

# Northland School Division

## 2020-2021 Annual Education Results Report



# Table of Contents

<b>Message from the Board Chair</b>	<b>4</b>
<b>Message from the Superintendent of Schools</b>	<b>5</b>
<b>Accountability Statement</b>	<b>6</b>
<b>About Northland School Division</b>	<b>7</b>
<b>Summary of Accomplishments</b>	<b>9</b>
<b>Trends</b>	<b>18</b>
<b>Opportunities for Growth</b>	<b>19</b>
<b>Annual Education Results Report</b>	<b>19</b>
What Information is Summarized?	20
How are Measures Evaluated?	20
Evaluating Change	21
Overall Summary - Spring 2021 Alberta Education Assurance Measures	22
Education Assurance - Domains	23
Description of 2020-2021 Results under Education Assurance Domains	24
<b>Domain: Student Growth and Achievement</b>	<b>25</b>
Student Learning	25
High School Completion	26
Comment on Results:	27
OurSchool, Tell Them From Me Surveys	28
New Strategies Supporting Student Learning	28
Citizenship	29
Student Learning Engagement	31
<b>Domain: Teaching and Leading</b>	<b>33</b>
Education Quality	33
Local Component: Teacher Growth, Supervision and Evaluation Policy	35
<b>Domain: Learning Supports</b>	<b>36</b>
Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE)	36
OurSchool, Tell Them From Me Surveys	38
Access to Supports and Services	38
Local Component: Support Services Available to Northland Students	40

Domain: Governance	<b>41</b>
Parental Involvement	41
Parent/Family Engagement	41
Summary of Financial Results	43
Budget to Actual Results 2020-2021	43
Budget 2021-2022	44
Website links	47
Stakeholder Engagement and the Education Assurance System	47
AERR-PIDA Report 2020-2021	48

## Message from the Board Chair



Tansi, Edlánat'e, Hello students, parents/guardians, community members and education partners. It is our pleasure to present the 2020-2021 Annual Education Results Report (AERR) for Northland School Division (NSD). The AERR highlights significant accomplishments made during the 2020-2021 school year. In 2020-2021, the Board of Trustees updated the key priorities for Northland School Division. The priorities include:

- 1. Excellence in Learning:** Students achieve or exceed the standards set by Alberta Education in literacy and numeracy.
- 2. Excellence in Leadership:** Through excellent leadership practices, everyone feels welcome and valued.
- 3. Excellence in Relationships:** Develop and actively promote healthy relationships with students, parents/guardians, staff, community, and educational partners.

These priorities set direction for Administration when developing outcomes, strategies and measures in collaboration with parents/guardians and community members to support student learning. We encourage you to review this plan and would appreciate hearing from you. 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. NSD and your local school will provide communication once engagement session dates have been set.

Thank you for choosing and supporting Northland School Division.

Sincerely,

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

Robin Guild  
Board Chair  
Northland School Division



## Message from the Superintendent of Schools



Tansi, Edlánat'e, Hello students, parents/guardians, community members and education partners. We are excited to share and celebrate many accomplishments reflected in the 2020-2021 AERR. I wanted to first begin by thanking parents and guardians for everything you do to support your child's learning. I realize the past few years have been challenging due to wildfires and COVID-19. What I have learned during my tenure as Superintendent of Schools is how resilient students, parents, guardians, community members and staff are in the communities we serve. The resiliency families demonstrate motivates staff even more to help every student achieve academic success and give them the support they need

when choosing a career path.

As you read this report, you are going to see significant improvement with respect to high school completion, increased satisfaction from students and parents/guardians about the education quality and positive feedback about student engagement from parents/guardians and teachers. In addition, you are going to learn about strategies that have supported this improvement. Congratulations students on accomplishments achieved in 2020-2021. Let's strive for even more success in 2021-2022! 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.

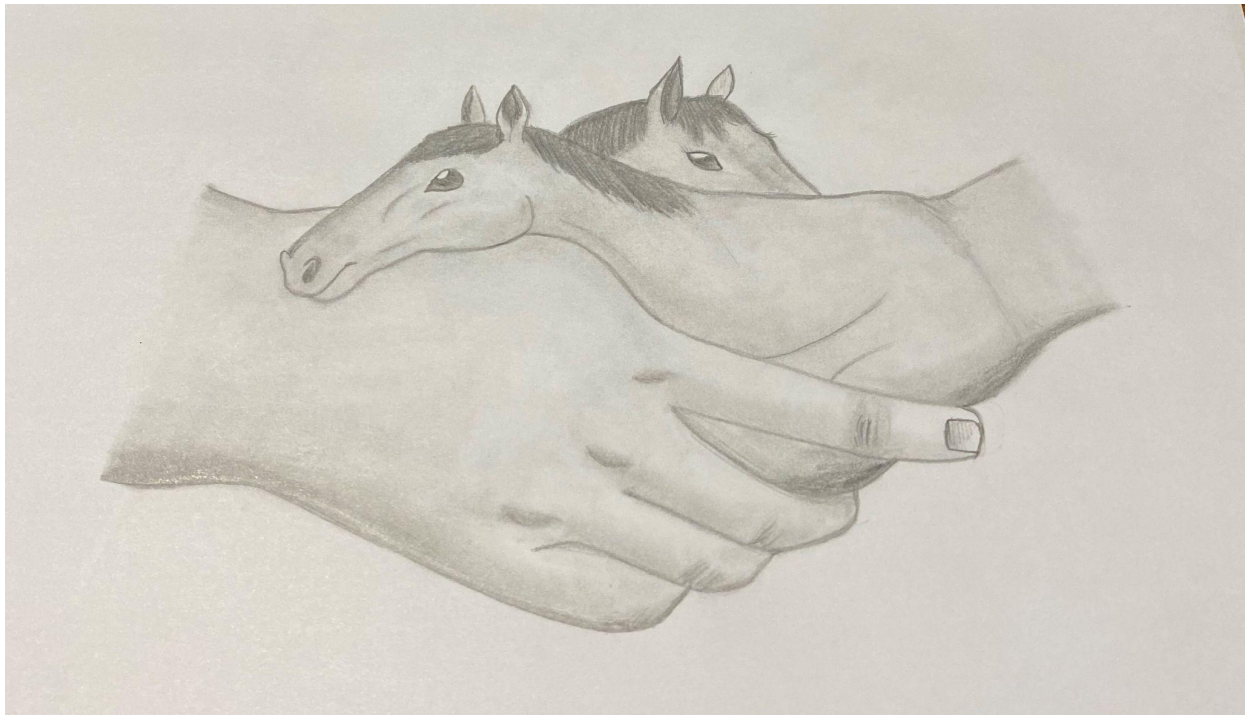
Sincerely,

A handwritten signature in cursive script that reads "Dr. Nancy Spencer-Poitras".

Dr. Nancy Spencer-Poitras  
Superintendent of Schools.

## Accountability Statement

The Annual Education Results Report for Northland School Division for the 2020-2021 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2020/2021 was approved by the Board on November 26, 2021.



*Shakira Oar, Grade 12, Career Pathways School*

## About Northland School Division



Northland School Division is unique among school divisions in the province and is situated in postcard Canada! Covering 288,387 square kilometres (44% of Alberta), our schools are found near mountains, lakes, rivers, forests and wetlands. If a virtual education experience is preferred, we have you covered with Northland Online School!

At NSD, over 90% of the student population is of First Nations and Métis descent. We serve 1860 students in 21 schools. The students we serve are able to choose an in-person or an online educational learning experience that reflects their local community context. This means they will have opportunities to learn on the land and learn Indigenous languages such as Cree and Dene. In addition, the learning experience for NSD students is a welcoming, caring, respectful, safe and inclusive learning environment.

We do this by investing in quality and community-informed teaching, leadership and student supports with one goal in mind - that every student is able to demonstrate growth and they love to come to school in Northland.



***You can take a seat and enjoy the view of Calling Lake! Not a bad view for students and staff of Calling Lake School!***



***Nice view and place to go for a hike! This photo was taken near Susa Creek School.***

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

**Vision:** "Our students love to come to school in Northland"

### By the numbers



1860  
students



421  
staff



21  
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





## Summary of Accomplishments

### NSD and TELUS World of Science - Edmonton formally sign a Memorandum of Understanding to support success for students and staff



Northland School Division formally celebrated a new partnership with TELUS World of Science - Edmonton on National Indigenous Peoples Day, June 21, 2021. The Board of Trustees and Superintendent of Schools Dr. Nancy Spencer-Poitras, Superintendent of Schools, officially signed a Memorandum of Understanding with TELUS World of Science - Edmonton  
<https://tinyurl.com/6ks4n9u3>.

### NSD students participated in a Science Week events sponsored by TELUS World of Science - Edmonton



The TELUS World of Science - Edmonton and the Science in Motion (SIM) team hosted a Winter and Spring Science Week for NSD students. During Winter Science Week, NSD students participated in 30-40-minute sessions/demonstrations by the SIM staff. The team provided explanations of daily learning challenges for the students. The challenges included building a lean-to, constructing cardboard snowshoes, learning how to make a snow volcano and spruce gum tea, just to name a few. Parks Canada also participated by having a guest speaker for the students, explaining winter survival. Winter survival topics included building a shelter and a fire, finding water and food, and ice safety. As you can see in the photo, Akili Merrier, St. Theresa

School, enjoyed building cardboard snowshoes!



For Spring Science Week, the event included daily virtual 30 minute sessions and daily science challenges for K-9. As you can see in the photo, Miles Desjarlais, Elizabeth School visually explained what he saw during the nature scavenger hunt.

### **New agreement allows NSD students to take university courses in high school!**



Northland students will be able to flash university identification cards while attending high school! NSD and MacEwan University signed a five-year agreement that will give students access to the dual credit course, INDG 100: Introduction to Indigenous Studies. Click on the website link to learn more about agreement

<https://tinyurl.com/rtfhwdx>.

### **NSD develops plan to enhance First Nations, Métis language, culture and land-based learning infusion into the curriculum**



One of the primary goals for NSD is to infuse the Cree and Dene languages into all subject areas. In June 2021, Director of First Nations, Métis and Inuit Education Debbie Mineault announced a plan that will see NSD Cree/Dene instructors implement specific learning practices that encourage conversational Cree/Dene language development among

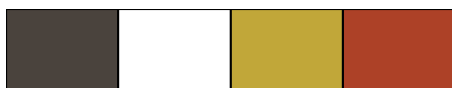
students. While completing this work, Cree/Dene language instructors have been supported with knowledge from Elders, Knowledge Keepers, language experts and local resources.

In June 2021, a Denesuᑭiné camp was co-facilitated to bring together NSD educators, Elders, Knowledge Keepers and parents on the land. The meeting with the intention to co-create pedagogy and resources was perceived as positive and engaging. An excellent way to rebuild community relationships and learning by bringing voices, spirituality, drummers, singers and a feast to reconnect culture, language and land based learning. The meeting discussion included the need to integrate oral and literacy practices to teach children. Participants believed that the historical and social learning must be shared by the experts in the community which only comes from Elders and Knowledge keepers who know their culture, language identity and cultural/land protocols. Reclaiming and reviving the language can also include standard roman orthography and syllabics as an effective strategies to be able to read and write in denesuᑭiné.

Cree educators continue to support and strengthen the Cree Language and Culture, connecting with the Kindergarten to Grade 12 Curriculum Program of Studies. As well, in dealing with intergenerational loss as a result of the residential school impact, educators worked on increasing voices of their Cree communities. With the disconnect of culture, educators have identified a need to reclaim and revive Cree identity and language with more pedagogical knowledge of those who know and understand the old ways of knowing and doing. Local Elders and knowledge keepers must be an integral part of the weaving process for restoring culture, language and land based learning.

Cree educators were empowered with the ability to use technology to create instruction for their students, collaborate with one another, receive professional development and mentor each other on Cree ways of knowing, doing and best practices. For example, an NSD educator recorded/edited a video with screencastify to help students follow instructions in Cree. **Click on the website link to view the video** <https://tinyurl.com/5bups63w>. By working alongside two community Elders and a local linguist for the standard roman orthography and syllabics they connected foundational knowledge of protocols, language and traditional ways of life into a seasonal land based learning unit for all subject areas.

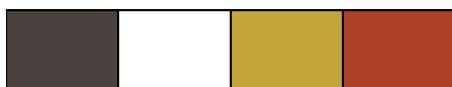
### NSD launching an online school for the 2021-2022 school year



Northland Online School



A new learning environment is going to give Northland School Division (NSD) students another avenue to accomplish academic success. NSD is pleased to announce that they will be operating an online school for the 2021-2022 school year. The online school will serve students in grades Kindergarten to Grade 9 <https://tinyurl.com/yk9j56ad>.





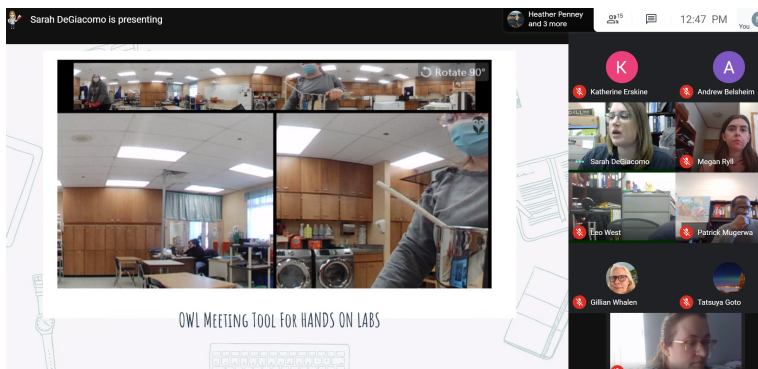
## NSD educators create Hapara workspace course with other school divisions



During this challenging time due to COVID-19, we purposefully invested in leveraging the use of technology to support and improve the student learning experience. One example is to introduce all NSD schools to a learning platform called Hapara. Hapara significantly enhances the teaching/learning platform. It allows teachers to track progress, submissions and provide feedback to students and students use it to manage assignments and customize their submissions, giving them greater ownership of their learning.

Over the summer, several NSD teachers worked to create Hapara workspace courses that align with the Alberta Program of Studies. The project was a collaborative effort that involved NSD and other school divisions in Alberta. These workspaces will be added to the Hapara library for educators across the province to use. During the 2021-2022 school year, Hapara created a digital library containing resources and textbooks that are added to each student's digital backpack. Since 2020-2021, several NSD educators have become certified as Hapara Champion Educators.

## NSD host a successful virtual professional learning day



School staff across NSD participated in a virtual professional learning day on Friday, March 12, 2021. The NSD Professional Learning Day's theme was "Connecting the Dots with Technology: Creating Community and Continuity in the Classroom". The virtual learning experience

focused on the excellence of in-school/at-home learning practices, exploring tools for engaging students, and sharing examples and ideas on how to maintain learning continuity in this challenging time. The virtual professional learning day included 27 sessions; 17 hosted by NSD staff. The sessions catered to all different levels on how to leverage technology to support student learning. Spencer-Poitras said the virtual event speaks to the passion, dedication and the excellence of staff.

## The NSD education technology journey showcased at PSBAA Annual General Meeting

### Northland School Division

Leveraging Technology: Removing Barriers to Create Opportunities for Collaboration and Growth

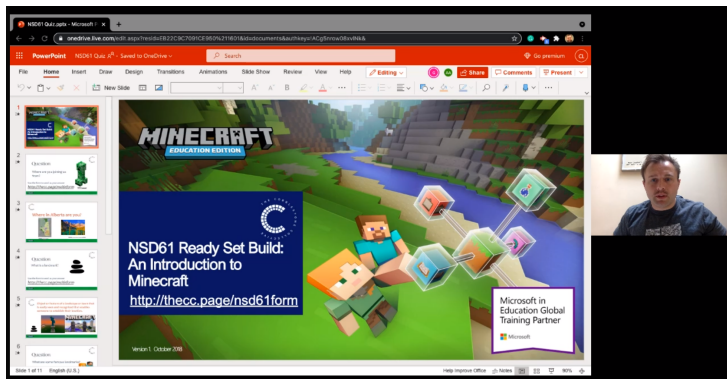


NSD had a chance to celebrate and showcase the work to better leverage technology to support student learning at the Public School Boards Association of Alberta (PSBAA) General Meeting in June. The presentation titled *Leveraging Technology: Removing Barriers to Create Opportunities for Collaboration and Growth* highlighted how a philosophical shift, initially driven by productivity and cost-savings,

resulted in capacity building and student learning benefits.

The COVID-19 pandemic provided the impetus to fast-forward our efforts to work differently. Leveraging technology reduced the barriers of a widely geographically dispersed school division, created opportunities for professional learning, and facilitated collaboration of staff. Click on the website link to view the presentation <https://www.nsd61.ca/download/374381>.

### Students and staff learn how to integrate Minecraft Education into the classroom



Students and staff participated in a two-part session on how to integrate Minecraft for Education into the classroom. Minecraft for Education is an open-world game that promotes creativity, collaboration, and problem-solving in an immersive environment where the only limit is your imagination. During the

sessions, students and staff unleashed their creativity by building a local landmark of their choice and working on applying what they learned to core subjects such as English Language Arts, Math, Science and Social Studies.

## J.F. School Principal represented NSD on a U of C Careers in Education Panel



Congratulations to J.F. Dion School Principal Angela Sanregret! On October 28, 2020, the University of Calgary (U of C) hosted a virtual careers in Indigenous education event for all Werklund School of Education students. During the virtual event, Angela was one of the panelists sharing information to students about what it's like to work in an Indigenous community. Great job Angela!

## New home for Career Pathways School



Career Pathways School (CPS) students have a new place to call home! The new facility for the outreach program in Wabasca-Desmarais is now located just east of St. Theresa School (2783 Neewatim Drive)

<https://tinyurl.com/y5fp8adr>.

## NSD celebrated the importance of literacy



In recognition of Family Literacy Day, NSD schools organized a number of activities to raise awareness about the importance of reading. To support what schools are doing to celebrate literacy, Dr. Nancy Spencer-Poitras, Superintendent of Schools,

and members of the senior administration have been reading to students via Zoom Webinar (video conference). In previous years, Nancy and members of the senior administration would have read to students in-person, but this year is obviously different. We are grateful that we are still able to connect with students using technology and celebrate the importance of reading in our lives.

### **Education Week activities organized for NSD schools**

Education Week has come and gone for another year! The first Education Week in Alberta was held December 2–8, 1928. Its purpose then, as now, is to call attention to the importance of education and to show the public the good things happening in schools. In the spirit of celebrating the great things happening in NSD schools, a series of Education Week activities were organized for NSD schools from May 3rd - 7th. The following themes were covered:

#### **1. Mental Health**



In conjunction with Canadian Mental Health Association’s Mental Health Week, members of the Student Services team organized a series of mental health activities for schools. Director of Student Services Stephanie Sutherland, with support from Brad Orchard, Family Wellness Worker, Heather Graham, Family Wellness Worker, Vivian Bromley,

Mental Health Therapist and a couple of volunteer students demonstrated a couple of wellness strategies used in Northland schools. The first strategy demonstrated is called Heart Math. Heart Math is technology NSD schools have access to monitor heart rates and encourage deep breathing. In the second activity, Graham led a visual relaxation exercise.

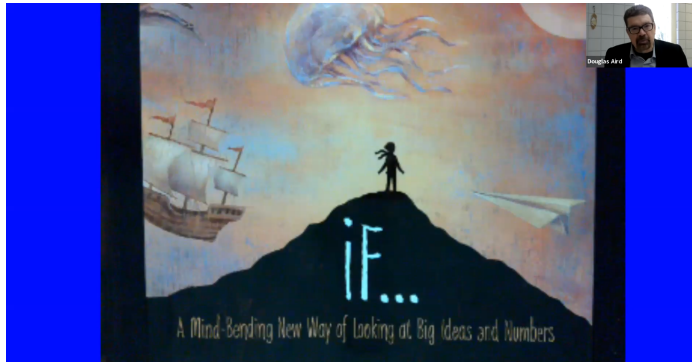
#### **2. Indigenous strategies for language, culture and land-based learning**



Superintendent of Schools Dr. Nancy Spencer-Poitras opened the learning experience by reading “When We are Kind” by Monique Gray Smith. The book celebrates simple acts of everyday kindness and encourages children to explore how they feel when they initiate and receive acts of kindness in their lives.

Author Monique Gray Smith has written many books on the topics of resilience and reconciliation and communicates an important message through carefully chosen words for readers of all ages. Following the storytelling activity, Director of First Nations, Metis and Inuit Education Debbie Mineault shared information schools can use to enter the "Act of Kindness Contest".

### 3. Numeracy



Secretary Treasurer Douglas Aird opened the learning experience by reading *If...: A Mind-Bending New Way of Looking at Big Ideas and Numbers* by David J. Smith. Following the storytelling activity, a number of math related activities were organized for schools to use on World Math Day (May 5th).

### 4. Literacy



The organized activities celebrated the joy of reading and writing! Former Director of Student Engagement, Attendance and Completion Don Tessier opened the learning experience by reading *The Day the Crayons Quit* written by Drew Daywalt and illustrated by Oliver Jeffers.

Following the storytelling activity, a literacy bistro board of activities was created for schools.



## 5. Digital Citizenship

The graphic is a colorful choice board for Digital Citizenship. At the top, it says "Start by reading the book. Then choose at least 3 activities to complete." Below this are eight activity cards, each with a play button icon and a brief description:

- Start here:** Chicken Clicking (with book cover image)
- Acceptable Use Guidelines:** What do you need to remember when using division devices?
- Digital Citizenship Jeopardy:** Do you know your Digital Citizenship? Let's play!
- My Digital Footprint:** Review the 4 key concepts of Digital Citizenship, and then sign your contract.
- STEAM Challenge: Digital Citizenship Collage:** Look for things around home that you can use to make a Digital Citizenship Collage.
- Learn to Draw Heart Hands with Art4Kids.com:** Draw the hands, and then add pictures or words about digital citizenship.
- Play some games with Common Sense:** Click above to go to Common Sense Media!
- Practice Your Coding:** Login in with your Google Login.

Deputy Superintendent Dr. Tim Stensland opened the learning experience by reading *Chicken Clicking* written by Jeanne Willis and illustrated by Tony Ross. Following the storytelling activity, a digital citizenship choice board was created for schools.

## Elizabeth students participated in an important conversation



Elizabeth School students in grades 5 and 6 participated in an exciting event on February 1, 2021. The students were selected for Classroom Champions and the NHL's announcement of Lessons from Willie. The program is designed to bring the story of Willie O'Ree to light, and his experience as the first black player in the NHL. The program includes social justice and anti-racism

resources to schools across North America and a series of inspirational videos that educators and families can use to start meaningful conversations with kids. The panel featured Prime Minister Justin Trudeau, Willie O'Ree, Ron MacLean, and other special guests.

## New bus app for NSD families!



On March 25, 2021, NSD announced a new school bus app for families. The new app is called StopFinder. The engagement app allows parents and guardians to see their children's bus schedules in real-time and receive bus cancellations or changes immediately. The Transportation Department and registered users stay connected by sending and receiving messages through the secure StopFinder app directly on their phone or tablet.

## Trends



**Shayleen Crapeau**  
**Bill Woodward School**  
**Graduate**

The story of Northland is one of resilience and growth. Amid the disruption of a pandemic, the results outlined in this report demonstrate the division's ability to respond to rapidly changing circumstances, pull together communities of practice supporting learning, and to improve outcomes for students and their families.

Analysis of provincial and local information revealed the following trends:

- There has been significant improvement in stakeholder satisfaction with students modelling the characteristics of active citizenship;
- Northland students have shown significant improvement in high school completion within 5 years of starting grade 10;
- There is greater satisfaction with the overall quality of basic education, particularly according to parents who responded to the survey;
- There is greater satisfaction with the amount of parental involvement in decisions about their childrens' education.

In addition, while baseline results do not identify a trend, Northland School Division stakeholders are encouraged by the performance in each of the new measures included in the Alberta Education Assurance results. The baseline results for the following new measures are strong and are statistically similar to the provincial average in each category<sup>1</sup>:

- Student Learning Engagement - 84%
- Welcoming, Caring, Respectful and Safe Learning Environments - 82%
- Access to Supports and Services - 78%

---

<sup>1</sup> The NSD averages are rounded to the nearest whole percent.



## Opportunities for Growth



*Kiara Stannard, Grade 5, Bill Woodward School*

Continuous improvement includes reflection on results and the identification of opportunities for growth. While the global COVID-19 pandemic demonstrably disrupted learning across the province and the world, its impacts are visible in our results. Based on the division's analysis of the current results, the areas where there is the greatest opportunity for improvement are:

- High school completion within 3 years of students entering grade 10.
- Teacher satisfaction with the overall quality of basic education.
- Student satisfaction with the welcoming, caring, respectful and safe qualities of learning environments.

# Annual Education Results Report



**Shakira Oar, Grade 12  
Career Pathways School**

## What Information is Summarized?

Every year, all Alberta school divisions summarize their achievement in a number of measures indicating the quality of education. There are four kinds of information summarized in each division:

1. The Alberta Education Measure Results (General)
2. The Alberta Education Measure Results (First Nations, Métis and Inuit)
3. The Alberta Education Measure Results (English as a Second Language - where applicable)
4. Measure Results for Local Components

## How are Measures Evaluated?

Measure evaluations receive a designation indicating performance relative to standards set by Alberta Education. The designation for each measure falls into one of five statuses from *Very Low* to *Very High*. Each measure has its own specifically normed range that separates statuses and allows for an achievement evaluation.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

## Evaluating Change

When compared to previous years, it is possible to evaluate whether change is statistically significant. When the achievement evaluation is combined with the level of significance, the measure is assigned an overall rating. These ratings range from *Declined Significantly* to *Improved Significantly* (see below).

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

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

The summaries below show the amount of change in available data over the last 3 years at Northland School Division.

## Overall Summary - Spring 2021 Alberta Education Assurance Measures

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	83.5	n/a	n/a	85.6	n/a	n/a	Baseline	Baseline	Baseline
	Citizenship	77.4	69.9	70.1	83.2	83.3	83.0	Intermediate	Improved Significantly	Good
	3-year High School Completion	10.0	26.2	24.3	83.4	80.3	79.6	Very Low	Declined Significantly	Concern
	5-year High School Completion	44.7	25.4	21.6	86.2	85.3	84.8	Very Low	Improved Significantly	Acceptable
	PAT: Acceptable	n/a	n/a	24.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	1.2	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	29.9	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	0.9	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.2	81.0	81.2	89.6	90.3	90.2	Low	Improved	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.1	n/a	n/a	87.8	n/a	n/a	Baseline	Baseline	Baseline
	Access to Supports and Services	77.8	n/a	n/a	82.6	n/a	n/a	Baseline	Baseline	Baseline
Governance	Parental Involvement	75.7	69.8	73.3	79.5	81.8	81.4	Intermediate	Improved	Good

### Notes:

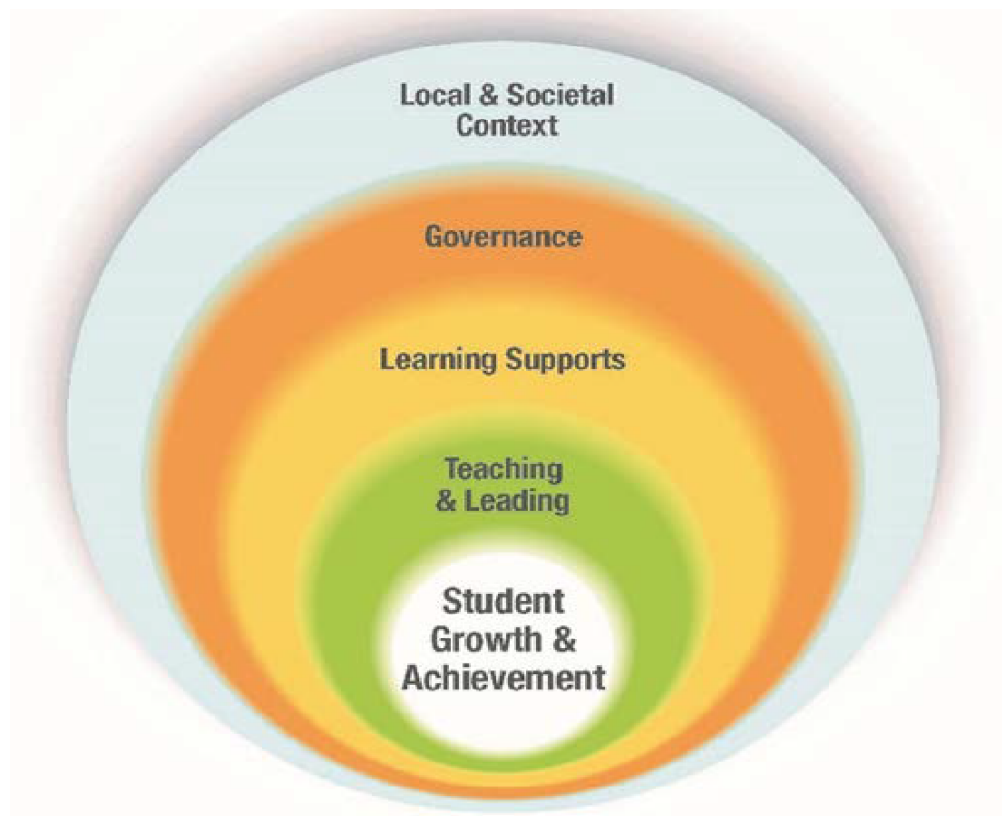
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Education 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 any education system. In Alberta, all school authorities are responsible to demonstrate continuous improvement in all the domains listed above. For the purposes of description, we present the domains as separate but we appreciate, in practice, they are interconnected and overlapping, as depicted in the graphic below:



## Description of 2020-2021 Results under Education Assurance Domains

The following material provides a detailed description of Northland School Division previous-year results for measures under each of the four education assurance domains. While the domain of *Local and Societal Context* does not currently have any measures associated with it, the following measures are used to show change in each of the other domains:

- **Student Growth and Achievement**
  - Student Learning
    - Required local measures
  - High School Completion (3, 4 and 5 years)
  - Citizenship
  - Student Learning Engagement
- **Teaching and Leading**
  - Education Quality
    - Required local measures
- **Learning Supports**
  - Welcoming, Caring, Respectful and Safe Learning Environments
  - Access to Supports and Services
    - Required local measures
- **Governance**
  - Parental Involvement
  - Financial statements
  - Stakeholder Engagement
  - Accountability/Assurance System

## **Domain: Student Growth and Achievement**

### **Student Learning**

This measure shows progress in student learning across NSD. In the last three years, traditional standardized tests of student achievement like Provincial Achievement Tests (PATs) and Diploma Examinations (DIPs) have not run in schools like they were before the beginning of the COVID-19 pandemic. In addition, prior to the pandemic NSD students were greatly impacted by the wildfires and did not have enough students writing PATs or DIPs to have district data.

Despite the absence of PAT and DIP results, there is evidence Northland students have been learning through the disruptions caused by the pandemic and completing high school within 5 years of entering grade 10.



## High School Completion

This measure shows the high school completion rate of students within three and five years of entering Grade 10. High school completion is a matter of significance for the communities served by the Northland School Division.

This is the overall summary for the Northland School Division's high school completion results:

	Northland School Division										Measure Evaluation		
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
<b>3 Year Completion</b>	<b>101</b>	<b>11.6</b>	<b>90</b>	<b>16.1</b>	<b>88</b>	<b>30.8</b>	<b>100</b>	<b>26.2</b>	<b>106</b>	<b>10.0</b>	Very Low	Declined Significantly	Concern
4 Year Completion	110	16.0	99	15.8	90	24.2	87	35.8	103	26.2	Very Low	Maintained	Concern
<b>5 Year Completion</b>	<b>96</b>	<b>25.8</b>	<b>110</b>	<b>22.5</b>	<b>98</b>	<b>17.0</b>	<b>90</b>	<b>25.4</b>	<b>84</b>	<b>44.7</b>	Very Low	Improved Significantly	Acceptable

This is the overall summary for respondents identifying as First Nations, Métis and Inuit:

	Northland School Division (FNMI)										Measure Evaluation		
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
<b>3 Year Completion</b>	<b>85</b>	<b>10.0</b>	<b>74</b>	<b>14.0</b>	<b>67</b>	<b>29.6</b>	<b>82</b>	<b>24.4</b>	<b>80</b>	<b>6.4</b>	Very Low	Declined Significantly	Concern
4 Year Completion	88	11.7	79	10.6	71	17.5	64	34.0	74	26.6	Very Low	Maintained	Concern
<b>5 Year Completion</b>	<b>75</b>	<b>20.7</b>	<b>87</b>	<b>17.7</b>	<b>73</b>	<b>12.9</b>	<b>69</b>	<b>19.6</b>	<b>58</b>	<b>43.5</b>	Very Low	Improved Significantly	Acceptable

This is the overall summary for respondents representing English as Second Language learners:

	Northland School Division (ESL)										Measure Evaluation		
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
<b>3 Year Completion</b>	<b>55</b>	<b>13.1</b>	<b>38</b>	<b>16.3</b>	<b>33</b>	<b>36.6</b>	<b>32</b>	<b>26.1</b>	<b>16</b>	<b>0.0</b>	Very Low	Declined Significantly	Concern
4 Year Completion	58	10.5	39	21.2	33	15.4	28	43.2	28	29.6	Very Low	Maintained	Concern
<b>5 Year Completion</b>	<b>50</b>	<b>14.3</b>	<b>42</b>	<b>19.2</b>	<b>35</b>	<b>20.6</b>	<b>33</b>	<b>15.4</b>	<b>26</b>	<b>47.4</b>	Very Low	Improved Significantly	Acceptable

### Comment on Results:

For learners in every category, the fear and disruption caused by the impact of COVID-19 on NSD communities reduced the rate of students completing high school within three years of entering grade 10. However, the efforts made by NSD to communicate with its education partners early in the pandemic, along with the existing work to improve student attendance across the school division have resulted in a significant improvement of high school completion within 5 years of a student entering grade 10. While it is our target to reduce the amount of time students take to complete high school, the fact that **there has been a 20% increase** in the number of students completing high school within 5 years is a division-wide success.

Since the onset of the pandemic, the following are strategies Northland has applied to support high school completion across the division:

- **Using a division-wide student information system.** This toolset supports the overall Attendance Improvement Initiative and has made it possible for school staff members to see current student attendance data at a glance so school-based interventions like home visits (when possible) can be applied to re-engage students who have reduced attendance or engagement.
- **COVID-safe home visits** by student services and other staff members when students demonstrate patterns consistent with disengagement.
- **Outreach opportunities** through the Career Pathways School (CPS) in Wabasca-Desmarais. They also operate the division-wide [Flexible Learning Program](#). Students in remote communities have an opportunity to complete their high school courses with in-person/virtual support from local teachers and CPS teachers.
- **Director of Student Attendance and High School Completion.** The Director works with principals to ensure that attendance records are maintained in a standard fashion across NSD, that school staff members have current information about each student's attendance each day, and that students are aware of all their pathways to graduation from Northland schools.

### OurSchool, Tell Them From Me Surveys

Northland School Division uses The Learning Bar's *Tell Them From Me* (TTFM) survey annually to survey student opinion related to this measure. The information from this survey is available to each school and contributes to the development of local outcomes, strategies and success measures. Last year's grade 4-6 Survey of 219 students across 10 schools delivered the following highlights:

- **Our students display effort.** 83% of students in this district tried hard to succeed; the Canadian norm for these grades is 92%.
- **Our students want to succeed.** 78% of respondents indicated they were interested and motivated to achieve at school; the Canadian norm for these grades is 86%.
- **Our students notice the effort of the staff.** Even amid the pandemic, respondents rated classroom organization and rigor 80%; the Canadian norm for these grades is 83%.
- **Our students appreciate their teachers.** Positive teacher-student relations were rated 80% among respondents; the Canadian norm for these grades is 83%.

### New Strategies Supporting Student Learning

NSD has developed the following new strategies to build on this momentum:

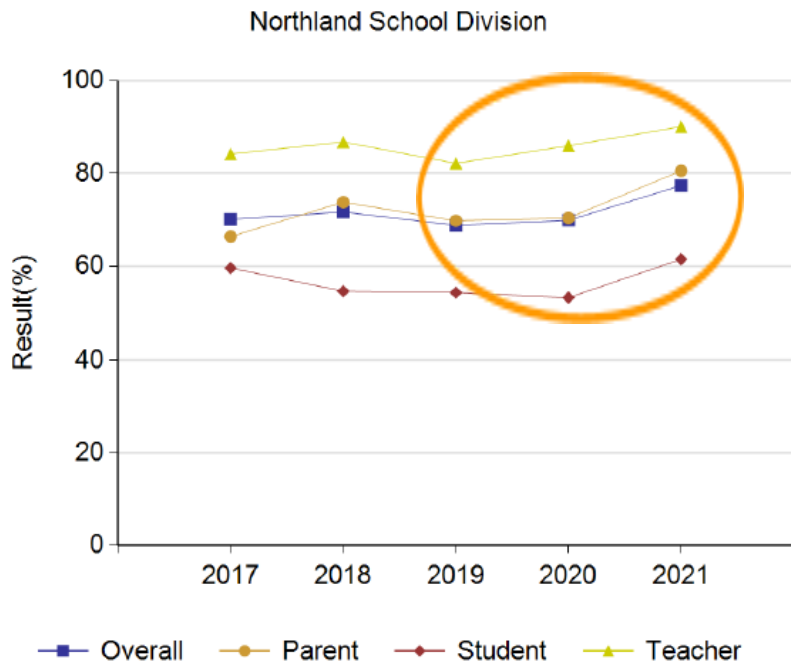
- Creating the **Northland Online School** as a virtual learning environment for NSD students starting in the 2021-2022 school year. This school offers online learning opportunities to students and families.
- Offering new **high school dual-credit courses**. In partnership with MacEwan University in Edmonton, these online offerings taught by recognized experts in their fields increase the potential pathways to graduation for NSD students in every high school program. Each student who successfully completes one of these courses will also earn credit toward a post-secondary degree. To date, 5 students have completed dual credit options available through this partnership. The current dual credit options include:
  - PSSC 112 - Policing in Canada Hours
  - Winter 2022; PSSC 121 - Law and the Administration of Justice
  - TAST 101 - Child and Adolescent Development
  - Indigenous Studies 100/ Aboriginal Studies 30
- Offering **Culture, Language and Land-Based Learning opportunities that** connect with curriculum. Each school, working with the **Director of First Nations, Métis and Inuit Education**, offers cultural activities and involves community Elders and Knowledge Keepers to promote identity, resilience, values and optimism.

## Citizenship

This measure shows teacher, parent and student agreement that students model the characteristics of active citizenship (i.e., providing their best effort, following rules, and helping each other succeed). These are the current results for NSD:

- Overall, there is a significantly **higher belief** that students model the characteristics of active citizenship.
- Parents' results **have improved significantly (80.6%)** in the area of student citizenship. Parents believe that students model these characteristics much higher than what is compared to their average result over the last three years (70%).
- Students' results have improved **significantly (61.5%)** in the area of citizenship compared to their average results over the last three years (54%). The average results remain low for students in this measure, representing an opportunity for NSD to engage students.
- Teacher results have **improved significantly (90.1%)** compared to the average results that have been represented over the last three years (82%).

	Northland School Division										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	1,442	70.1	819	71.7	807	68.8	733	69.9	604	77.4	Intermediate	Improved Significantly	Good
Parent	210	66.4	275	73.8	172	69.8	172	70.4	148	80.6	High	Improved Significantly	Good
Student	1,087	59.6	463	54.6	543	54.3	489	53.2	378	61.5	Low	Improved Significantly	Good
Teacher	145	84.2	81	86.8	92	82.2	72	86.0	78	90.1	Very High	Improved Significantly	Excellent



## Student Learning Engagement

This new measure shows the level of teacher, parent and student agreement that students are engaged in their learning at school. At the time of the survey, the respondent groups were asked the following questions:

### Parents

- The literacy skills your child is learning at school are useful.
- The numeracy skills your child is learning at school are useful.
- Your child is learning what they need to know.

### Teachers

- Students at your school are learning what they need to know.
- The literacy skills students are learning at your school are useful.
- The numeracy skills students are learning at your school are useful.

### Students (Grades 4-6)

- Do you like learning language arts?
- Do you like learning math?

### Students (Grades 7-12)

- I understand how the language arts I am learning at school is useful to me.
- I understand how the mathematics I am learning at school is useful to me.
- I understand how the science I am learning at school is useful to me.
- I understand how the social studies I am learning at school is useful to me.
- The language arts I am learning at school is interesting to me.
- The mathematics I am learning at school is interesting to me.
- The science I am learning at school is interesting to me.
- The social studies I am learning at school is interesting to me.

These are the current results for NSD:

- Our first responses to the questions in this new measure show that every NSD respondent group is seeing approximately the same level of learner engagement as the same groups across the province.
  - In fact, our initial response from NSD parents is **higher than the provincial** average response.
- We are encouraged by these results to continue our strategies of responding quickly to student, parent and teacher feedback when we receive it through our multiple stakeholder engagement strategies.

	Northland School Division	Alberta
Overall	84	86
Parent	90	89
Student	69	72
Teacher	91	96



## Domain: Teaching and Leading

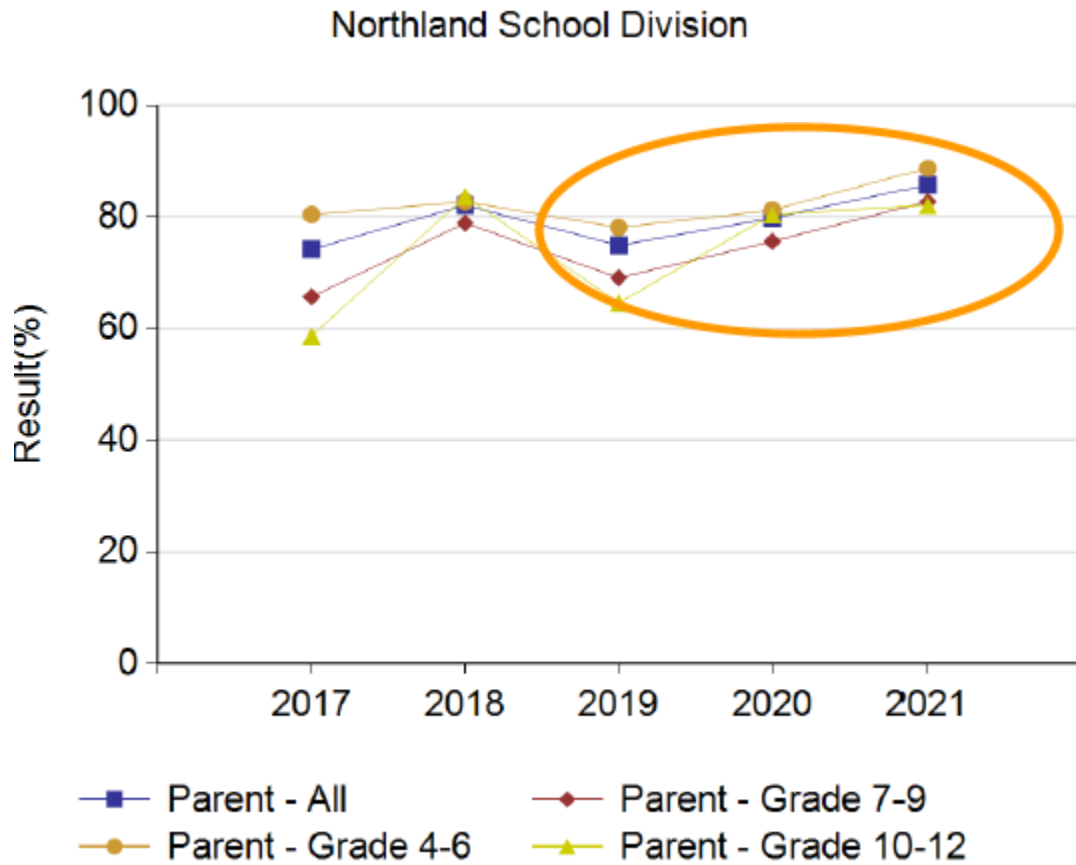
### Education Quality

This measure shows teacher, parent and student satisfaction with the overall quality of basic education. These are the current results for Northland School Division:

- Overall, there is a **trend of improvement** over the last three years.
- The largest improvement in this measure is due to the fact that parent respondents are **significantly more satisfied** compared to their average level of satisfaction over the last three years (79%).
- Students are also **more satisfied** compared to their average level of satisfaction over the last three years (78%).
- Teacher satisfaction has remained low over the last three years (82%). This indicates an opportunity for growth across the division.

	Northland School Division										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
<b>Overall</b>	<b>1,442</b>	<b>79.9</b>	<b>824</b>	<b>82.3</b>	<b>807</b>	<b>80.3</b>	<b>734</b>	<b>81.0</b>	<b>605</b>	<b>83.2</b>	Low	Improved	Acceptable
Parent	210	74.2	276	82.1	172	74.9	172	79.8	148	85.7	Intermediate	Improved Significantly	Good
Student	1,087	82.1	467	76.5	543	79.2	490	78.6	379	80.0	Low	Improved	Acceptable
Teacher	145	83.5	81	88.3	92	86.7	72	84.7	78	83.7	Low	Maintained	Issue


- Parent satisfaction with education quality has increased for every grade category (4-6, 7-9 and 10-12) in the last two years. In the context of learning through the COVID-19 pandemic, this is very encouraging.



- Teachers are approximately as satisfied compared to their average level of satisfaction over the last three years (82%). Since this satisfaction level is low for this measure, this indicates an opportunity for improvement across NSD.

## Local Component: Teacher Growth, Supervision and Evaluation Policy

NSD implements Administrative Procedure #422 that specifies the local policy related to teacher growth, supervision and evaluation.

 [AP\\_422\\_Teacher Growth, Supervision and Evaluation.docx](#)

This procedure applies to all teachers employed by NSD. The procedure requires teachers to develop and submit professional growth plans:

- Reflecting goals and objectives based on an assessment of learning needs by the individual teacher,
- Showing a demonstrable relationship to the Teaching Quality Standard, and
- Considering the education plans of the school, the Division and the Government.

This document also lays out mechanisms for the supervision and evaluation of teachers in NSD.

## Domain: Learning Supports

### Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE)

This new measure shows the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. At the time of the survey, the respondent groups were asked the following questions:

#### Parents

- Students at your child's school care about each other.
- Students at your child's school respect each other.
- Students treat each other well at your child's school.
- Teachers care about your child.
- Your child is safe at school.
- Your child is safe on the way to and from school.
- Your child is treated fairly by adults at school.
- Your child's school is a welcoming place to be.

#### Teachers

- Students are safe at your school.
- Students are safe on the way to and from school.
- Students are treated fairly by adults at your school.
- Students at your school care about each other.
- Students at your school respect each other.
- Students treat each other well at your school.
- Teachers at your school care about their students.

#### Students (4-6)

- Are you treated fairly by adults at your school?
- At school, do most students care about each other?
- At school, do most students respect each other?
- At school, do you feel like you belong?
- Do other students treat you well?
- Do you feel safe at school?
- Do you feel safe on the way to and from school?
- Do you feel welcome at school?
- Do your teachers care about you?

### Students (7-12)

- At school, I feel like I belong.
- At school, students care about each other.
- At school, students respect each other.
- I am treated fairly by adults at my school.
- I feel safe at school.
- I feel safe on the way to and from school.
- I feel welcome at my school.
- My teachers care about me.
- Other students treat me well.

Our baseline results indicate that NSD resembles the provincial averages from all respondent groups. These are the current results for Northland School Division:

#### Welcoming, Caring, Respectful and Safe Learning Environments

	Northland School Division	Alberta
Overall	82	89
Parent	84	88
Student	69	80
Teacher	94	95

### OurSchool, Tell Them From Me Surveys

NSD uses The Learning Bar's *Tell Them From Me* (TTFM) survey annually to survey student opinion related to this measure. The information from this survey event is available to each school and contributes to the development of local outcomes, strategies and success measures. Last year's grade 4-6 Survey of 219 students across 10 schools delivered the following highlights:

- **Our students experience less bullying.** NSD students report fewer experiences of physical, social, or verbal bullying, or online bullying than most Canadian students. **26%** of students in NSD were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 28%.
- **Our students feel more supported.** In NSD, students rated advocacy at school **70%**; the Canadian norm for these grades is 64%.
- **Our students appreciate their teachers.** Positive teacher-student relations were rated **80%** among respondents; the Canadian norm for these grades is 83%.

### **Access to Supports and Services**

This new measure shows the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. At the time of the survey, the respondent groups were asked the following questions:

#### **Parents**

- At school, there are appropriate supports and services available to your child to help with their learning.
- When your child needs it, teachers at your child's school are available to help them.
- You can get the support you need from the school to help your child be successful in their learning.
- Your child can easily access programs and services at school to get help with school work.

#### **Teachers**

- Students can easily access programs and services at your school to get help with school work.
- Students can get help at your school with problems that are not related to school work.
- Supports and services that help students be successful in their learning are available in a timely manner.
- When students need it, teachers at your school are available to help them.
- Your school's continuum of supports and services are responsive to students' needs.



### Students (Grades 4-6)

- Can you get help at your school with problems that are not about your school work?
- It is easy to get help with school work at your school if you need it.
- When you need it, are teachers at your school available to help you?

### Students (Grades 7-12)

- I can get help at my school with problems that are not related to school work.
- It is easy to get help with school work at my school if I need it.
- When I need it, teachers at my school are available to help me.

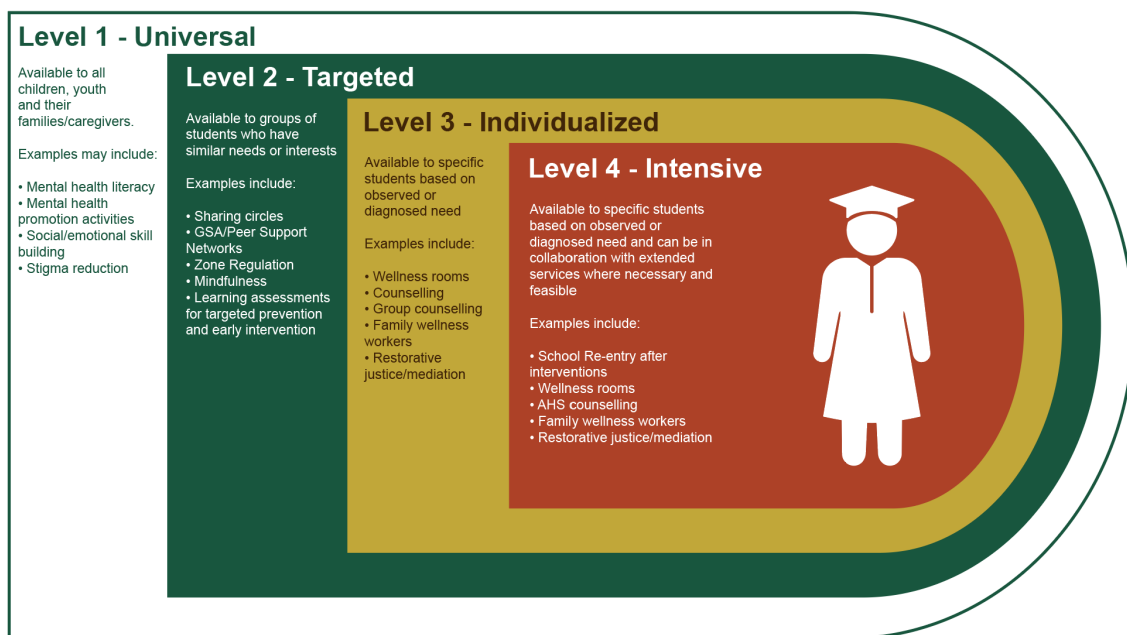
Our baseline results indicate that NSD resembles the provincial averages from all respondent groups. In the case of parental responses, NSD parents agreed more often than the Alberta average that students have access to the appropriate supports and services at school. These are the current results for NSD:

### Access to Supports and Services

	Northland School Division	Alberta
Overall	78	83
Parent	83	79
Student	73	80
Teacher	77	89

## Local Component: Support Services Available to Northland Students

Students of Northland School Division enjoy timely access to a broad continuum of supports and services to help them succeed in school. Universal supports, available to all students, are in place in every school in the form of well-trained and supported staff members who can respond to observed student needs in every classroom. Where greater or more urgent needs arise, school leaders can access targeted and intensive supports like Family Wellness Workers, Speech & Language Pathologists, Occupational Therapists, autism experts, Fetal Alcohol Spectrum success coaches, and Educational Psychologists. Working as a team, centrally dispatched supports can be available in person and remotely to help students across the division be successful in their learning.



*Illustration demonstrating the NSD approach to providing timely student access to supports and services.*

### Additional Supports Available

- School Food Services (SFS): SFS offers nutritious lunchtime meals to nineteen NSD schools at a cost of less than \$5 per day per child. Twenty four cooks, with support from one operations manager and one program consultant provide meals to registered students.
- Breakfast Club of Canada for some schools - with program expansion planned for more.
- Transportation to and from school.

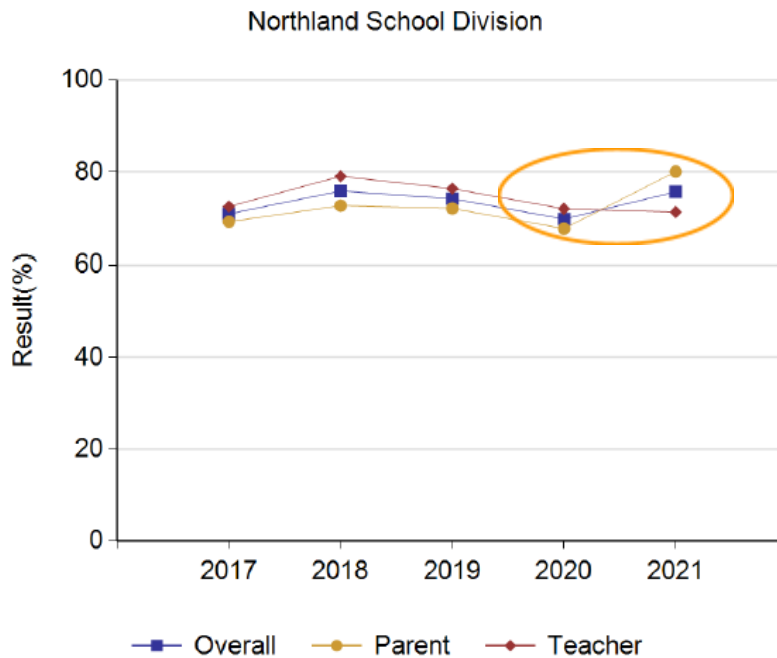
# Domain: Governance

## Parental Involvement

This measure shows teacher and parent satisfaction with parental involvement in decisions about their child’s education. These are the current results for NSD:

- Overall, the results show there is **improved satisfaction** with the amount of parental involvement.
- Parents are **significantly more satisfied** when compared to their average satisfaction over the last three years (71%)
- Teachers are **less satisfied** when compared to their average satisfaction over the last three years (76%). This is an opportunity for growth across NSD.

	Northland School Division										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	322	70.9	347	75.9	261	74.2	239	69.8	223	75.7	Intermediate	Improved	Good
Parent	177	69.2	266	72.7	169	72.1	167	67.7	146	80.1	High	Improved Significantly	Good
Teacher	145	72.5	81	79.1	92	76.4	72	72.0	77	71.3	Low	Declined Significantly	Concern



## Parent/Family Engagement

COVID-19 caused every school division to improve the quality and frequency of communication with parents and families. While the pandemic itself is an ongoing issue for every school, our data demonstrate that the increase in contact is correlated with an increase in parent satisfaction.

In addition to the parental and family engagement increased by COVID-19 communications, NSD has undertaken the following strategies to maintain and, where possible, improve the frequency and quality of contact between schools and families:

- **Increasing the amount of contact** with parents and home visits (Covid safe) in the last 2 years.
- **Zoom (video conferencing)** to host school related or division-wide engagement events.
- **School Messenger** to communicate information to parents/guardians via phone, email or text message.
- **Social media** (Facebook, Instagram, Twitter, LinkedIn) and websites to communicate information to parents/guardians and education partners.
- Purchased a community engagement platform called **Bang the Table**. Bang the Table is a web-based platform that is designed to support organizations with creating purposeful conversations. The platform allows NSD to organize the following conversations:
  - Open Environment: Share feedback on a forum, Share a story, Post feedback on a newsfeed.
  - Mixed Environment: Fill out a survey, share feedback in a guestbook.
  - Controlled Environment: Ideas circle, fill out a quick poll.
- To support Board Advocacy efforts, the Media Relations Manager drafts letters to government officials on behalf of the Board.
- To support positive engagement with education partners, the Media Relations Manager drafts letters on behalf of the Board of Trustees and the Superintendent of Schools.

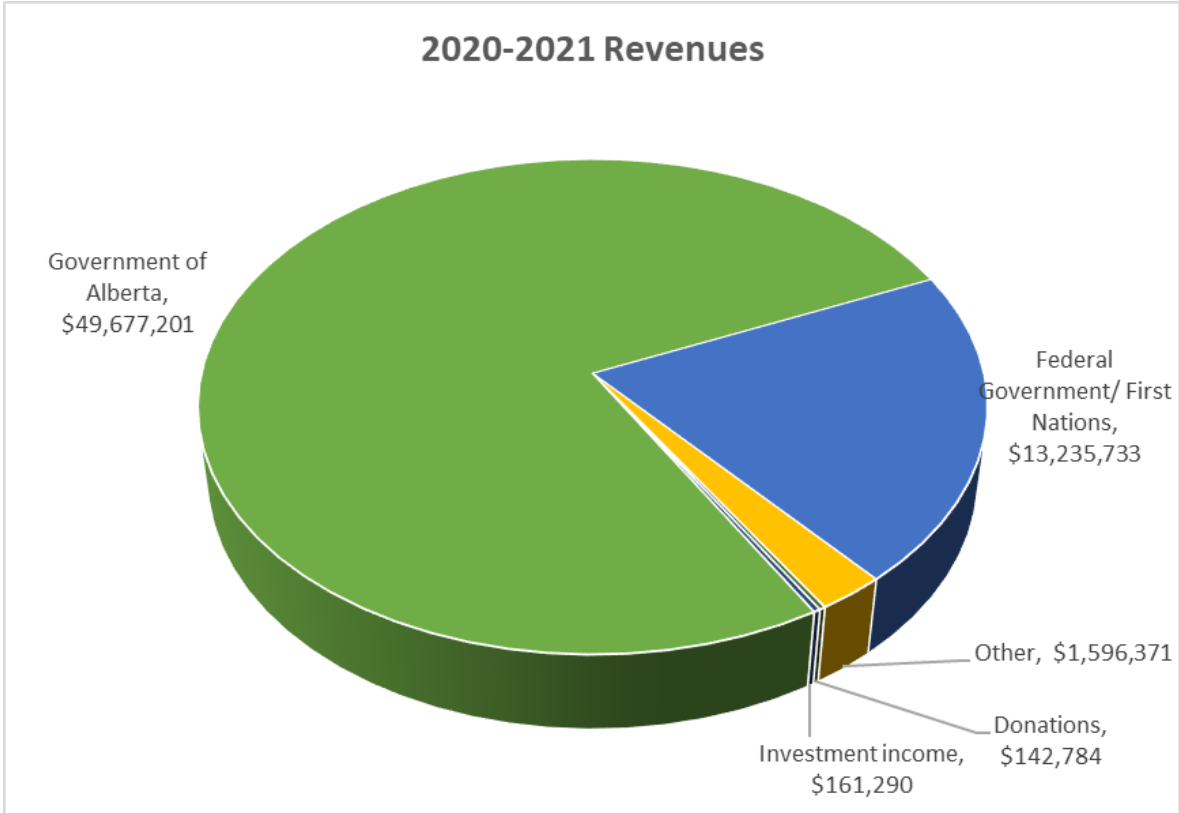
# Summary of Financial Results

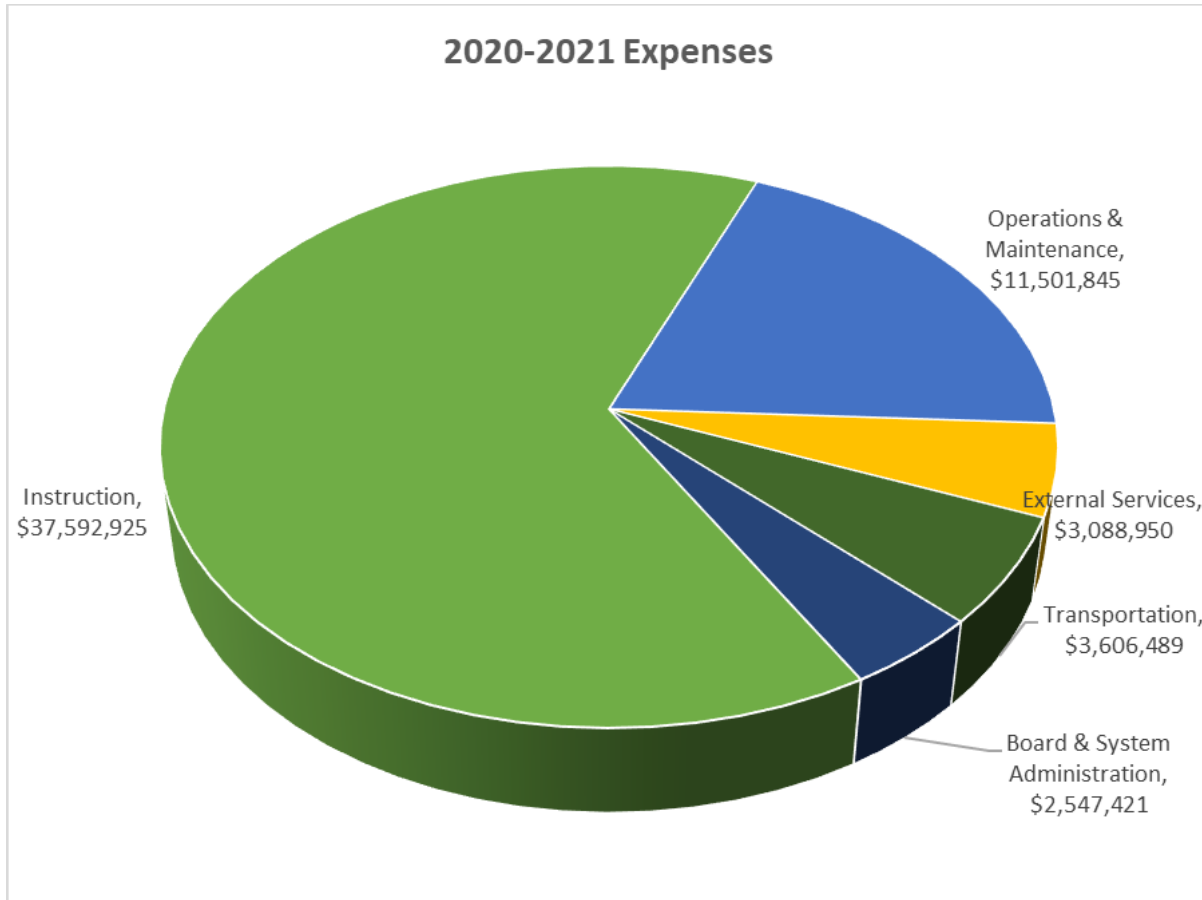
## Budget to Actual Results 2020-2021

The overall financial position of NSD has grown stronger this year, with results coming in better than planned. In the second year of the pandemic the budget planned a \$1.6M surplus while the actual results show a surplus of \$6.5M. This change is due to the fact that spending continued to be constrained by the pandemic while revenues held fairly steady.

Revenues of \$64.8M were \$0.6M above budget, as federal revenues - which are based on the actual lowered costs - came in \$2.1M less than estimated, while revenue from the province came in \$3.0M higher than budgeted due to the recognition of additional maintenance, deferred and capital revenue.

Expenses were \$4.3M under budget as spending was halted in a number of areas as the pandemic affected operations for the entire year. While Maintenance and Insurance was over budget (\$1.0M) this was more than offset by savings in Instruction (\$1.8M), Transportation (\$1.0M), Board and System Administration (\$1.0M), and lower External Services (\$1.5M) as COVID put a damper on contracts, use of substitutes, travel and training.





### Budget 2021-2022

#### **Summary**

The budget was prepared in May based on the financial management and planning cycle. Operating plans are adjusted quarterly to recognize the final audited results, distribution of students and available resources.

#### **Enrolment**

Pandemic enrolment was forecast to be consistent with last year with a total of 1,919 compared to 1,920. The percentage of federal students remains steady at 32%

#### **Revenues, Expenses and Surplus (Deficit)**

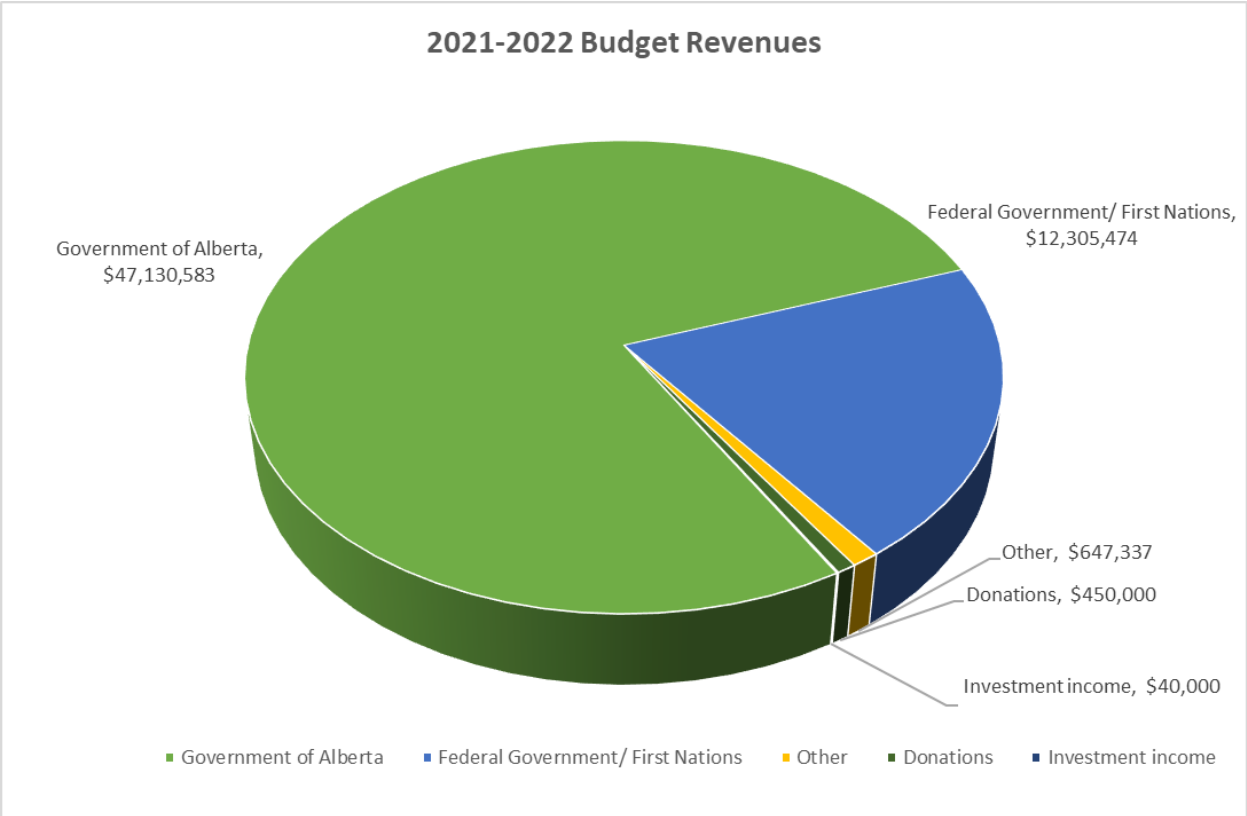
The pandemic has shortened our planning and budgeting horizon based on the dynamic state of the operational environment. Ongoing pandemic demands, quick operational changes and other unknowns have accelerated our cycle time. During the 2021-2022 fiscal year financials are reviewed monthly and in depth each quarter to remain on track for financial success.



The Budget planned a reduced surplus of \$.6M (1.0%) based on a projected decrease in revenue of \$3.6M (5.6%) from the previous year and a \$2.6M (4.2%) reduction in expenses. The revenue decrease forecast was based on the forecast enrollment and actual audited monthly costs for federal tuition from 2019-2020, which was 2.5% lower than in the previous year. Key changes included a continued reduction in travel across the division, and investments in learning (literacy, numeracy), professional learning and technology. The School Food Services hot lunch program continues.

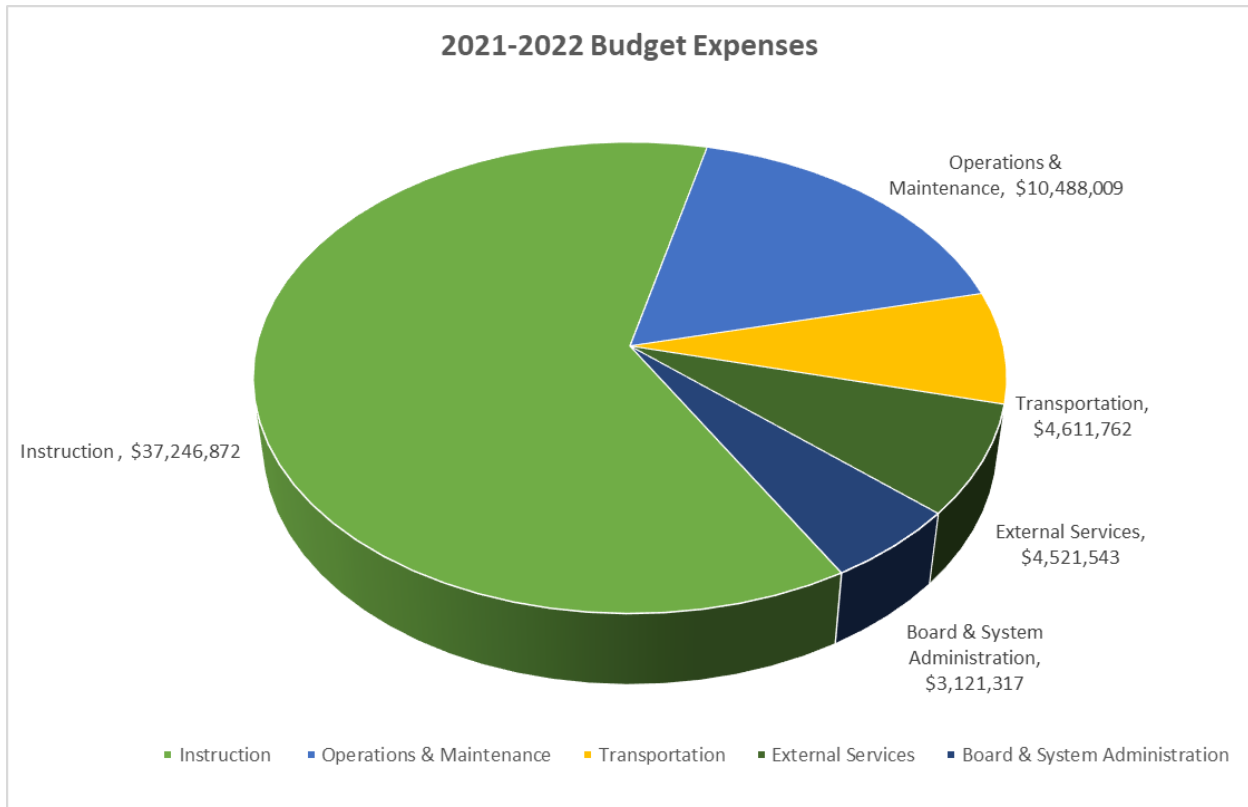
**Revenue**

Revenue was budgeted to total \$60.6M. The budgeted revenue decrease forecast is in line with the actuals and was based 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 the audit, plans will be reviewed and adjusted accordingly. The new funding framework is based on weighted average enrollment. With virtually no change in enrollment forecast revenues are in line with actuals. It is anticipated that in the next two years funding may fall for the division by \$2.3M more each year as the provincial funding model changes and temporary bridge funding sunsets.



## Expenses

Expenses were budgeted to total \$60.0M. The expense decrease forecast was based primarily on the continuing cost controls in effect, pandemic effects, targeted reductions and ongoing financial diligence.



## 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. The pandemic has driven the costs for custodial and related supplies up and this cost will be monitored.

## External Services

School Food Services continues with operations although the dedicated grant has been withdrawn.

## Capital Reserves and Capital Projects

The division is excited to be building a new school at Mistassiniy. In addition, the acceleration of IMR funding through the CMR program last year provided an opportunity to address a significant amount of deferred capital maintenance. 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 and capital reserves to provide flexibility to fund priorities.

### Website links

#### **School Generated Funds**

<https://www.nsd61.ca/download/374285>

#### **Audited Financial Statements**

<https://www.nsd61.ca/download/374402>

#### **K-12 Education Financial Information**

<https://www.alberta.ca/k-12-education-financial-statements.aspx>

#### **2021-2022 Budget**

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

#### **Capital Plan:**

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

All of the reports are located at <https://www.nsd61.ca/about-us/reports>.

## **Stakeholder Engagement and the Education Assurance System**

Northland School Division is committed to excellence in relationships. The strategies NSD apply in support of this commitment include ensuring that each school in the division (21 as of August 2021) builds its own Education Assurance Plan based on evidence about student engagement and achievement each year since 2019. Since the initial work in support of this commitment happened to coincide with the onset of the COVID-19 pandemic, there are insufficient data at this time for stakeholders to peruse, but the following are features of the division's assurance system:

- Each school works to establish a school council as per the *School Council Regulation*. Where establishment of a council according to the regulations does not occur, each school must establish a Principal's Advisory Committee as one avenue for members of the school community to advise the principal on the school's Education Assurance Plan and Results.
- As per Section 12 of the *School Council Regulation*, the Board of Trustees of Northland School Division ensures that each School Council and/or Principal's Advisory Committee

is invited to engage around and offer input to the school's Education Assurance Plan and Results annually.

- Each school posts its Education Assurance Plan and Report on its website by the end of May annually.

In the current school year, the Northland School Division is taking the following actions to further support work toward this priority:

- The Board Chair, local Trustee and the Superintendent will continue to have meetings and conversations with Leadership of the various communities NSD serves.
- **Bang the Table** Engagement tool will be used to gather community ideas and sharing.
- The **Director of First Nations, Métis and Inuit Education** will continue to bring Elders and Knowledge Keepers from each school community together. The purpose of this will be to develop relationships and share knowledge around how to enact the Truth and Reconciliation Commission of Canada's *Calls to Action* in each school.
- NSD has enhanced an existing partnership with the **Breakfast Club of Canada** to ensure that two more school sites have a breakfast and/snack program providing balanced, nutritious breakfasts. There are a total of nine schools who are receiving the funding. NSD will continue to try to get more schools involved with this very worthwhile initiative.
- In response to the Fall update to the *Funding Manual for School Authorities*, NSD applied for Alberta Education's **Alberta School Council Engagement grant** for each school. This support, if granted, will support our COVID-safe efforts to engage members of each school community less likely to engage with schools by remote means.

#### AERR-PIDA Report 2020-2021

The Board of Trustees of Northland School Division 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 in order to:
- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest,
- Protect employees who make those disclosures,

- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals,
- Promote public confidence in the administration of public bodies.

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

**Chief Officer’s Annual Report**

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

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

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

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

*(Public Information Disclosure Act – June 2013)*

In the 2020-2021 school year, Northland School Division has had:

- 0 disclosures and
- 0 investigations.

