

Northland School Division

2022-2025 Assurance Plan



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Message from the Board of Trustees



The Board of Trustees is pleased to present the 2022-2025 Northland School Division (NSD) Assurance 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 2022-2023 school year, NSD will continue to increase engagement with the communities we serve using video-conference, our community engagement tool Bang the Table and face to face. We encourage you to review this plan and would appreciate hearing from you. Please consider attending community engagement sessions once dates have been set.

Accountability

The Assurance Plan for Northland School Division, commencing August 29, 2022, was prepared under the direction of the Board/Board of Directors 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 its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the 2022-2025 Education Plan on May 20, 2022.



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 dedicated staff and strong partnerships with families and communities.

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

By the numbers



1840 students



487 staff



21 schools

Where schools are located

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.
- Launched Northland Online School in 2021.



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

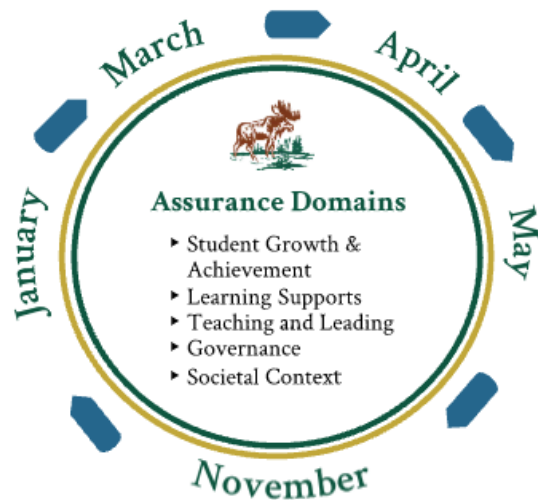
Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Local and Societal Context, while a separate 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.

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 Governance

The Board of Trustees consistently reviews emails from education partners, and attends school council/principal advisory committee meetings to gather input and feedback about NSD.



April

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

May

- NSD submits to Alberta Education its Assurance 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 school councils/principal advisory committees about the *Annual Education Results Report* for the Division

January/February

- 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.

2021-22 Performance Summary

An analysis of the Northland School Division’s performance metrics demonstrates progress toward all outcomes in the last school year. The tables below summarize this progress:

Priority 1 - Excellence in Learning: Students achieve or exceed the standards set by Alberta Education in literacy and numeracy.		
Outcomes	Target	Performance - ON TARGET
<p>Staff will ensure all students feel supported and have a sense of belonging within their schools.</p> <p>Division uses consistent literacy and numeracy practices to support the growth of educators and student achievement.</p>	<p>Provincial Measures:</p> <ul style="list-style-type: none"> ● Welcoming, Caring, Respectful and Safe Learning Environments (WCRLSE)¹ baseline performance on par with provincial average. ● High school completion rate in NSD will increase by 2%. <p>Local Measures:</p> <ul style="list-style-type: none"> ● 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. 	<p>NSD Performance (Provincial):</p> <ul style="list-style-type: none"> ● WCRSLE <ul style="list-style-type: none"> ○ May 2020 - N/A ○ May 2021 - 82 ○ May 2022 - ## ● High School Completion (5 year) <ul style="list-style-type: none"> ○ May 2020 - 25 ○ May 2021 - 45 ○ May 2022 - ## <p>NSD Performance (Local):</p> <ul style="list-style-type: none"> ● 7 division-wide professional learning days. ● Language and culture programs in schools. ● Land-based learning activities are woven throughout programs of study in all schools.

¹ This measure is new under the Assurance Framework with the 2021 results providing the baseline for performance.

Priority 2 - Excellence in Leadership: Through excellent leadership practices, everyone feels welcome and valued.

Outcomes	Target	Performance - ON TARGET
<p>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.</p> <p>Division employs a consistent process for reviewing school improvement and assurance.</p> <p>Finances are well-managed, decisions are supported by facts and stewardship is exemplary.</p>	<p>Provincial Measures:</p> <ul style="list-style-type: none"> ● At least two percent (2%) increase in the number of parents, students, and staff that believe the division is making progress on school improvement (Education Quality measure).² ● At least two percent (2%) increase in the number of parents, students, and staff that indicate the Division has a welcoming learning environment (WCRSLE measure) <p>Local Measures:</p> <ul style="list-style-type: none"> ● Three times a year senior leadership meet individually with principals to review assurance plans and record progress. ● Parents and communities indicate how system and school leadership support First Nations and Métis students to be successful. ● Audited financial report. ● Senior leadership and all principals meet at least once per month. ● Senior leadership and high school principals meet at least once per month. 	<p>NSD Performance (Provincial):</p> <ul style="list-style-type: none"> ● Education Quality <ul style="list-style-type: none"> ○ May 2020 - 81 ○ May 2021 - 83 ○ May 2022 - ## ● WCRSLE <ul style="list-style-type: none"> ○ May 2021 - 82 ○ May 2022 - ## <p>NSD Performance (Local):</p> <ul style="list-style-type: none"> ● Senior Leadership met with schools multiple times to review assurance plans. ● 74 % of community members surveyed indicated satisfaction or high satisfaction with the support for First Nations and Métis students to be successful. ● 13 meetings with all principals. ● 5 meetings of HS principals ● Audited Financial Report³

² Since May 2021, the Assurance Framework has been applied to the output of provincial results. The Northland School Division has adopted provincial performance measures to align with the current mode of Educational Assurance reporting and planning.

³ Link to NSD Audited Financial Statement - <https://www.nsd61.ca/download/374402>

Priority 3 - Excellence in Relationships: Develop and actively promote healthy relationships with students, parents/guardians, staff, community, and educational partners.

Outcomes	Target	Performance - ON TARGET
<p>Parents and community members engage in their school community and are involved in their child's education.</p> <p>Division fosters purposeful and productive working relationships to collaboratively advance division operations to support student learning.</p>	<p>Provincial Measures:</p> <ul style="list-style-type: none"> ● Parental Involvement measure (Governance Domain) improves. ● Access to Supports and Services⁴ - Baseline on par with provincial average. <p>Local Measures:</p> <ul style="list-style-type: none"> ● Increased attendance and participation in school council/principal advisory committee meetings. ● Increased staff satisfaction on surveys. ● Number of presentations and celebrations acknowledged at Board meetings/division events. ● Number of focus groups organized. ● Number of community engagements. 	<p>NSD Performance (Provincial):</p> <ul style="list-style-type: none"> ● Parental Involvement <ul style="list-style-type: none"> ○ May 2020 - 70 ○ May 2021 - 76 ○ May 2022 - ## ● Access to Supports and Services <ul style="list-style-type: none"> ○ May 2021 - 78 ○ May 2022 - ## <p>NSD Performance (Local):</p> <ul style="list-style-type: none"> ● Partnerships with Telus World of Science Edmonton and Macwan University Dual Credit. <ul style="list-style-type: none"> ○ 1547 NSD students participated in 13 TWISE events. ○ 60 University Credits and 86 High School credits awarded in dual credit options. ● School and individual celebrations at every Board meeting and division event. ● Presentations from Indigenous thought leaders Monique-Grey Smith and Reggie Leach. ● SC/PAC attendance/Focus groups were shifted online due to COVID-19 and this affected attendance. ● 75% staff satisfied/very satisfied with professional learning. ● 82% staff satisfied/very satisfied in support they receive in their role.

⁴ This measure is new under the Assurance Framework with the 2021 results providing the baseline for performance.

Analysis of 2021-22 Results

Trends and Achievements

Northland School Division demonstrated progress toward outcome achievement in the past year and is on-target to achieve all outcomes within three years. The following trends inform the 2022-2025 plan update:

- NSD students have shown significant improvement in high school completion. This is a 20% increase in the number of students completing high school within five (5) years.
- There is greater satisfaction with the education quality from NSD parents and guardians. 86% of parents are more satisfied. This is a six (6%) percent increase over the previous year.
- 83% of parents agree that students have the appropriate supports and services at school. This is four percent (4%) over the provincial average.
- There is greater satisfaction with the amount of parental involvement in decisions about their children's future. 80% of NSD parents are more satisfied. That is a 12% increase over the previous year.
- Overall, there is a significantly higher belief that NSD students model characteristics of active citizenship. 81% of parents believe students are providing their best effort, following rules and helping others succeed. This is an 11% increase over the previous year.
- Student engagement has changed amid the pandemic.
 - 1547 students participated in 13 TELUS World of Science - Edmonton events this school year.
 - Community engagement in designing a new Northland School Division logo.
- NSD was the only rural school division chosen in the top 3 in a recent University of Calgary-led study of leadership quality standards.

Opportunities

The information from provincial and local data sources identify the following as areas of potential growth for the Northland School Division. The following trends outline the opportunities that we seek to meet with the 2022-2025 plan update:

- Student attendance and re-engagement impacted by pandemic disruptions has the potential to **increase in the next 3 years**.
- Parent satisfaction with support for First Nations and Métis students to be successful has the **potential to exceed current performance** (74% of respondents indicated satisfaction or high satisfaction in April 2022).
- Staff member satisfaction with relevance of professional learning opportunities has the **potential to exceed current performance** (75% of respondents indicated satisfaction or high satisfaction in April 2022).

Northland School Division 2022-25 Assurance Plan

Northland School Division is pleased to present its 2022-2025 Assurance Plan. The plan below is based on an analysis of the division’s performance in areas of priority and builds upon what NSD has heard from students, parents, guardians, and the wider school communities.

Priority 1: Excellence in Learning

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

Outcome 1: Student success is supported by staff who ensure all students feel supported and have a sense of belonging within their schools.	
Strategies to Achieve Outcome	Performance Measures and Targets
<ul style="list-style-type: none"> ● 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. ● First Nations and Métis Language and culture is woven throughout subject areas and activities. <ul style="list-style-type: none"> ○ Example: Investigating the possibility of providing a Cree Immersion Programming in a NSD school. ● Maintain school-based activities to support welcoming, caring, respectful and safe learning environments across NSD. Examples include: <ul style="list-style-type: none"> ○ Pink Shirt Day, ○ Anti-Bullying Campaigns, ○ Social-Emotional Learning, etc. 	<p>Provincial Measures</p> <ul style="list-style-type: none"> ● Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Increase at least 2% <p>Local Measures:</p> <ul style="list-style-type: none"> ● OurSchool Survey (Elementary and High School) measures: <ul style="list-style-type: none"> ○ <i>Students with a positive sense of belonging</i> - At least 3% increase in each grade. ○ <i>Advocacy at school</i> - At least 2% increase in every grade. ○ <i>Students who state they face bullying</i> - At least 5% decrease in each grade. ● Language and culture supports the K-12 programs of study in all schools. ● Reviewing data about whether a Cree Immersion Program is viable in a pilot school in the NSD.

Outcome 2: The Division uses consistent literacy and numeracy practices to support the growth of educators and student achievement.	
Strategies to Achieve Outcome	Performance Measures and Targets
<ul style="list-style-type: none"> ● Maintain divisional literacy strategy initiated in 2021. <ul style="list-style-type: none"> ○ For example, <i>The Story of Five</i> ○ For example, use of Lexia. ● Maintain divisional numeracy strategy initiated in 2021. <ul style="list-style-type: none"> ○ For example, Math Minds and Jump Math ○ For example, use of Symphony Math. ● Maintain division-wide professional learning opportunities for staff. ● (New) Application of learning loss interventions in response to disruptions caused by the COVID-19 Pandemic. ● (New) Flexible division-led teacher support for the implementation of new programs of study (K-4 ELA and Math and K-6 PE and Wellness). 	<p>Provincial Measures:</p> <ul style="list-style-type: none"> ● PAT: Acceptable and PAT: Excellence.⁵ ● Diploma: Acceptable and Diploma: Excellence. <p>Local Measures:</p> <ul style="list-style-type: none"> ● Literacy levels will increase by three percent (3%). ● Lexia and Symphony Math assessment results. ● The number of coordinated divisional/school professional learning opportunities in literacy and numeracy remains consistent or increases.

⁵ There are no PAT or Diploma results available within the last 3 years of provincial data. The next available data will be used as a baseline the NSD will use to measure performance in the subsequent years of this education plan.

(New) Outcome 3: The Division offers multiple, flexible pathways to high school completion.

Strategies to Achieve Outcome

- The Division will expand its online school offerings to include high school courses.
- The Division will develop approaches for high school teachers to be available to students anywhere in the division.
- The Division will develop supportive strategies for middle-years students to transition to high school.
- The Division will work with university and community partners to increase dual-credit and career-focused course offerings to students across the division.

Performance Measures and Targets

Provincial Measures:

- The 3 and 4-year high school completion rates will increase by three percent (3%).
- The number of students that attain an acceptable level for Diploma examinations will increase by three percent (3%).

Local Measures:

- The number of students who successfully transition from grade 9 to grade 10.
- Percentage of high school students enrolled in Grade 10 remains consistent with the previous year (within 1% difference).
- Increase in the number of students completing dual credit options.

Priority 2: Excellence in Leadership

Through excellent leadership practices, everyone feels welcome and valued.

Outcome 1: Division employs a consistent process for reviewing school improvement and assurance.	
Strategies to Achieve Outcome	Performance Measures and Targets
<ul style="list-style-type: none">● Maintain the assurance review process at the school level.	<p>Provincial Measures:</p> <ul style="list-style-type: none">● Education Quality will increase by at least two percent (2%). <p>Local Measures:</p> <ul style="list-style-type: none">● Three (3) 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 2: 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 to Achieve Outcome	Performance Measures and Targets
<ul style="list-style-type: none"> ● Professional learning for staff on First Nations, Métis and Inuit educational issues to foster intercultural understanding, empathy, and mutual respect for the <i>Call to Actions for Education</i> (Specifically Calls to Action 6-12 and 62-65 focused on Education and Education for Reconciliation⁶). ● School principals complete a quarterly review of student progress with the teacher. 	<p>Provincial Measures:</p> <ul style="list-style-type: none"> ● The Citizenship measure will increase by three percent (3%). ● The Access to Supports and Services measure will increase by two percent (2%). <p>Local Measures:</p> <ul style="list-style-type: none"> ● There is a 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 at least two percent (2%) more satisfaction with how system and school leadership support First Nations and Métis students to be successful. ● Number of professional learning opportunities related to Indigenous educational issues made available to NSD staff members.

⁶ Please visit <https://publications.gc.ca/site/eng/9.801236/publication.html> for the full text of the Truth and Reconciliation Commission of Canada's *Calls to Action*, or go to [Appendix A](#) below for the *Calls to Action* for Education and Education for Reconciliation.

Outcome 3: Finances are well-managed, decisions are supported by facts and stewardship is exemplary.

Strategies to Achieve Outcome

- 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.

Performance Measures and Targets

Provincial Measures:

- N/A.

Local Measures:

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

Priority 3: Excellence in Relationships

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

Outcome 1: Parents and community members engage in their school community and are involved in their child’s education	
Strategies to Achieve Outcome	Performance Measures and Targets
<ul style="list-style-type: none"> ● 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. ● Implement the FNMI community engagement plan. ● NSD participation in joint Alberta Education/MacEwan University project titled <i>Engaging Family, Community, and School Members as Partners in Education in the Northland School Division</i>. 	<p>Provincial Measures:</p> <ul style="list-style-type: none"> ● The Student Learning Engagement measure will increase by two percent (2%). <p>Local Measures:</p> <ul style="list-style-type: none"> ● Increased attendance and participation in school council/principal advisory committee meetings. ● The number of parents attending school events increases. ● Increase in involvement with Elders and Knowledge Keepers in the schools. ● Establishing a project advisory committee and identifying schools volunteering to participate in the Alberta Education/MacEwan project.

Outcome 2: Parents, guardians, communities and education partners are informed and involved in Division plans, programs, and progress through ongoing and effective communication.

Strategies to Achieve Outcome	Performance Measures and Targets
<ul style="list-style-type: none"> ● 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. 	<p>Provincial Measures:</p> <ul style="list-style-type: none"> ● The Parental Involvement measure increases by two percent (2%). <p>Local Measures:</p> <ul style="list-style-type: none"> ● Increased attendance and participation in school council/principal advisory committee meetings. ● 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 3: Division fosters purposeful and productive working relationships to collaboratively advance division operations to support student learning.

Strategies to Achieve Outcome

- Implement the FNMI community engagement plan.
- MacEwan/AbEd project.
- Maintain division-wide professional learning opportunities for staff.
- Continue to offer evidence-driven communities of practice to support professional learning.
- 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.

Performance Measures and Targets

- Provincial Measures:
- N/A.
- Local Measures:
- Staff satisfaction with professional learning increases by at least two percent (2%).
 - Increase the number of focus groups organized.
 - Increase the number of presentations and celebrations acknowledged at school events, Board meetings, and district events.

Financial Documents



BUDGET PLANNING

2022-2023 Annual Budget

Overview

- The budget has been crafted to support the Education Plan.
- Provincial funding details were released March 24, 2022 and funding has been maintained, regardless of pandemic enrollment fluctuations.
 - “Bridge/COVID Mitigation Funding” has again been provided to transition between the old and new funding models, and offset COVID related enrollment fluctuations.
 - Revenues and expenses are lower than last year, with a small surplus planned
 - Key assumptions include minimal COVID-19 impacts, maintaining the hot lunch program, fully funding transportation, steady Federal/First Nation tuition rates and minimal inflation
- Strategically we will continue to invest in improvements and technology, to contain non-educational operating costs and focus resources on students and classrooms. For more information click on the website link to view the 2022-2023 Annual Budget <https://www.nsd61.ca/download/347422>.

2022-2023 Capital Plan

Overview

The Capital Plan ranks the proposed school level projects for the division, based on provincial criteria. The criteria for the plan include enrollment, projections, utilization, building age and overall condition. This ranking is used to seek capital funding from Alberta Education in a process that matches very limited capital funding with the highest-ranking projects provincially.

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 20-22**) 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/389135>.

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	5	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	5	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	\$834,000
	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

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>.

Appendix A

Truth and Reconciliation Commission of Canada - *Calls to Action* for Education and Education for Reconciliation

The full text of the *Calls to Action* are available online at <https://publications.gc.ca/site/eng/9.801236/publication.html>

Education

6. We call upon the Government of Canada to repeal Section 43 of the Criminal Code of Canada.
7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.
9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with nonAboriginal people.
10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
 - I. Providing sufficient funding to close identified educational achievement gaps within one generation.
 - II. Improving education attainment levels and success rates.
 - III. Developing culturally appropriate curricula.
 - IV. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
 - V. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
 - VI. Enabling parents to fully participate in the education of their children.
 - VII. Respecting and honouring Treaty relationships.
11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.

12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

Education for Reconciliation

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- I. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- II. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- III. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- IV. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- I. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- II. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- III. Building student capacity for intercultural understanding, empathy, and mutual respect.
- IV. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.



NORTHLAND SCHOOL DIVISION NO.61