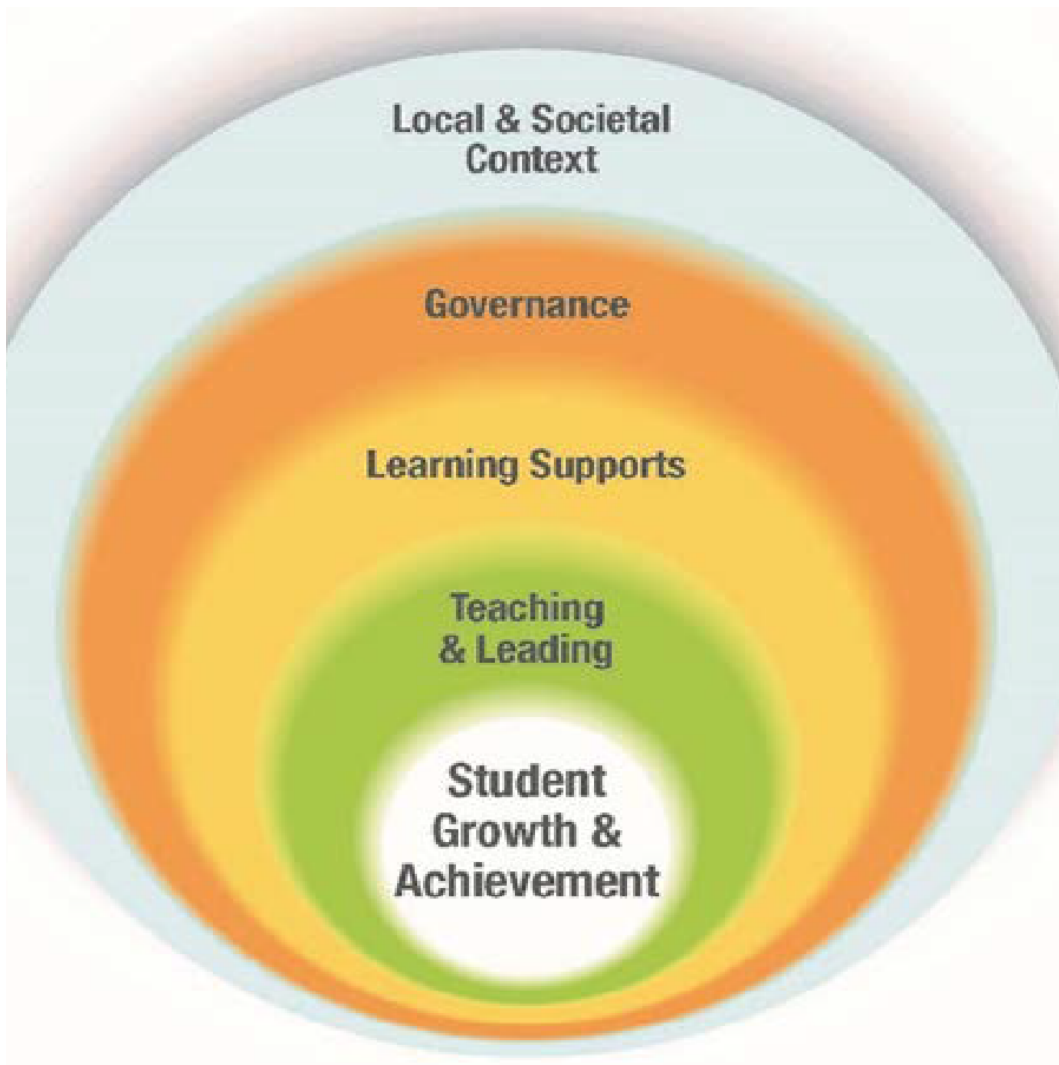


Assurance Domains

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement
- Teaching and Leading
- Learning Supports
- Governance
- Local and Societal Context

Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Local and Societal Context, while a separate domain, operates across and is integrated into the others. For the purposes of description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic below.



Northland School Division Priorities



To achieve the Assurance Domains and our Priorities, we will focus on:

Priority 1: Excellence in Learning

Students achieve or exceed the standards set by Alberta Education in literacy and numeracy.

Outcome: Student success is supported by staff who ensure all students feel supported and have a sense of belonging within their schools.

Strategies:

- School Progress Reports (Attendance/monthly) and learning success meetings will be held three times a year.
- Professional learning on trauma informed practice and supporting students with complexity will be offered to staff.
- Implement a coordinated common professional learning calendar.
- First Nations and Métis Language and culture is woven throughout subject areas and activities.

Measures:

- Student responses will meet the provincial average on feeling safe at school, feeling there is caring and respect for others and feeling they are treated fairly.
- Improvement in safe and caring measures from the previous years data in Our School Survey.
- High School completion rate in the Division will increase by 2%.
- The coordinated common professional learning calendar will increase the number of school/cross divisional professional learning opportunities.
- Language and culture supports the K-12 programs of study in all schools.

Outcome: The Division uses consistent literacy and numeracy practices to support the growth of educators and student achievement.

Strategies:

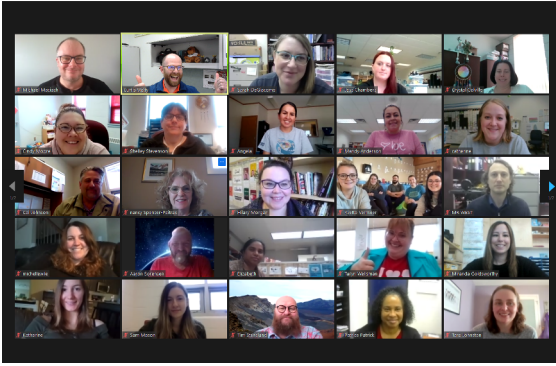
- Implement an updated divisional literacy strategy.
- Develop and implement a community of practice for literacy.
- Implement a divisional numeracy strategy.
- Develop and implement a community of practice for numeracy.

Measures:

- The number of students that attain an acceptable level for Grade 6 and 9 Provincial Achievement Tests (PATs) will increase by three percent (3%).
- Literacy levels will increase by three percent (3%).
- The number of students that attain an acceptable level for Diploma examinations will increase by 3%.
- The number of coordinated divisional/school professional learning opportunities in literacy and numeracy.

Priority 2: Excellence in Leadership

Through excellent leadership practices, everyone feels welcome and valued



Outcome: Division employs a consistent process for reviewing school improvement and assurance.

Strategies:

- Implement the assurance review process at the school level.

Measures:

- Three times a year senior leadership meets with schools to review assurance plans and record progress.

- Two percent (2%) increase in the number of parents,

students, and staff that believe the division is making progress on school improvement.

Outcome: Division and school leadership models a welcoming learning and working environment that fosters a sense of belonging and pride for First Nations and Métis and non First Nations and Métis learners.

Strategies:

- Professional learning for staff on First Nations, Métis and Inuit educational issues to foster intercultural understanding, empathy, and mutual respect for the Call to Actions for Education.
- School principals complete a quarterly review of student progress with the teacher.

Measures:

- Two percent (2%) increase in the number of parents, students, and staff that indicate the Division has a welcoming learning environment.
- Parents and communities indicate how system and school leadership support First Nations and Métis students to be successful.

Outcome: Finances are well-managed, decisions are supported by facts and stewardship is exemplary.

Strategies:

- Initiate an objective assessment of financial processing, including comparisons to other divisions to highlight opportunities for improvement including policies, procedures, systems and structure. Use this assessment to plan a multi-year improvement project.
- Professional financial management training for relevant staff to ensure that policies, processes, systems and financial resources are understood and well-managed.
- Develop and implement periodic variance reporting for all cost centres.
- Develop and implement a procurement strategy to leverage our spend as a division rather than 20 separate schools.

Measures

- Completion of objective assessment of financial processing and development of improvement plan.
- Majority of targeted staff comfortable with financial management knowledge for their role.
- Leadership satisfied with the budget variance process.
- Implementation of a procurement strategy.

Priority 3: Excellence in Relationships

Develop and actively promote healthy relationships with students, parents/guardians, staff, community, and educational partners.



Outcome: Parents and community members engage in their school community and are involved in their child's education.

Strategy:

- Schools include student learning examples and presentations in school council/principal advisory committee meetings.
- Re-engage the communities in-school events and celebrations which have ceased to exist during the pandemic.

Measure:

- Increased attendance and participation in school council/principal advisory committee meetings.
- Qualitative feedback from parents to the school.

Outcome: Parents, guardians, communities and education partners are informed and involved in Division plans, programs, and progress through

ongoing and effective communication.

Strategy:

- Division continues to implement a community engagement strategy.
- Division continues to implement a communication strategy to create greater awareness of events/news in the Division and schools.
- Develop and enhance partnerships to support student learning and community relations.

Measure:

- Increased attendance and participation in school council/principal advisory committee meetings.
- Two percent increase in the satisfaction parents indicate about being well informed about what is happening in their schools.
- Increase in the number of Facebook views, other social media accounts and positive media articles.
- Increase in the number of partnerships with the division.

Outcome: Division fosters purposeful and productive working relationships to collaboratively advance division operations to support student learning.

Strategy:

- Hold focus groups with employees to better understand the working relationships.
- Implement an employee service survey.
- Celebrate students, staff, school, and community members at district events and Board meetings.

Measure:

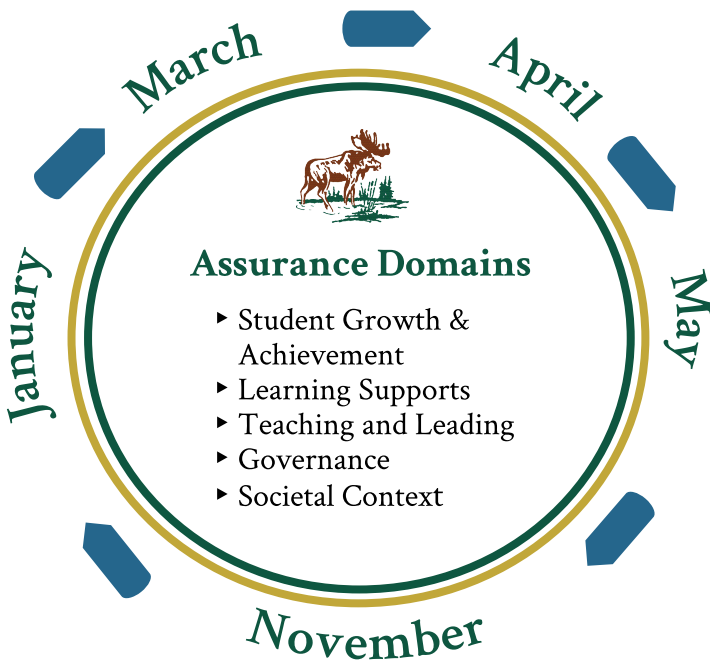
- Increased staff satisfaction on surveys.
- Number of focus groups organized.
- Number of presentations and celebrations acknowledged at Board meetings/division events.

Assurance Cycle

School authorities are responsible for providing assurance they are fulfilling their responsibilities and students are successful. The assurance arises from the combination of policies, processes, action and evidence that help build public confidence in the education system. It is achieved through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility.

Ongoing Generative Governance

The Board of Trustees consistently reviews emails from stakeholders, and attends monthly school council meetings and Committee of School Councils meetings to gather input and feedback about the Division. Also, a standing generative-governance item is on every Caucus Committee meeting for trustees to share feedback and guide decision-making



April

- NSD prepares a budget and develops a draft Education Plan for the upcoming school year.

May

- NSD submits to Alberta Education its Education Plan for the upcoming school year.

November

- Schools engage families to review the results from the previous year and invite them to engage in the results-review process.
- NSD engages with school councils/principal advisory committees about the *Annual Education Results Report* for the Division.

January

- The Alberta Education Assurance Survey is administered to gather feedback from staff, families and students in all assurance domains to guide future decision making.

March

- NSD gathers feedback from staff and families through our community engagement tool called Bang the Table. The engagement will focus on assurance domains and NSD priorities. This will guide future decision making.

Financial Documents



BUDGET PLANNING

2021-2022 Annual Budget

- Budget has been created consistent with the Education Plan.
- Provincial funding details were released March 31, 2021
- “Bridge Funding” (\$4.5M in 2021-22) has been provided to transition between the old and new funding models.
- Overall revenues and expenses are slightly lower than last year with a surplus of \$0.6M planned.
- Key assumptions include minimal COVID-19 impacts, School Food Services (hot lunch program) maintained (\$2.6M), Federal/First Nation tuition steady and minimal inflation.
- Strategy to continue to invest in improvements and technology, to contain non-educational operating costs and focus resources on classrooms. For more information click on the website link to view the 2021-2022 Annual Budget

<https://www.nsd61.ca/download/347422>.

2021 Capital Plan

Overview

The Capital Plan ranks the proposed projects for NSD based on criteria first developed through our collaboration with Edmonton Public School Division (EPSB) in 2018 and based on provincial requirements. The facilities team has worked with EPSB to update the plan based on work completed or underway.

Recommendations are based on building condition evaluations provided by Alberta Infrastructure, ten-year enrolment projections and qualitative facility evaluations. Recommendations are divided into short, medium and long-term timeframes (see pages 11, 12, 13) in order to establish an integrated facility strategy that includes maintenance, environment, programming and student accommodations. Short-term priorities are the Division’s 3-year Capital Plan. Medium and long-term recommendations take into consideration the time required to prepare capital funding requests to Alberta Education. Additional details about NSD’s Capital Plan are available on our website.

<https://www.nsd61.ca/download/334517>.

Infrastructure Maintenance and Renewal (IMR)

Overview

IMR funds are provided for the maintenance of schools, recognizing that some expenditures are outside of regular repairs and maintenance (for example equipment replacement). Click on the website to view the Infrastructure, Maintenance and Renewal Work Plan <https://www.nsd61.ca/download/347498>.

Capital Priority Recommendations

Short Term (1-3 Years)	School	Ward (current)	Description	Cost
	Grouard Northland Replacement School	4	Replacement of Grouard Northland School with a new 150 student capacity school on an adjacent parcel next to the existing school.	\$13,120,000
	Paddle Prairie Replacement School	1	Replacement of Paddle Prairie School with a new 150 student capacity school on an adjacent parcel next to the existing school.	\$8,600,000
	Susa Creek Replacement School	2	Replacement of Susa Creek School with a new 150 student capacity school replaces aging infrastructure and reduces utility consumption.	\$6,670,000
	Anzac Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$1,876,000

Medium Term (4-6 Years)	School	Ward (current)	Description	Cost
	Calling Lake Major Modernization	8	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$3,195,000
	Elizabeth Major Mod/Addition	11	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope). Addition of a Gymnasium.	\$5,590,000
	Chipewyan Lake Major Modernization	7	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$ 2,100,000

Long Term (7-10) Years)	School	Ward (current)	Description	Cost
	Conklin Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$1,753,000
	J.F. Dion Major Modernization	11	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$834,000
	Fort McKay Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	\$1,183,000
	Father R. Perin Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	\$1,237,000
	St. Theresa Major Modernization	7	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	\$592,000



NORTHLAND SCHOOL DIVISION NO.61

"Our students love to come to school in Northland"