

November 24, 2016
Board Meeting
Attachments

Agenda Item	Motion No.
1. 2015-2016 AERR and 2016-2019 Education Plan	24220/16
2. Policy 11 – Role Of The Superintendent (Third Reading)	24224/16
3. Policy 13 – Appeals And Hearings Regarding Student Matters (Second Reading)	24225/16
4. Policy 19 – Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments (Second Reading)	24226/16
5. Appendix 2 – Organizational Chart (Information)	24227/16
6. Procedure 333 – Children/Students In Need Of Intervention (Information)	24228/16
7. Superintendent’s Report	24232/16
8. Official Trustee’s Report	24233/16

BOARD OF TRUSTEES

**TO: LOIS BYERS
TRUSTEE OF THE BOARD**

DATE: NOVEMBER 24, 2016

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: 2015-2016 AERR AND 2016-2019 EDUCATION PLAN

ORIGINATOR: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION

That the Board of Trustees approve the 2015-2016 AERR and 2016 – 2019 Education Plan, as attached.

BACKGROUND



Annual Education Results Report (AERR) 2015-2016 and Annual Plan 2016-2019

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■ NSD61 Facts

- Provide student-centred learning opportunities to primarily First Nations, Métis students located in the northern half of Alberta.
- Vision Statement: "Every student is a lifelong learner and successful in life"
- Approximately 2700 K-12 students
- 24 schools
- Approximately 500 staff
- Collaborative partnerships with Treaty 8 First Nations and Tribal Councils, Métis Settlements, Municipal Districts, industry, community agencies, APPLE Schools, Alberta Health Services, Alberta Education, many school divisions, colleges and universities.
- Northland Community Engagement Team developed a Community Engagement Framework <http://tinyurl.com/jt8qxim> (pages 33-36).

■ Our priorities

- Eliminate the achievement gap between First Nations, Métis and all other students.
- Continue to create authentic learning opportunities that reflect local community values, language, culture and knowledge.
- Continue to implement Attendance Improvement Initiative "Every Day Counts".
- Develop division-wide Health and Wellness policy and provide professional development to help schools create healthy school communities.
- Focus on improving student literacy and numeracy rates.
- Continue to advocate for support to increase number of qualified First Nations, Métis professionals.
- Focus on improving division management and governance.

■ Celebrating success!



- Nearly 10% increase in number of students reading at grade level.
 - Organized a summer reading program for all schools.
 - Five NSD61 communities worked with Frontier College to offer Summer Literacy Camps.
 - Students participate in week long weeklong and daylong land-based learning camps. For example, Experiential Learning Initiative Ice Fishing Camp <http://tinyurl.com/zmf4mg>
 - Staff participate in land based learning camps to learn how to plan lessons that connect indigenous perspectives and knowledge with Alberta
 - Student attendance improved by 3% (909 students achieved 90% or better attendance for the 2015-2016 school year and 451 students achieved 95% or better.
- Since 2013, steady increase in the number of high school students achieving acceptable standard on diploma exams.
 - Students, parents and teacher indicated a rating of "improved" or "significantly" or "improved" for Safe and Caring, Work Preparation, Citizenship, Parental Involvement and School Improvement on Accountability Pillar Survey.
 - Schools receive support to provide more Career & Technology Studies and Career and Technology Foundation courses.
 - Three schools participate in *Moving Forward with High School Redesign*.
 - Developed a *Teaching Quality Standard* for NSD61 educators.



Northland School Division No. 61

**Combined
Three Year Education Plan
For 2016-2019
And
Annual Education Results Report
2015-16**



**2016/2019 Combined Three Year Plan
and Annual Education Results Report – 2015/16**

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2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

Message from Board Chair

Northland School Division (NSD) is committed to achieving Goal 2 of the Ministry of Education Business Plan. "The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated" – **"Eliminate the Gap"**

Eliminating the gap can only be achieved with quality programming, quality teaching and real partnerships with our students, parents, communities and all other organizations supporting the success of children and families.

Data analysis has shown definite increases in literacy results and also the correlation between attendance and results. Although not the only factor in student success, attendance is a critical component.

Everyday Does Count!

NSD is very fortunate to have so many partners committed to working together to ensure the educational success of all students – proud, culturally rich, successful learners. We look forward to continuing to work together and strengthening these partnerships to ensure we eliminate the gap.

Accountability Statement

The Annual Education Results Report for the 2015-16 school year and the Education Plan for September 1, 2016 for Northland School Division No. 61 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015/2016 school year and the Education Plan for 2016-2019 on November 24, 2016.

Publication and Communication

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

A copy of this plan is available from the Divisional Office at 1-800-362-1360, or you may view this document on our website at the following link: <http://nsd61.ca/about-us/reports>

To view a summary of the report click the following link: <http://nsd61.ca/download/39034>

Lois Byers, Official Trustee

Gord Atkinson, Superintendent of Schools



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JURISDICTION PROFILE/CONTEXT

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

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

In the spring of 2016, Minister of Education, David Eggen, announced his intention to reinstate an elected Board of Trustees in Northland School Division No. 61 in the fall of 2017.

Since its inception in 1961, there have been numerous reviews of the Northland School Division. The Northland School Division Inquiry Team Report released in January of 2011 provides a framework of recommended actions to improve student success and eliminate the achievement gap between First Nations and Métis students and other students in the province. The government response to the recommendations contained in the Inquiry Team Report was released in June, 2014. The combined 2016-19 Three Year Plan and Annual Education Results Report 2015-16 identify NSD results and plans in relation to these recommendations.

The Northland Community Engagement Team (NCET) report released in June 2014 provides a community based response to the recommendations on key issues arising from the Northland Inquiry Team Report. The NCET developed a Vision Statement for Northland School Division and outlined a process for community engagement. The report identified five priority areas: **Aboriginal Content Infusion, Combined Regional and Virtual High School, Orientation Program, Alberta Education Establish a Regional Service and Support Consortium and Governance.**

Vision Elements



Community Engagement Framework





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The Community Engagement Team Report can be found at:

<http://education.alberta.ca/media/8874934/northland%20school%20division%20community%20engagement%20team.pdf>

The Northland Inquiry Team Report can be found at:

<http://education.alberta.ca/media/8874959/northland%20school%20division%20community%20inquiry%20team%20report.pdf>

The government response to the recommendations can be found at:

http://education.alberta.ca/media/8875155/nsd_goa_response.pdf

Outcomes One and Two:

Alberta's Students Are Successful and

The Achievement Gap between First Nations, Métis and Inuit and All Other Students Is Eliminated

Because virtually all Northland students claim First Nations and /or Métis heritage, outcomes one and two are intertwined.

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

The Northland Inquiry Team Report (2010) outlined a series of recommendations for the school division and government that provide the framework to achieve student success and eliminate the First Nations, Métis, and Inuit achievement gap between our students and other students in the province.

NSD is developing plans and programs to engage students by creating authentic learning opportunities that reflect local community values, language, culture and knowledge as a starting point and touchstone for addressing outcomes of the Alberta curriculum. Local community engagement is essential throughout this process. Our students live in communities that have a rich history and traditional knowledge. The local environment provides many opportunities for land based learning and teaching. We have a responsibility to create learning opportunities that support students to develop a strong sense of identity and pride in themselves and their communities.

Regular attendance beginning in the early years and continuing on through high school is essential if Northland students are to achieve success and eliminate the First Nations, Métis, and Inuit achievement gap. Northland School Division has developed and is implementing a student centered plan to improve student attendance. The Division recognizes that strong positive relationships with parents and programming that meets the needs of students through all phases of their learning journey are essential to improving and maintaining high rates of attendance. As well, the Division has a role to play to heighten parent and community awareness of the critical importance of attendance.

Students need to have high levels of literacy, numeracy, critical thinking and problem solving skills to achieve success in school and in life. These need to be developed using practices and resources that are responsive to student interests, strengths and needs. While our students do reside in rural and remote communities, they require opportunities to learn about other communities and contexts. Students, particularly at the secondary level,



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require access to a range of courses to maintain engagement with learning, explore interests, and shape plans for their lives following completion of high school. This is a challenge in small remote schools.

Our goal is to provide enriched learning opportunities that engage students so that they will be encouraged to reach their will full potential. We are committed to researching approaches that are demonstrating success for First Nation, Métis, and Inuit students and to working with communities to implement successful practices.

Outcome Three: Alberta's Education System is Inclusive

Establishing and maintaining “good relations” is a shared traditional value in the communities served by Northland School Division. This shows itself in a strong ethic of caring where the gifts that each student brings are appreciated and nurtured. Communities have highlighted the importance of enabling every child to receive a quality education without having to leave their home community. Working respectfully with communities to create schools and classrooms where students, family and community members feel welcomed and valued is critical to achieving student success and is part of the process of reconciliation.

Outcome Four: Alberta has Excellent Teachers, School and Authority Leaders

Quality teaching and school leadership in NSD require teachers, principals and division leaders to have strong instructional knowledge and to be committed to working in an ongoing partnership with their communities. Community engagement is essential to the development of rich, relevant, and authentic learning opportunities aligned to the Alberta education learning outcomes. In the NSD context, collaborative leadership must involve educators and local community partners to enable staff to embed community and traditional knowledge, values and resources into educations programs for students.

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

Outcome Five: The Education System is Well Governed and Managed

NSD is a large distributed school jurisdiction serving twenty-two distinct northern communities. Elected Local School Board Committees serve an important role in representing local community perspectives to those responsible for management and governance of Northland School Division. Finding ways to support ongoing, open two-way communication and community engagement are a top priority to ensure that district level decisions take into account local perspectives and that Divisional decisions are supported and understood in the communities.



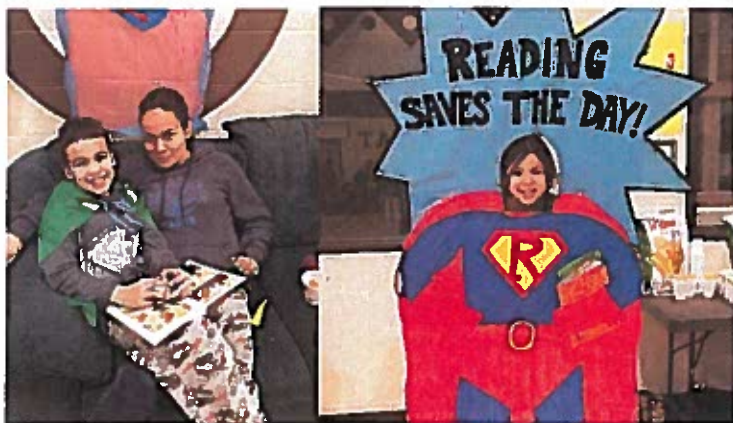
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Major Accomplishments

Northland School Division is pleased to share progress made in response to Northland Inquiry Team Report and Northland Community Engagement Team Report recommendations.

Division Wide Focus on Literacy (Recommendations 3, 4, 5, 9,10, 21)

Northland School Division is working on a multi-year plan to increase the number of students reading at grade level. The number of students reading at grade level increased.



In conjunction with Family Literacy Day (January 27th), St. Theresa School in Wabasca-Desmarais hosted Super Family Literacy Night! Super families enjoyed a night of super hero entertainment, snacks, crafts and more <http://sttheresaschool.ca/about/school-news/post/family-literacy-day-2016>.

- In 14/18 schools we saw consistent improvement which averaged between 7% and 8% increase in the number of students reading at grade level.
- We noted a trend that shows that the longer the students are with us the better they do!
- All schools are implementing the division literacy framework.
- Schools use First Nations, Métis and Inuit Resources to weave indigenous knowledge into literacy instruction; ex: *Oral Storytelling*.
- Schools host literacy celebrations with students, parents and community members.
- Teachers utilize iPads and Chrome books for literacy lessons.
- Literacy Initiative is supported by Industry. Cenovus Energy is helping to fund professional development sessions and purchase of additional resources.
- Principals and School Literacy Leads participate in Professional Learning Communities to build literacy leadership capacity by reviewing achievement data, sharing successes and plans for continued improvement.
- Teachers participated in literacy professional development activities to enhance their teaching in key areas such as Guided Reading and Handwriting Without Tears for Kindergarten and Grade One Teachers, Levelled Literacy Intervention Training and PM Benchmarking assessment training for Principals and Literacy Leads
- Completed an inventory of all Literacy materials in all but three schools to ensure that to ensure guided reading resources were identified and ready to use.
- Calibrated the PM Benchmarking results to reflect Canadian standards for grade level performance.



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- Purchased materials to ensure schools have access to high quality research based resources for Guided Reading.
- Organized a summer reading program for all schools.
- Developed a Whole School Write framework for the Division.
- Worked with Frontier College to offer Summer Camps in five Northland Communities to support literacy learning



Elementary students at Athabasca Delta Community School in Fort Chipewyan are developing reading and writing skills through a program called Jolly Phonics! The program introduces all the letter sounds with an action, song and storyline <http://adcs.ca/about/school-news/post/jolly-learning-for-fort-chipewyan-students>.



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First Nation, Métis, and Inuit Education and Land-based Learning (Recommendations 8, 12, 13, 14, 19, 20, 21, 24)

Building Knowledge and Understanding of Indigenous Perspectives

- NSD provided a strong cultural orientation for all new staff to increase their knowledge of NSD's communities, their geography, their histories, the treaties, the governance, the protocols and the role of elders.
- NSD provided professional development for central office, senior leadership, administrators, educators and support staff to learn about First Nations, Métis and Inuit perspectives and experiences, the treaties and the history and legacy of residential schools.



Cree Language Instructors attended professional development September 19-20, 2016 in Slave Lake to discuss and develop strategies to revitalize the Cree language in meaningful ways. These sessions also help our Cree Language Instructors feel confident using the Cree Language Program of Studies.



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Bee Calliou Schadeck from Center of the Sky educated new teachers about Canada's history and how it impacted Indigenous peoples. During a presentation, she wove in personal stories while explaining Residential Schools and the impact it has in our school communities.

Weaving Indigenous Perspectives in the Curriculum

- In partnership with Kee Tas Kee Now Tribal Council NSD offered teachers the opportunity to participate in two multi day land based learning camps to learn to unpack the curriculum in order to plan lessons and units that connect indigenous perspectives and knowledge with the Alberta Curriculum
- All schools received resources and implemented local plans to support student learning of indigenous languages and cultures. Community Elders are involved in schools and events.

Activities throughout the year included:

Honouring First Nations and Métis veterans on Remembrance Day; Elder protocol; Elder visits; smudging; fish scale art; drumming; hand games and tournaments; Métis dances, fiddling, jigging and jingle dancing; skinning rabbits, deer, moose and beaver; duck plucking, bannock making; dry meat preparation; berry picking; Métis sash making; story telling/legends; ice fishing; dog sledding; moose calling and making moose callers; moose tracks/habitat/history; plant and tree identification; canoeing; archery; moccasin making; building emergency shelters.



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Experience paid off for ADCS at the Youth Regional Hand Games in High Prairie. On May 14, 2016, the school captured a 1st and 4th place finish during the tournament that coincided with the High Prairie Traditional Pow Wow.



From February 22-26, 2016, Father R. Perin School in partnership with Sekweha (a youth centre in Janvier), parents and community members organized the Experiential Learning Initiative (ELI) Ice Fishing Camp. The camp, located on Winefred Lake, set the stage for students and staff to learn the traditional ways of ice fishing. The purpose for the camp is to help students make connections between curriculum being taught in the classroom and their experience at fish camp. For Math, classrooms took data from all the measurements of the fish and come up with the mean, median and mode; for Social Studies, comparing past and present used for the Chipewyan Prairie First Nation land and for literacy, elementary student created word walls to describe what they saw <http://fatherperinschool.ca/about/school-news/post/fish-camp-photos>.



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Kateri School students in grades 3 to 12 learn how to make smoked whitefish. They began with scaling of the fish, then cutting it so that it could be smoked. All the students who were involved in this project were able to take the finished product home to share with their families <http://katerischool.ca/about/school-news/post/kateri-school-smokes-whitefish>.

All 24 schools hosted events to celebrate Aboriginal Day and/or Métis Cultural days



Paddle Prairie School and Dr. Mary Jackson School students learn how to make mini-Métis Sash and create art with fish scales on Aboriginal Day <http://paddleprairieschool.ca/about/school-news/post/paddle-prairie-celebrates-aboriginal-day>





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Elizabeth School held its annual Métis Day celebration on Thursday, June 9th. With the help of teachers and support staff, as well as community volunteers, a whole day of activities was planned for the students. The events organized include jigging, leg wrestling, log sawing/nailing and storytelling <http://elizabethschool.ca/about/school-news/post/Métis-day-at-elizabeth-school2>.

Collaborative Partnerships with First Nations

- Applied for and received Building Collaboration and Capacity in Education Grants with Athabasca Tribal Council, Kee Tas Kee Now Tribal Council and Bigstone Cree Nation

Strengthening Cree Language Instruction

- Provided Professional Learning for Indigenous Language Instructors/Teachers
- Provided coaching and mentorship to support to language instructors, teachers and principals

Land-based Learning

- 11 schools participated in week long land based learning cultural camps
- 21 schools participated in day long land based learning cultural camps

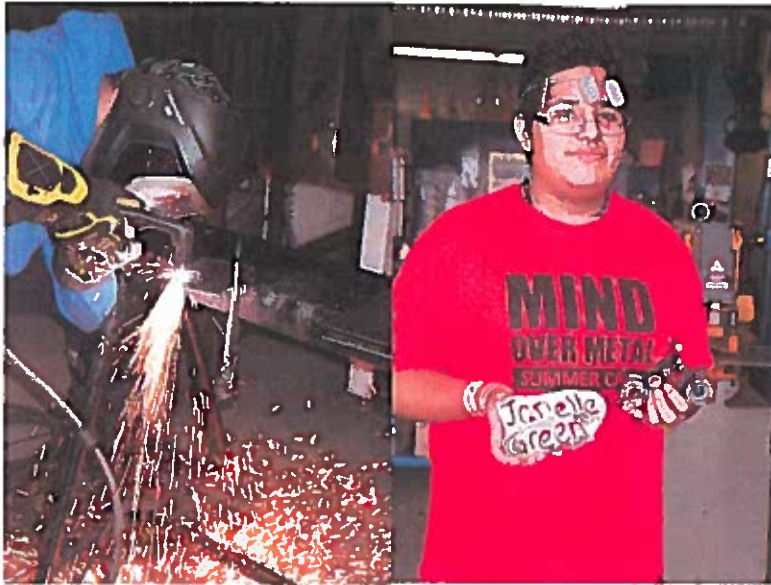


Athabasca Delta Community School (ADCS) just completed their third annual fall moose camp, bringing students, Elders, land-users and teachers together on the land to camp, harvest and learn from each other. Moose camp is part of Experiential Learning Initiative (ELI), which is an approach to learning that champions the vision of *Walk in Two Worlds* by weaving indigenous culture, worldviews and ways of knowing into the classroom, curriculum and learning outcomes <http://adcs.ca/about/school-news/post/moose-camp-2016>. About 160 students at the school are able to experience seasonal camps. They take part in everything such as hunting, fishing and identifying plants for medicinal purposes.



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Career and Technology Studies (CTS) and Career and Technology Foundations (CTF) (Recommendations 17, 18, 21, 23)



Junior high students from Gift Lake School are more familiar with welding after attending the Mind over Metal welding camp. The camp, hosted by the Canadian Welding Association Foundation, exposed students to welding safety, gas metal arc welding, introduction to welding symbols and the impact the trade has on our daily lives <http://giftlakeschool.ca/about/school-news/post/students-attend-mind-over-metal-camp>.



Northland School Division hosted its 2nd Annual Photography Contest! In addition to submitting photos, students were asked to submit a short story to explain the photograph to judges <http://nsd61.ca/about-us/division-news/post/2nd-annual-northland-photography-contest-results>.

- Provided professional development and curriculum materials for CTS and CTF programs to support schools
- Cenovus Energy is helping in a significant way to fund additional learning opportunities and resources such as instructional tools and materials, field trips (i.e. Skills Alberta, 'Mind Over Metal' welding camp)



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- sponsored by Canadian Welding Association and Cenovus, post-secondary education tours) school-based CTS/CTF projects and career fairs.
- Working towards developing dual credit programs.
 - We have a long standing formal partnership with Kee Tas Kee Now Tribal Council (KTC) that supports professional development, resources and knowledge to support Career and Technology Studies (CTS)
 - We have developed partnerships with industry through the Sustainable Communities Initiative (SCI) that supports building capacity for youth in the community.
 - Goal is to expose students to at least six different areas of Career and Technology Studies for every three years a student attends school from grade 7 – 12.
 - We continue to partner with Northern Lakes College, Careers Next Generation, Cenovus and local businesses to increase access to work placements, materials, facilities, and professional development CTF and CTS programming for students
 - 2nd Annual NSD Photography contest - included a literacy component
 - Offered weeklong intensive courses at small schools using NSD Cenovus trailer and gear to provide students with the opportunity to participate in introduce CTF programming and to enable students to earn CTS credits in a compacted time frame
 - Built and supported teacher capacity to offer a range of CTS courses in small high schools
 - With support of the Cenovus grant, acquired a third CTS trailer to bring CTS materials to remote schools



Paddle Prairie School hosted a Career and Technology Studies Week from February 29- March 4, 2016. Students in grades 7-12 participated in courses related to sewing, moccasin making, cooking, woodworking and mechanics <http://paddleprairieschool.ca/about/school-news/post/career-and-technology-studies-week-february-29-march-4th>.



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Approximately 20 educators from KTC, Northland School Division (NSD), Peace River School Division, Holy Family Catholic Regional Division and Conseil scolaire du NORD-OUEST attended a Lego Robotics workshop at Cadotte Lake School November 17th. The workshop was organized to introduce Lego Robotics to teachers and support staff and discuss how it can be used to teach core subject outcomes <http://nsd61.ca/about-us/division-news/post/lego-robotics-workshop>.

Attendance Improvement Initiative 'Every Day Counts' (Recommendation 3)

- Student attendance has improved by 3% (2013-2014 = 78%, 2014-2015 = 80% and 2015-2016 = 81%).
- 909 students achieved 90% or better attendance for the 2015-16 school year.
- 451 students achieved 95% or better attendance for the 2015-16 school year.



Conklin Community School presented a plaque for achieving over 90% attendance for the 2015-2016 school year!



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In 2015-2016, Northland School Division awarded three \$50 Visa Gift Cards per month to students who achieved 90% or better.

- All schools have established School Attendance Committees and 17 hosted community meetings to discuss the importance of regular school attendance.
- All schools use the [Attendance Improvement Planning Tool](#) to report attendance targets, implement appropriate strategies, determine responsibilities and timelines, and demonstrate specific evidence of successes at four specific reporting periods throughout the school year – September, February, June and August.
- The [Attendance Improvement Initiative 'Every Day Counts' Toolkit](#) supports school-based attendance programs.
- Division Student Attendance Monthly Awards Draw Grades 9-12. Students who achieve 90% or better are entered into a draw to win a \$50 Visa Gift Card
- Communications Coordinator worked with schools to ensure consistent attendance messaging for newsletters, Facebook and school websites
- *School Attendance Strategies* on the Northland School Division website are updated so schools can learn from each other <http://nsd61.ca/programs/attendance-improvement-initiative/school-attendance-strategies>
- Training and support is available school staff to consistent reporting of student attendance

High School Success (Recommendations 17, 18)

- Since 2013 there has been a steady increase in the number of high school students achieving the acceptable standard on diploma exams.
- Mistassiniy, Kateri, and Paddle Prairie Schools participated in *Moving Forward with High School Redesign*
- In 2015, a Community Engagement Facilitator was hired to promote student, parent and community engagement in Wabasca-Desmarais.



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- Mistassiniy School for example, a teacher is working as a grad coach to assist students to develop personal.
- High Schools offer Learning Strategies 15, 25, 35. These courses support students to understand their own learning styles and take greater responsibility to plan, monitor and evaluate their learning.
- Success with outreach programs; particularly Career Pathways School in Wabasca-Desmarais. Many NSD students respond positively to the flexibility, small group environment and emotional supports that are provided.



May 19, 2016 will forever be in the minds of Bill Woodward School graduates. Despite the school being closed due to the wildfire situation in the Fort McMurray and area, a group of students and teachers organized a high school graduation ceremony at Ruth's Chris Steakhouse in Edmonton through Facebook. The restaurant donated the venue, and Education Minister David Eggen arrived to hand the graduating class their diplomas — the first time he has done that as minister <http://billwoodwardschool.ca/about/school-news/post/a-graduation-ceremony-to-remember-for-anzac-students>.

High Quality Teaching and Leadership (Recommendations 19, 20, 21)

- *The Human Resources teacher working group finalized the list of descriptors to support the Teaching Quality Standard.*
- *Teachers were supported to complete post graduate university courses*
- *staff were sponsored to access post-secondary training.*
- *One teacher was supported for a one year professional improvement leave.*
- *One teacher was supported to take masters level course work in Land Based Learning.*
- *New Principal and New Teacher Orientations continue to take place in a Northland community (Wabasca-Desmarais 2016).*
- *Recruitment and Hiring has been streamlined to facilitate candidates being considered for multiple positions.*
- *Started 2016-17 with 3 open positions, lowest number of open positions at the beginning of school year in years.*



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An educator described Northland School Division's (NSD) New Teacher Orientation in Wabasca-Desmarais as one of the best introductions to any workplace she's ever had. From August 22-26, 2016 at St. Theresa School, new educators became familiar with First Nations, Métis and Inuit (FNMI) perspectives, cultural traditions and various initiatives across NSD <http://nsd61.ca/about-us/division-news/post/motivational-week-of-learning-at-new-teacher-orientation>.



Northland staff recruiting educators at various career fairs across the country!



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Update on Priorities Identified in 2015-16 for the 2015-2018 Division Plan

For the 2015/16 school year, the following priorities were identified by the Board.

Northland Priorities	
1.	Complete revisions to the Policy Manual by June 2016. <ul style="list-style-type: none"> • Revisions are awaiting the proclamation of the Education Act
2.	Continue working with the Attendance Improvement Committee and schools to improve division wide attendance – June 2016. <ul style="list-style-type: none"> • Completed and ongoing • Division attendance has improved by 3 percent since the beginning of the initiative. • Attendance of elementary students continues to be stronger than that of secondary students.
3.	Continue the Literacy Focus Group, principal PLC's and working with schools to improve Literacy instruction for English, Cree and Dene Languages to meet or exceed division annual improvement targets. <ul style="list-style-type: none"> • Partially completed and ongoing • Groups met to discuss, data and develop success improvement plans for English Language Arts. • NSD assessments indicated evidence of progress in students reading at grade level, however more needs to be done to meet growth targets.
4.	Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement. <ul style="list-style-type: none"> • Complete and ongoing • All schools participated in some form land based learning opportunities
5.	Complete the Community Resource List for all Northland Communities by June 2016. <ul style="list-style-type: none"> • Partially completed and ongoing • Schools actively seek resources however the process is one that needs to be revisited yearly as needs and resources evolve over time.
6.	Develop indicators of quality teacher performance related to key improvement areas and enhance instructional leadership and strengthen teacher supervision and evaluation to improve teacher practice. <ul style="list-style-type: none"> • Complete • The NSD document with descriptors was distributed in October 2016
7.	In partnership with KTC, move forward with the regional/virtual high school. <ul style="list-style-type: none"> • Incomplete • More time and resources are required from all partners to further develop this concept.
8.	In consultation with the school community, develop and begin implementation of a multi-year operational plan to improve student attendance, achievement and high school completion for junior and senior high school students beginning in Wabasca – Desmarais. <ul style="list-style-type: none"> • Not achieved • Initial steps have been taken to engage community stakeholders, address facility issues and increase supports for students. • No formal plan has been developed.



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<p>9. Establish assessment standards and reporting process across the division including timely parental and student access to student data by June 2018.</p> <ul style="list-style-type: none">• Not addressed in 2015-16
<p>10. Formalize the Northland school review process related to key improvement focuses (June 2016) and pilot in selected schools (June 2017).</p> <ul style="list-style-type: none">• In Process• Initial work was started to develop a framework focused on NSD initiatives
<p>11. Design and implement a strategy to address teacher housing by June 2018.</p> <ul style="list-style-type: none">• In Process• Focus for the 2015-16 was in Wabasca-Desmarais



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October 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	81.7	79.6	77.9	89.5	89.2	89.1	Intermediate	Improved Significantly	Good
		Program of Studies	64.8	63.2	62.9	81.9	81.3	81.4	Very Low	Maintained	Concern
Student Learning Opportunities	Concern	Education Quality	79.5	80.7	79.6	90.1	89.5	89.5	Very Low	Maintained	Concern
		Drop Out Rate	11.9	14.2	12.6	3.2	3.5	3.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	n/a	High School Completion Rate (3 yr)	13.1	13.4	17.9	76.5	76.5	75.5	Very Low	Declined	Concern
		PAT: Acceptable	22.9	28.2	26.2	73.6	72.9	73.4	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	PAT: Excellence	0.8	1.9	1.5	19.4	18.8	18.6	n/a	n/a	n/a
		Diplomas: Acceptable	47.9	39.0	31.1	85.0	85.2	85.1	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Diplomas: Excellence	0.0	0.8	0.3	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	3.4	4.2	4.4	54.6	54.4	53.5	Very Low	Maintained	Concern
Parental Involvement	Acceptable	Rutherford Scholarship Eligibility Rate	27.0	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
		Transition Rate (6 yr)	13.7	8.6	15.2	59.4	59.7	59.3	Very Low	Maintained	Concern
Continuous Improvement	Good	Work Preparation	76.9	76.2	73.0	82.6	82.0	81.1	Intermediate	Improved	Good
		Citizenship	70.7	68.5	67.2	83.9	83.5	83.4	Low	Improved Significantly	Good
Continuous Improvement	Good	Parental Involvement	74.5	73.2	70.9	80.9	80.7	80.5	Low	Improved	Acceptable
		School Improvement	74.0	72.3	69.6	81.2	79.6	80.0	Intermediate	Improved Significantly	Good

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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 (Grades 6, 9), French Language Arts (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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October 2016 Accountability Pillar Overall Summary – First Nation, Métis, and Inuit

Measure Category	Measure Category Evaluation	Measure	Northland School Div. No. 61 (FNIM)			Alberta (FNIM)			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	11.0	13.8	12.2	6.1	7.0	7.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	n/a	High School Completion Rate (5 yr)	11.2	13.0	18.3	50.2	47.7	46.4	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	PAT: Acceptable	21.5	27.3	25.0	52.4	52.1	52.8	n/a	n/a	n/a
		PAT: Excellence	0.5	1.3	1.1	6.3	6.5	6.2	n/a	n/a	n/a
		Diploma: Acceptable	42.9	36.5	29.0	78.2	78.3	77.3	n/a	n/a	n/a
		Diploma: Excellence	0.0	0.0	0.0	10.0	9.5	9.4	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	2.4	4.0	4.4	20.7	21.0	20.4	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Rutherford Scholarship Eligibility Rate	25.7	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
		Transition Rate (6 yr)	13.3	6.8	15.5	33.5	33.0	33.3	Very Low	Maintained	Concern

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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 (Grades 6, 9), French Language Arts (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	28.0	25.0	25.5	28.2	22.9	30	n/a	n/a	n/a	30	32	35
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.9	1.1	1.6	1.9	0.8	3	n/a	n/a	n/a	3	4	5

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- The current results must be interpreted with caution as four schools were closed in May and June due to the wildfires.
- Division wide improvements in attendance and grade level literacy assessment will likely have a positive impact on PAT achievement over time.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Recommendations: 3,5,6,7,8,9,12

- Implement the division attendance initiative, Every Day Counts.
- Continue professional development to support implementation of the literacy plan.
- Provide focused professional development for Division One teachers in 2016 and expand to upper grades in subsequent years.
- Principals, literacy leads and central leadership staff will use the literacy classroom walk through guide to clarify expectations and monitor implementation.
- Continue to improve student access to culturally appropriate resources.
- Continue to use bench mark assessments to monitor student growth and inform teacher practice.
- Utilize the Canadian Achievement Test (CAT 4) to monitor progress of students in grades 6 through 12
- Implement a leadership program to improve instructional supervision.
- Highlight the importance of instructional supervision and work with principals to build their capacity and remove barriers
- Continue PLCs for principals and school literacy leads to review data, monitor progress, share successful strategies and develop follow-up actions for continuous improvement
- Hire an additional pedagogical supervisor to provide more personalized support to schools
- Develop literacy demonstration sites to showcase strong literacy practices in action
- Target a 5 percent increase in the number of student reading at grade level
- Emphasize the importance of literacy strategies across the curriculum

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	41.1	19.8	34.4	39.0	47.9	47	n/a	n/a	n/a	50	52	53
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	0.8	0.0	3	n/a	n/a	n/a	3	4	5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	17.7	17.7	22.7	13.4	13.1	15	Very Low	Declined	Concern	15	16	17
Drop Out Rate - annual dropout rate of students aged 14 to 18	15.3	10.7	12.9	14.2	11.9	10	Very Low	Maintained	Concern	9	8	8
High school to post-secondary transition rate of students within six years of entering Grade 10.	13.5	21.6	15.5	8.6	13.7	18	Very Low	Maintained	Concern	20	21	22
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	27.0	29	n/a	n/a	n/a	30	31	32
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	2.5	3.8	5.1	4.2	3.4	5.5	Very Low	Maintained	Concern	6	7	8

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Students who remain in school to challenge diploma exams in their fourth and fifth year of high school are having more success.
- Some students require additional time to meet high school graduation requirements.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.



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Strategies

Recommendations 3, 4, 15, 16, 17

- Continue use of information from Our SCHOOL surveys to increase engagement for First Nations and Métis students
- Identify community mental health supports to assist schools to address student reports of high levels of depression and anxiety reported through the surveys
- Continue implementation of division wide attendance initiative 'Every Day Counts' to improve attendance and engagement.
- Involve all high schools in the Moving Forward with High School Redesign
- Encourage participation in motivational events such as We Day
- In partnership with Kee Tas Kee Now Tribal Council, use the information from the feasibility study related to the development of a regional virtual high school to inform next steps.
- Retain students in school through such initiatives as culture camps and experiential learning, development of CTS programs including dual credit and work experience, use of community liaisons, and outreach programming.
- Work with Alberta Distance Learning Consortium to support students and teachers to access quality learning resources.
- Focus on the development of strong language literacy and numeracy abilities in younger students to enable them to experience success in secondary grades.
- Provide literacy and learning strategies supports to older students.
- Explore opportunities to provide more music and drama programming for secondary students
- Continue to expand intentional use of resources provided by Alberta Education and Cenovus Grants to provide CTS and CTF learning experiences for our students.
- Consistent access to career and counseling support for students in Gr 5 – 12. (CTF Gr 5 – 8 and more focus and detail for Gr. 9 – 12 students)
- Strengthen cultural relevance in programming through curriculum weaving utilizing local resources.
- Use the NSD website to share examples of cultural weaving by grade level, subject area and outcomes
- Continue partnerships with other school divisions to develop transition supports to students pursuing junior senior high school programs in schools outside of NSD.
- Provide outreach programming opportunities at Career Pathways, Calling Lake and Athabasca Delta Schools and share promising practices.
- Expand the Grad coaching model at Mistassiniy School in partnership with Bigstone Cree Nation

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2016	Achievement	Improvement	Overall	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	67.9	67.8	65.2	68.5	70.7	70	Low	Improved Significantly	Good	72	73	74
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	65.7	73.4	69.4	76.2	76.9	77	Intermediate	Improved	Good	78	79	80

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Low participation rates among parents make it difficult to interpret results.
- There was an increase in the number of teachers and parents who indicated that they were satisfied that students are taught attitudes and behaviors that will make them successful when they finish school.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

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

- Principals will identify in their School Plans processes and strategies that they will use to increase participation rates for parents.
- Retain school by school data on participation rates from students, parents and staff.
- Interventions and support to schools where student conduct has been identified as a significant concern
- School based programming to support positive discipline.
- Encourage positive opportunities for parent and community engagement and gather information at these events to enhance the survey information
- Provide central supports for schools to establish school wide approaches such as Tribes, Self-Regulation, The Leader in Me

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	49.6	55.2	52.3	61.9	58.7		n/a	n/a	n/a			

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	27.4	24.1	23.8	27.3	22.5	30	n/a	n/a	n/a	30	32	35
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.6	0.9	1.3	1.3	0.5	3	n/a	n/a	n/a	3	4	5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	39.2	17.5	33.0	36.5	42.9	47	n/a	n/a	n/a	50	52	53
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	0.0	0.0	3	n/a	n/a	n/a	3	4	5

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Virtually all students in Northland School Division claim First Nations or Métis status although for a variety of reasons, many families of our students do not self-identify. In Northland our approach to reducing the gap between the achievement of First Nation, Métis, and Inuit students and other students in the province necessitates that we monitor progress of all of our students.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

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

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

- Work with First Nations partners to develop Service Agreements viewed by all parties as transparent and equitable in order to create shared accountability to support student success.
- Continue to provide a strong cultural orientation to all new and current staff to build their capacity to engage parents and local communities to create learning experiences that build on community values, knowledge, strengths and perspectives.
- Actively promote revitalization of Cree and Dene languages by increasing support for the indigenous language instructors through researching, providing professional development for and coaching instructors in successful approaches for the acquisition and assessment of indigenous languages.
- Provide experiential and land based learning opportunities that strengthen student knowledge, a sense of positive identity and pride in their history, culture, language and accomplishments.



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- Ensure student access to culturally relevant resources to support literacy and learning across the curriculum by purchasing appropriate materials and training staff to use them.
- Participate in the development of new curriculum so that the perspectives of First Nations and Métis students and their communities are well represented.
- Through the KTC NSD Partnership Grant, provide professional development to assist teachers to develop lessons and units that are meaningful to students and reflect their local culture
- Continue to advocate for a funded Aboriginal Teacher Training Program focused on Northern Alberta to increase the number of qualified local staff in the jurisdiction. Local teachers possess understanding of local community perspectives and along with language and culture teachers will assist teachers to develop relevant learning experiences for students.
- Focus recruitment on hiring qualified applicants who are knowledgeable about northern First Nation, Métis, and Inuit communities.
- Implementation of the division wide attendance initiative, Every Day Counts.
- Provide professional development for central office, senior leadership, administrators, educators and support staff to learn about First Nations, Métis and Inuit.
- Develop a district approach to ensuring success for all students in mathematics and numeracy.

Authorities with no or very few self-identified FNMI students should refer to strategies related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	17.7	17.5	24.5	13.0	11.2	15	Very Low	Declined	Concern	15	16	17
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	14.9	10.0	12.8	13.8	11.0	10	Very Low	Maintained	Concern	10	9	8
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	14.3	21.7	17.9	6.8	13.3	18	Very Low	Maintained	Concern	18	20	22
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	25.7	29	n/a	n/a	n/a	29	30	31
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	1.9	4.0	5.1	4.0	2.4	5.5	Very Low	Maintained	Concern	5.5	6	7

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Virtually all students in Northland School Division claim First Nations or Métis status although for a variety of reasons, the many families of a number of our students do not self-identify. In Northland our approach to reducing the gap between the achievement of First Nation, Métis, and Inuit students and other students in the province necessitates that we monitor progress of all of our students.
- Many Northland students attend high school in other provincial jurisdictions.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Recommendations 8,12, 13

- Implement strategies identified in the earlier section related to improving success for high school students.
- Implement strategies identified in the earlier section related to eliminating the gap for First Nations, Métis and Inuit Students
- Continue to work with neighbouring school jurisdictions to support successful transitions
- Continue to support student boarding home arrangements and seek funding to cover the actual cost to the Division

Authorities with no or very few self-identified FNMI students should refer to strategies related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	78.5	78.1	76.1	79.6	81.7	82	Intermediate	Improved Significantly	Good	83	84	85

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- This result reflects the strong ethic of caring that exists in Northland

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Continue to analyze and respond to Our SCHOOL Assessment
- Five schools will be supported to participate in the APPLE Schools program
- Use RCSD funds to hire counselling support
- Use Mental Health Grants to provide professional development opportunities for staff and to support leadership opportunities for students
- Continue to share positive stories through the website and newsletters

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	61.6	63.8	61.8	63.2	64.8	66	Very Low	Maintained	Concern	66	68	70

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- It is challenging to offer a broad program of studies in small schools
- Limited drama and music programming was identified as a concern

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

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

- Build capacity to offer CTS programming across the division through partnerships with NLC and KTC
- Professional development to support Cree and Dene Language instructors.
- Strengthen and build capacity in providing cultural weaving, community stewardship project, and land based learning opportunities
- Develop lists of local resources to support programming
- Explore opportunities for enhancing fine arts programming with a particular emphasis on drama and music
- Implement the NSD Teacher Quality Standard model.
- Develop a comprehensive staff wellness program.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	69.1	72.1	64.5	72.3	74.0	74	Intermediate	Improved Significantly	Good	75	76	77
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	68.2	69.8	69.6	73.2	74.5	75	Low	Improved	Acceptable	76	77	78
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	78.8	81.1	76.9	80.7	79.5	82	Very Low	Maintained	Concern	82	83	84

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Low response rates from parents suggest the need to use caution in interpreting the results

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Create a Board development workshop for all Local School Board Committee Chairs and principals.
- Re-organize central office to provide more administrative and learning support for principals and teachers
- Review all staff complements and pupil teacher ratios in schools to ensure optimal efficiency and effectiveness.
- Engage all Northland communities in discussions related to the return of an elected Board of Trustees in the fall of 2017
- Hold Board meetings in different communities to encourage and provide opportunities for local input and feedback.
- Continue school based opportunities for parental and community involvement.
- Work with communities on development of significant projects. For example, education planning in Wabasca-Desmarais utilizing the Northland Community Engagement Framework.
- Continue to fund a community engagement facilitator in Wabasca-Desmarais
- Share information through the website.
- Principals share effective strategies for increasing participation in Alberta Education surveys.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Class Size Survey Results

A copy of the Class Size Survey Results for 2015-2016 can be found on our website by clicking the following link:

<http://nsd61.ca/about-us/reports>



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Inclusive Education Northland School Division No. 61

Northland School Division continues to contract services. Services that had been contracted for the 2015/16 school year included: psychology; speech language pathology; occupational therapy; physiotherapy; hearing and vision services, and assistive technologies; iPads; FM systems; and lap top computers. The community of Wabasca continued to have a school-based counsellor funded under a partnership with the Municipal District, Bigstone, and Northland school Division. 2015-2016 the ECS teacher's continued to use of the Early Years Evaluation tool; the tool provided teachers with data to inform the instruction of the classroom, as well as areas to target under the Response to Intervention (RTI) model.

The school division is working on building capacity to support Inclusive classrooms. This year, a focus is ensuring that the teachers have a clear understanding of differentiation and Response to Intervention. These two models can help meet the needs of all students who are in their classrooms. During this year a focus continued to be placed on the mental health of the students; creation of an ad hoc committee to examine the current state of mental health across the division; recommendations that address community needs; and, developing policy to address sexual orientation and gender identity.

Regional Collaborative Service Delivery Model

Regional Collaborative Service Delivery is a model for integrating and coordinating services, supports and programs through a cross- sector partnership. This model serves children and students from birth to age 20, including those with complex needs, from before pre-school to the end of grade 12. The model is intended to strengthen the ability of families, schools, service providers and community partners to understand and respond to the needs of children, students and youth in a timely, inclusive and equitable manner. Because the division is spread out over much of Northern Alberta, we belong to four RCSD's.

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

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



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Northland School Division Priorities 2016-2019

1. Implement indicators of quality teacher performance related to key improvement areas and enhance instructional leadership and strengthen teacher supervision and evaluation to improve teacher practice.
2. Re-organize central office to provide more administrative and learning support for principals and teachers
3. Continue working with the Attendance Improvement Committee and schools to improve division wide attendance.
4. Continue the Literacy Focus Group, principal PLC's and working with schools to improve Literacy instruction for English, Cree and Dene Languages to meet or exceed division annual improvement targets.
5. Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement.
6. In consultation with the school community, develop and begin implementation of a multi-year operational plan to improve student attendance, achievement and high school completion for junior and senior high school students beginning in Wabasca – Desmarais.
7. Re-organize Central Office to provide more administrative and learning supports to schools.
8. Establish assessment standards and reporting process across the division including timely parental and student access to student data.
9. Formalize the Northland school review process related to key improvement focuses (June 2016) and pilot in selected schools.
10. Design and implement a strategy to address teacher housing.



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School Facilities

Maintenance

During the 2015-2016 school year, the majority of the deficiencies encountered during the construction of the new Gift Lake Learning Centre were completed. Work on the landscaping and playground was also completed.

Work continues on the bat situation in some of our school facilities. The two existing portable classrooms in Conklin are scheduled for demolition, as an assessment has shown they pose a health and safety risk. Requests have been made a second time to Alberta Infrastructure and Alberta Education to provide for two portable classrooms each at Conklin School and Father R. Perin.

The demolition and site reclamation of the old school in Peavine was completed in the summer of 2016.

HVAC system repairs and upgrades were made at a number of schools throughout the year, including Chipewyan Lake, Bill Woodward, Pelican Mountain, Athabasca Delta, Anzac Community, St. Theresa, Calling Lake, Grouard and Mistassiniy.

The modernization of the water treatment plant for Dr. Mary Jackson was completed in the summer of 2016.

The computer lab at Athabasca Delta Community School is being modernized with support from Syncrude Canada.

A number of exterior/interior doors and windows were replaced at Athabasca Delta Community School.

Four of our schools were shut down in the first part of May 2016 due to the Fort McMurray wildfire and did not reopen until early August after extensive smoke remediation. Fort McKay, Bill Woodward, Anzac and Father R. Perin were all affected.

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

<http://www.nsd61.ca>

Transportation Department

Northland School Division No. 61 operates 56 bus routes, of which 13 are contract operated covering a total of 100,000 sq. kilometers of unorganized territory in northern Alberta. Approximately 2800 students are transported daily to 40 schools in Alberta and British Columbia by bus or by Conveyance Allowance. The service area of the Transportation Department is 4421 square kilometers; 5978 daily kilometers are travelled or 1,076,040 kilometers annually. The fleet of 68 buses and 14 contract buses are distributed to provide optimum service to the Northland Communities. Northland does not operate division owned repair facilities. Eight garages are engaged by Northland to conduct semi-annual inspections and maintain the fleet.

The Transportation Department operates on a budget of approximately \$2,400,000.



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Housing

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

Five additional mobile homes from the province were put into the compliment this year to use for temporary housing in the Wabasca area. In this area, a comprehensive analysis of the housing was completed and phase one of an housing plan was put into place. Four units which had exceeded their lifespan were demolished.

A partnership agreement was entered into with a local developer as we begin steps to provide private housing for teachers in this area. A six plex was opened in the fall and currently sees tenants moving into this new facility.

The remaining communities are having their housing structurally evaluated as we move forward with revising a housing plan for the division. Decisions will be based on the information received and evaluated with new administration to the division.

The housing department hours have been reduced to part time to assist with financial constraints and some maintenance is being contracted to assist that department with a large backlog of work due to our aging properties.

Housing Services continued to

- 1) Be client focussed with professional staff as clients
- 2) Provide quality maintenance service to tenants with the budget constraints of housing rental income
- 3) Work towards the establishment and consistent use of a functional preventative maintenance program, building on the use of our current Maintenance Connection computer program (MRR)
- 4) Work towards and explore alternate methods of housing delivery in communities where partnerships could be a viable option.
- 5) Work with the ATA Local 69 (Quality of Work Life Committee) to share and receive information on housing concerns.

School Food Services

School Food Services operates as a division of Northland School Division No. 61 and had an annual budget of approximately \$3,200,000 for the 2015-2016 school year.

A central administrative staff complement of 4 positions worked with twenty-three Northland school lunch programs, and six school lunch programs in other divisions to provide approximately 486,296 nutritionally balanced school lunches to registered students. For all schools combined, this is approximately 2,482 lunches produced each instructional day. Lunches served for the 2015/2016 school year were down slightly from the previous year due to the McMurray Fires. All freezer and refrigerator units had to be replaced prior to the start of the 2016/2017 school year.

During the 2015/2016 school year, the new school opened at Jousard and the students began to receive meals prepared in a brand new kitchen. The cooks are thrilled to have a dishwasher and convection oven.

A number of students received CTS credits for successfully completing the National Food Safety Training program presented at Marten Lake Camp in December 2015.



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In an effort to promote wellness through healthy eating, nutrition education sessions were held at some of the schools to promote Nutrition Month. As well, students submitted art based on the Nutrition Month theme of "Take a 100 Meal Journey – Make Small Changes, One Meal at a Time." Winning submissions are featured in the 2016-2017 Northland Calendar and the students received nutrition themed prizes.

Parental Involvement Strategies

School principals work with their Local School Board Committees to develop and annually update their School Plans. The Local School Board Committee from each school indicates their support of the school plan through a formal Local School Board Committee motion and the Local School Board Chair signs the document on behalf of the Local School Board Committee.

AERR-PIDA Report 2015-2016

The Northland School Division No. 61 Board of Trustees is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the Board, and to promote public confidence in the administration of the Board. To ensure this, the Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.

The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act (June 2013) in order to:

- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest,
- Protect employees who make those disclosures,
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals,
- Promote public confidence in the administration of public bodies.

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

Chief Officer's Annual Report

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

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

- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
- (b) the number of investigations commenced by the designated officer as a result of disclosures;
- (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to



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the wrongdoing or the reasons why no corrective measure was taken.

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 2014-2015 school year, Northland School Division No 61 has had:

- 0 disclosures and
- 0 investigations.

Financial Results

The following pages outline the finances of the Division. Information related to School-Generated Funds and their uses and a copy of the Audited Financial Statements and Unaudited Schedules can be requested by contacting the Secretary-Treasurer of the Division. Phone: 1-800-362-1360 or can be viewed on our website at the following link: <http://nsd61.ca/download/39764>

A copy of our budget report for the year ending August 31, 2016 can be viewed on our website at the following link: <http://nsd61.ca/download/30242>

The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division and the 2016-2017 priorities.

Comparative information is available in a provincial report at the following website:

<https://education.alberta.ca/financial-statements/combined-statements/>

Key Financial Information about the Upcoming School Year

Instructional programming salaries account for 72% of the division's salary budget. 61% of the budget is allocated to salaries.

Board and administration expenses are projected at 6.17%.

Funding for the above priorities is reflected in the 2016-2017 budget, which includes:

Division Attendance Initiative - \$200,000.

Funding to work with stakeholders to develop a long-term plan in the Wabasca-Desmarais area.

Land-based and experiential learning – utilizing government and industry grants

Efforts to implement the recommendations and priorities are constrained by current funding as follows:

Salary increases to certificated staff are higher than the Alberta Education increased funding to cover them. This places a major financial burden on the division.

We continue to provide in excess of 475 hours of instructional time for ECS students; however, current funding makes this a challenge.

The current model of funding using CEUs presents a challenge to run high school programming.

There is no additional funding for the Division Attendance Initiative.

NSD transports all students including those who are not funded in order to support regular attendance.

NSD does not charge school fees.

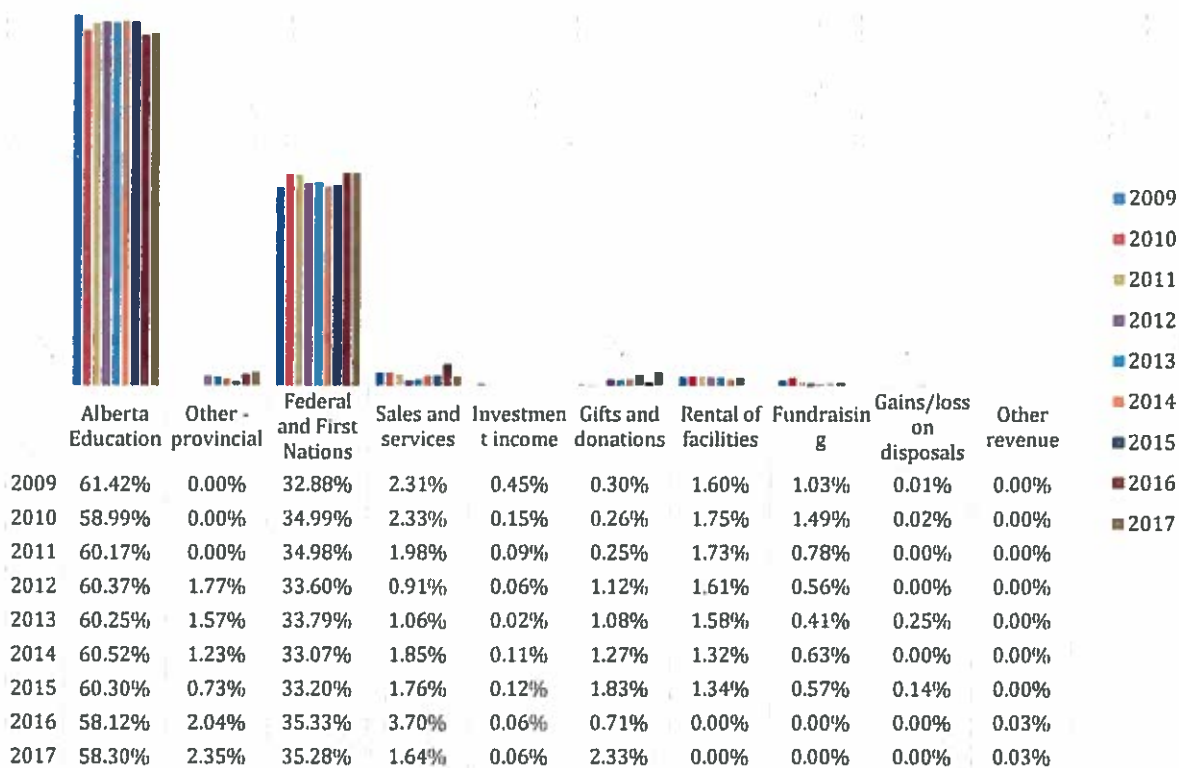
Because of the small communities where the Division operates schools and the high needs of some of the students, class sizes are well below the provincial average, adding significant salary costs.

There is a potential for a significant reduction in federal revenue if the First Nations adopt the provincial funding model.



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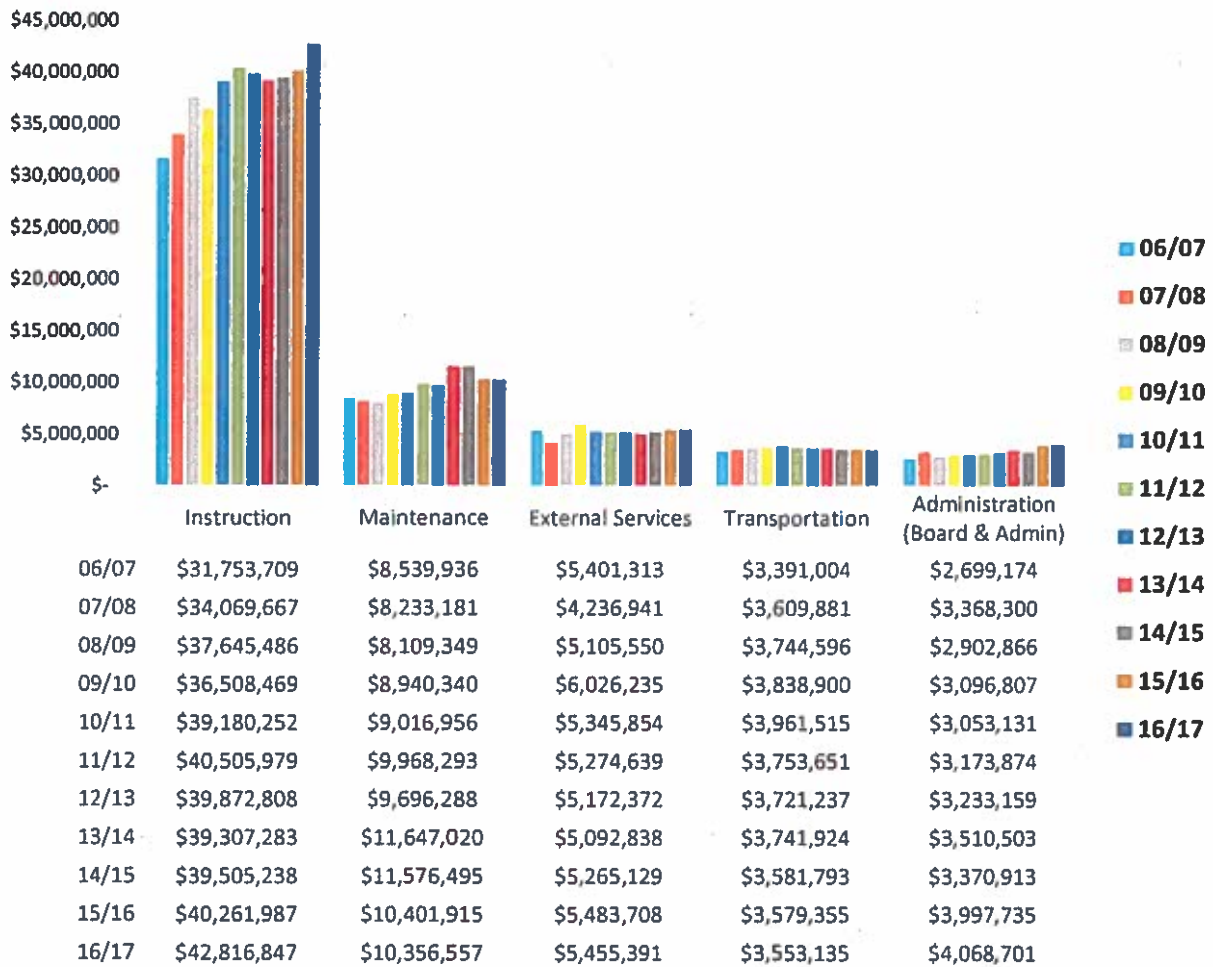
2016-2017 June Budget Operating Revenue By Type





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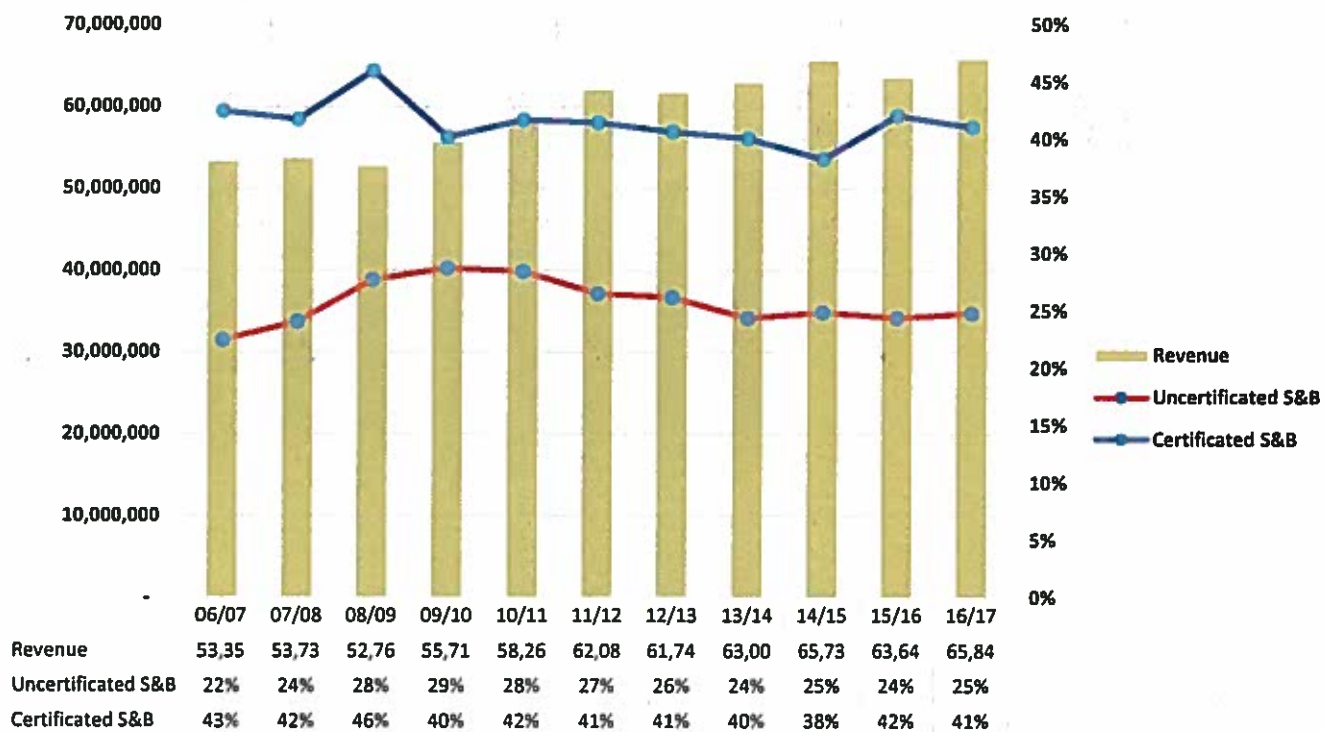
June Budget 2016-2017 Operating Expenses – historical to budget





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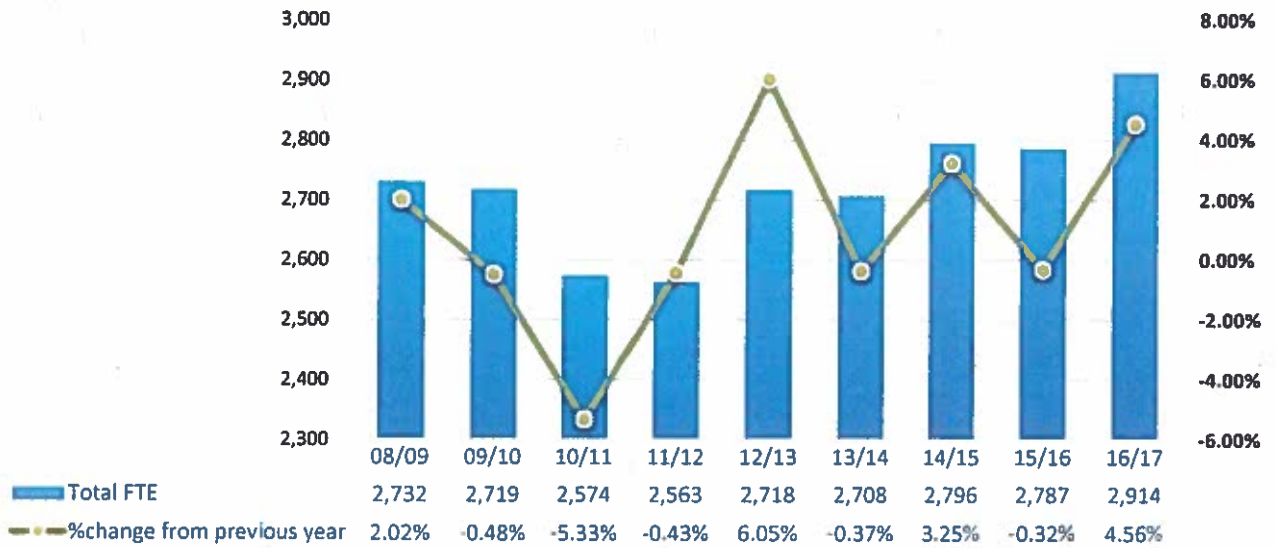
June Budget salary expenses as a percentage of revenue





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Student Counts K-12, historical to June, 2016/2017 budget





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APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.



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Diploma Examination Results – Measure Details (OPTIONAL)

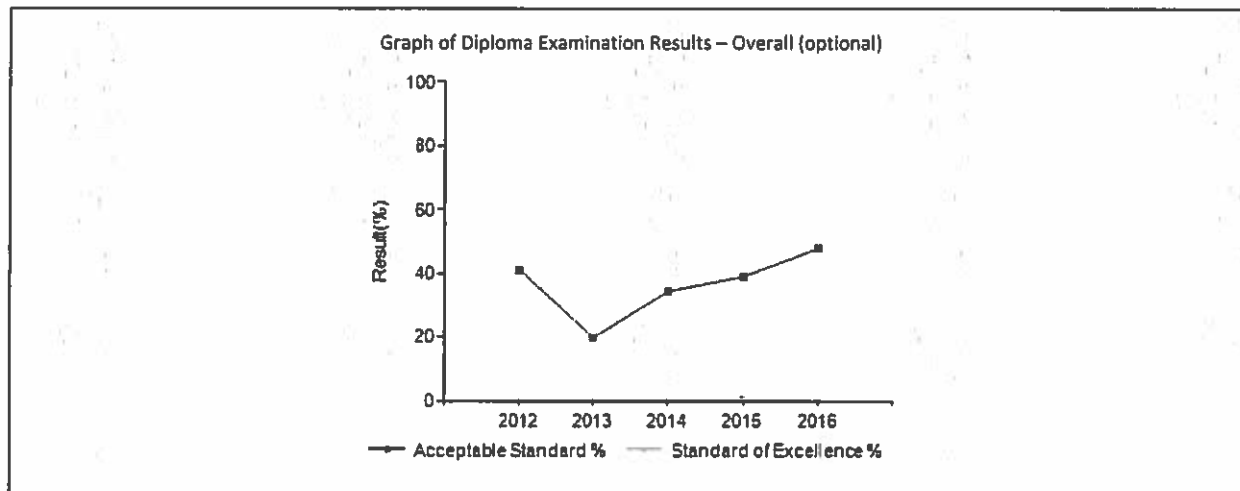
Diploma Exam Course by Course Results by Students Writing.		Results (In percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	63.6	0.0	10.5	0.0	25.0	0.0	30.8	0.0	50.0	0.0	60	5
	Province	86.3	11.3	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7		
English Lang Arts 30-2	Authority	70.4	0.0	47.4	0.0	63.0	0.0	62.9	0.0	50.0	0.0	60	5
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3		
Pure Mathematics 30	Authority	0.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	5
	Province	82.0	27.5	59.0	11.4	*	*	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	5
	Province	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	0.0	0.0	*	*	50.0	0.0	22.2	0.0	60	5
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9		
Mathematics 30-2	Authority	n/a	n/a	*	*	*	*	*	*	*	*	60	5
	Province	n/a	n/a	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	Authority	23.5	0.0	0.0	0.0	4.5	0.0	23.5	0.0	25.0	0.0	40	5
	Province	86.3	16.7	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3		
Social Studies 30-2	Authority	30.0	0.0	21.7	0.0	35.7	0.0	33.3	0.0	55.6	0.0	60	5
	Province	83.0	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1		
Biology 30	Authority	*	*	14.3	0.0	*	*	25.0	0.0	n/a	n/a	50	5
	Province	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4		
Chemistry 30	Authority	0.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	*	*	50	5
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50	5
	Province	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8		
Science 30	Authority	*	*	*	*	28.6	0.0	16.7	16.7	n/a	n/a	40	5
	Province	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6		

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation In Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

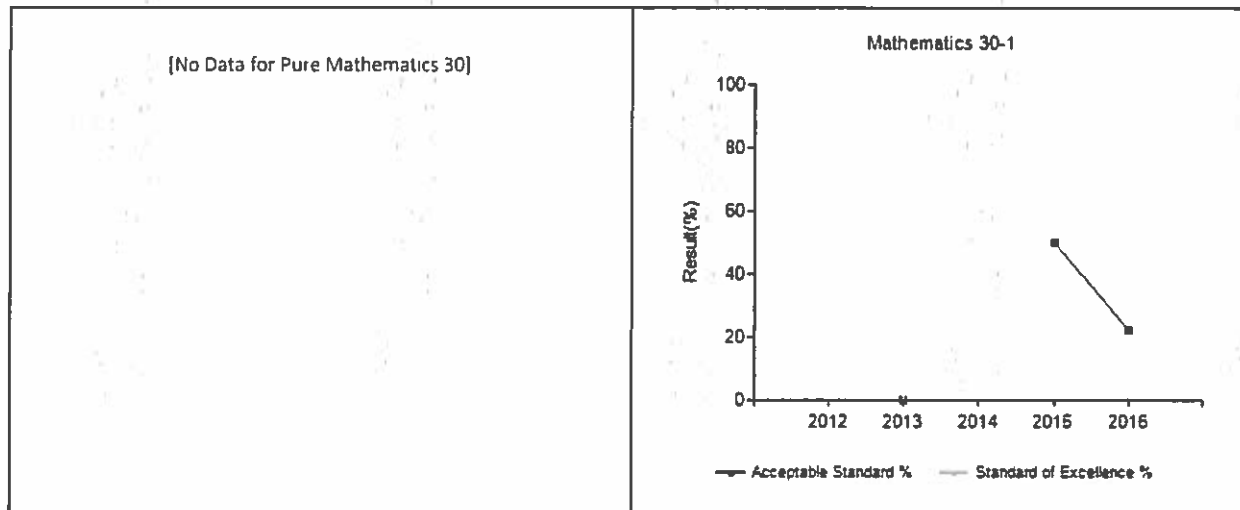


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Diploma Examination Results by Course (optional)																																					
<p>English Lang Arts 30-1</p> <table border="1"> <caption>English Lang Arts 30-1 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>65</td> <td>0</td> </tr> <tr> <td>2013</td> <td>10</td> <td>0</td> </tr> <tr> <td>2014</td> <td>25</td> <td>0</td> </tr> <tr> <td>2015</td> <td>30</td> <td>0</td> </tr> <tr> <td>2016</td> <td>50</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	65	0	2013	10	0	2014	25	0	2015	30	0	2016	50	0	<p>English Lang Arts 30-2</p> <table border="1"> <caption>English Lang Arts 30-2 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>70</td> <td>0</td> </tr> <tr> <td>2013</td> <td>45</td> <td>0</td> </tr> <tr> <td>2014</td> <td>60</td> <td>0</td> </tr> <tr> <td>2015</td> <td>60</td> <td>0</td> </tr> <tr> <td>2016</td> <td>50</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	70	0	2013	45	0	2014	60	0	2015	60	0	2016	50	0
Year	Acceptable Standard %	Standard of Excellence %																																			
2012	65	0																																			
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2015	30	0																																			
2016	50	0																																			
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<p>[No Data for French Lang Arts 30-1]</p>	<p>[No Data for Français 30]</p>																																				



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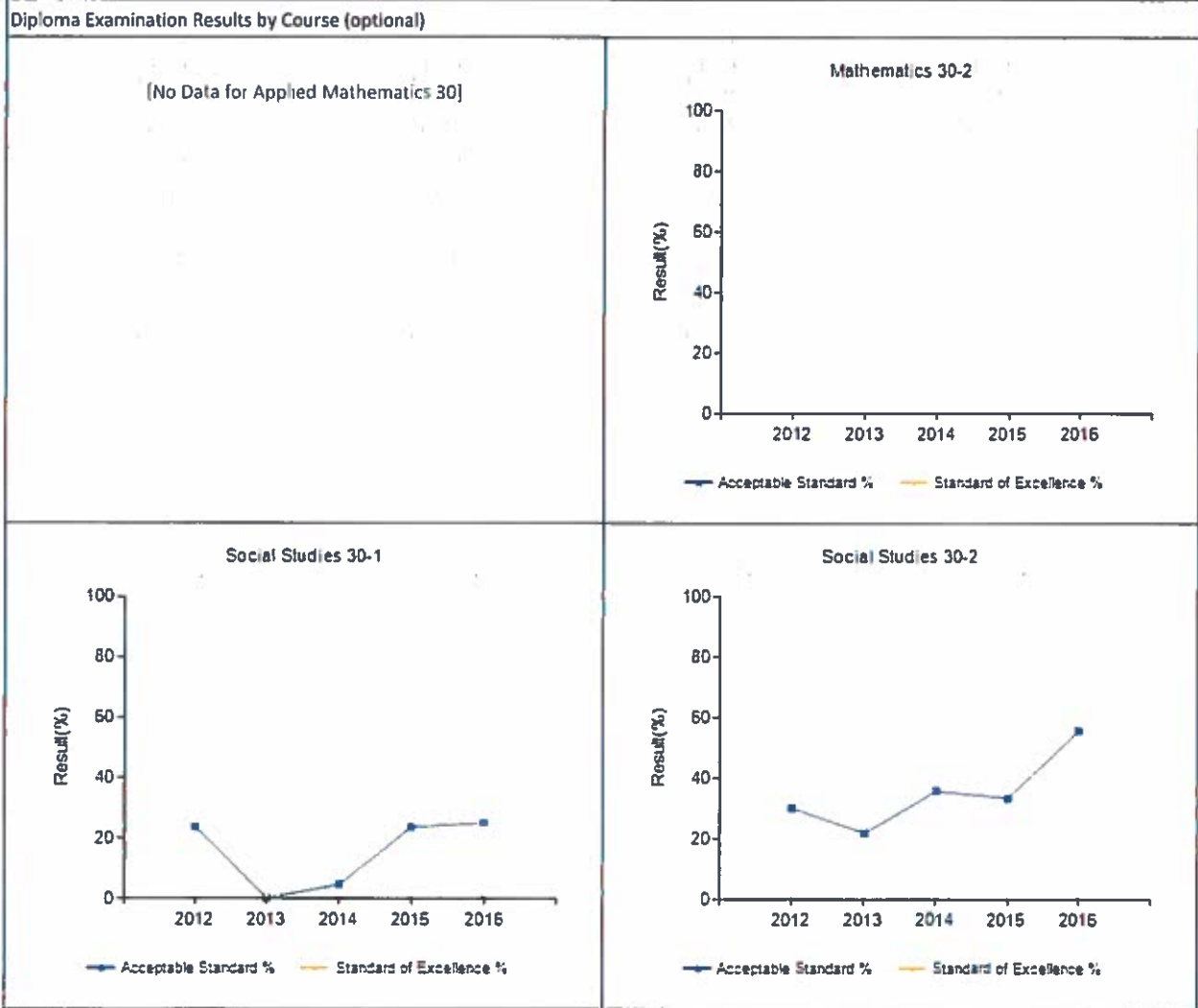


Notes:

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2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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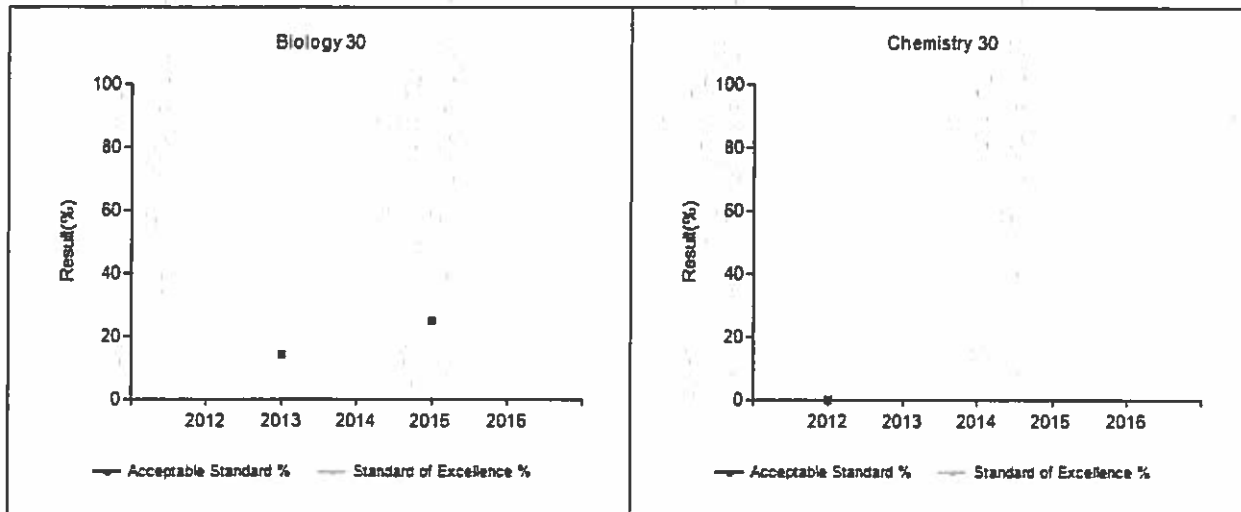


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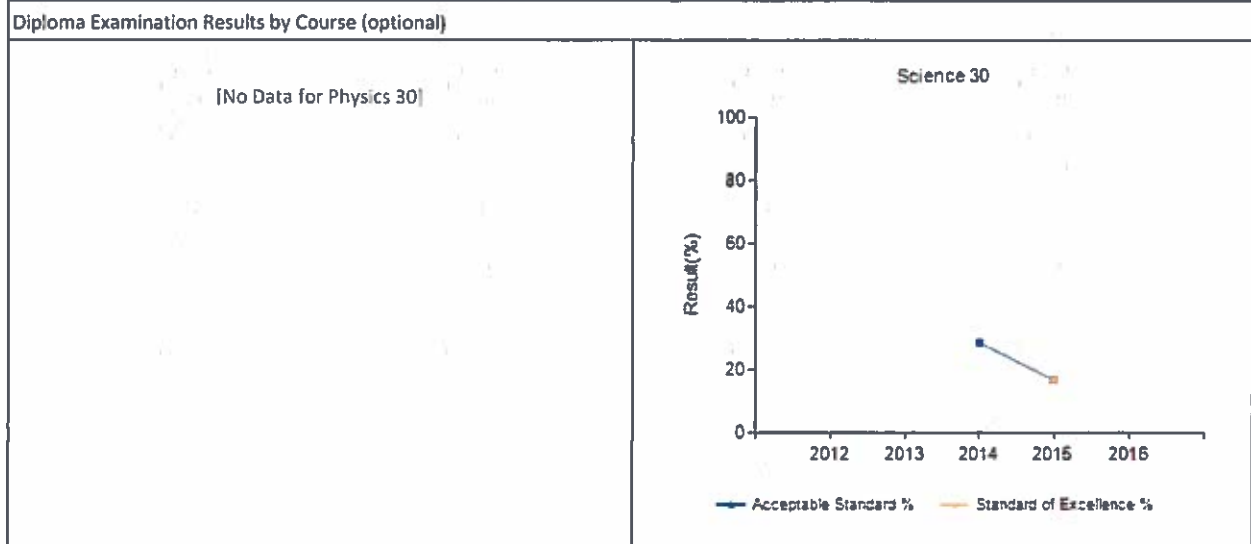


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2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16



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Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Northland School Div No. 61							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	16	50.0	13	22.1	29,730	86.8	28,663	86.7
	Standard of Excellence	n/a	n/a	n/a	16	0.0	13	0.0	29,730	10.7	28,663	11.2
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	20	50.0	27	57.7	16,707	89.1	15,920	89.3
	Standard of Excellence	n/a	n/a	n/a	20	0.0	27	0.0	16,707	12.3	15,920	11.7
French Lang Arts 30:1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	93.8	1,247	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	8.7	1,247	12.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	99.3	140	97.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	20.3	140	21.5
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	11.4
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	9	22.2	7	25.0	20,492	70.7	20,735	77.4
	Standard of Excellence	n/a	n/a	n/a	9	0.0	7	0.0	20,492	25.9	20,735	31.8
Mathematics 30-2	Acceptable Standard	*	*	*	5	*	n/a	n/a	13,631	75.4	11,425	71.6
	Standard of Excellence	*	*	*	5	*	n/a	n/a	13,631	16.8	11,425	13.4
Social Studies 30:1	Acceptable Standard	n/a	n/a	n/a	12	25.0	18	9.4	22,494	84.9	21,869	86.0
	Standard of Excellence	n/a	n/a	n/a	12	0.0	18	0.0	22,494	14.3	21,869	15.2
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	18	55.6	30	30.3	19,790	81.1	19,060	82.5
	Standard of Excellence	n/a	n/a	n/a	18	0.0	30	0.0	19,790	13.1	19,060	13.7
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	19.6	22,539	85.1	21,806	85.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	0.0	22,539	32.4	21,806	32.3
Chemistry 30	Acceptable Standard	*	*	*	5	*	n/a	n/a	19,265	81.5	18,126	80.8
	Standard of Excellence	*	*	*	5	*	n/a	n/a	19,265	34.5	18,126	33.7
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,291	85.8	10,126	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,291	39.8	10,126	33.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	22.6	8,790	84.4	6,841	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	8.3	8,790	27.6	6,841	25.9

Notes:

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- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
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Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Mathematics 30-1	Acceptable Standard	0.00 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100.00
	Standard of Excellence	0.00 - 14.01	14.01 - 18.70	18.70 - 29.21	29.21 - 35.39	35.39 - 100.00
Mathematics 30-2	Acceptable Standard	0.00 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.40	82.40 - 100.00
	Standard of Excellence	0.00 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 81.74	81.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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)



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Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

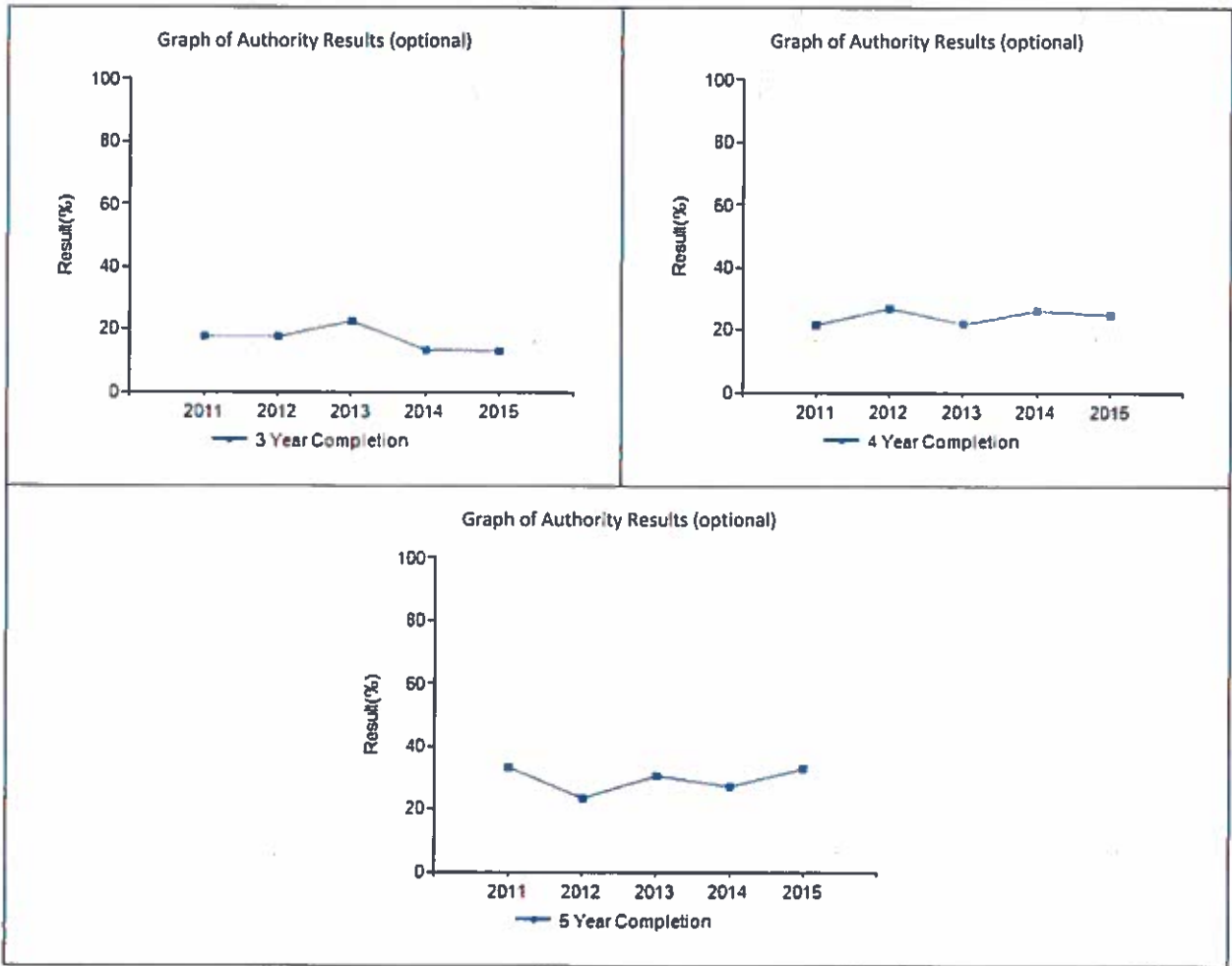
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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



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High School Completion Rate – Measure Details (OPTIONAL)

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	17.7	17.7	22.7	13.4	13.1	74.2	74.8	75.3	76.5	76.5
4 Year Completion	21.7	27.0	22.0	26.3	25.0	78.0	79.2	79.6	79.9	81.0
5 Year Completion	33.2	23.4	30.6	27.1	32.9	79.4	80.6	81.5	82.0	82.1



Notes:

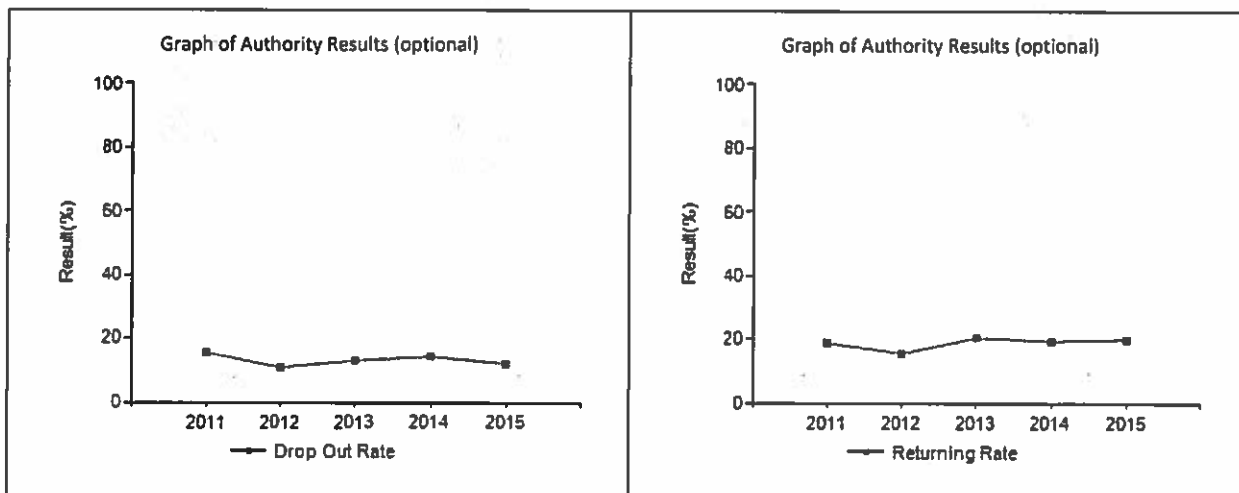
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Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	15.3	10.7	12.9	14.2	11.9	3.8	3.6	3.3	3.5	3.2
Returning Rate	18.8	15.5	20.5	19.3	19.9	23.2	22.8	20.7	20.9	18.2



Notes:

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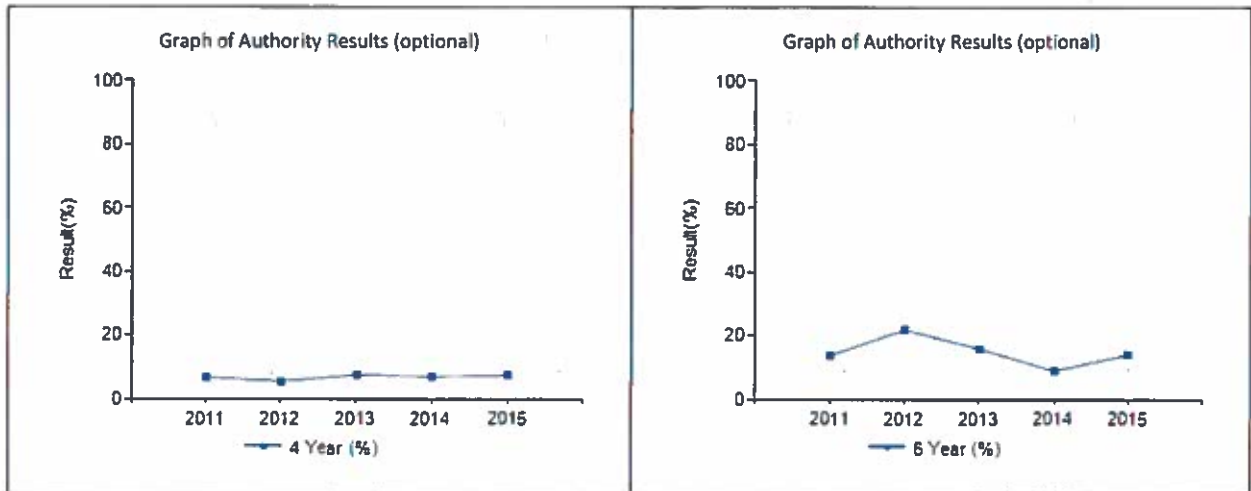


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High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	6.5	5.2	7.2	6.7	7.2	38.4	39.4	39.7	38.3	37.0
6 Year Rate	13.5	21.6	15.5	8.6	13.7	58.4	59.3	59.0	59.7	59.4



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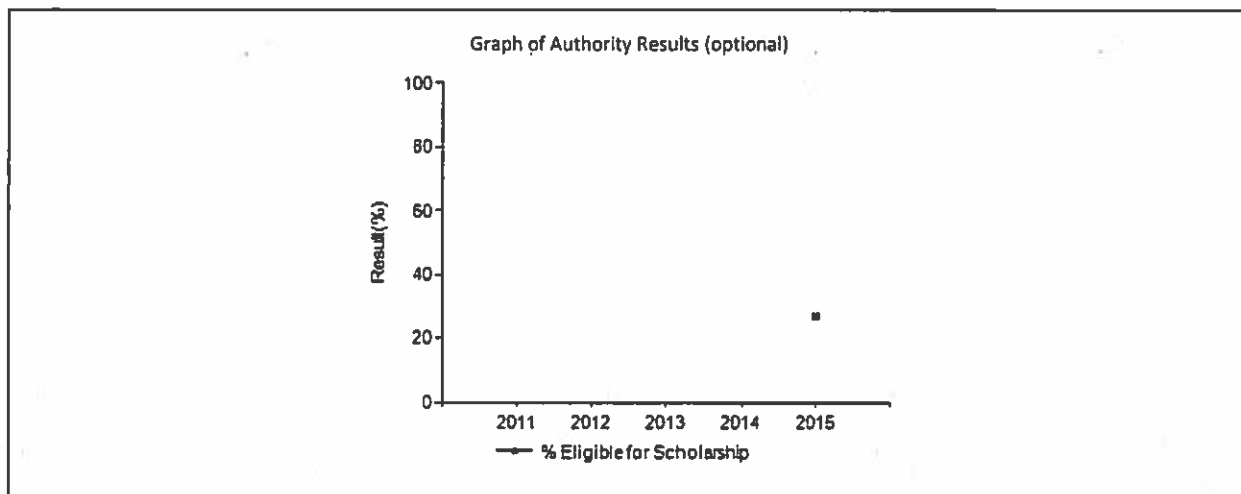


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Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	n/a	27.0	n/a	n/a	n/a	n/a	60.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	122	29	23.8	16	13.1	16	13.1	33	27.0



Notes:

1. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
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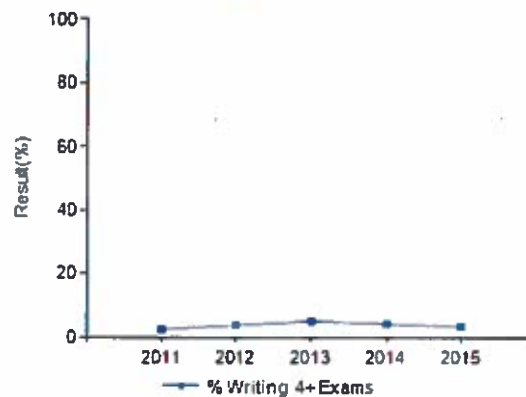
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Diploma Examination Participation Rate – Measure Details (OPTIONAL)

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	74.7	74.7	71.5	74.1	71.1	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	25.3	25.3	28.5	25.9	28.9	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	22.7	20.9	21.9	20.9	19.3	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	6.7	7.6	7.3	7.5	7.6	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	2.5	3.8	5.1	4.2	3.4	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	1.7	1.9	1.5	0.0	0.7	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	13.9	14.3	11.4	13.1	13.8

Graph of Authority Results (optional)



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
English Language Arts 30-1	5.7	8.0	15.6	8.1	5.3	54.5	54.7	53.9	54.0	53.2
English Language Arts 30-2	16.3	14.7	12.8	13.8	14.7	25.8	25.9	27.1	28.0	28.7
Total of 1 or more English Diploma Exams	22.0	22.1	25.5	22.0	20.0	78.4	78.6	78.7	79.7	79.5
Social Studies 30	0.0	0.0	n/a	n/a	0.0	0.3	0.0	n/a	n/a	0.0
Social Studies 30-1	4.9	10.4	7.8	11.4	10.0	47.8	47.6	45.8	45.1	43.5
Social Studies 33	0.0	0.0	n/a	n/a	0.0	0.1	0.0	n/a	n/a	0.0
Social Studies 30-2	18.7	12.3	15.6	12.2	15.3	30.8	31.9	33.7	35.2	36.7
Total of 1 or more Social Diploma Exams	23.6	22.7	22.7	22.0	24.7	78.2	78.7	78.8	79.6	79.5
Pure Mathematics 30	1.6	1.8	2.1	0.0	0.0	42.3	42.2	7.2	0.1	0.0
Applied Mathematics 30	4.1	3.7	0.7	0.0	0.0	19.9	19.5	0.2	0.0	0.0
Mathematics 30-1	n/a	n/a	2.1	4.1	1.3	n/a	n/a	29.7	37.3	37.1
Mathematics 30-2	n/a	n/a	0.7	1.6	3.3	n/a	n/a	16.7	21.4	22.4
Total of 1 or more Math Diploma Exams	5.7	5.5	5.7	5.7	4.7	61.6	61.1	52.1	57.0	57.6
Biology 30	3.3	4.3	2.1	4.1	1.3	42.5	42.8	42.2	41.4	40.6



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Chemistry 30	1.6	1.2	2.8	0.8	0.0	35.8	36.5	31.5	34.7	35.7
Physics 30	0.0	0.0	0.0	0.0	0.0	20.5	20.2	17.3	20.0	19.9
Science 30	0.8	1.8	3.5	2.4	7.3	9.0	10.3	9.8	12.8	14.1
Total of 1 or more Science Diploma Exams	4.1	5.5	7.1	7.3	8.0	58.8	59.2	57.3	59.4	59.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.6	2.7	2.7	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	3.0	2.9	3.0	2.9	3.0

Notes:

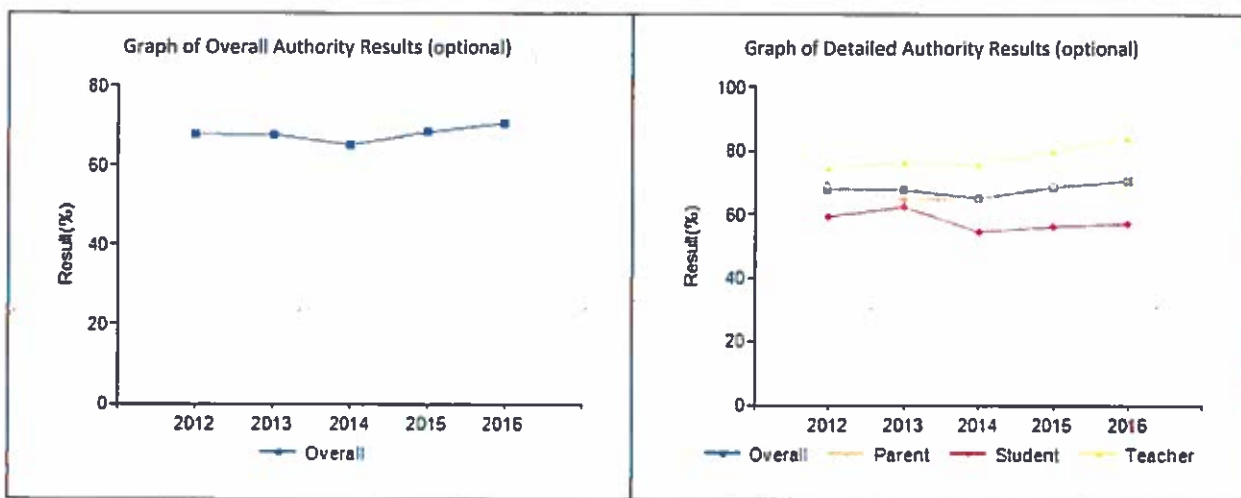
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2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	67.9	67.8	65.2	68.5	70.7	82.5	83.4	83.4	83.5	83.9
Teacher	74.6	76.4	75.8	79.9	84.2	93.1	93.6	93.8	94.2	94.5
Parent	69.5	64.6	65.2	69.4	70.6	79.4	80.3	81.9	82.1	82.9
Student	59.4	62.5	54.6	56.3	57.2	75.0	76.2	74.5	74.2	74.5



Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

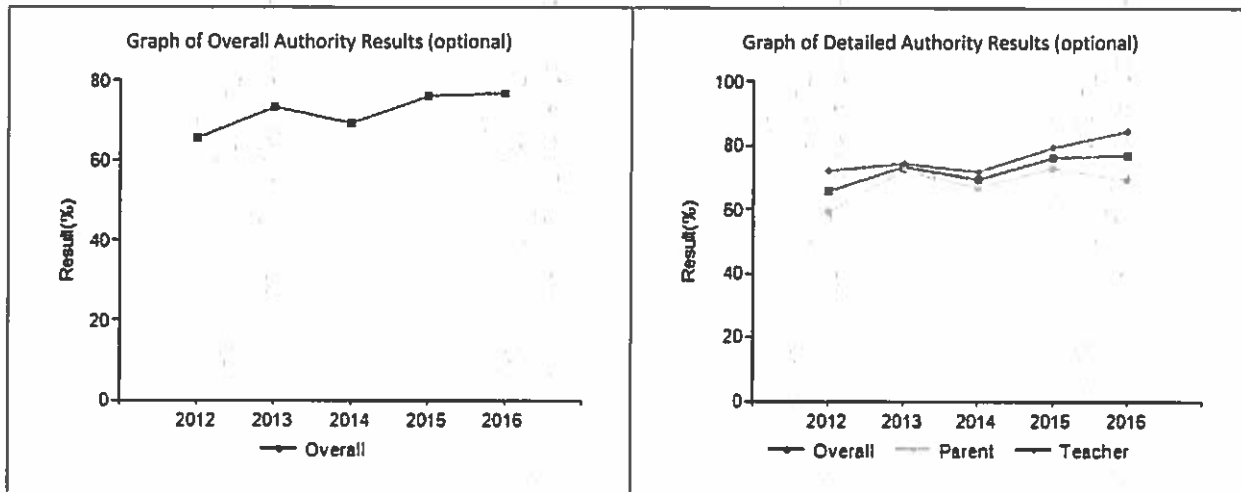
Work Preparation – Measure Details (OPTIONAL)

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	65.7	73.4	69.4	76.2	76.9	79.7	80.3	81.2	82.0	82.6
Teacher	72.1	74.4	71.9	79.4	84.5	89.5	89.4	89.3	89.7	90.5
Parent	59.2	72.4	66.9	73.0	69.3	69.9	71.1	73.1	74.2	74.8



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16



Notes:

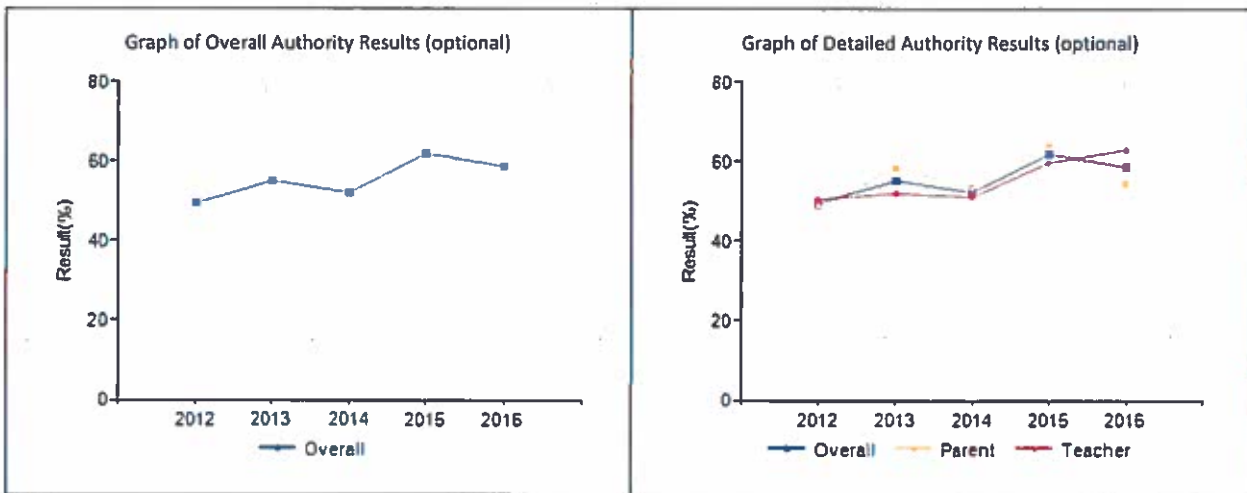
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	49.6	55.2	52.3	61.9	58.7	68.0	68.5	69.5	70.0	70.7
Teacher	50.6	52.0	51.1	59.8	62.9	75.8	75.7	76.0	76.0	77.3
Parent	48.6	58.4	53.6	63.9	54.5	60.2	61.2	63.0	64.0	64.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Provincial Achievement Test Results – Measure Details (OPTIONAL)

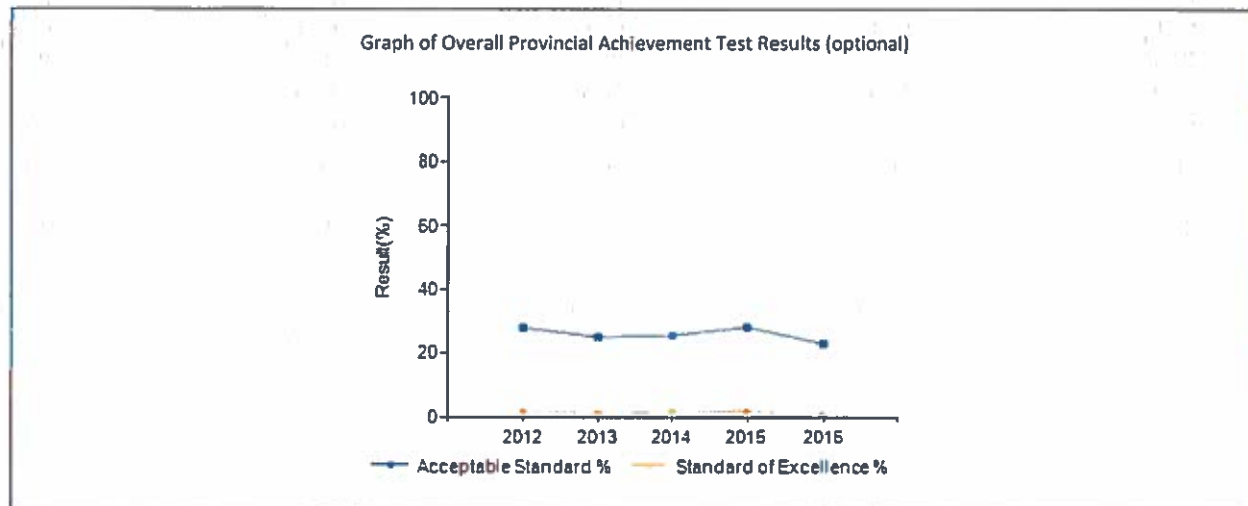
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	57.1	1.3	52.5	1.4	47.1	1.0	55.5	1.8	50.9	1.4	60	3
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	17.3	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2		
Mathematics 6	Authority	36.2	1.3	33.6	1.8	30.6	2.9	40.1	2.2	22.7	0.5	45	3
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	Authority	43.0	3.6	33.2	1.8	30.1	5.3	38.8	3.5	28.4	1.4	45	5
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	Authority	35.3	4.5	24.9	0.5	26.2	1.9	30.8	4.0	21.9	0.9	40	5
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		
English Language Arts 9	Authority	16.5	1.1	20.7	1.1	21.9	0.0	18.2	0.6	20.1	0.7	25	3
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
English Lang Arts 9 KAE	Authority	*	*	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	61.4	5.8	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	12.2	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8		
Mathematics 9	Authority	8.5	1.6	8.4	0.0	11.4	0.0	7.5	0.6	4.7	0.0	15	3
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
Mathematics 9 KAE	Authority	20.0	0.0	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	62.5	15.3	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0		
Science 9	Authority	9.4	0.5	10.1	0.6	17.6	0.6	10.9	0.6	11.3	0.6	15	3
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4		
Science 9 KAE	Authority	16.7	0.0	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	67.9	17.3	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3		
Social Studies 9	Authority	9.7	0.5	6.7	1.7	13.6	0.6	8.5	0.6	9.4	0.6	15	3
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		
Social Studies 9 KAE	Authority	*	*	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	63.5	13.9	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6		

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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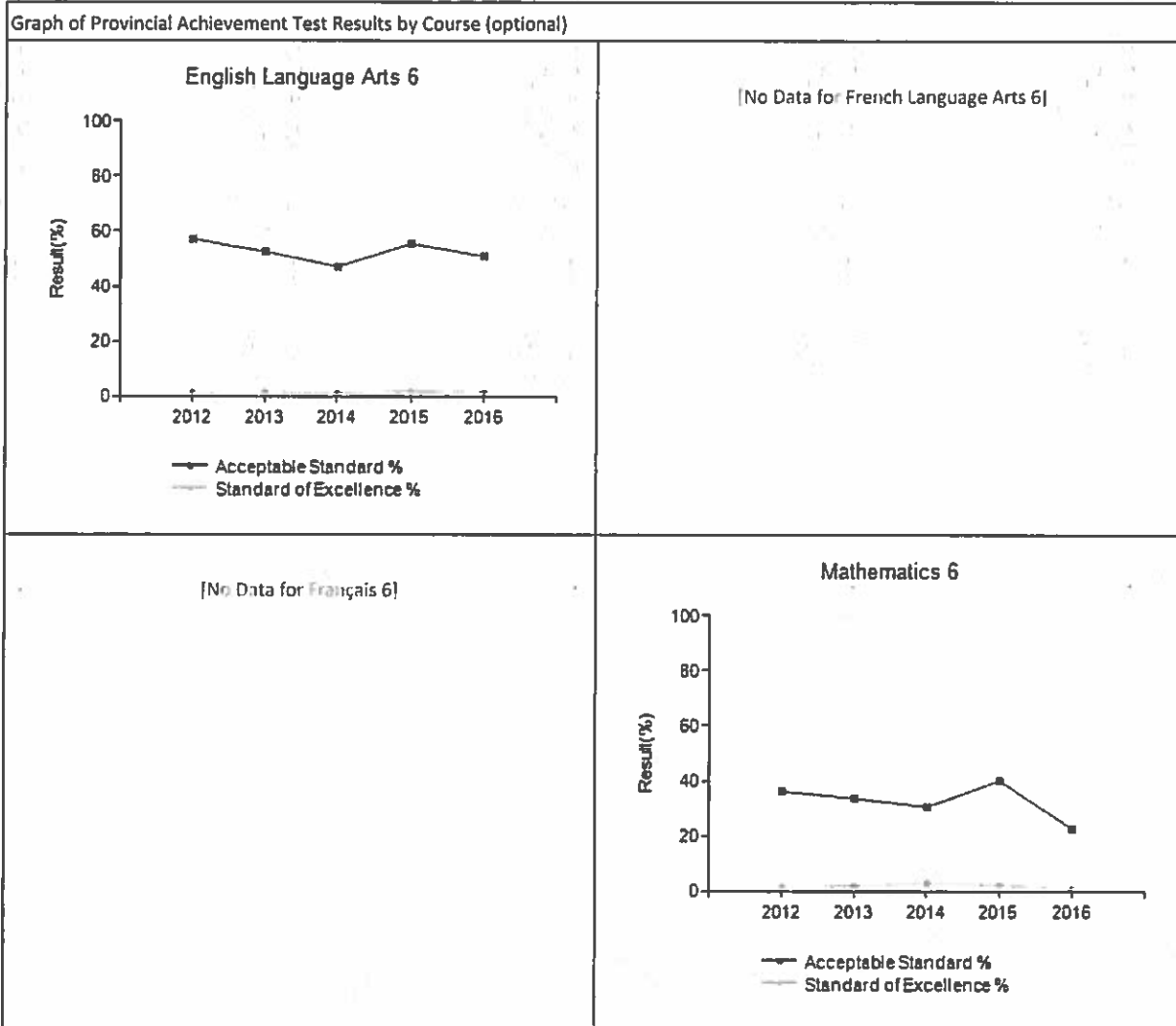


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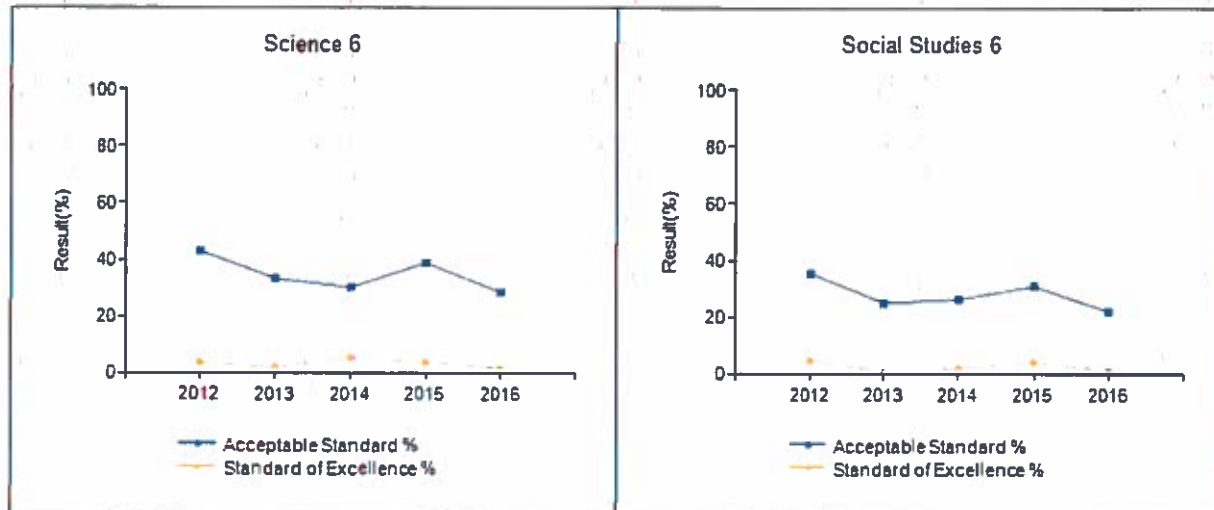


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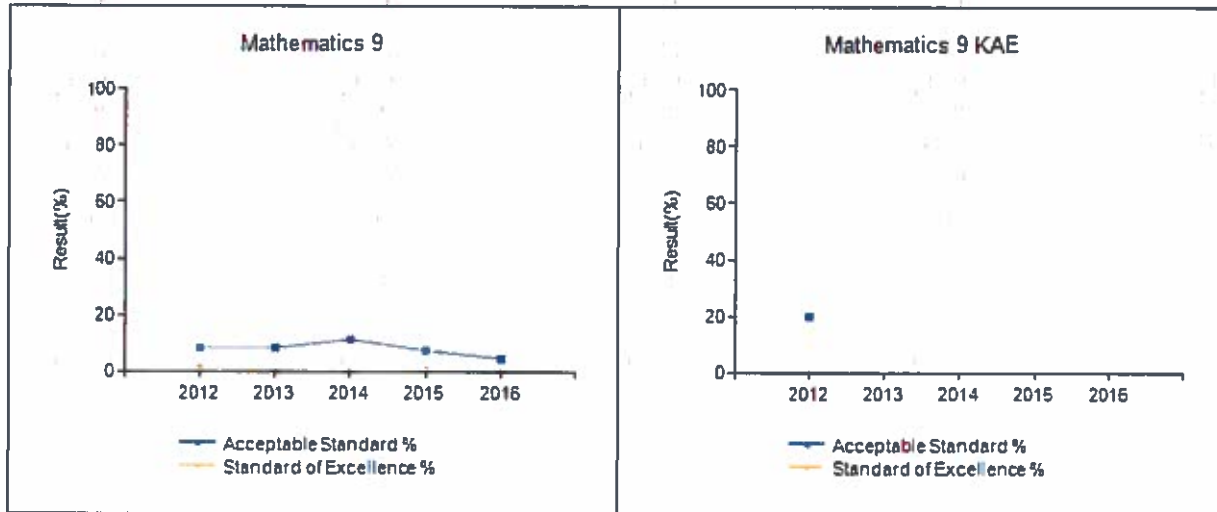
**2016/2019 Combined Three Year Plan
and Annual Education Results Report for 2015-16**

Graph of Provincial Achievement Test Results by Course (optional)

<p style="text-align: center;">English Language Arts 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>15</td> <td>0</td> </tr> <tr> <td>2013</td> <td>20</td> <td>0</td> </tr> <tr> <td>2014</td> <td>22</td> <td>0</td> </tr> <tr> <td>2015</td> <td>18</td> <td>0</td> </tr> <tr> <td>2016</td> <td>20</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	15	0	2013	20	0	2014	22	0	2015	18	0	2016	20	0	<p style="text-align: center;">English Lang Arts 9 KAE</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>0</td> <td>0</td> </tr> <tr> <td>2013</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>0</td> <td>0</td> </tr> <tr> <td>2016</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	0	0	2013	0	0	2014	0	0	2015	0	0	2016	0	0
Year	Acceptable Standard %	Standard of Excellence %																																			
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<p style="text-align: center;">[No Data for French Language Arts 9]</p>	<p style="text-align: center;">[No Data for Français 9]</p>																																				



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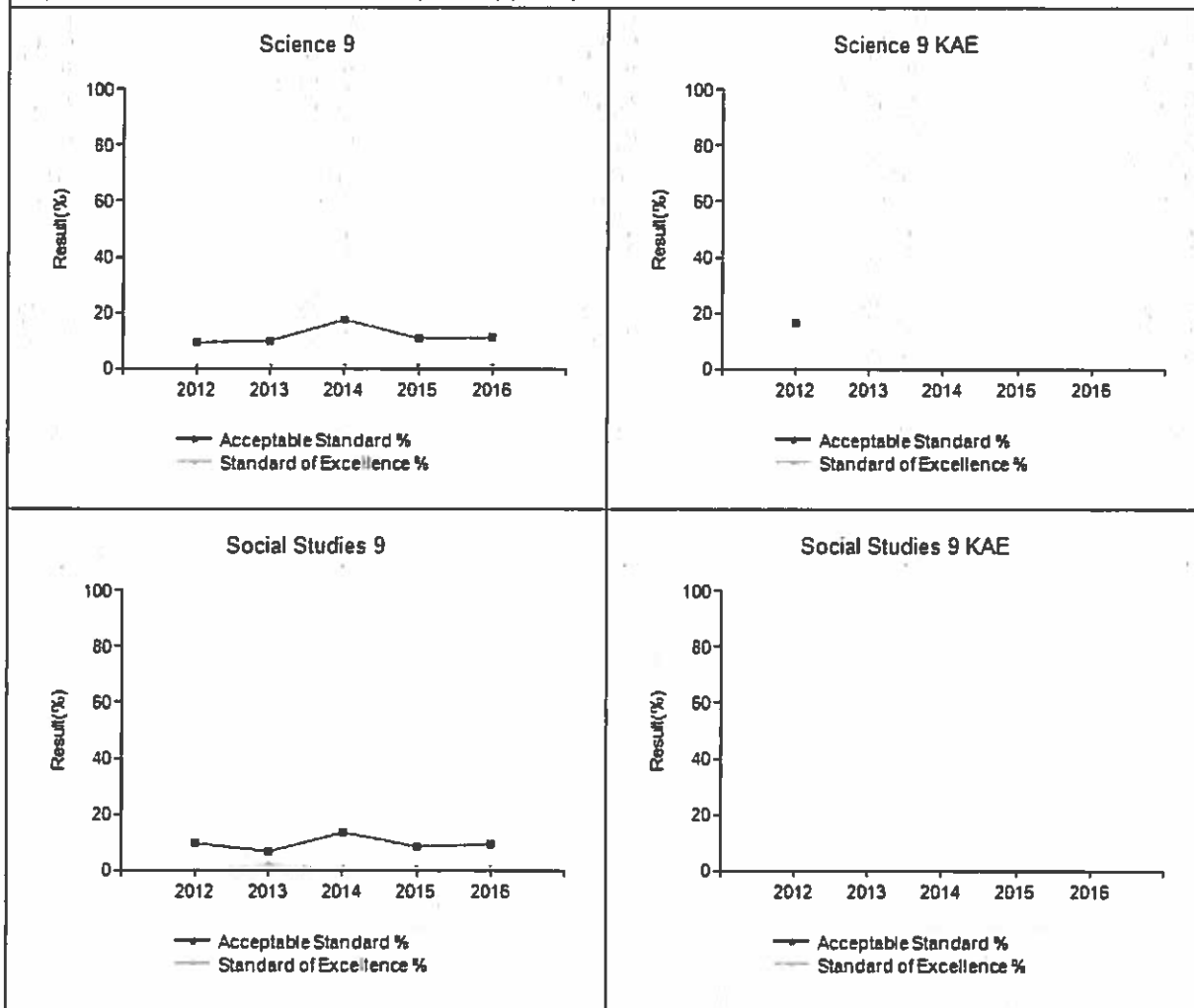
Notes:

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Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Northland School Div No. 61						Alberta				
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	214	50.9	217	51.7	47,606	82.9	45,843	82.4
	Standard of Excellence	n/a	n/a	n/a	214	1.4	217	1.4	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	87.7	2,780	88.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	14.2	2,780	15.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	216	22.7	217	34.8	47,512	72.2	45,774	73.2
	Standard of Excellence	n/a	n/a	n/a	216	0.5	217	2.3	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	n/a	n/a	n/a	215	28.4	217	34.0	47,543	78.0	45,788	76.6
	Standard of Excellence	n/a	n/a	n/a	215	1.4	217	3.6	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	215	21.9	217	27.3	47,522	71.4	45,710	71.0
	Standard of Excellence	n/a	n/a	n/a	215	0.9	217	2.1	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	149	20.1	178	20.3	43,780	77.0	38,487	76.2
	Standard of Excellence	n/a	n/a	n/a	149	0.7	178	0.6	43,780	15.2	38,487	14.8
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,638	59.8	1,514	62.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,638	6.2	1,514	4.1
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	83.0	2,584	86.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	10.8	2,584	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	148	4.7	176	9.1	43,253	67.8	38,217	66.4
	Standard of Excellence	n/a	n/a	n/a	148	0.0	176	0.2	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	*	*	*	3	*	n/a	n/a	2,125	61.2	1,872	63.4
	Standard of Excellence	*	*	*	3	*	n/a	n/a	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	n/a	n/a	n/a	159	11.3	176	12.9	43,834	74.2	38,760	73.4
	Standard of Excellence	n/a	n/a	n/a	159	0.6	176	0.6	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,591	63.8	1,492	65.7
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	160	9.4	177	9.6	43,775	64.7	38,759	65.4
	Standard of Excellence	n/a	n/a	n/a	160	0.6	177	0.9	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,608	58.0	1,454	61.2
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,608	11.6	1,454	11.6

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.77	90.77 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.41	20.41 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

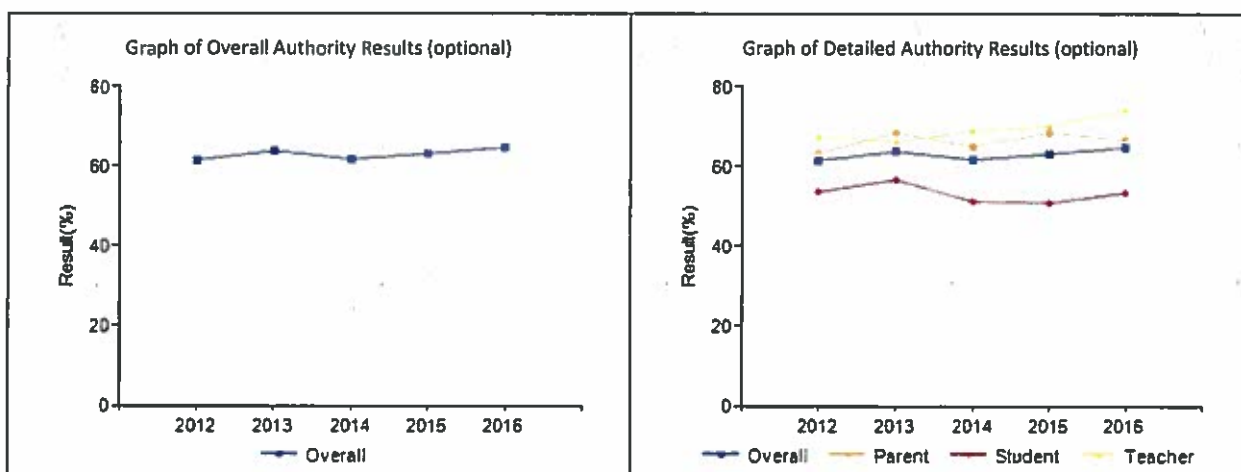


2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Program of Studies – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	61.6	63.8	61.8	63.2	64.8	80.7	81.5	81.3	81.3	81.9
Teacher	67.6	66.2	69.1	70.2	74.2	87.3	87.9	87.5	87.2	88.1
Parent	63.4	68.6	65.1	68.5	66.8	78.1	78.9	79.9	79.9	80.1
Student	53.7	56.7	51.3	50.9	53.5	76.9	77.8	76.6	76.9	77.5



Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

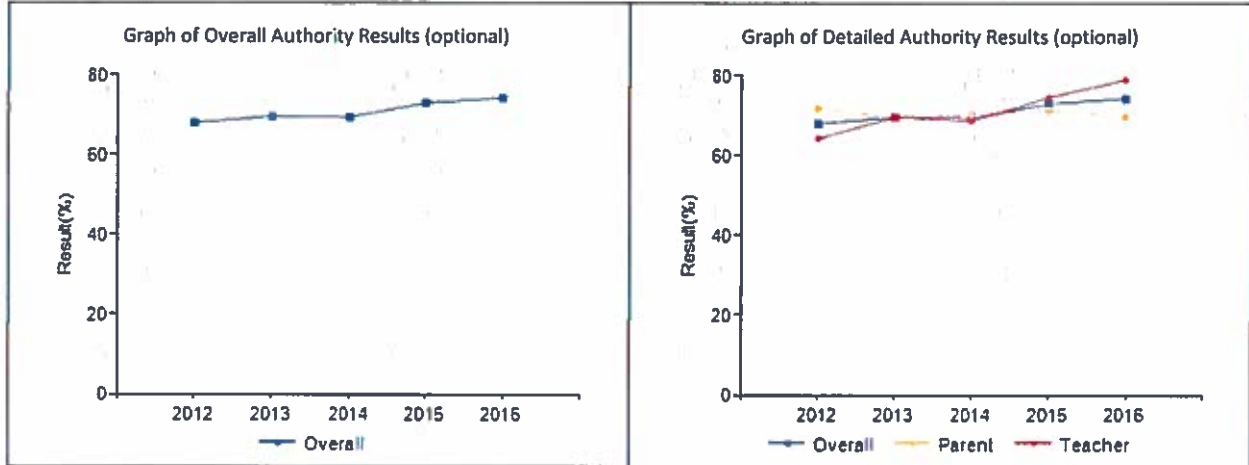
Parental Involvement – Measure Details (OPTIONAL)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	68.2	69.8	69.6	73.2	74.5	79.7	80.3	80.6	80.7	80.9
Teacher	64.4	69.9	68.8	74.8	79.2	88.0	88.5	88.0	88.1	88.4
Parent	72.0	69.7	70.5	71.6	69.9	71.4	72.2	73.1	73.4	73.5



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16



Notes:

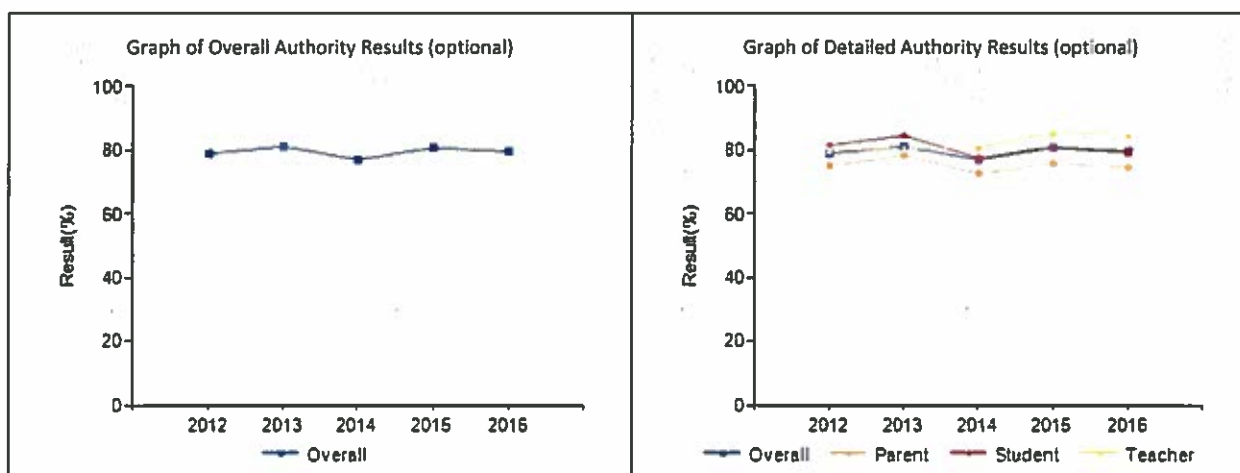
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	78.8	81.1	76.9	80.7	79.5	89.4	89.8	89.2	89.5	90.1
Teacher	79.9	80.5	80.8	85.4	84.8	95.4	95.7	95.5	95.9	96.0
Parent	75.0	78.3	72.5	75.7	74.6	84.2	84.9	84.7	85.4	86.1
Student	81.5	84.5	77.4	81.0	79.2	88.6	88.7	87.3	87.4	88.0



Notes:

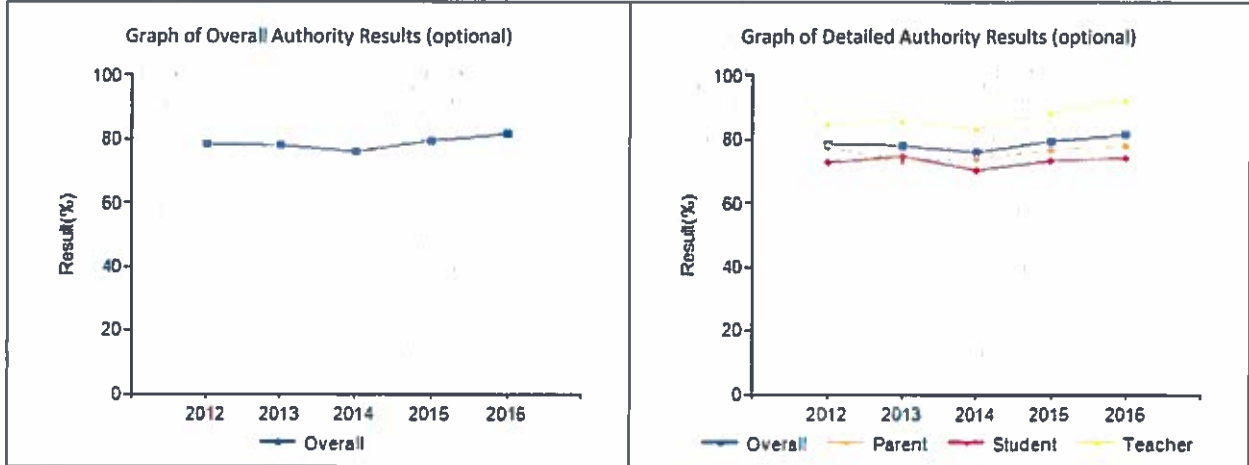
- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details (OPTIONAL)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	78.5	78.1	76.1	79.6	81.7	88.6	89.0	89.1	89.2	89.5
Teacher	85.0	86.0	83.6	88.5	92.6	94.8	95.0	95.3	95.4	95.4
Parent	77.7	73.3	74.2	76.9	78.2	87.4	87.8	88.9	89.3	89.8
Student	72.9	74.9	70.5	73.5	74.3	83.7	84.2	83.1	83.0	83.4



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

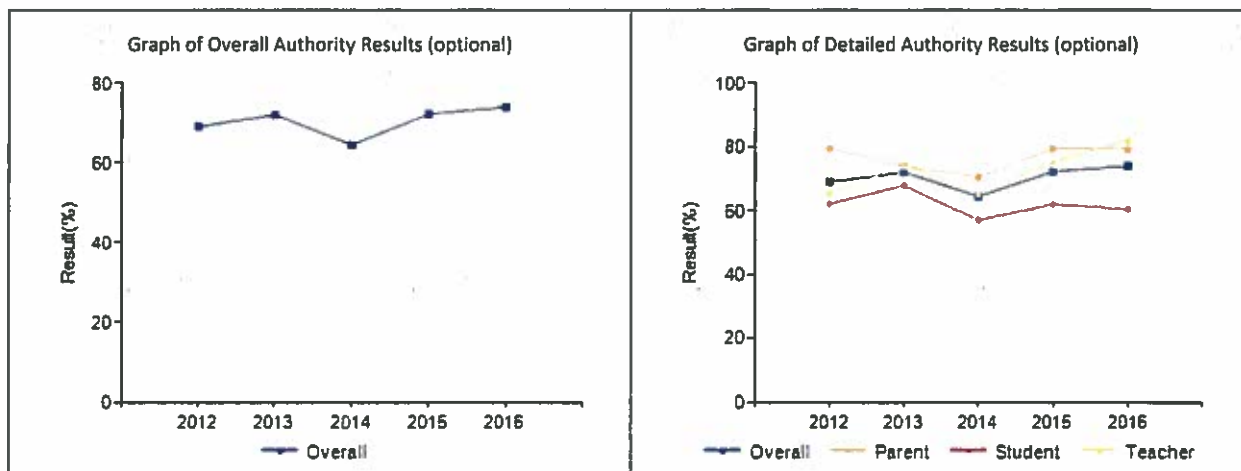


2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

School Improvement – Measure Details (OPTIONAL)

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	69.1	72.1	64.5	72.3	74.0	80.0	80.6	79.8	79.6	81.2
Teacher	65.5	74.4	65.6	75.2	82.3	81.1	80.9	81.3	79.8	82.3
Parent	79.5	74.1	70.6	79.5	79.3	76.2	77.9	77.0	78.5	79.7
Student	62.2	67.7	57.3	62.1	60.5	82.7	82.9	81.2	80.7	81.5



Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



**2016/2019 Combined Three Year Plan
and Annual Education Results Report for 2015-16**

Board

Lois Byers, Official Trustee

Senior Administration

Gord Atkinson, Superintendent of Schools

Don Tessier, Associate Superintendent

Trudy Rasmuson, Secretary-Treasurer

David Cox, Division Facilities Manager

Wesley Oginski, Director of Human Resources

Lorraine Cardinal - Roy, Director of First Nation, Métis, and Inuit Education

Schools

Schools	Grades	Local School Board Committee Chair
Anzac Community School	K-4	David Cibere
Athabasca Delta Community School	K-12	Claris Voyageur
Bill Woodward School	4-9	David Cibere
Bishop Routhier School	K-6	Greg Gauchier
Calling Lake School	K-12	Cora Weber-Pillwax
Career Pathways	Outreach	Fay Cardinal
Chipewyan Lake School	K-9	Jason Yuck
Conklin Community School	K-9	Margaret Quintal
Dr. Mary Jackson School	K-12	Katherine Omoth
Elizabeth Community School	K-8	Shelley Bartman
Fort McKay School	K-9	Janet Lynn McDonald
Fr. R. Perin School	K-9	Alice Fontaine
Gift Lake School	K-9	Ken Shaw
Grouard Northland School	K-9	Jesse Lamouche
Hillview School	K- 6	Shelly Auger
J.F. Dion School	K-6	Joan Daniels
Kateri School	K-12	Elmer Gullion
Little Buffalo School	K-12	Dwight Gladue
Mistassiniy School	7-12	Fay Cardinal
Paddle Prairie School	K-12	Candice Calliou
Peerless Lake School	K-12	Louie Cardinal
Pelican Mountain School	K-6	Violet Carlson
St. Theresa School	K-6	Robin Guild
Susa Creek School	K-8	Rachelle McDonald

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: NOVEMBER 24, 2016

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 11 – ROLE OF THE SUPERINTENDENT

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION

That the Board of Trustees approve third and final reading of Policy 11, Role of the Superintendent, as attached.

CURRENT SITUATION: At the September 8, 2016 Regular Board Meeting, Lois Byers, Official Trustee asked that Policy 11, be sent to all LSBC members and principals for inclusion at their next LSBC meeting for review, discussion and feedback. Feedback received is attached.

Changes to Policy 11 from first reading to second include the addition of 10.5 Site Visits.

BACKGROUND: Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and Gord Atkinson, Superintendent of Schools revised Policy 11 – The Role of the Superintendent.

FEEDBACK: POLICY 11 – ROLE OF THE SUPERINTENDENT

Janvier LSBC Meeting Minutes – October 4, 2016

New Business

Policy 11 Review

A summary review of policy 11 was given and a copy given to all with any feedback due by October 12. There seemed to be a general feeling that the new policy places the Superintendent in a position where there can be a more hands on interaction and that was viewed as a really positive thing.

Anzac LSBC Meeting Minutes – October 18, 2016

7. New Business

- a. Role of Superintendent – request for review Those in attendance had reviewed the Policy and felt that it makes sense. Perhaps the attendance should be under student learning and not wellness**

Policy 11

ROLE OF THE SUPERINTENDENT

Under the provisions of section 10 of the Northland School Division Act, the Superintendent is the Chief Executive Officer of the Board. In accordance with the School Act, the Superintendent is also the Chief Education Officer of the Division. The Superintendent shall perform the duties and assume the responsibilities assigned through provincial legislation as well as those assigned by the Board. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

Specific Areas of Responsibility

1. Student Learning

- 1.1 Provides leadership in all matters relating to education in the Division.
- 1.2 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
- 1.3 Aligns Division resources and builds organizational capacity to support First Nations and Métis student achievement.
- 1.4 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- 1.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
- 1.6 Provides leadership in implementing education policies established by the Minister and the Board.

2. Student Wellness

- 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
- 2.3 Develops pathways beyond the residential school legacy.
- 2.4 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.
- 2.5 Ensures the facilities adequately accommodate Division students.
- 2.6 Acts as, or designates, the attendance officer for the Division.

3. Fiscal Responsibility

- 3.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.

- 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
 - 3.3 Directs the preparation and the presentation of the budget.
 - 3.4 Ensures the Board has current and relevant financial information.
 - 3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.
4. Personnel Management
- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
 - 4.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
 - 4.3 Supports staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis and all other students.
 - 4.4 Ensures the coordination and integration of human resources within the Division.
 - 4.5 Ensures that each staff member and contractor is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
5. Policy/Administrative Procedures
- 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
 - 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.
6. Superintendent/Board Relations ("The First Team")
- 6.1 Engages in and maintains positive, professional working relations with the Board.
 - 6.2 Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
 - 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
 - 6.4 Provides the information and counsel which the Board requires to perform its role.
 - 6.5 Keeps the Board informed on sensitive issues in a timely manner.
 - 6.6 Attends, and/or designates, administrative attendance at all committee meetings.
 - 6.7 Demonstrates respect, integrity and support, which is conveyed to the staff and community.
7. Strategic Planning and Reporting
- 7.1 Leads a generative Strategic Planning engagement process.
 - 7.2 Assists the Board in determining the present and future educational needs of the Division through the development of short- and long-range plans.

- 7.3 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
- 7.4 Implements plans as approved.
- 7.5 Reports regularly on results achieved.
- 7.6 Develops the Annual Education Results Report for Board approval.

8. Organizational Management

- 8.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation.
- 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
- 8.4 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
- 8.5 Facilitates collaboration with First Nations and Métis leaders, organizations and communities to establish strategic policy directions in support of optimal learning success and development of First Nations, Métis and all other students.

9. Communications and Community Relations

- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Ensures parents/guardians have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 9.3 Builds and sustains relationships with First Nations and Métis parents/guardians, Elders, local leaders and community members.
- 9.4 Pursues opportunities and engages in practices to facilitate reconciliation within the school community.
- 9.5 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
- 9.6 In consultation with the Board Chair, serves as a spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate.

10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- 10.2 Develops and maintains positive and effective relations with national, provincial and regional government departments and agencies.

- 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.
- 10.4 Understands historical, social, economic and political implications of:
 - 10.4.1 Treaties and agreements with First Nations;
 - 10.4.2 Agreements with Métis;
 - 10.4.3 Residential schools and their legacy.
- 10.5 Site visits

Legal Reference: Section 14, 16.1, 45, 45.1, 60, 61, 113, 114, 115 School Act
Section 10, Northland School Division Act
Freedom of Information and Protection of Privacy Act

NORTHLAND SCHOOL DIVISION SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE		
Role Expectation: 1. Student Learning	Superintendent Evaluation Evidence	Quality Indicators
<p>1.1 Provides leadership in all matters relating to education in the Division</p> <p>1.2 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister</p> <p>1.3 Aligns Division resources and builds organizational capacity to support First Nations and Métis student achievement</p> <p>1.4 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship</p> <p>1.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students</p> <p>1.6 Provides leadership in implementing education policies established by the Minister and the Board</p>	<ul style="list-style-type: none"> • Annual Education Plan/Results Report (AERR) <ul style="list-style-type: none"> ○ Satisfaction survey information ○ PAT results ○ Diploma results ○ Completion rates ○ Rutherford and other scholarships ○ Trends and Issues • Superintendent recommendations to Three-Year Planning process • Annual Education Results Report • Feedback from Alberta Education re: AERR 	<ul style="list-style-type: none"> • Identifies trends and issues related to student achievement to inform the Three-Year Planning process • Conducts an analysis of student success and ensures school principals analyze individual student success and develop action plans to address concerns • Measurable improved student achievement as a trend over time is realized • Ensures parents and students are satisfied with improvement in student achievement • Develops initiatives to foster student achievement • Develops new approaches to the solution of significant and complex learning challenges • Meets all timelines with provision for appropriate Board input relative to the AERR • Meets Alberta Education's expectations re: AERR format, process and content • Ensures the Division's academic results are published and effectively communicated

**NORTHLAND SCHOOL DIVISION
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

Role Expectation:	Superintendent Evaluation Evidence	Quality Indicators
<p>2. Student Wellness</p> <p>2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging</p> <p>2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment</p> <p>2.3 Develops pathways beyond the residential school legacy</p> <p>2.4 Ensures the safety and well-being of students whether or not it occurs within the school building, during the school day or by electronic means</p> <p>2.5 Ensures the facilities adequately accommodate Division students</p> <p>2.6 Acts as, or designates, the attendance officer for the Division</p>	<ul style="list-style-type: none"> • Accountability Pillar • Survey results • Character Education • RTI • Superintendent's Report <ul style="list-style-type: none"> ○ Suspension/ expulsion statistics ○ Incidents/accidents ○ Mental health • Three Year Education Plan • Crisis Response Manual • Three Year Capital Plan • IMR Summary • OHS Advisory Committee minutes • Designation of attendance officer • Attendance correspondence • Individual RCSDs 	<ul style="list-style-type: none"> • Develops standards and monitors progress relative to providing an engaging, welcoming, caring, respectful and safe learning environment • Develops programming thrusts to activate "whole child" learning • Develops an action plan that advances understanding of reconciliation and healing surrounding the residential school legacy • Provides analysis of incident reports • Implements the requirements of Occupational Health and Safety legislation, including required staff professional development • Complies with legislative requirements to appoint Attendance Officer for the Division • Improves student attendance

**NORTHLAND SCHOOL DIVISION
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

<p style="text-align: center;">Role Expectation:</p> <p style="text-align: center;">3. Fiscal Responsibility</p>	<p style="text-align: center;">Superintendent Evaluation Evidence</p>	<p style="text-align: center;">Quality Indicators</p>
<p>3.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act</p> <p>3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures</p> <p>3.3 Directs the preparation and the presentation of the budget</p> <p>3.4 Ensures the Board has current and relevant financial information</p> <p>3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board</p>	<ul style="list-style-type: none"> • Auditor's Report • Auditor's Management Letter • Response to external reports • Budget process and timelines • Annual Budget • Quarterly financial reports • Three Year Capital Plan • Superintendent's Report • Superintendent confidential communications to the Board showing notification of litigation 	<ul style="list-style-type: none"> • Public sector accounting standards are being followed • Adequate internal financial controls exist and are being followed • All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made • Revenue/expenditure envelope designations are clearly demonstrated in budget documents • Budget process is transparent • The Budget is developed according to a timeline which ensures the Board's ability to provide direction, revise priorities, and is approved with Alberta Education timelines • All funds are expended as per approved budgets • Variance analysis and year-end projections are provided quarterly • The Board is informed annually about incurred liabilities • The Board is informed immediately regarding pending litigation • The Capital Plan facilitates integrated planning and implementation, and is approved within Alberta Education timelines

NORTHLAND SCHOOL DIVISION		
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE		
Role Expectation: 4. Personnel Management	Superintendent Evaluation Evidence	Quality Indicators
<p>4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy</p> <p>4.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place</p> <p>4.3 Facilitates professional development and training sessions for staff</p> <p>4.4 Ensures the coordination and integration of human resources within the Division</p> <p>4.5 Ensures that each staff member and contractor is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging</p>	<ul style="list-style-type: none"> • Board Policy Handbook • Administrative Procedures Manual • Superintendent's Report • Personnel statistics • Staff Development Plan • Superintendent's Evaluation Document • Organizational charts • Job descriptions • Grievances/complaints • OHS Advisory Committee minutes 	<ul style="list-style-type: none"> • Provides useful, timely information and advice which facilitates the negotiating teams and the Board's work • Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, supervisory and evaluation processes • Fosters high standards of instruction and professional improvement (Teaching Quality Standard) • Provides for training of administrators and the development of leadership capacity within the Division • Models commitment to personal and professional growth • Ensures effective workforce planning • Follows Board policies re: personnel • Models high ethical standards of conduct • Develops standards and monitors progress relative to providing a welcoming, caring, respectful and safe working environment

**NORTHLAND SCHOOL DIVISION
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

Role Expectation: Policy/Administrative 5. Procedures	Superintendent Evaluation Evidence	Quality Indicators
<p>5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies</p> <p>5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures</p>	<ul style="list-style-type: none"> • Board Policy Handbook • Administrative Procedures Manual • Summary of past year's activity 	<ul style="list-style-type: none"> • Appropriately involves individuals and groups in the policy development process • Takes leadership in bringing policies to Board for review • Demonstrates a knowledge of and respect for the role of the Board in policy processes • Ensures adherence to Board policies • Ensures adherence to Administrative Procedures • Ensures timeliness of policy revision • Ensures timeliness of Administrative Procedures development and revision, and Board notification of the same

NORTHLAND SCHOOL DIVISION SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE		
Role Expectation: Superintendent/Board 6. Relations ("The First Team")	Superintendent Evaluation Evidence	Quality Indicators
<p>6.1 Engages in and maintains positive, professional working relations with the Board</p> <p>6.2 Respects and honours the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy</p> <p>6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions</p> <p>6.4 Provides the information and counsel which the Board requires to perform its role</p> <p>6.5 Keeps the Board informed on sensitive issues in a timely manner</p> <p>6.6 Attends, and/or designates, administrative attendance at all Committee meetings</p> <p>6.7 Demonstrates mutual respect and support, which is conveyed to the staff and community</p>	<ul style="list-style-type: none"> • Board directives report • Board agenda packages • Board meetings • Listing of issues and background information • Superintendent e-mails and phone calls • Planning retreats • Superintendent's calendar • Committee meetings • Board functions • Public events 	<ul style="list-style-type: none"> • Interacts with the Board in an open, honest, proactive and professional manner • Ensures high quality management services are provided to the Board • Implements Board directions with integrity in a timely fashion • Provides support to the Board re: advocacy efforts on behalf of the Division • Ensures Board agendas are prepared and made available to trustees in sufficient time to allow for appropriate trustee preparation for the meeting • Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas • Keeps the Board informed about Division operations and on emergent issues • Provides the Board with correspondence directed to the Board or trustees

NORTHLAND SCHOOL DIVISION
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: 7. Strategic Planning and Reporting	Superintendent Evaluation Evidence	Quality Indicators
<p>7.1 Leads a generative Strategic Planning engagement process</p> <p>7.2 Assists the Board in determining the present and future educational needs of the Division through the development of short and long range plans</p> <p>7.3 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval)</p> <p>7.4 Implements plans as approved</p> <p>7.5 Reports regularly on results achieved</p> <p>7.6 Develops the Annual Education Results Report for Board approval</p>	<ul style="list-style-type: none"> • Planning process and timelines • Three Year Education Plan • Three Year Capital Plan • Facilities Master Plan (FMP) • Technology Plan • Board Work Plan • Accountability Pillar • Satisfaction surveys • Alberta Education Monitoring Reports • Annual Education Results Report 	<ul style="list-style-type: none"> • Ensures the Three Year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction • Ensures the Three Year Education Plan is developed according to a timeline which ensures the Board's ability to provide direction, revise priorities and is approved within Alberta Education timelines • Develops short and long-range plans to meet the needs of the Division and provides for continuous improvement • Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board • Ensures transportation services are provided with due consideration for efficiency, safety and length of ride • Ensures "key results" identified by the Board are achieved • Develops a comprehensive, succinct Annual Education Results Report to be approved within Alberta Education timelines

**NORTHLAND SCHOOL DIVISION
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

Role Expectation: 8. Organizational Management	Superintendent Evaluation Evidence	Quality Indicators
<p>8.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines</p> <p>8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation</p> <p>8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility</p> <p>8.4 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion</p> <p>8.5 Facilitates collaboration with First Nations and Métis leaders, organizations and communities to establish strategic policy directions in support of optimal learning success and development of First Nations, Métis and all other students.</p>	<ul style="list-style-type: none"> • Board agenda packages • Superintendent's Reports • Alberta Education Monitoring Reports • Organizational chart • Administrative Procedures Manual • Emergency Preparedness • Crisis Response Manual 	<ul style="list-style-type: none"> • Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality) • Ensures contracted services (eg, fiscal, labour and legal) meet quality expectations of the Board • Ensures organizational structure is clear and facilitates results to be achieved • Effectively manages time and resources • Ensures use of technology is effective and efficient • Ensures that appropriate procedures are in place for the management of critical events and emergencies • Ensures that First Nations and Métis leaders, organizations and communities are satisfied with their involvement

**NORTHLAND SCHOOL DIVISION
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

<p>Role Expectation: 9. Communications and Community Relations</p>	<p>Superintendent Evaluation Evidence</p>	<p>Quality Indicators</p>
<p>9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained</p> <p>9.2 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division</p> <p>9.3 Builds and sustains relationships with First Nations and Métis parents/guardians, Elders, local leaders and community members</p> <p>9.4 Maintains effective relationships within the system and the community served by the system</p> <p>9.5 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act</p> <p>9.6 In consultation with the Board, serves as a spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate</p>	<ul style="list-style-type: none"> • Superintendent's memos • Website interactions • Satisfaction survey data • Focus groups/public events • Administrative Procedures Manual • FOIP requests • Media releases • Key messages 	<ul style="list-style-type: none"> • Ensures information is disseminated to inform appropriate publics • Promotes positive public engagement in the Division • Facilitates effective home-school relations • Facilitates effective First Nations and Métis relations. • Manages conflict effectively • Implements the Board approved Communications Plan • Represents the Division in a positive, professional manner • Complies with FOIP legislation • Works cooperatively with the Board and the media to represent the Board's views/positions • Improves the Division's public image

NORTHLAND SCHOOL DIVISION		
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE		
Role Expectation: 10. Leadership Practices	Superintendent Evaluation Evidence	Quality Indicators
<p>10.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister</p> <p>10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies</p> <p>10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect</p> <p>10.4 Understands historical, social, economic and political implications of:</p> <p>10.4.1 Treaties and agreements with First Nations</p> <p>10.4.2 Agreements with Métis</p> <p>10.4.3 Residential schools and their legacy</p>	<ul style="list-style-type: none"> • Report of interviews with principals • Report of interviews with Superintendent's "direct reports" • Report of interviews with external agencies • Regional Collaborative Service Delivery • Partnerships 	<ul style="list-style-type: none"> • Provides clear expectations and direction • Provides effective educational leadership • Establishes and maintains positive, professional working relationships with staff • Unites people toward common goals • Demonstrates a high commitment to the needs of students • Has a well-established value system based on integrity • Empowers others • Effectively solves problems • Builds the leadership capacity of school-based and central office administrators • Demonstrates an understanding of treaties and agreements with First Nations, agreements with Métis, residential schools and their legacy

Legal Reference: Section 14, 16.1, 45, 45.1, 60, 61, 113, 114, 115 School Act
Freedom of Information and Protection of Privacy Act

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: NOVEMBER 24, 2016

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 13, APPEALS AND HEARINGS REGARDING STUDENT MATTERS

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION
That the Board of Trustees approve second reading of Policy 13, Appeals and Hearings Regarding Student Matters, as attached.

CURRENT SITUATION: This is a new policy that has been drafted by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee.

At the October 19, 2016 Regular Board Meeting, Lois Byers, Official Trustee asked that Policy 11, be sent to all LSBC members and principals for inclusion at their next LSBC meeting for review, discussion and feedback. Feedback received is attached.

FEEDBACK: POLICY 13 – APPEALS AND HEARINGS REGARDING STUDENT MATTERS

Little Buffalo LSBC November 9, 2016

Policy 13

- concern with cutting out the local school board
- concern it looks like you are going towards a ward system
- if we go to a ward system and expulsions go to the corp board instead of LSB - they are worried other people from different communities are making decisions for our students, that don't know our community or our students

Policy 13

APPEALS AND HEARINGS REGARDING STUDENT MATTERS

Background

Under relevant sections of the School Act, the only matters on which the Minister of Education will consider appeals are:

- Special education placement;
- Language of instruction;
- Home education programs;
- Student expulsion;
- Amount and payment of fees or costs;
- Access to, or the accuracy or completeness of student records;
- Amount of fees payable by a Board to another Board; or
- Board responsibility for a specific student.

Generally, the Board will hear appeals on matters appealable to the Minister.

All Matters Other Than Expulsion of a Student

The Board will hear appeals in this manner on administrative decisions on all matters other than expulsion of students, which are submitted in accordance with relevant section(s) of the School Act and that significantly affect the education of a student.

1. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.
2. Parents of students, and independent students sixteen (16) years of age or over, have the right to appeal to the Board, a decision of the Superintendent that significantly affects the education of the student. The Superintendent must advise parents and students of this right of appeal.
3. The appeal to the Board must be made within five (5) days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
4. Parents or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

5. The hearing of the appeal must be scheduled within thirty (30) days so as to ensure that the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
6. The appeal will be heard in-camera, with specified individuals in attendance.
7. The appeal hearing will be conducted in accordance with the following guidelines:
 - 7.1 The Board Chair will outline the purpose of the hearing, which is to provide:
 - 7.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
 - 7.1.2 The Board with the means to receive information and to review the facts of the dispute;
 - 7.1.3 A process through which the Board can reach a fair and impartial decision.
 - 7.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
 - 7.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.
 - 7.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or staff.
 - 7.5 The Superintendent and/or staff will have an opportunity to respond to information presented by the appellant.
 - 7.6 Committee members will have the opportunity to ask questions or clarification from both parties.
 - 7.7 No cross-examination of the parties shall be allowed, though questions may be directed to the other party through the Board Chair with the permission of the Board Chair.
 - 7.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
 - 7.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
 - 7.10 The Board decision and the reasons for that decision will be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Student Appeals Committee, if the matter under appeal is a matter described in section 124 of the School Act.

Expulsion of a Student

It is expected that all students will comply with relevant section(s) of the School Act, Board policy and school policy.

In accordance with section 61 of the School Act, the Board delegates to the Student Expulsion Committee the power to make decisions with respect to the expulsion of students.

The Student Expulsion Committee will hear representations with respect to a recommendation for a student expulsion in accordance with relevant sections of the School Act.

If a student is not to be reinstated within five (5) school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Student Expulsion Committee through the Office of the Superintendent.

The Student Expulsion Committee will convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than ten (10) school days from the first day of suspension.

Parents of students, or independent students sixteen (16) years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The Student Expulsion Committee may have legal counsel in attendance.

Notes of the proceedings will be recorded for the purpose of the Board's records.

The expulsion hearing will be conducted in accordance with the following guidelines:

1. The Committee Chair will outline the purpose of the hearing, which is to:
 - 1.1 Provide an opportunity to hear representations relative to the recommendation from the Principal;
 - 1.2 Provide an opportunity for the student and/or the student's parents to make representations;
 - 1.3 Reinstatement or expulsion of the student.
2. The Committee Chair will outline the procedure to be followed, which will be as follows:
 - 2.1 The Principal will present the report documenting the details of the case and the recommendation to expel the student;
 - 2.2 The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional relevant information;
 - 2.3 The members of the Student Expulsion Committee will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;
 - 2.4 The Student Expulsion Committee will meet, without either the administration or the student and the student's parents present, to discuss the case and the

- recommendation. The recording secretary may remain in attendance. Legal counsel may also remain in attendance;
- 2.5 Should the Student Expulsion Committee require additional information, both parties will be requested to return in order to provide the requested information;
 - 2.6 The Student Expulsion Committee will then make a decision to either reinstate or expel the student; and
 - 2.7 The Student Expulsion Committee decision shall be communicated in writing to the student and the student's parents within five (5) days of the hearing, with copies being provided to the Principal and the Superintendent. The Superintendent's office will attempt to inform the parent(s) and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.
3. If the Student Expulsion Committee's decision is to expel the student, the following information must be included in the letter to the student and the student's parents:
- 3.1 The length of the expulsion which must be greater than ten (10) school days;
 - 3.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
 - 3.3 The right of the student and the student's parents to request a review of the decision by the Minister of Education.

Legal Reference: Section 8, 10, 12, 24, 25, 45, 45.1, 47, 48, 60, 61, 113, 123, 124, 125 School Act

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: NOVEMBER 24, 2016

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

**SUBJECT: POLICY 19, WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY
LEARNING AND WORKING ENVIRONMENTS**

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION

That the Board of Trustees approved second reading of Policy 19, Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments, as attached.

CURRENT SITUATION: This is a new policy that has been drafted by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee.

At the October 19, 2016 Regular Board Meeting, Lois Byers, Official Trustee asked that Policy 11, be sent to all LSBC members and principals for inclusion at their next LSBC meeting for review, discussion and feedback. To date feedback has not been received.

Policy 19

WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING AND WORKING ENVIRONMENTS

The Board is committed to providing a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging. Each student and staff member within the Division has the right to learn and work in facilities that promote equality of opportunity, dignity and respect.

The Board is further obligated to protect all students and staff from harassment, discrimination and violence, or threat thereof during the Division's school-related activities. All those involved with the Division including trustees, employees, students, parents, volunteers, contractors and visitors must share in the responsibility for eliminating bullying, discrimination, harassment and violence. The Board prohibits bullying, harassment, discriminatory and violent behaviours and expects allegation of such behaviours to be investigated in a timely and respectful manner.

Inclusion and a sense of belonging for all students and staff – those from diverse backgrounds, those with learning challenges, those who excel academically or on the sports field, those of different colour, race, sexual orientation or beliefs, those who are absolutely "average" – stems from creating an environment that focuses on our right to learn and work, not on the things that make us different.

One key outcome of our vision for the Division is that all students will possess a strong connection to their schools as welcoming, caring respectful and safe places focused on their individualized success.

The Comprehensive School Health approach in the Division focuses on three specific tenets: positive social environments, active living, and healthy eating, and acknowledges the causal relationship between the three. The school lunch program is also an important component of the services provided to students by the Division.

1. Positive Social Environment

Students who have a strong sense of self and belonging, and who feel cared for at school, are more likely to achieve greater academic success, have successful and rewarding relationships, and exhibit positive social behaviours and character traits.

2. Active Living

Students who are physically active are more likely to exhibit on-task behavior, academic success, and social inclusion. Engagement in physical activities encourages students to make health-enhancing choices and reduces the risk of obesity.

3. Healthy Eating

Nutrition plays a significant role in student growth, developing disease resistance, and physical and mental health. Students who make healthy nutritional choices reduce their risk of obesity and health issues.

Specifically

1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful and safe learning environments for all students. It recognizes the importance of students' emotional, social, intellectual and physical wellness to their success in school and expects students to adhere to the Division Student Code of Conduct and schools' codes of conduct.
2. The Board expects all trustees, Local School Board Committee members, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy. This policy covers behavior not only at all campuses, but also at any school-related functions. This applies whether contact is face-to-face, by phone, fax, e-mail, Internet or Intranet, or by any other means of communication. Threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community including aggressive behaviors such as "cyber" hate messaging and websites created in the student's home, in cyber cafes or other settings by any person with the school community is prohibited.
3. The Board encourages reporting to a responsible adult all incidents of threats, bullying, harassment, violence or intimidation, regardless of the identity of the alleged harasser or offender.
4. The Board supports the establishment of student organizations and student-led activities that promote quality and non-discrimination, including but not limited to gay-straight alliances, queer-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.
5. The Superintendent shall ensure that all Division schools and workplaces:
 - 5.1 Recognize the importance of students' emotional, social, intellectual, spiritual and physical wellness to their success at school.
 - 5.2 Establish environments that support, ensure and integrate positive social environments, active living and healthy eating.
 - 5.3 Acknowledge that emotional well-being, active living and healthy eating, play significant roles in students' overall health.
 - 5.4 Promote lifestyles that support healthy attitudes toward emotional well-being, positive social environments, active living and healthy eating.
6. Positive Social Environments – The Superintendent will ensure that principals will:
 - 6.1 Actively build relationships within the school and community.
 - 6.2 Support and embed character education programs to support emotional well-being.
 - 6.3 Create learning environments where emotional well-being is role modeled and developed in students.

- 6.4 Access resources and link with community agencies, partners and support networks to help students develop the skills to be aware of and monitor their emotional well-being.
 - 6.5 Encourage reporting to a responsible adult all incidents of threats, bullying, harassment, violence, intimidation or discrimination.
 - 6.6 Expect students to adhere to the Division Code of Conduct for students.
7. Active Living – Superintendent will ensure that principals will:
- 7.1 Implement Alberta Education's Daily Physical Activity (DPA) initiative.
 - 7.2 Meet the minimum time allocations for quality Physical Education.
 - 7.3 Implement the philosophical and curricular shift to outcome-based learning experiences that ensure successful, meaningful engagement in physical activity and encourage lifelong fitness.
 - 7.4 Encourage students to engage in physical activity inside and outside of regular curriculum (e.g. community events, clubs, special events, teams, intramurals, etc.) to support their development as healthy, active learners.
8. Healthy Eating – Superintendent will ensure that principals will:
- 8.1 Foster knowledge, skills and attitudes that promote healthy eating by:
 - 8.1.1 Promoting nutrition education and creating an environment of positive food messages.
 - 8.1.2 Establishing a strong connection between nutrition education and foods available at the school.
 - 8.2 Examine school nutrition practices and provide opportunities, support and encouragement for staff and students to eat healthy foods by:
 - 8.2.1 Creating an environment where healthy foods are available, affordable and promoted as the best choice.
 - 8.2.2 Reviewing options with food suppliers to maximize the nutritional value of the items.
 - 8.2.3 Choosing healthy fundraising options.
 - 8.2.4 Modeling healthy nutritional practices.
 - 8.3 The primary reference for the provision, promotion, sale and distribution of food in school shall be the Alberta Nutrition Guidelines for Children and Youth from which schools shall include foods from the "choose most often" and "choose sometimes" categories, and limit foods from the "choose least often" category in accordance with the Canada Food Guide.

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act
 Alberta Bill of Rights
 Alberta Human Rights Act
 Teaching Profession Act
 Canadian Charter of Rights and Freedoms
 Criminal Code
 Alberta Nutrition Guidelines for Children and Youth
 Canada Food Guide

Policy 19 – Appendix A

STUDENT CODE OF CONDUCT

The Board endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control.

Students are expected to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful and safe learning environments. Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the Alberta Human Rights Act, including gender identity and gender expression as set out in the Alberta Bill of Rights. Students are to foster a sense of belonging amongst all students.

Within the aforementioned context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, responsive and contributing members of society.

Specifically

1. In displaying acceptable behaviour, students are expected to:
 - 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences;
 - 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
 - 1.3 Co-operate fully with everyone authorized by the Board to provide education programs and other services;
 - 1.4 Comply with all applicable federal, provincial and municipal laws, and the rules of the Division and school;
 - 1.5 Account to their teachers for their conduct;
 - 1.6 Attend school regularly and punctually;
 - 1.7 Use non-violent means to resolve conflict;
 - 1.8 Treat all other students and staff with dignity, respect and fairness at all times;
 - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
 - 1.10 Take appropriate measures to help those in need; and
 - 1.11 Demonstrate honesty and integrity.
2. Students are accountable for demonstrating respect for:
 - 2.1 Authority;
 - 2.2 Others and their property;

- 2.3 School property, equipment and textbooks; and
- 2.4 Differences in ethnicity, race, religion, gender and sexual orientation.

3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the school building, during the school day or by electronic means.

Examples of such behaviours include, but are not limited to:

- 3.1 Use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on Board property, or in a vehicle on Board property used by a student or occupied by a student as a passenger;
- 3.2 Threats;
- 3.3 Conduct which endangers others;
- 3.4 Encouraging conduct which endangers or may endanger others;
- 3.5 Encouraging unacceptable conduct;
- 3.6 Use or display of improper, obscene or abusive language;
- 3.7 Distribution or display of offensive messages or pictures;
- 3.8 Theft, including identity theft;
- 3.9 Assault;
- 3.10 Willful damage to school or others' property;
- 3.11 Use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, alcohol, or inhalants in school, on Board property or in the context of any school-related activity;
- 3.12 Attending school or any school-related activity under the influence of illicit drugs, alcohol or inhalants;
- 3.13 Personal or sexual harassment;
- 3.14 Hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations;
- 3.15 Extortion;
- 3.16 Disruptive behaviour, willful disobedience or defiance of authority;
- 3.17 Interfering with the orderly conduct of classes or the school;
- 3.18 Tampering with fire alarms and safety equipment;
- 3.19 Criminal activity;
- 3.20 Contravention of the school's code of conduct;
- 3.21 Workplace violence;
- 3.22 Bullying, including cyber-bullying; and
- 3.23 Inappropriate information technology use.

4. Unacceptable student behaviour:

- 4.1 May be grounds for disciplinary action; and

- 4.2 Provides an opportunity for critical learning in the areas of:
 - 4.2.1 Personal accountability and responsibility;
 - 4.2.2 The development of empathy;
 - 4.2.3 Conflict resolution;
 - 4.2.4 Communication; and
 - 4.2.5 Social skills development.
5. When responding to unacceptable student behaviour, the following are to be considered:
 - 5.1 The effect of the student's behaviour upon other students, the staff, the school, and the community;
 - 5.2 The nature of the action or incident that calls for disciplinary or alternative measures;
 - 5.3 The student's previous conduct and previous interventions;
 - 5.4 The student's age, maturity and abilities;
 - 5.5 The impact of proposed action on the student's future behaviour;
 - 5.6 The student's learning needs; and
 - 5.7 Any other information considered appropriate or relevant.
6. The consequences of unacceptable behaviour may be:
 - 6.1 Assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
 - 6.2 Short term removal of privileges;
 - 6.3 Detention;
 - 6.4 Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
 - 6.5 Alternative interventions such as community conferencing or other forms of restorative justice;
 - 6.6 Corrective student transfer;
 - 6.7 Suspension; and
 - 6.8 Recommendation for expulsion.
7. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act
Alberta Bill of Rights
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Criminal Code

Policy 19 – Appendix B

SEXUAL ORIENTATION AND GENDER IDENTITY

The Board is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and teaching environment for all members of the school community. This includes those students, staff, and families who identify or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer (LGBTQ) or questioning their sexual orientation, gender identity, or gender expression. The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and Alberta School Act. These rights shall be supported, and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

The Board believes that all sexual and gender minority students, staff and families have the right to:

1. Be treated fairly, equitably, and with dignity and respect;
2. Have their confidentiality protected and respected;
3. Self-identification and determination;
4. Freedom of conscience, expression, and association;
5. Be fully included in an inclusive, positive, and respectful manner by all school personnel;
6. Have equitable access to the same supports, services and protections provided to heterosexual students and families;
7. Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
8. Have their unique identities, families, cultures, and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

1. Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects.

2. Ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.
3. Improve understanding of the individual lives of sexual and gender minorities and their families, cultures, and communities.
4. Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that sexual and gender minorities and their families are welcomed and treated with respect and dignity in all aspects of the school community.

Specifically

1. Students and staff who identify as lesbian, gay, bisexual, transgender and/or queer (LGBTQ) shall be treated fairly, equitably, with respect and have their confidentiality protected.
2. Employees of the Division shall not tolerate harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.
3. The Principal shall support student groups, including Gay-Straight Alliances or Queer-Straight Alliances, where interest by students has been expressed.
4. Students may select a respectful and inclusive name for the group, in consultation with the Principal.
5. The Principal shall promote and provide inclusive education, professional development opportunities and support for staff to support same -gender parented families and students who are LGBTQ.
6. The Principal shall appoint and publicly identify a staff member to serve as a safe contact on LGBTQ issues in their school community. The safe contact shall inform the school community about available Division and community supports and resources.
7. The Principal will ensure the safety, health and educational needs of students who identify as transgender, transsexual or gender queer and promote best practices, including universal design of washrooms, preferred name and pronouns, information contained on the student record, and access to locker room facilities, field trips, and extracurricular activities consistent with a student's lived gender identity or gender expression.
8. Students who identified as LGBTQ are encouraged to report any incident or victimization, harassment, discrimination, intimidation or bullying to the Principal/safe contact person.
9. The Principal shall ensure satisfactory resolution to any conflict that may arise in the process of providing reasonable accommodation and inclusive practices in keeping with the best interests of the student.

10. The Principal shall ensure that all students, staff and families are aware of this policy, promote equality and non-discrimination with respect to gender, gender identity, gender expression and/or sexual orientation.

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act
Alberta Bill of Rights
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Criminal Code

BOARD OF TRUSTEES

**TO: LOIS BYERS
TRUSTEE OF THE BOARD**

DATE: NOVEMBER 24, 2016

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: APPENDIX 2 - ORGANIZATIONAL CHART

ORIGINATOR: WES OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION
That the Board of Trustees receive as information the attached changes to Appendix 2, of the Policy Manual Organizational Chart.

CURRENT SITUATION

NSD is organized with central services coordinated from Peace River, including minimal second tier services and supports. The Superintendent has over 30 direct reporting supervisors spread across northern Alberta.

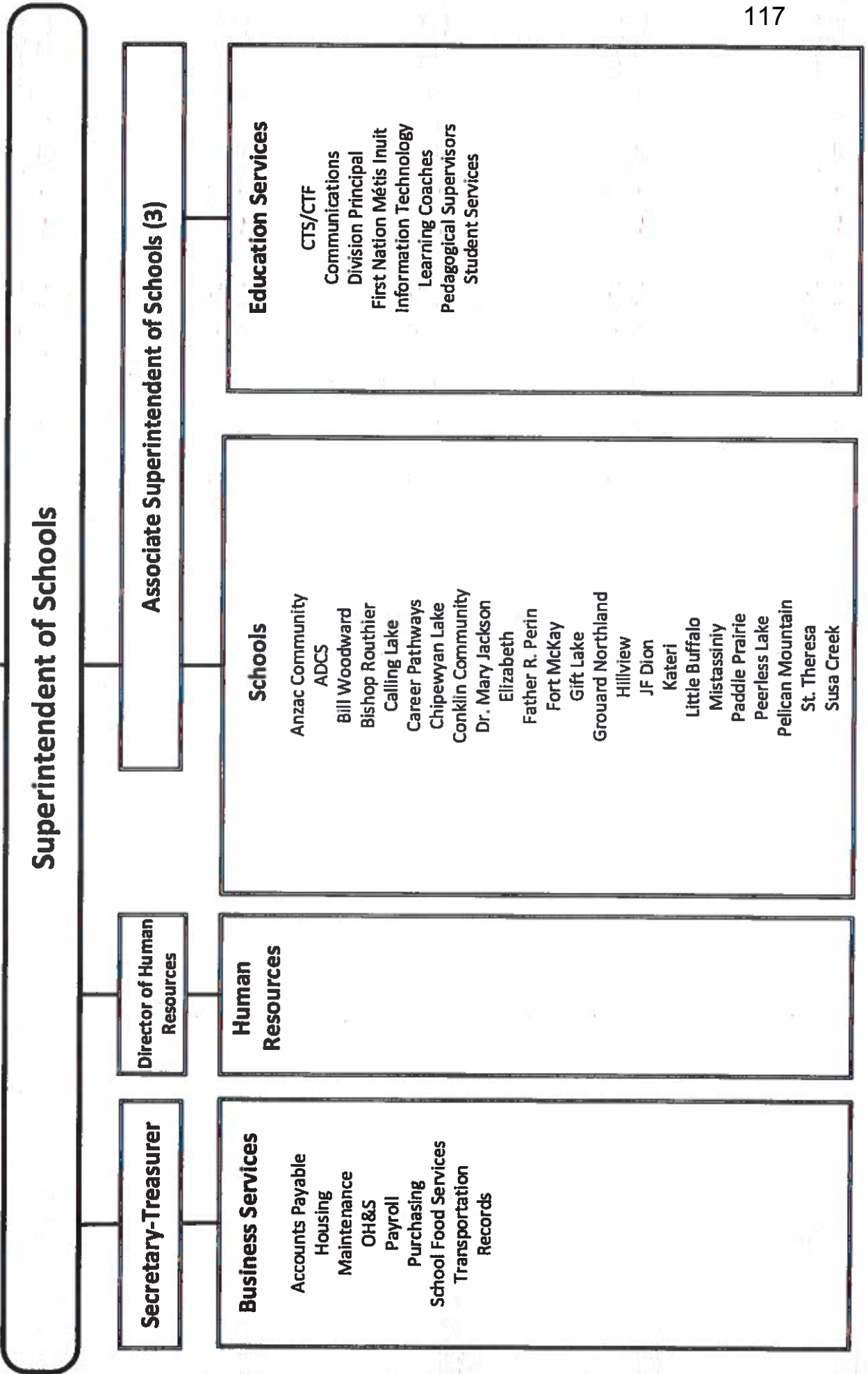
BACKGROUND

The Superintendent is proposing to re-introduce an area organization to provide more direct supports and services to schools and their Local School Board Committees.

The reorganization would create three service areas. Each area would have an Associate Superintendent responsible for supervising the schools and principals within their area, as well as liaising with LSBCs and other relevant community stakeholders and government agencies. Working under the Associate Superintendent it is further proposed to create an interdisciplinary team of second tier supports creating more direct access to support for teachers, principals and students.



Board of Trustees



BOARD OF TRUSTEES

**TO: LOIS BYERS
TRUSTEE OF THE BOARD**

DATE: NOVEMBER 24, 2016

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

**SUBJECT: PROCEDURE 333 – CHILDREN/STUDENTS IN NEED OF
INTERVENTION**

ORIGINATOR: STEPHANIE SUTHERLAND, SUPERVISOR OF STUDENT SERVICES

RECOMMENDATION

That the Board of Trustees receive as information, Procedure 333 – Children/Students in Need of Intervention, as attached.

CURRENT SITUATION:

**Procedure 333****Children /
Students in Need
of Intervention
Services**

Background

Children, as a matter of right, should be safe, secure and adequately cared for at home, at school and in the community. While parents/guardians have primary responsibility to ensure the welfare of their children, the helping professions and community institutions such as schools, social services, medical services, police and the courts have particular responsibility beyond that of citizens, generally, to safeguard children from abuse and neglect.

The Division recognizes its legal obligation and moral responsibility to work cooperatively with professionals and community organizations to enhance child abuse reporting and investigation. The Departments of Health and Wellness, Education, Children and Youth Services, Justice and Attorney General propose to use the principles of cooperation, collaboration and coordination in their working relationship with the community. The Division will fulfill its obligations by using those same principles set forth in *Responding to Child Abuse: A Handbook*. (http://justice.alberta.ca/programs_services/families/Documents/responding_to_child_abuse_handbook_2006.pdf)

Anyone who has reason to believe that a child has been, or there is substantial risk that s/he will be abused or neglected by an adult, has the legal duty under the Child, Youth and Family Enhancement Act to promptly report the matter to the local Child and Family Services Authority.

Definitions

1. *Child in need of intervention services* is a term found in the Child, Youth and Family Enhancement Act. A child is in need of intervention services if there are reasonable and probable grounds to believe that the survival, security or development of the child is endangered because of any of the following:
 - 1.1. The child has been abandoned or lost.
 - 1.2. The parent/guardian of the child is dead and the child has no other parent/guardian.



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- 1.3. The child is neglected by the parent/guardian.
 - 1.4. The child has been or there is substantial risk that the child will be physically injured or sexually abused by the parent/guardian of the child.
 - 1.5. The parent/guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse.
 - 1.6. The child has been emotionally injured by the parent/guardian.
 - 1.7. The parent/guardian of the child is unable or unwilling
 - 1.8. The parent/guardian of the child has subjected the child to or is unable or unwilling to protect the child from cruel and unusual treatment or punishment.
2. Emotional abuse is the impairment of a child's mental or emotional functioning or development and there are reasonable and probable grounds to believe that the emotional injury is the result of:
- 2.1 Rejection;
 - 2.2 Deprivation of affection and/or cognitive stimulation.
 - 2.3 Exposure of domestic violence or severe domestic disharmony.
 - 2.4 Inappropriate criticism, threats, humiliation, accusations or expectations.
 - 2.5 The mental or emotional condition of the parent/guardian of the child or of anyone living in the same residence as the child.
 - 2.6 Chronic alcohol or drug abuse by anyone living in the child's home.
3. Neglect is if the parent/guardian is unable or unwilling to:
- 3.1 Provide the child with the necessities of life;
 - 3.2 Obtain for the child, or permit the child to receive essential medical, surgical or other remedial treatment that is necessary for the health or well-being of the child; or



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- 3.3 Provide the child with adequate care or supervision.
4. Physical abuse is an intentional, substantial and observable injury to a child as a result of the non-accidental application of force or an agent to the child's body.
5. Sexual abuse is inappropriate exposure or subjection to sexual contact, activity or behavior, including prostitution-related activities. Exposing children to child pornography or luring children through the Internet are forms of sexual abuse.

Procedures

1. Reporting Requirements

Section 4(1) of the Child, Youth and Family Enhancement Act states "any person who has reasonable and probable grounds to believe that child is in need of intervention shall forthwith report the matter to a director." To report "forthwith to a director" means promptly notifying the Child and Family Services Authority.

2. All school staff, as well as volunteers, shall be familiar with and guided by this administrative procedure.
 3. The Principal must ensure that all school staff are aware of the obligations and ensure procedures are followed when a student discloses any form of neglect, physical, sexual or emotional abuse.
 4. Principals shall ensure that a brief statement regarding the school's responsibility in reporting child abuse and neglect is included in the Student-Parent/Guardian Handbook. Reference is to be made to this administrative procedure.
 5. Staff are to fulfill their legal obligation to report suspected child abuse or neglect by directly reporting to Child and Family Services Authority. The
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staff member must inform the Principal once the report is made. The responsibility of investigating allegations of abuse or neglect rests with Child and Family Services Authority.

6. Any staff member who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or observes the child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, will immediately report to a caseworker for Child and Family Services Authority and the Principal. In the event that the Principal is suspected, the report shall be made to the caseworker for Child and Family Services Authority and the Superintendent.
7. If the alleged abuse involves a school employee/volunteer, then a report must be made to the caseworker for Child and Family Services Authority and the Superintendent.
8. All school employees/volunteers will be granted due process, including written notification of the investigation, confidentiality and right to counsel.
9. A report to the local Child and Family Services Authority shall include:
 - 9.1 The staff member's name and school telephone number;
 - 9.2 The staff member's relationship to the child;
 - 9.3 Any immediate concerns about the child's safety;
 - 9.4 The location of the child;
 - 9.5 The child's name, age and address;
 - 9.6 Information on the disclosure such as when and where the alleged abuse took place, how long the alleged abuse has been occurring, current location of the alleged abuser or parents/guardians;
 - 9.7 The child's condition and any concerns about the child's immediate safety;
 - 9.8 Any other relevant information concerning the child and/or family.

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10. The Principal, as follow-up to a report, shall complete **Form** and forward it to the Supervisor of Student Services.
 11. Information obtained during a child intervention investigation must be kept confidential. School staff are prohibited from sharing information, which could identify a child or a child's parent/guardian who is involved in the child intervention system.
 12. Notes, reports or documentation made regarding the disclosed abuse or violence must be made available when request by police or caseworkers.
 13. The protection and best interests of children prevail over the interests of parents/guardians when cases of child abuse are reported and/or investigated. If a disclosure by a child indicates possible abuse by a parent/guardian, staff shall not notify the child's parents/guardians. The caseworker for Child and Family Services Authority assumes the responsibility for notifying the child's parents/guardians.
 14. The Child, Youth and Family Enhancement Act mandates investigations of suspected child abuse or neglect and provides authority for caseworkers and peace officers to enter schools.
 15. The Principal shall cooperate with a request by Child and Family Services Authority or police to interview a student on school premises. If a student interview is requested, the Principal shall request formal identification of the person making the request to verify the person is in a position of authority.
 16. It is the responsibility of the investigator to notify the parents/guardians. Interviews conducted on school premises must be conducted in ways that minimize any distraction for the student, other students or staff and the proceedings of the school.
 17. The Principal or teacher may participate in the interview of the child, if requested by the investigator. The Principal or teacher shall remain silent and provide comments or answer questions when specifically requested by the investigator.

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18. The Principal will clarify with the investigator when contact with the parents/ guardians will be made, particularly when an investigation commences near the end of a school day and the child's return home is delayed because the investigation is still incomplete.
 19. If the investigator has not yet contacted the parent/guardian and they call the Principal indicating that the child has not yet returned home, the Principal will refer the parent/guardian to the investigator.
 20. In the event that threats are made against school staff or the child, the Principal shall refer the matter to the police.
 21. Child and Family Services Authority or police investigating a complaint of child abuse or neglect from whatever source may wish to interview teachers or other school staff having regular contact with the student or having other first-hand information pertinent to the investigation.
 - 21.1 The Principal will assist the investigator by identifying and facilitating these contacts.
 - 21.2 It is recommended that information provided to the investigator be summarized in writing by the teachers or other school staff after the interview and retained for possible future reference.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 4/99
Student Record Regulation 225/2006
Responding to Child Abuse – A Handbook (October 2005)
Student Record Regulation Information Bulletin 3.2.7

SUSPECTED CHILD ABUSE OR NEGLECT REPORT

(To be completed by the Principal as per Administrative Procedure 333 – Children/ Students in Need of Intervention Services)

As required by the Child, Youth and Family Enhancement Act, the following report has been made:

- I. Alleged: Physical Neglect Physical Abuse
 Emotional Abuse Sexual Abuse

a) Specific concerns and questions of abuse or neglect.

b) Student's condition and concerns about students immediate safety.

c) Specify action taken

d) Other agencies or professionals involved with family that might provide relevant information.

II. Person reporting abuse and neglect.

Name _____ Telephone No. _____

Relationship to student _____ Years known student _____

III. Student's Name _____ Sex M F Birthdate / /
MONTH DAY YEAR

Address _____ School _____

Parents/Guardians Name _____

Home Telephone No. _____ Work Telephone No. _____

Address _____

Is the child of Aboriginal/ Metis decent? Yes No If yes, name of Aboriginal/ Metis
Community _____

Language barrier or Disability requiring assistance in communication _____

IV. Principal's Name _____ School _____

Date Report was forwarded _____ Telephone No. _____

Principal's Signature

Superintendent's Report November 24, 2016



			Student Learning	Student Wellness	Fiscal Responsibility	Personnel Management	Policy and Administrative Procedures	Superintendent/Board Relations	Strategic Planning and Reporting	Organizational Management	Communications and Community Relations	Leadership Practices
10/20/16	Wabasca	Executive Team Meeting	✓	✓	✓	✓	✓		✓	✓		✓
		Mistassiniy Modernization Meeting	✓	✓					✓	✓	✓	✓
10/21/16	Chipewyan Lake	Chipewyan Lake School Visit	✓	✓		✓						✓
		Chipewyan Lake Principal Interview				✓						✓
10/24/16	Fort McMurray	Meeting with Athabasca Tribal Council Director of Education	✓	✓						✓	✓	✓
	Conklin	Meeting with Athabasca Tribal Council Director of Education and Chipewyan Prairie First Nation Re: Bussing from Janvier to Anzac	✓	✓						✓	✓	✓
	Janvier	Father R. Perin School Visit	✓	✓		✓					✓	✓
		Cenovus Grant Announcement			✓			✓		✓	✓	
10/25/16	Fort Chipewyan	ADCS School Visit	✓	✓		✓					✓	✓
10/26/16	Calgary	WE Day	✓	✓				✓				✓
10/27/16	Calgary	Vulnerable Readers Conference	✓	✓								
10/31/16	Peace River	Central Office Staff Meeting				✓	✓		✓		✓	✓
		Meeting with Peace River School Division Superintendent	✓	✓			✓				✓	
		Teleconference with Office of the Auditor General Re: Exit Conference Planning			✓			✓				
11/1/16	Edmonton	Meeting with Terry Gunderson at ASBA Re: NSD61 Procedures					✓	✓	✓			
		Meeting with Shawn Pritchard Re: Attendance Initiative	✓	✓			✓				✓	
		Meeting with Donna Barrett Re: AERR	✓	✓				✓	✓			
11/2/16	Calgary	Executive Team Meeting	✓	✓	✓	✓	✓		✓	✓		✓
		CASS Conference					✓	✓			✓	
11/3/16	Calgary	CASS Conference					✓	✓			✓	
11/7/16	Edmonton	Meeting with Bigstone Cree Nation	✓	✓				✓		✓	✓	✓
11/8/16	High Prairie	Student Transitions Meeting	✓	✓						✓	✓	✓
11/9/16	Grouard	Meeting with the President of Northern Lakes College	✓	✓								✓
		Meeting with Kapawe'no First Nation	✓	✓						✓	✓	✓
		Grouard Northland School Visit	✓	✓		✓						✓
11/10/16	Slave Lake	Numeracy Meeting	✓	✓			✓					

Superintendent's Report

November 24, 2016



			Student Learning	Student Wellness	Fiscal Responsibility	Personnel Management	Policy and Administrative Procedures	Superintendent/Board Relations	Strategic Planning and Reporting	Organizational Management	Communications and Community Relations	Leadership Practices
11/14/16	Edmonton	Meeting with Bigstone Cree Nation and University of Calgary	✓	✓				✓		✓	✓	✓
		Teleconference with Heart & Soul Leadership Academy	✓	✓							✓	
11/15/16	Keg River	Dr. Mary Jackson School Visit	✓	✓		✓					✓	✓
	Paddle Prairie	Paddle Prairie School Visit	✓	✓		✓					✓	✓
11/17/16	Trout Lake	Kateri School Visit	✓	✓		✓					✓	✓
	Peerless Lake	Peerless Lake School Visit	✓	✓		✓					✓	✓
11/18/16	Wabasca	Quality of Work/Life Meeting			✓	✓	✓					✓
11/20/16	Edmonton	Alberta School Boards Association Fall General Meeting	✓		✓		✓	✓			✓	✓
11/21/16	Edmonton	Alberta School Boards Association Fall General Meeting	✓		✓		✓	✓			✓	✓
11/22/16	Edmonton	Alberta School Boards Association Fall General Meeting	✓		✓		✓	✓			✓	✓
11/23/16	Fort McMurray	Meeting with Athabasca Tribal Council Education Committee	✓	✓						✓	✓	✓
		Teleconference with the Office of the Auditor General Re: Exit Conference			✓			✓				
11/24/16	Anzac	Executive Team Meeting	✓	✓	✓	✓	✓		✓	✓		✓
		Corporate Board Meeting			✓			✓				



ALBERTA
EDUCATION

Office of the Minister

AR96271

NOV - 8 2016

Mr. Gord Atkinson
Superintendent of Schools
Northland School Division No. 61
Bag 1400
9809 - 77 Avenue
Peace River AB T8S 1V2

Dear Mr. Atkinson:

Thank you for sending me a copy of your 2016/2017 school calendar. The artwork is lovely and will serve as a wonderful reminder of the schools and students in Northland School Division.

Please extend my appreciation to your students as well. I hope they will continue to pursue their artistic endeavours and share their talents with others, while they are in school and throughout their lives. I look forward to seeing more of their work, and hearing about their successes, in the years to come.

Best wishes for the school year.

Sincerely,

David Eggen
Minister

cc: Lois Byers, Official Trustee

FILED IN
DOCUMENTS

DIVISION ATTENDANCE SEPTEMBER 2016

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	122	47	51	22	12	11	9	274
Gr. 1	113	45	43	23	15	6	1	246
Gr. 2	122	39	41	16	8	1	3	230
Gr. 3	130	46	40	16	5	3	4	244
Gr. 4	137	47	36	14	6	2	3	245
Gr. 5	130	47	29	9	3	4	2	224
Gr. 6	98	43	32	24	9	7	5	218
Gr. 7	98	29	42	10	7	10	6	202
Gr. 8	80	34	41	20	9	2	6	192
Gr. 9	46	29	45	17	12	6	9	164
Gr. 10	36	27	31	16	10	10	19	149
Gr. 11	33	18	23	11	5	4	7	101
Gr. 12	24	14	14	16	12	10	11	101
Student Totals	1169	465	468	214	113	76	85	2590

*Does not include Outreach Schools

September 2016 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	48 (58%)	16 (19%)	9 (11%)	5 (6%)	4 (5%)	1 (1%)	0 (0%)	83
ADCS	64 (29%)	37 (17%)	44 (20%)	15 (7%)	21 (10%)	20 (9%)	17 (8%)	218
Bill Woodward School	63 (54%)	6 (5%)	36 (31%)	6 (5%)	2 (2%)	1 (1%)	2 (2%)	116
Bishop Routhier School	43 (65%)	11 (17%)	8 (12%)	2 (3%)	0 (0%)	1 (2%)	1 (2%)	66
Calling Lake School	51 (49%)	23 (22%)	16 (15%)	6 (6%)	5 (5%)	0 (0%)	3 (3%)	104
Chipewyan Lake School	8 (38%)	1 (5%)	5 (24%)	2 (10%)	3 (14%)	2 (10%)	0 (0%)	21
Conklin Community School	21 (62%)	4 (12%)	6 (18%)	0 (0%)	0 (0%)	0 (0%)	3 (9%)	34
Dr. Mary Jackson School	13 (45%)	1 (3%)	6 (21%)	3 (10%)	5 (17%)	1 (3%)	0 (0%)	29
Elizabeth School	59 (42%)	30 (22%)	26 (19%)	12 (9%)	3 (2%)	4 (3%)	0 (0%)	184
Father R. Perin School	42 (52%)	18 (22%)	13 (16%)	6 (7%)	1 (1%)	1 (1%)	0 (0%)	81
Fort McKay School	40 (45%)	10 (11%)	10 (11%)	3 (3%)	4 (4%)	4 (4%)	2 (2%)	73
Gift Lake School	75 (42%)	37 (21%)	35 (20%)	16 (9%)	6 (3%)	5 (3%)	1 (1%)	175
Grouard Northland School	31 (38%)	15 (19%)	12 (15%)	7 (9%)	1 (1%)	1 (1%)	1 (1%)	68
Hillview School	8 (27%)	4 (13%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)	1 (3%)	16
JF Dion School	66 (76%)	3 (3%)	12 (14%)	3 (3%)	1 (1%)	1 (1%)	0 (0%)	86
Kateri School	44 (47%)	19 (20%)	21 (22%)	7 (7%)	2 (2%)	0 (0%)	1 (1%)	94
Little Buffalo School	70 (39%)	44 (24%)	29 (16%)	30 (17%)	9 (5%)	9 (5%)	14 (8%)	205
Mistassiniy School	75 (21%)	58 (17%)	70 (20%)	49 (14%)	27 (8%)	19 (5%)	32 (9%)	330
Paddle Prairie School	64 (55%)	20 (17%)	15 (13%)	5 (4%)	4 (3%)	4 (3%)	3 (3%)	115
Peerless Lake School	58 (46%)	32 (26%)	26 (21%)	7 (6%)	4 (3%)	2 (2%)	2 (2%)	131
Pelican Mountain School	13 (59%)	5 (23%)	4 (18%)	1 (5%)	1 (5%)	0 (0%)	0 (0%)	24
St. Theresa School	192 (46%)	78 (19%)	50 (12%)	24 (6%)	10 (2%)	0 (0%)	6 (1%)	360
Susa Creek School	17 (35%)	9 (18%)	5 (10%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)	33

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	31 (34%)	4 (4%)	16 (17%)	17 (18%)	7 (8%)	2 (2%)	1 (1%)	78
Calling Lake Outreach School	5 (31%)	0 (0%)	2 (13%)	2 (13%)	1 (6%)	0 (0%)	5 (31%)	15

DIVISION ATTENDANCE OCTOBER 2016

	95% -100%	90% - 94%	80% - 89%	70% -79%	60% -69%	50% - 59%	Below.50%	Total
ECS	96	41	62	28	25	12	9	273
Gr. 1	82	45	53	27	15	12	10	244
Gr. 2	80	48	65	22	9	2	8	229
Gr. 3	99	52	54	18	10	3	8	244
Gr. 4	121	34	56	20	6	2	3	242
Gr. 5	130	31	37	15	5	1	5	224
Gr. 6	90	38	56	15	7	4	9	219
Gr. 7	67	34	41	32	11	8	9	202
Gr. 8	62	34	46	23	5	9	11	190
Gr. 9	40	29	43	17	12	11	11	163
Gr. 10	34	14	37	17	15	7	24	148
Gr. 11	33	9	22	14	12	4	6	100
Gr. 12	20	7	22	11	11	9	22	102
Student Totals	954	416	594	259	143	84	130	2580

*Does not include Outreach Schools

October 2016 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	30 (40%)	23 (31%)	13 (17%)	7 (9%)	2 (3%)	0 (0%)	0 (0%)	75
ADCS	82 (37%)	10 (5%)	42 (19%)	24 (11%)	16 (7%)	10 (5%)	36 (16%)	220
Bill Woodward School	67 (59%)	9 (8%)	23 (20%)	7 (6%)	6 (5%)	0 (0%)	1 (1%)	113
Bishop Routhier School	22 (35%)	1 (2%)	16 (25%)	14 (22%)	2 (3%)	2 (3%)	6 (10%)	63
Calling Lake School	31 (30%)	33 (32%)	16 (15%)	9 (9%)	8 (8%)	1 (1%)	6 (6%)	104
Chipewyan Lake School	7 (33%)	5 (24%)	3 (14%)	3 (14%)	3 (14%)	0 (0%)	0 (0%)	21
Conklin Community School	26 (76%)	2 (6%)	4 (12%)	2 (6%)	0 (0%)	0 (0%)	0 (0%)	34
Dr. Mary Jackson School	13 (45%)	2 (7%)	2 (7%)	6 (21%)	5 (17%)	1 (3%)	0 (0%)	29
Elizabeth School	15 (11%)	53 (40%)	44 (33%)	11 (8%)	9 (7%)	0 (0%)	1 (1%)	133
Father R. Perin School	36 (44%)	23 (28%)	10 (12%)	6 (7%)	3 (4%)	2 (2%)	2 (2%)	82
Fort McKay School	42 (58%)	4 (6%)	14 (19%)	2 (3%)	6 (8%)	1 (1%)	3 (4%)	72
Gift Lake School	81 (46%)	11 (6%)	46 (26%)	20 (11%)	7 (4%)	4 (2%)	6 (3%)	175
Grouard Northland School	27 (40%)	10 (15%)	13 (19%)	8 (12%)	5 (7%)	2 (3%)	3 (4%)	68
Hillview School	7 (44%)	3 (19%)	6 (38%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	16
JF Dion School	41 (48%)	16 (19%)	17 (20%)	7 (8%)	1 (1%)	3 (4%)	0 (0%)	85
Kateri School	39 (41%)	15 (16%)	20 (21%)	6 (6%)	6 (6%)	4 (4%)	6 (6%)	96
Little Buffalo School	75 (37%)	9 (4%)	56 (28%)	28 (14%)	17 (8%)	7 (3%)	11 (5%)	203
Mistassiniy School	49 (15%)	61 (19%)	75 (23%)	51 (16%)	22 (7%)	31 (9%)	39 (12%)	328
Paddle Prairie School	39 (34%)	22 (19%)	37 (32%)	8 (7%)	5 (4%)	1 (1%)	2 (2%)	114
Peerless Lake School	58 (44%)	6 (5%)	43 (33%)	14 (11%)	5 (4%)	4 (3%)	1 (1%)	131
Pelican Mountain School	5 (24%)	2 (10%)	7 (33%)	5 (24%)	1 (5%)	1 (5%)	0 (0%)	21
St. Theresa School	146 (41%)	89 (25%)	82 (23%)	16 (4%)	13 (4%)	9 (3%)	5 (1%)	360
Susa Creek School	16 (48%)	7 (21%)	5 (15%)	5 (15%)	0 (0%)	0 (0%)	0 (0%)	33

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	30 (40%)	3 (4%)	11 (15%)	8 (11%)	23 (31%)	0 (0%)	0 (0%)	75
Calling Lake Outreach School	7 (47%)	1 (7%)	1 (7%)	2 (13%)	2 (13%)	0 (0%)	2 (13%)	15

2014/15 - 2016/17 Division Attendance

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
September 2014	1347 (48%)	347 (12%)	470 (17%)	272 (10%)	149 (5%)	82 (3%)	146 (5%)	2807
September 2015	1445 (52%)	305 (11%)	450 (16%)	249 (9%)	127 (5%)	79 (3%)	116 (4%)	2771
September 2016	1169 (45%)	465 (18%)	468 (18%)	214 (8%)	113 (4%)	76 (3%)	85 (3%)	2590
October 2014	1168 (42%)	390 (14%)	496 (18%)	294 (10%)	170 (6%)	84 (3%)	204 (7%)	2806
October 2015	1229 (45%)	245 (9%)	516 (19%)	287 (10%)	152 (6%)	101 (4%)	228 (8%)	2758
October 2016	954 (42%)	416 (18%)	594 (26%)	259 (11%)	143 (6%)	84 (4%)	130 (6%)	2269
November 2014	793 (28%)	456 (16%)	579 (21%)	316 (11%)	235 (8%)	133 (5%)	271 (10%)	2783
November 2015	873 (32%)	399 (14%)	603 (22%)	303 (11%)	184 (7%)	121 (4%)	270 (10%)	2753
December 2014	596 (21%)	439 (16%)	531 (19%)	355 (13%)	290 (10%)	161 (6%)	426 (15%)	2798
December 2015	895 (32%)	396 (14%)	478 (17%)	362 (13%)	212 (8%)	129 (5%)	283 (10%)	2755
January 2015	902 (32%)	223 (8%)	529 (19%)	372 (13%)	249 (9%)	173 (6%)	338 (12%)	2798
January 2016	846 (31%)	402 (15%)	554 (20%)	305 (11%)	250 (9%)	128 (5%)	267 (10%)	2752
February 2015	793 (29%)	430 (16%)	536 (19%)	350 (13%)	239 (9%)	174 (6%)	240 (9%)	2762
February 2016	909 (34%)	393 (15%)	527 (20%)	295 (11%)	228 (9%)	114 (4%)	200 (8%)	2666
March 2015	873 (32%)	296 (11%)	569 (21%)	352 (13%)	225 (8%)	146 (5%)	296 (11%)	2557
March 2016	603 (23%)	424 (16%)	577 (22%)	395 (15%)	229 (9%)	178 (7%)	262 (10%)	2665
April 2015	688 (25%)	443 (16%)	598 (22%)	306 (11%)	225 (8%)	152 (6%)	317 (12%)	2729
April 2016	653 (24%)	417 (16%)	573 (21%)	384 (14%)	228 (9%)	176 (7%)	242 (9%)	2673
May 2015	880 (32%)	250 (9%)	542 (20%)	324 (12%)	226 (6%)	162 (6%)	364 (13%)	2748
May 2016	839 (36%)	200 (9%)	440 (19%)	294 (13%)	163 (7%)	103 (4%)	269 (12%)	2308
June 2015	658 (23%)	373 (13%)	571 (20%)	321 (11%)	241 (9%)	171 (6%)	492 (17%)	2817
June 2016	745 (32%)	156 (7%)	388 (17%)	331 (14%)	195 (8%)	148 (6%)	341 (15%)	2304

*Does not include Outreach

*May 2016 and June 2016 do not include Anzac, Bill Woodward, Father R. Perin, or Fort McKay due to Fire Evacuation



Official Trustee's Report November 24, 2016

October, 2016

19	Wabasca	Corporate Board Meeting
20	Wabasca	Mistassiniy Modernization Meeting
31		Teleconference with the Office of the Auditor General Re: Exit Conference Planning

November, 2016

2	High Prairie	Alberta School Boards Association Zone 1 Meeting
	Grouard	Meeting with Kapawe'no First Nation Administration
		Meeting with Grouard Local School Board Committee Meeting
3	Gift Lake	Gift Lake School Visit & some LSBC members
4	Edmonton	Meeting with Alberta Education Re: Planning for Formal Engagement Sessions
7	Edmonton	Meeting with Bigstone Cree Nation
9	Grouard	Meeting with Kapawe'no First Nation Chief
14	Edmonton	Meeting with Bigstone Cree Nation and University of Calgary
		Meeting with Alberta Education Re: Planning for Formal Engagement Sessions
		Speaker at U of A: Dr. Dwayne Donald – FMNI Education in Alberta
15	East Prairie	Meeting with East Prairie Local School Board Committee & Metis Settlement Council
18	Wabasca	Teleconference with Alberta Education Re: Planning for Formal Engagement Sessions
		Quality of Work/Life Meeting
20	Edmonton	Alberta School Boards Association Fall General Meeting
21	Edmonton	Alberta School Boards Association Fall General Meeting
22	Edmonton	Alberta School Boards Association Fall General Meeting
23	Fort McMurray	Meeting with Athabasca Tribal Council Education Committee
		Teleconference with the Office of the Auditor General Re: Exit Conference
24	Anzac	Corporate Board Meeting

**NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2015/2016 SCHOOL YEAR
PERIOD ENDING - October 31, 2016**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	5,032.00	5,032.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	13,495.00	13,495.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	23,697.00	23,697.00	0.0%
<u>Athabasca Delta</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	5,340.00	5,340.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	15,326.00	15,326.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	25,836.00	25,836.00	0.0%
<u>Bishop Routhier</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	1,992.00	1,992.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	3,979.00	3,979.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	11,141.00	11,141.00	0.0%
<u>Calling Lake</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	3,060.00	3,060.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	12,928.00	12,928.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	21,158.00	21,158.00	0.0%
<u>Chipewyan Lakes</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,740.00	2,740.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	15,045.00	15,045.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	22,955.00	22,955.00	0.0%
<u>Conklin</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	4,144.00	4,144.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	13,414.00	13,414.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	22,728.00	22,728.00	0.0%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed			Percent Expended
				Budget	Difference	
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,184.00	2,184.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	4,516.00	4,516.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	11,870.00	11,870.00	0.0%
<u>East Prairie</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,128.00	2,128.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	2,957.00	2,957.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	10,255.00	10,255.00	0.0%
<u>Elizabeth</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	3,816.00	3,816.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	11,733.00	11,733.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	20,719.00	20,719.00	0.0%
<u>Father R Perin</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	4,144.00	4,144.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	8,664.00	8,664.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	17,978.00	17,978.00	0.0%
<u>Fort McKay</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	4,144.00	4,144.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	17,001.00	17,001.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	26,315.00	26,315.00	0.0%
<u>Gift Lake</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,292.00	2,292.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	6,354.00	6,354.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	13,816.00	13,816.00	0.0%
<u>Grouard</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,028.00	2,028.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	6,222.00	6,222.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	13,420.00	13,420.00	0.0%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>J.F. Dion</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	4,052.00	4,052.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	9,349.00	9,349.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	18,571.00	18,571.00	0.0%
<u>Kateri</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,416.00	2,416.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	10,863.00	10,863.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	18,449.00	18,449.00	0.0%
<u>Little Buffalo</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	1,880.00	1,880.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	1,703.00	1,703.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	8,753.00	8,753.00	0.0%
<u>Mistassiniy</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,836.00	2,836.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	2,319.00	2,319.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	10,325.00	10,325.00	0.0%
<u>Paddle Prairie</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,288.00	2,288.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	8,035.00	8,035.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	15,493.00	15,493.00	0.0%
<u>Peerless Lake</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,340.00	2,340.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	3,508.00	3,508.00	
Casual Labour, Supplies & Awards	-	98.95	98.95	250.00	151.05	
Total	-	98.95	98.95	11,018.00	10,919.05	0.9%
<u>Pelican Mountain</u>						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	3,096.00	3,096.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	9,959.00	9,959.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	18,225.00	18,225.00	0.0%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
St. Theresa						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,860.00	2,860.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	3,690.00	3,690.00	
Casual Labour, Supplies & Awards	-	275.02	275.02	250.00	(25.02)	
Total	-	275.02	275.02	11,720.00	11,444.98	2.3%
Susa Creek						
Quarterly Honorarium	-	-	-	4,920.00	4,920.00	
Travel & Subsistence	-	-	-	2,984.00	2,984.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	12,532.00	12,532.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	-	-	-	20,686.00	20,686.00	0.0%
GRAND TOTAL	-	373.97	373.97	375,128.00	374,754.03	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	374,754.03
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	374,754.03

NORTHLAND SCHOOL DIVISION NO. 61
 BOARD REPORT
 2016/2017 SCHOOL YEAR
 PERIOD ENDING -October 31, 2016

ELECTIONS

	ACTUAL	BUDGET	VARIANCE
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS-TRUSTEES	-	-	-
LEGAL FEES	-	-	-
POSTAGE--ELECTIONS	-	-	-
INSERVICE--ELECTIONS	-	-	-
RENUMERATION--ELECTIONS	-	80,000.00	80,000.00
TRAVEL & SUBSISTENCE--ELECTIONS	-	-	-
PRINTING & BINDING--ELECTIONS	-	-	-
ADVERTISING--ELECTIONS	-	-	-
OFFICE SUPPLIES--ELECTIONS	-	-	-

SUB-TOTAL - 80,000.00 80,000.00

COMMITTEES

RENUMERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
PROFESSIONAL SERVICES - POLICY REVIEW	-	-	-
TRAVEL & SUBSISTENCE - PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE - EDUCATION	-	-	-
TRAVEL & SUBSISTENCE - FINANCE	-	-	-
TRAVEL & SUBSISTENCE - NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE - PAC	-	-	-
TRAVEL & SUBSISTENCE - AD HOC	2,293.65	30,000.00	27,706.35
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	-	-	-
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	-	-	-
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - MENTAL HEALTH INITIATIVE	-	-	-

SUB-TOTAL 2,293.65 30,000.00 27,706.35

OTHER EXPENSES

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	7.62	4,000.00	3,992.38
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	-	200,000.00	200,000.00
IN-SERVICE - BOARD	-	60,000.00	60,000.00
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	-	25,000.00	25,000.00
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	-	-	-
TELEPHONE - TRUSTEE	36.63	3,000.00	2,963.37
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	10,929.28	40,000.00	29,070.72
TRAVEL & SUBSISTENCE - PSBA	-	-	-
TRAVEL & SUBSISTENCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - RETREAT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	20,114.87	38,000.00	17,885.13
PRINTING & BINDING	-	3,500.00	3,500.00
INSURANCE - BOARD OF TRUSTEES	-	250.00	250.00
ADVERTISING - BOARD	-	3,000.00	3,000.00
OFFICE SUPPLIES	161.34	5,000.00	4,838.66
AWARDS	160.53	25,000.00	24,839.47
POSTAGE - BOARD	-	4,000.00	4,000.00
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00

SUB-TOTAL 31,410.27 411,750.00 380,339.73

TOTAL 33,703.92 521,750.00 488,046.08



ALBERTA
EDUCATION

Office of the Minister

AR96145

OCT 31 2016

Ms. Lois Byers
Official Trustee
Northland School Division
PO Bag 1400 Station Main
Peace River AB T8S 1V2

Dear Ms. Byers:

Many inspiring stories of sacrifice, courage and compassion have emerged after the devastating wildfire in Fort McMurray and the Wood Buffalo Region. As rebuilding continues, our government would like to celebrate those individuals who acted selflessly – and those who continue to do so – to protect and support these communities.

I appreciate your ongoing efforts on behalf of your students, staff and families. Through your work with community leaders, you may have been made aware of many Heroes of the Wildfire. I encourage you to recognize these extraordinary individuals, and to share their stories with all Albertans.

To learn more about Heroes of the Wildfire or to share a nomination story, please visit the Government of Alberta website at www.alberta.ca/wildfire-heroes.aspx.

Once again, please accept my thanks for all you have done to ensure the safety and well-being of your students.

Sincerely,

David Eggen
Minister

FILED IN
EGGON-22

From: EDC Minister <Education.Minister@gov.ab.ca>
 Date: Monday, 7 November 2016
 Subject: Public Health Amendments Act
 To:
 Cc: Doreen Lupaschuk <Doreen.Lupaschuk@gov.ab.ca>

To: Board Chairs of Public, Separate, Francophone and Charter School Boards

Presidents of Stakeholder Associations

ACSTA (Alberta Catholic School Trustees' Association)
 AEFAA (Alberta Educational Facilities Administrators Association)
 ASBA (Alberta School Boards Association)
 AHEA (Alberta Home Education Association)
 ASCA (Alberta School Councils' Association)
 ATA (Alberta Teachers' Association)
 AAPCS (Association of Alberta Public Charter Schools)
 ACFA (Association canadienne-française de l'Alberta)
 AISCA (Association of Independent Schools & Colleges in Alberta)
 ASBOA (Association of School Business Officials of Alberta)
 CASS (College of Alberta School Superintendents)
 CCSSA (Council of Catholic Superintendents of Alberta)
 Fédération des parents francophones de l'Alberta
 Fédération des conseils scolaires francophones de l'Alberta
 Learning Disabilities Association of Alberta
 PSBAA (Public School Boards' Association of Alberta)

Dear Colleagues,

At Alberta Education, our top priority is the safety, well-being and success of all students in Alberta.

We know that immunization saves lives. However, our current immunization rates in Alberta are not high enough to prevent outbreaks of vaccine-preventable diseases. In addition, the health sector does not currently have immunization information for 15-25 percent of students. This poses a challenge to effectively manage outbreaks in schools and safeguard the health of all students.

Today, the Government of Alberta proposed amendments to the *Public Health Act*, which, if passed, would allow Alberta Health to collect student enrolment information from Alberta Education to help identify students with missing or incomplete immunization records on a more proactive basis.

The amendments to the *Public Health Act* will support public health professionals to request that parents/guardians of students with incomplete or missing immunization records:

- provide the student's immunization records;

- complete or update missing immunizations;
- provide a letter indicating a medical exemption has been granted; or
- sign a form indicating they are choosing not to immunize their child.

Public health professionals will also have an opportunity to remind parents that unimmunized students may be kept home from school in the event of an outbreak of a vaccine-preventable disease. This is in line with current practices which are designed to help prevent the spread of these diseases in our schools and communities.

Public health professionals, not schools or school authorities, will be responsible for contacting parents. If the proposed legislation is passed, school authorities will be informally engaged regarding notifying parents of the legislative changes and Alberta Health's collection of student enrolment information.

The health and safety of students and school communities is our utmost priority. These amendments are in line with recommendations by the Canadian Medical Association. You can learn more by visiting <http://www.health.alberta.ca/newsroom/news.html>

My ministry and I will continue to keep you informed as decisions around the proposed changes to the *Public Health Act* move forward.

If you have any questions, please contact your respective Field Services Liaison Manager or Doreen Lupaschuk, Director, Greater Edmonton Services Branch at atdoreen.lupaschuk@gov.ab.ca or [780-427-9296](tel:780-427-9296).

Sincerely,

David Eggen
Minister of Education

cc: Superintendents of Public, Separate, Francophone and Charter School Boards
Accredited Private Schools Authorities
Executive Directors of Stakeholder Associations
Communications Contacts at School Divisions

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