

Black Gold School Division Education Plan

2023 – 2026



Black Gold School Division
Our Schools - Your Children - The Future
www.blackgold.ca

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Message from the Board Chair

With over 1300 staff members, Black Gold School Division is proud to serve almost 13,000 students and their families. Our board, in conjunction with the educational leaders in Black Gold, meets regularly to ensure that our students are receiving the best possible attention and that our investment in them aligns with the expectations of both the public and the government.



This document is our rolling 2023 -2026 Education Assurance Plan. The term assurance is defined in the Oxford Dictionary as “a positive declaration intended to give confidence; a promise.” Assurance and accountability are linked, and the Government of Alberta states that “Alberta’s Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success.”

It's a relief to almost be back to business as usual. Despite the uncertain times, rapidly changing circumstances and unprecedented challenges of the past couple of years, we have stayed strong. Black Gold's priority of Success for every student resulted in a significant investment of time, personnel, and resources. The foundational skills of literacy and numeracy are heavily promoted in each school and supported by LSTs (Learning Support Teachers) and ISTs (Instructional Support Teachers), working with classroom teachers to meet the learning needs of all students. Students struggling due to the pandemic or other factors receive additional attention. Our Assurance plan reflects our commitment to all students to reach their full potential.

The Board acknowledges the invaluable contributions of our Senior Administration and Department Managers. Their expertise, strategic insights, innovative approaches, hard work and commitment are what allow Black Gold to provide our students with the highest quality education. We have many proud accomplishments to celebrate throughout the Division.

With this Education Assurance Plan, the Board trusts that we are demonstrating success, meeting performance measures, and increasing the confidence of our greater community in the work of Black Gold. We are grateful to the teachers, administrators, support staff, students, families and community partners who are a vital part of our mission *To Inspire Success*.

A handwritten signature in cursive script that reads "Esther Eckert".

Esther Eckert
Chair, Board of Trustees
Black Gold School Division

Accountability Statement

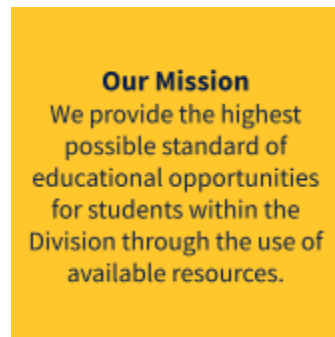
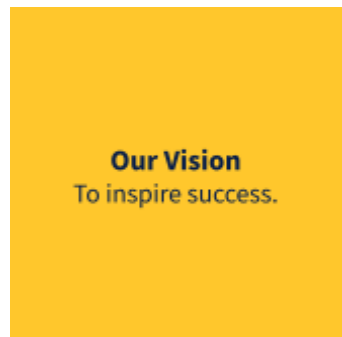
The Education Plan for The Black Gold School Division commencing September 2023 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the [Education Act](#) and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2023-2026 on May 31, 2023.

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act and Black Gold Administrative Procedure 404, no disclosures were received during the 2022-23 school year.



Our Core Values



Student-Centred Learning

At Black Gold, learning starts and focuses on the student. Though it doesn't end there. Every member of the school division engages in active learning, with the purpose of creating the best experience for our students and staff and the healthiest school communities possible. We celebrate the light bulb moments with students and staff alike. We work hard and we have fun too.

Relationships

At Black Gold, we foster positive relationships based on mutual respect and trust. We make meaningful connections with each other that strengthen over time. We don't give up on students or each other. We are proud of the relationships that we build in our schools and in the communities that we call home.

Safe, Supportive Environment

At Black Gold, we strive to create an inclusive environment that embraces diversity and is supportive and safe for all. We value the health and wellness of every member of our school community and commit ourselves to sustaining this welcoming and positive culture every day.

Passion

We love what we do. We inspire wonder and curiosity in our students to become engaged learners. We seek to light a spark in our students and in our colleagues to achieve their goals and dreams. We dedicate our time and creativity to help each other succeed along our journey through life. And we go the extra mile to create memorable moments.

Responsible Resource Management

At Black Gold, we honour and acknowledge that we are active and welcome members of a larger community. We do our best to ensure that students and staff have the tools they need to succeed. We manage our financial resources responsibly. We have developed a reputation for being innovative and for applying technology wisely to the process of learning. We value each person who chooses to work with us and commit to helping them to develop their skills and talents. We understand that time is a precious resource and we use it wisely.

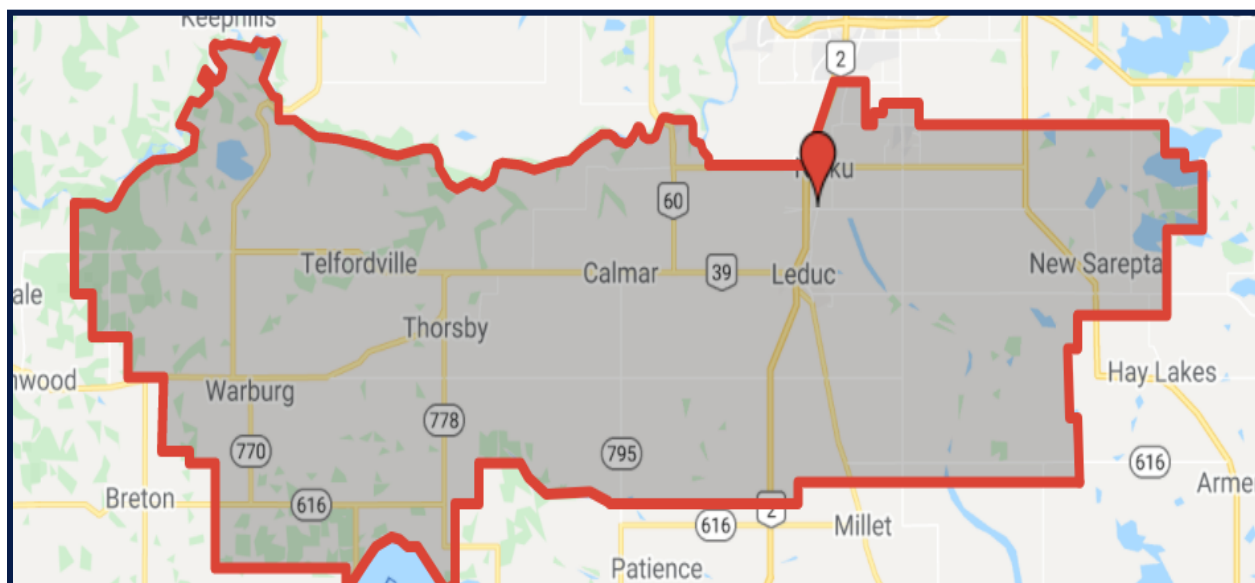


Profile

Since 1995, The Black Gold School Division (BGSD) has been providing quality education within safe and caring environments in the communities of Beaumont, Calmar, Devon, Leduc, Leduc County, New Sarepta, Thorsby and Warburg.

Approximately 12,894 students from Early Childhood Services (ECS) to Grade 12 are educated in the 31 schools within the system. Approximately 764 teachers deliver instruction with assistance from 542 support staff. An extensive range of programs, including French Immersion, Christian, Off Campus Education, Dual Credit, extensive Career and Technology Studies (CTS) and Career and Technology Foundation courses (CTF), are offered to students in inclusive learning environments.

Students also have access to a continuum of classroom supports and services, including specialized learning environments, early intervention and counselling services, and consultative services such as speech-language, hearing, vision, occupational therapy and physical therapy. The Division provides many extracurricular opportunities in all its schools- music, drama, special-interests clubs, athletics, active citizenship and more. Collectively, these offer an educational experience that supports the development of the skills and knowledge our students require as they move forward beyond our school system.



Our Schools

School Name	Location	Principal
<u>Black Gold Home-Based School</u> Grades 1 - 12	Beaumont, AB	Stan Travnik
<u>Black Gold Outreach School (Leduc) & Black Gold Outreach (Beaumont)</u> Grades 7 – 12	Leduc & Beaumont, AB	Stan Travnik
<u>Caledonia Park School</u> Grades K – 9	Leduc, AB	Werner Fisher
<u>Calmar Elementary School</u> Pre-K, Grades K – 6	Calmar, AB	Bernadette Hawkins
<u>Calmar Secondary School</u> Grades 7 – 12	Calmar, AB	Dan Lake
<u>Covenant Christian School</u> Grades K – 9	Leduc, AB	Donavin Simmons
<u>East Elementary School</u> Grades K – 6,	Leduc, AB	Carla Fisher
<u>École Beau Meadow School</u> Grades K – 6 English & French Immersion Program	Beaumont, AB	Shelly McCubbing
<u>École Bellevue School</u> Pre-K (English only) Grades K – 6, English & French Immersion Program	Beaumont, AB	Jennifer El-Khatib
<u>École Champs Vallée School</u> Grades K – 9 English & French Immersion Program	Beaumont, AB	Patrick Gamache Hutchison
<u>École Coloniale Estates School</u> Grades K – 6 English & French Immersion Program	Beaumont, AB	Christine Ivanc
<u>École Corinthia Park School</u> Pre-K, Grades K – 6 English & French Immersion Program	Leduc, AB	Rhonda Brunken
<u>École Dansereau Meadows School</u> Grades K – 9 English & French Immersion Program	Beaumont, AB	Susanne Stroud
<u>École J. E. Lapointe School</u> Grades 7 - 9 English & French Immersion Program	Beaumont, AB	Sean Flanagan
<u>École Leduc Estates School</u> Grades K – 6 English & French Immersion Program	Leduc , AB	Denise Harrison
<u>École Leduc Junior High School</u> Grades 7 – 9 English & French Immersion Program	Leduc, AB	Zane Chomlak
<u>École Secondaire Beaumont Composite High School</u> Grades 10 – 12 English & French Immersion Program	Beaumont, AB	Chris Stiles
<u>John Maland High School</u> Grades 10 – 12	Devon, AB	Jon Ganton
<u>Leduc Composite High School</u> Grades 10 – 12 English & French Immersion Program	Leduc, AB	Brad Clarke
<u>Linsford Park School</u> Pre-K, Grades K – 6 Regular & Non-Denominational Christian Program	Leduc, AB	Ann Oppermann
<u>New Sarepta Community High School</u> Grades 7 – 12	New Sarepta, AB	David Holbrow
<u>New Sarepta Elementary School</u> Grades K – 6	New Sarepta, AB	Robert Froland
<u>Riverview Middle School</u> Grades 5 – 9	Devon, AB	Justin Klaassen
<u>Robina Baker Elementary School</u> Pre-K, Grades K – 4	Devon, AB	Jared Coffin
<u>Thorsby Elementary School</u> Pre-K, Grades K – 6	Thorsby, AB	Raylene Jubinville
<u>Thorsby Junior/Senior High School</u> Grades 7 – 12	Thorsby, AB	Daniel Hodges
<u>Warburg School & Warburg Hutterite Colony School (Grades 1 – 9)</u> Grades K – 12	Warburg, AB	Wendy Maltais
<u>West Haven Public School</u> Grades K-9	Leduc, AB	Jennifer O'Brien
<u>Willow Park School</u> Grades K – 6	Leduc, AB	Greg Luchak

Enrolment Trends

School Name	2018-19 As at Sept. 30	2019-20 As at Sept. 30	2020-21 As at Sept. 30	2021-22 As at Sept. 30	2022-23 As at Sept. 30
New Sarepta Elem	269	269	260	262	266
New Sarepta High	189	228	221	218	208
École Beau Meadow	459	494	452	471	467
École Bellevue	431	444	488	492	494
École Coloniale Estates	522	540	527	517	548
École J E Lapointe	398	401	434	460	522
École Beaumont Comp	952	819	902	954	999
École Dansereau Meadows	560	615	592	603	636
École Champs Vallée	600	751	756	849	853
East Elementary	282	307	316	352	346
École Leduc Estates	372	375	361	327	320
Linsford Park	218	215	202	225	215
Willow Park	320	325	317	306	297
École Corinthia Park	452	443	401	377	364
Caledonia Park	660	703	697	767	788
École Leduc Junior High	495	543	553	602	592
Leduc Composite High	1062	1101	1147	1177	1207
Covenant Christian	346	370	319	358	351
West Haven Public	654	692	690	734	794
Robina Baker	340	350	292	299	285
Riverview Middle	337	322	350	348	338
John Maland	303	301	298	291	316
Calmar Elementary	243	236	286	239	247
Calmar Secondary	228	226	218	233	256
Thorsby Elementary	270	260	238	261	261
Thorsby Jr/Sr High	192	195	186	190	195
Warburg	284	260	245	242	249
Warburg Colony	19	18	19	20	20
Outreach Beaumont/Leduc	276	330	360	357	394
Division Home Based	17	25	30	28	30
Shared Responsibility			28	5	5
Home Education	11	14	64	26	28
Black Gold Total	11832	12229	12249	12590	12894
Growth % from Prior Year	3.23%	3.36%	0.16%	2.78%	2.39%

Trustees

The Board of Trustees provides governance and creates organizational structures that support students. They strive to create safe school environments where every student can reach their full potential. Additionally, they oversee the effective management of the jurisdiction's financial and capital resources, ensuring that all business is conducted legally and ethically. The Board monitors performance in various areas such as learning environment, instructional programming, employee management, financial planning and management, asset protection, facilities, and public communication.

The Black Gold School Division Board of Trustees represents the following wards:

Town of Thorsby and Village of Warburg (Ward 1), Town of Devon, Town of Calmar (Ward 2), City of Leduc (Ward 3) and City of Beaumont and Hamlet of New Sarepta (Ward 4).



Esther Eckert
Chair
Ward 4



Angie Charpentier
Vice-Chair
Ward 3



Michelle Martin
Trustee
Ward 1



Devonna Klaassen
Trustee
Ward 2



Gary Hansen
Trustee
Ward 3



Barb Martinson
Trustee
Ward 3



Robyn Steed
Trustee
Ward 4

Division Office

The BGSD senior administrative team is responsible for the daily operations and collaborates with the administrative staff to ensure all 31 school sites offer the best possible learning experience for students. The Division office provides the following services:

Human Resources, Learning Services, Student Services, Technology, Transportation, Business and Financial Services, Maintenance and Facility Services.

Senior Administrative Team



William Romanchuk
Superintendent/CEO



Chelsey Volkman
Associate Superintendent
Business & Finance



Calvin Monty
Associate Superintendent
Human Resources

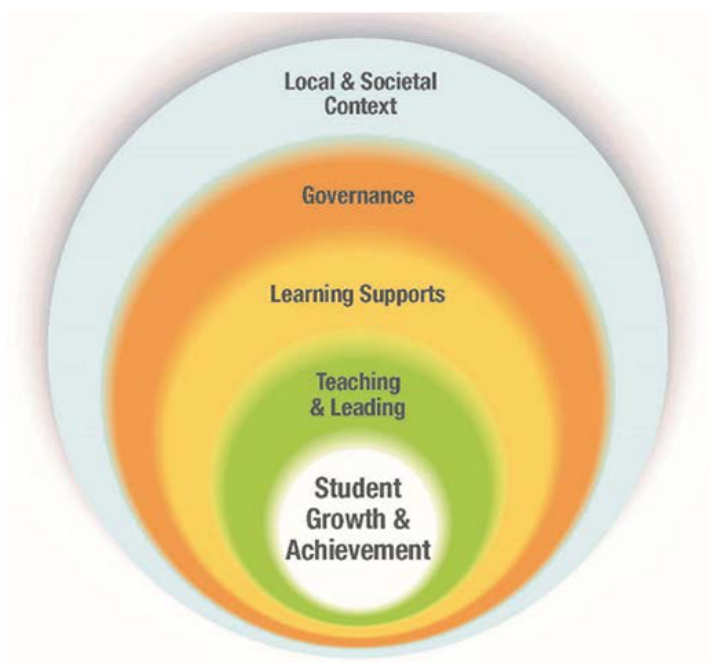


Norman Dargis
Associate Superintendent
Learning Services



Overview

BGSD 2023-2026 Education Plan aligns with the [Alberta Education Assurance Framework](#) and the [Ministry Business Plan](#). The Assurance Framework from Alberta Education, found within the Funding Manual for School Authorities 2023-2024 school year, describes the guiding principles and defines the five domains that the education system measures to provide public assurance.



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

The Ministry Business Plan includes the following four outcomes: Alberta students are successful; First Nations, Métis and Inuit students in Alberta are successful; Alberta has excellent teachers, school leaders and school authority leaders; Alberta's K-12 education system is well governed and managed. Our Education plan addresses these four Business Plan outcomes through the identified strategies within each of our board priorities.

Division Priorities

BGSD's mandate is to provide ECS–Grade 12 education, including educational services, establish policies for the provision of those educational services and maintain and repair school facilities. BGSD attends to local and societal context, implements strategic direction, considers policy implementation and manages resources to enable learning supports, quality teaching and leading and student achievement.

Through a consultative process with all stakeholders, BGSD developed the following priorities for the Division in alignment with the Alberta Education Assurance Framework and Ministry Business Plan. As previously mentioned, Student Growth and Achievement are at the core of all efforts. BGSD priorities provide a common framework that guides everything we do. Schools work collaboratively with Division support services to create and implement system initiatives that advance learning and enhance opportunities for students and families. Centralized supports are aligned with system-wide priorities that reflect BGSD's core purpose and values.



1. Success

Promote growth that leads to success for every student from Pre-Kindergarten through to post-secondary, providing multiple pathways and a focus for all learners.

Goal 1- A higher number of children begin Grade one meeting key milestones in emotional, social, intellectual and physical development.

Goal 2- High learning expectations and achievement for the foundational skills in literacy and numeracy are promoted, providing additional support for students with unique learning needs.

Goal 3- A greater number of students achieve learning outcomes and have the knowledge and skills they need to make informed education and career/life choices.

Goal 4- All staff and students will model the character and people skills necessary to establish positive relationships, effective work practices and good citizenship.

2. Wellness

Build safe, positive, healthy environments for learning and working to nurture and support student and staff wellbeing. (supportive)

Goal 1- Students, staff and parents contribute to a safe, welcoming, healthy and inclusive learning and working environment that supports equity, diversity, and inclusion and promotes growth and wellness.

Goal 2- Students and staff learn and work in environments that are clean, safe, sustainable and well-maintained.

Goal 3- Data is used to inform decisions that optimize the distribution of resources: human, financial, time, and materials.

3. Engagement and Partnerships

Engage our educational partners to enhance public education and respect the diversity of our communities.

Goal 1- Families and school communities are engaged in their children's education

Goal 2- Partnerships with community organizations are cultivated to support the growth, development, well-being and success of students of all abilities

Goal 3- The school experience is enhanced by providing high-quality curricular, co-curricular and extracurricular opportunities for students within the Division through the use of available resources



Decision Making

Informed decision-making is at the centre of goal and strategy development. As a system, we generate a significant amount of data annually, and in analyzing this data, areas are identified that require further exploration. Once we determine our focus areas, reviewing relevant data generates insights and predictions to optimize performance. The following decision-making graphic captures the components of our continuous improvement cycle.



Engagement

Engagement is essential in the planning and reporting process to help focus our efforts on improving the quality of education provided to students. Multiple perspectives help provide clarity and enable the discovery of possible solutions that take the needs and sentiments of everyone involved into consideration. Our Division follows established public involvement guidelines, such as the *IAP2 Spectrum for Public Participation*. This framework outlines various levels of engagement based on the significance of stakeholders' involvement and the potential impact of decisions or initiatives.

At BGSD, we value engagement and show it in multiple ways. We offer several opportunities, and we encourage all stakeholders to share their feedback on a range of opportunities and topics; this includes:

- School Councils: Schools engage with families through school councils which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing dialogue.
- Local school activities: Activities such as meet-the-teacher drop-ins, welcome-back barbeques and family nights allow families to share feedback informally.
- Administration and Teacher Collaborative Conversations: These conversations bring together staff from across the Division around strategic topics. Feedback from the conversation helps to inform the next steps in support of students. Examples of recent topics include literacy, numeracy and new curriculum.
- Community Consultations: These discussions are supported by data and seek feedback from stakeholders on opportunities such as school boundaries, enrollment challenges in our communities and the development of our division calendar.
- MLA / Municipal Meets & Greets: We are continuously working to build and enhance personal and professional relationships between school board trustees and elected officials from various levels of government in our area. We host special meetings to discuss mutual interests and explore opportunities for partnerships.
- Superintendent meetings: Our school and Division office administrators attend monthly meetings to discuss topics that align with the Division's strategic direction. These meetings serve as a platform for sharing feedback on emerging opportunities, Division processes, and initiatives aimed at promoting student achievement.
- Annual Community Engagement (ACE): The Division brings members of the community together around key topics and programming areas. These discussions gather stakeholder feedback around such areas as curriculum, strategic direction, and areas of improvement.
- Council of School Councils- Members of the school councils within the division, Trustees, and Division administration come together to ask questions, share best practices, and support student achievement.

Evidence

The following Division and school data are reviewed and utilized to support the development of the Education Plan

- Alberta Education Assurance Survey
- Attendance Rates
- Early Years Evaluation (EYE)
- English as an Additional Language Learner Language Proficiency Benchmarks
- High School Completion Rates
- Requests for Support from Schools
- School Assurance Plans
- Screener Results for Literacy, Numeracy and Wellness
- Professional Learning Offerings and Requests
- Alberta Education Utilization Rates
- Leadership Development Opportunities and Feedback
- Technology Application and Usage
- Provincial Exam Results





SUCCESS



Outcome: Promote growth that leads to success for every student from pre-kindergarten through to post-secondary, providing multiple pathways and a focus for all learners

GOALS
<p>A higher number of children begin Grade one meeting key milestones in emotional, social, intellectual and physical development.</p> <p><u>Strategies</u></p> <ul style="list-style-type: none"> ● Ensure eligible students have access to Pre-K for 3 and 4-year-old programming. ● Offer training and PD for kindergarten teachers to increase skills for numeracy/literacy teaching and intervention. ● Implement an ECS readiness and recruitment campaign. ● Pilot Junior EAL Kindergarten (4 yr olds).
<p>High learning expectations and achievement for the foundational skills in literacy and numeracy are promoted, providing additional support for students with unique learning needs.</p> <p><u>Strategies</u></p> <ul style="list-style-type: none"> ● Prioritize Learning Support Teachers (LSTs) as school-based experts for Inclusive Education, direct training and mentorship. ● Ensure all schools have access to Student Services’ Instructional Coaches and multi-disciplinary teams to support inclusive practices. ● Increase Enhanced Learning Support FTE for all division 3 schools, and provide additional training and collaboration in the areas of K&E and adapted programming in jr. high. for all staff. ● Additional equity-based Inclusive Education funding in K-6 for schools identified as having low Socio-Economic status (SES) to support early intervention. ● Division-based Curriculum Lead Teachers (CLTs) will work collaboratively with K-12 School-based literacy and numeracy Instructional Support Teachers (ISTs) to work and deepen their understanding of effective research-based instructional strategies and intervention strategies that support literacy and numeracy in English and French for all teachers. ● Teachers will use results from literacy and numeracy screening tools to adjust their instruction for all students in response to student needs. ● Schools will develop strategic plans that utilize Learning Disruption grant funding to provide intervention in numeracy and/or literacy for students who are identified at the 25th percentile or below, based on screening tool results. ● Teachers will implement effective targeted and universal instructional strategies to remediate student learning in numeracy and/or literacy, with a focus on students who are identified at the 25th percentile or below, based on results from the screening tools.

A greater number of students achieve learning outcomes and have the knowledge and skills they need to make informed education and career/life choices.

Strategies

- *Maintain awareness of effective use of current and emerging technologies to enhance knowledge.*
- *Provide Professional Development on analyzing screening tool data, effective research-based instructional strategies, assessment and new Curriculum that will increase teachers’ efficacy in teaching Curriculum.*
- *Strive to have all high school students have access to trained counsellors (Masters in Counseling).*
- *Provide high school students with opportunities to participate in Dual Credit courses that align with their exploration of career pathways.*
- *High school students have access to off-campus programming including Work Experience, RAP and Green Certificate.*
- *Provide access to the career/life planning program- My Blueprint.*
- *Host job/trade fairs with provided busing from surrounding schools for students to attend*
- *Bolster the Assistant Principal Community of Practice and continue to support the Aspiring Leadership opportunity.*

All staff and students will model the character and people skills* necessary to establish positive relationships, effective work practices and good citizenship.

Strategies

- *CLTs will work collaboratively with ISTs (Literacy, Numeracy and Wellness) and teachers to develop their understanding of Competency Progressions and how they are integrated into the curriculum.*
- *Support a system-level structure for all Black Gold staff (including non-certificated) to obtain foundational knowledge surrounding the historical, social, economic, and political implications of the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations.*
- *Support mental health capacity building (MHCB)*
- *EAL lead will work collaboratively with staff to expand language acquisition best practices and administer and interpret EAL 2.0 benchmarks.*

*Communication, teamwork, adaptability, problem-solving, creativity, work ethic, interpersonal skills, time management, leadership, attention to detail.

MEASURES

Black Gold School Division Measures

Special Education Coding
 Screening tools:
 ● MIPI, EICS Math Screening Tool
 ● 3Ts (TOSREC, TOSWRF, TOWRE)
 ● RRST
 ● GB+
 ● EYE
 ● HLAT/FHLAT
 Device to student ratio
 Dual credit enrollment and completion data
 IST meeting data
 Instructional Strategies posted on website
 PD session data

Alberta Education Measure

Diploma Exam Results
 Provincial Achievement Test Results
 High School Completion Results
 Citizenship
 Student Learning Engagement
 Education Quality
 Access to Supports and Services
 First Nations, Métis, and Inuit Student Success
 English as an Additional Language Learners



WELLNESS

Alberta Education Assurance Domains

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

Outcome: Build safe, positive, healthy environments for learning and working to nurture and support student and staff well-being

GOALS

Students, staff and parents contribute to a safe, welcoming, healthy and inclusive learning and working environment that supports equity, diversity, and inclusion and promotes growth and wellness.

Strategies

- Continue with Annual School Mental Health Plans.
- Continue the implementation of the Mental Health in Schools grant
- Utilize Barager Solutions Census data to promote inclusive practices in all schools by ensuring everyone has access to equitable resources through additional funds for schools identified as low SES
- Ensure administrators are trained in [Violence Threat Risk Assessment \(VTRA\)](#).
- Ensure Non Violent Crisis Intervention (NVCi) is available and implemented in every school.
- K-12 school-based Wellness Instructional Support Teachers (WIST) work collaboratively under the supervision of the Division Principal using the AHS Healthy Schools Rubric to identify areas of need in a school and action planning how to address those needs.
- Provide funding to support Enhanced Professional Development through for-credit and not-for-credit opportunities.
- Adhere to Hour Zero protocols.
- Provide staff wellness support and learning opportunities at the individual, school, and systemic levels.
- Collect data to shape actions in support of psychological health & safety, diversity, equity, and inclusion of all employees.

Students and staff learn and work in environments that are clean, safe, sustainable and well-maintained.

Strategies

- Work with school administrators to review custodial work hours schedule.
- Implement risk management strategies required and recommended by the Alberta Risk Management Insurance Consortium (ARMIC).
- Increase energy efficiency and renewable energy.
- Develop hazard assessments as per Alberta OHS requirements.

Data is used to inform decisions that optimize the distribution of resources: human, financial, time, and materials.

Strategies

- Use EYE data to direct ECS resources and target interventions.
- Utilize Barager solutions data to provide equitable funding to schools with low SES.
- Review relevant data associated with the schools to deploy staff equitably.
- Use current data and projections to identify areas of growth where new school facilities may be required to support increasing enrolments.
- Use current data and projections to identify areas of growth where new school facilities may be required to support increasing enrolments.

MEASURES

Black Gold School Division Measures

MHCB statistics
 Inclusive Education allocation and coding spreadsheet data
 Student Services School Survey results
 Student Services request for services statistics
 EPDP stats (numbers for credit/not-for-credit)
 Attendance
 Alberta Health Services Comprehensive School Wellness results

Alberta Education Measure

Welcoming Caring, Respectful and Safe Learning Environments
 Access to Supports and Services





ENGAGEMENT & PARTNERSHIPS

Alberta Education Assurance Domains

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

Outcome: Engage our educational partners to enhance public education and respect the diversity of our communities

GOALS
<p>Families and school communities are engaged in their children’s education.</p> <p><u>Strategies</u></p> <ul style="list-style-type: none"> ● Engage parents, students and community members through the Annual Community Engagement (ACE). ● Apply the JAP2 spectrum of public engagement principles when engaging Division stakeholders. ● Enhance stakeholder connections and engagement through virtual & in-person events (Grand openings, sod-turning events, etc.). ● Increase the sharing of staff and school success stories. ● Curate education-related stories of public interest. ● Pursue opportunities and engage in practices to facilitate reconciliation within the school community.
<p>Partnerships with community organizations are cultivated to support the growth, development, well-being and success of students of all abilities.</p> <p><u>Strategies</u></p> <ul style="list-style-type: none"> ● Support schools to include an Engagement and Partnership goal within their School Assurance Plans. ● Maintain strong relationships with all community partners by attending events, ensuring presence at meetings, and partnering in community protocols (LAVTRA, Inter-agency meetings, Leduc Chamber of Commerce, Community Awareness Nights, etc.). ● Work with municipalities to enhance school sites and identify school reserve sites. ● Cultivate partnerships with business and industry to support the Calmar Secondary Collegiate School which will open in September of 2024. ● Expand partnerships with School Authorities so their students may attend the Calmar Secondary Collegiate School beginning in 2024. ● Develop procedure, process, & budget for honoraria, protocol, hosting honoured guests and gift giving. ● Create a stronger Indigenous presence in schools via community connections with Knowledge Keepers and Elders.

The school experience is enhanced by providing high-quality curricular, co-curricular and extracurricular opportunities for students within the Division through the use of available resources.

Strategies

- *Develop, maintain and evergreen as needed, BGSD Blended Learning Courses and support schools to deliver in-reach courses to students as needed.*
- *Ensure that families have access to BGSD Home-based Programs, Virtual School, Summer School and Outreach programs to meet student needs for alternate education.*
- *Provide High School students with opportunities to participate in Dual Credit courses that align with their exploration of career pathways.*
- *High school students have access to off-campus programming including work experience, RAP and Green Certificate.*
- *Plan programming for the Calmar Secondary Collegiate School which is scheduled to open in September 2024.*

MEASURES

Black Gold School Division Measures

Enrollment and completion data for Work Ex, RAP, Green Certificate and Dual Credit
 User stats for Moodle/blended courses, Home Based Programing, Virtual School, and or enrolment and completion (including Distance Education)
 Annual Community Engagement (ACE) data

Alberta Education Measure

Satisfaction with Parental Involvement in Decisions About Their Child’s Education

Implementation Plan

The strategies identified within this 2023-26 Three Year Education Plan are guided by the Ministry Business Plan, Alberta Education Assurance Framework, the Division’s priorities, and ongoing feedback from our school communities.

This year, resources will be focussed on the following areas of work:

- Supporting growth and achievement in the area of Literacy and Numeracy.
- Focussing on Student and Staff wellness.
- Supplemental equitable resourcing for schools based on various data sources.
- Funding and support for career pathway awareness.
- Increased school-based administration time for single administrator schools in order to support wellness and success.

Reviewing relevant data generates insights, and predictions to optimize performance and identify areas of growth. The Board of Trustees has allocated resources to support these key areas of work.

Description of the Future

Black Gold sees a future where every member of our community succeeds. With an eye to academic, artistic and athletic achievement and the development of life skills, we support all of our students. We work to provide opportunities and guidance for students and staff alike to chart their course for the future. We will be known throughout Alberta and beyond for our innovation. In the future, we better understand the whole person and all that they offer to our learning environment. We will work to understand the social-emotional development of all individuals and how to support them in the learning environment. We continue to use trauma-informed and research-based approaches to wellness that help us to support students and staff. We remain nimble and responsive to the changing social, economic and political landscape. We understand that all the work we do begins with developing strong, lasting, positive relationships. We work to enhance the communities in which we live and work. We build synergistic partnerships that provide opportunities for our students and staff. Our culture ensures that everyone who comes to Black Gold grows and leaves better equipped to meet future challenges.

References

[Alberta Education: Funding Manual for School Authorities 2023/2024](#)

[Alberta Education: Ministry Business Plan Education](#)

Publication

The following Education Plan is posted on our website at:
<http://www.blackgold.ca/about-bgrs/results-plans-results/>

As well, copies of the report are available to schools, school advisory councils and stakeholder agencies within the community. Highlights of the plan are shared with BGSD staff through our internal communication and Professional Development (PD) activities.

Facility and Capital Plans



Ohpaho Secondary School - May, 2023

Capital Priorities

Each year the Division reviews and assesses its capital needs and prioritizes proposed projects, based on the safety of existing school facilities, enrolment pressures and modernization needs, in the Three-Year Capital Plan. This plan identifies the need for new and replacement schools, modernizations and additions. Black Gold School Division's top priority in the Three Year Capital Plan Submission for 2024-2027 continued to be the modernization of Ecole Corinthia Park School, due to the school's current infrastructure condition. This project was approved for design funding in March 2023 and the Division is requesting full construction funding in 2024. The second priority was a new high school in the City of Beaumont to support projected student enrolment growth.

The Three Year Capital Plan be viewed on the Division website at:

<https://www.blackgold.ca/about-bgsd/results-plans-results/>

Infrastructure Maintenance & Renewal (IMR) and Capital Maintenance & Renewal (CMR) Projects

Alberta Education has allocated \$1.55 million in IMR funding and \$791 thousand in CMR funding for the 2023-24 school year. This funding will be used to support the following projects:

- Roof replacements
- Boiler replacements
- Heating pump replacements
- Distribution panel replacements
- Flooring replacements
- Building Management Systems upgrades
- Asphalt replacement

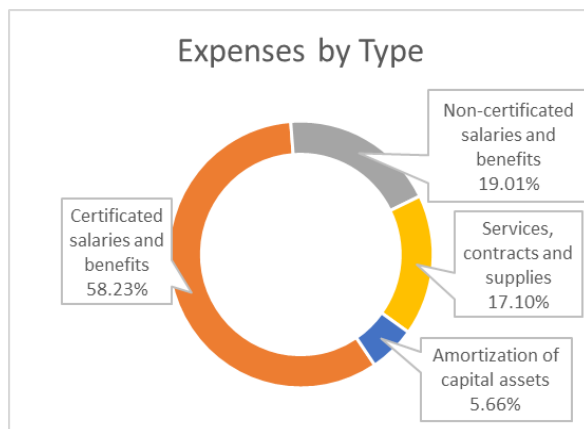
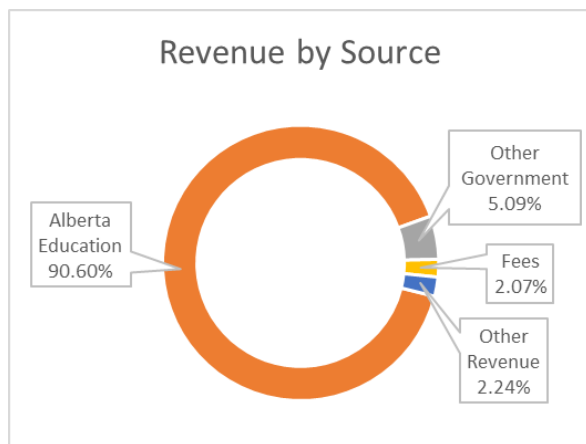
2023/24 Budget

Budget Summary

Black Gold School Division is projecting a deficit budget of \$1.8 million, which will be supported through the use of operating reserves. In 2023-24, the Division will be utilizing operating reserves to:

- Provide increased instructional supports for numeracy and literacy
- Support the comprehensive wellness plan at each school
- Support planning for the opening of Ohpaho Secondary School in September 2024.

Revenues and Expenditures



	Revenues	Expenditures	Surplus (Deficit)
Instruction	\$ 124,601,082	\$ 126,499,043	\$ (1,897,961)
Operation & Maintenance	\$ 20,836,212	\$ 21,017,467	\$ (181,255)
Transportation	\$ 6,651,747	\$ 6,676,688	\$ (24,941)
System Administration	\$ 4,623,102	\$ 4,325,930	\$ 297,172
External Services	\$ 377,700	\$ 377,700	\$ -
Total	\$ 157,089,843	\$ 158,896,828	\$ (1,806,985)

The Budget Report can be viewed on the Division website at:

<https://www.blackgold.ca/about-bgsd/results-plans-results/>