

Black Gold School Division Education Plan

2026 – 2029



Black Gold School Division

Our Schools - Your Children - The Future

www.blackgold.ca

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Accountability Statement

The Education Plan for the Black Gold School Division, commencing August 25, 2026, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The School Board has used its performance results to develop this plan and is committed to implementing the strategies contained within this plan to improve student learning and results.

The Board reviewed and approved the 2026-2029 Education Plan on May 27, 2026.



Devonna Klaassen

Chair, Board of Trustees
Black Gold School Division



Michael Borgfjord

Superintendent of Schools
Black Gold School Division

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act and Black Gold Administrative Procedure 404, no disclosures were received during the 2025-26 school year.



Our Core Values

Our Vision

To inspire success.

Our Mission

We provide the highest possible standard of educational opportunities for students within the Division through the use of available resources.

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 develop their skills and talents. We understand that time is a precious resource, and we use it wisely.

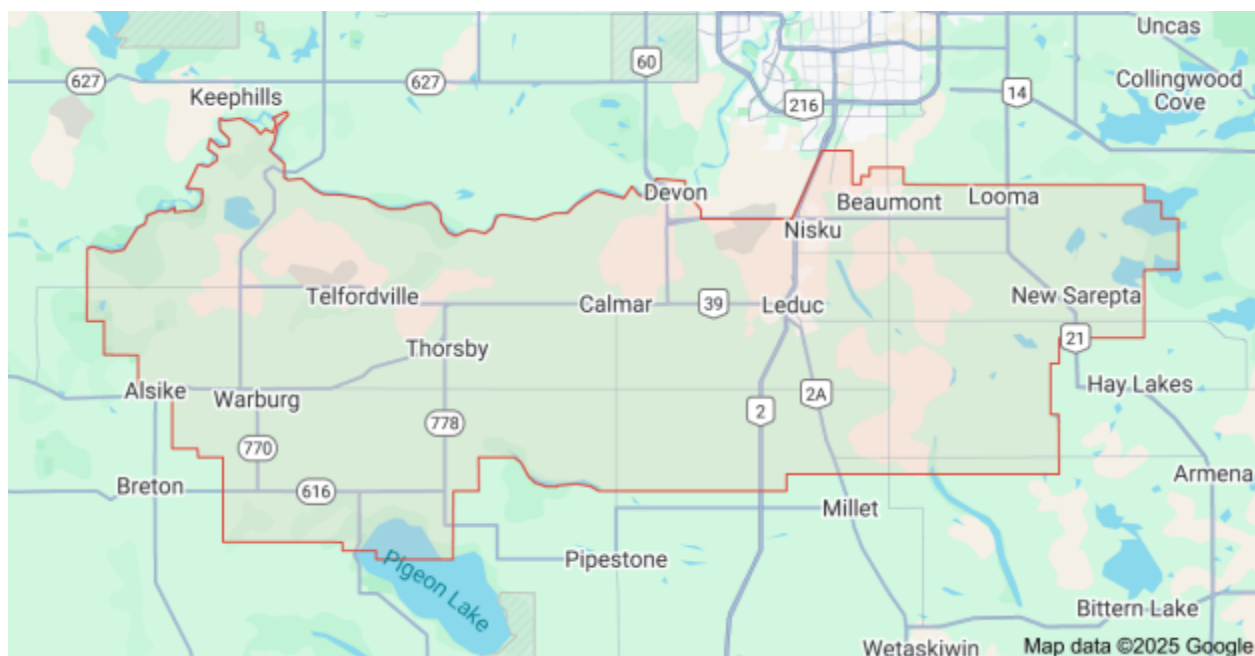


Profile

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 13,600 students from Early Childhood Services (ECS) to Grade 12 are educated in the 32 schools within the system. Approximately 800 teachers deliver instruction with assistance from 594 school 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, educational and assistive technology resources, 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 interest 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 - 9	Beaumont, AB	David Holbrow
<u>Black Gold Outreach School (Leduc) & Black Gold Outreach (Beaumont)</u> Grades 7 - 12	Leduc & Beaumont, AB	David Holbrow
<u>Caledonia Park School</u> Grades K - 7	Leduc, AB	Donavin Simmons
<u>Calmar Elementary School</u> Pre-K, Grades K - 6	Calmar, AB	Carla Fisher
<u>Calmar Secondary Collegiate School</u> Grades 7 - 12	Calmar, AB	Ian Tisdale
<u>Covenant Christian School</u> Grades K - 9	Leduc, AB	Jenna Haugan
<u>East Elementary School</u> Grades K - 6	Leduc, AB	Stan Travník
<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 Horizon Heights 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	Rachel Djordjevic
<u>École Dansereau Meadows School</u> Grades K - 9 English Program / Grades K - 6 French Immersion	Beaumont, AB	Janine Woronuk
<u>École J. E. Lapointe School</u> Grades 7 - 9 English & French Immersion Program	Beaumont, AB	Kerri-Lynn Hickman
<u>École Leduc Estates School</u> Grades K - 6 English & French Immersion Program	Leduc, AB	Erin Keca
<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	Sean Flanagan
<u>John Maland High School</u> Grades 10 - 12	Devon, AB	Jon Ganton
<u>Leduc Composite High School</u> Grades 8 - 12 English / Grades 10 - 12 French Immersion Program	Leduc, AB	Wendy Francis
<u>Linsford Park School</u> Pre-K, Grades K - 6 Christian Program	Leduc, AB	Kathy Kloschinsky
<u>New Sarepta Community High School</u> Grades 7 - 12	New Sarepta, AB	Lorelei Steffler
<u>New Sarepta Elementary School</u> Grades K - 6	New Sarepta, AB	Robert Froland
<u>Ohpaho Secondary School</u> Grades 8 - 12	Leduc, AB	Justin Klaassen
<u>Riverview Middle School</u> Grades 5 - 9	Devon, AB	Brian Pedersen
<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	Nicole Russett
<u>Thorsby Junior/Senior High School</u> Grades 7 - 12	Thorsby, AB	Daniel Hodges
<u>Warburg School</u> & Warburg Hutterite Colony School (Grades 1 - 9) Grades K - 12	Warburg, AB	Luke Stevenson
<u>West Haven Public School</u> Grades K - 7	Leduc, AB	Jennifer O'Brien
<u>Willow Park School</u> Grades K - 6	Leduc, AB	Greg Luchak

Enrolment Trends

School Name	2021-22 As at Sept. 30	2022-23 As at Sept. 30	2023-24 As at Sept. 30	2024-25 As at Sept. 30	2025-26 As at Sept. 30
New Sarepta Elem	262	266	242	236	232
New Sarepta High	218	208	224	244	253
École Beau Meadow	471	467	469	493	518
École Bellevue	492	494	498	512	500
École Coloniale Estates	517	548	525	510	516
École J E Lapointe	460	522	561	594	597
École Beaumont Comp	954	999	1083	1192	1267
École Dansereau Meadows	603	636	663	675	647
École Champs Vallée	849	853	837	827	858
East Elementary	352	346	261	256	227
École Leduc Estates	327	320	324	346	340
Linsford Park	225	215	228	210	206
Willow Park	306	297	278	312	326
École Corinthia Park	377	364	472	403	371
Caledonia Park	767	788	761	583	562
École Leduc Junior High	602	592	590	525	583
Leduc Composite High	1177	1207	1250	930	942
Covenant Christian	358	351	370	405	409
West Haven Public	734	794	815	675	674
Robina Baker	299	285	274	261	262
Riverview Middle	348	338	329	366	339
John Maland	291	316	347	383	370
Ohpaho Secondary School	-	-	-	871	919
Calmar Elementary	239	247	243	247	256
Calmar Secondary	233	256	267	256	263
Thorsby Elementary	261	261	276	242	222
Thorsby Jr/Sr High	190	195	212	209	207
Warburg School	242	249	231	231	235
Warburg Colony	20	20	20	17	18
Outreach Beaumont/Leduc	357	394	409	442	475
Division Home-Based	28	30	25	33	26
Shared Responsibility	5	5	2	1	6
Home Education	26	28	34	40	35
Black Gold Total	12590	12894	13120	13528	13616
Growth % from Prior Year	2.78%	2.41%	1.75%	3.11%	0.65%

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).



Devonna Klaassen
Board Chair
Ward 2



Angie Charpentier
Vice-Chair
Ward 3



Natasha Warnock
Trustee
Ward 1



Barb Martinson
Trustee
Ward 3



Werner Fisher
Trustee
Ward 3



Rachel Gregor-Stang
Trustee
Ward 4



Christie Bergman
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 32 school sites offer students the best possible learning experience. 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



Michael Borgfjord
Superintendent of
Schools/CEO



Chelsey Volkman
Associate Superintendent
Business & Finance



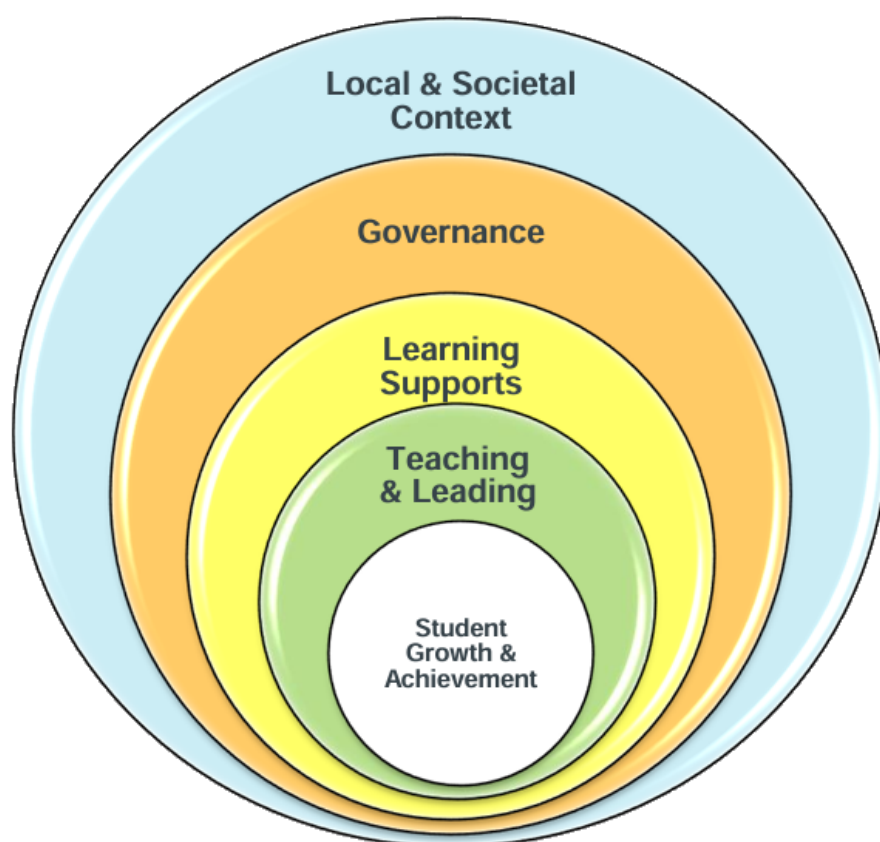
Ray Cable
Associate Superintendent
Human Resources



Norm Dargis
Associate Superintendent
Learning Services

Overview

The BGSD 2026-2029 Education Plan aligns with the [Alberta Education and Childcare Assurance Framework](#) and the [Ministry Business Plan](#). The Assurance Framework from Alberta Education and Childcare, found within the Funding Manual for School Authorities 2026-2027 school year, describes the guiding principles and defines the five domains that the education system measures to provide public assurance.



Student growth and achievement are the education system's primary purpose and are the assurance framework's core outcome domain. 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 five outcomes: Alberta’s students are successful; First Nations, Métis and Inuit students in Alberta are successful; Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy; Alberta’s K-12 education system and workforce are well-managed; Alberta families have access to high-quality, inclusive, and affordable childcare options. Our Education plan addresses these five Business Plan outcomes through the identified strategies within each of our board priorities.

Division Priorities

BGSD Priorities	Alberta Education and Childcare Core Outcomes	Assurance Domains
Success	Outcome 1: Alberta students are successful	Student Growth & Achievement
	Outcome 2: First Nation, Métis and Inuit students in Alberta are Successful	Teaching & Leading
Wellness	Outcome 3: Alberta students have access to a variety of learning opportunities to enhance competitiveness in the modern economy	Learning Supports
Engagement & Partnerships	Outcome 4: Alberta’s K-12 education system & workforce are well-managed	Governance
	Outcome 5: Alberta families have access to high-quality, inclusive, and affordable childcare options	Local and Societal Context

The table above illustrates how the Division Priorities align with the Core Outcomes outlined in the Ministry of Education’s 2026–2029 Business Plan, as well as the Assurance Domains identified in the Alberta Education & Childcare Funding Manual.

It is important to note that Division Priorities may influence multiple outcomes and elements within the Assurance Domains to varying extents.

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 the 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 education partners, BGSD developed the following priorities for the Division in alignment with the [Alberta Education and Childcare Assurance Framework](#), [Ministry Business Plan](#) and [Premier's Mandate letter](#). 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 clean, safe, sustainable and well-maintained environments.

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 by analyzing this data, we identify areas 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.



Key Insights from Results

A review of the 2024–2025 AERR identifies several key insights to inform the upcoming Education Plan across the Division's priorities of Success, Wellness, and Engagement & Partnerships. Under Success, results demonstrate stable and strong student achievement, including consistent high school completion rates, improved diploma performance, and positive early-years outcomes; however, a persistent gap at the Standard of Excellence and variability among student groups (e.g., English as an Additional Language) highlight the need for targeted instructional strategies and assessment alignment. Within the Wellness priority, high levels of satisfaction among students and staff regarding

supports indicate that inclusive practices are effective. Nevertheless, the growing complexity of classrooms, persistent mental health requirements, and inconsistent parent/guardian views on safety underscore the necessity for sustained investment in well-being strategies and coordinated support systems. Under Engagement & Partnerships, strong participation in career pathways and experiential learning opportunities reflects positive growth; however, declining parent perceptions in some areas and limited movement in our citizenship and engagement data suggest a need to strengthen communication, student voice, and community connections.

Meaningful 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 consider everyone's needs and sentiments. 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 education partners 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 education partners to share their feedback on a range of opportunities and topics; this includes:

- Student Engagement- Periodically, schools and the Division actively involve students to gather their perspectives on various initiatives, extending beyond routine interactions. This engagement takes shape through surveys, face-to-face meetings, or student-led conferences.
- Local school activities: Activities such as meet-the-teacher drop-ins, welcome-back barbeques and family nights allow families to share feedback informally.
- School Councils: Schools engage with families through school councils, which provide opportunities for dialogue around school operations, school plans and budgets, and ongoing dialogue.
- 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. A strong focus of this type of engagement is on strategic planning, including literacy, numeracy, the new curriculum, as well as diversity, equity, and inclusion.
- Education Partners Community Consultations: These discussions are supported by data and seek feedback from education partners on opportunities such as school boundaries, enrollment challenges in our communities, and the development of our division calendar.
- Members of the Legislative Assembly (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.

- Lead Learner 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 education partners' feedback around such areas as curriculum, strategic direction, and areas of improvement.
- Council of School Councils (CoSC)- Members of the school councils within the division, Trustees, and Division administration come together frequently to ask questions, share best practices, and support student achievement.
- Indigenous Advisory Circle- Indigenous Knowledge Keepers, and community to advise, guide, and support the growth, well-being, and success of students and staff across the Division.

Evidence

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

- Alberta Education & Childcare 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
- Annual Community Engagement (ACE) feedback
- Screener Results for Literacy and Numeracy
- Professional Learning Offerings and Requests
- School Utilization Rates
- Leadership Development Opportunities and Feedback
- Technology adoption and utilization rates
- Provincial Exam Results
- Violent Threat Risk Assessment (VTRA/ARTO) data through the Outreach Platform
- Education Partners focus group data
- Black Gold Indigenous Student Graduation Rate data
- Classroom Complexity Data
- Power School Analytics



Success

Alberta Education Assurance Domains

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

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

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

Strategies

- Ensure eligible students have access to Pre-K for 3 and 4-year-old programming.
- Implement a recruitment campaign targeting age-eligible students in our catchment.
- Continue the Junior English as an Additional Language Kindergarten (4-year-olds) program.
- Maintain a full-time Youth Care Worker in each pre-kindergarten program to support social-emotional learning (SEL) and parent skill building.
- Offer training and professional learning for kindergarten teachers to increase numeracy/literacy teaching, assessment and intervention skills.

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

Strategies

- Finalize Division Priorities for Literacy and Numeracy and work with school administration and teachers to support student success in these areas.
 - o Review and refine a comprehensive intervention plan for effective use of Literacy and Numeracy funding that includes both universal and targeted support for students to improve their foundational skills as needed.
 - o Continued implementation of Visible Learning principles and practices to increase teacher efficacy and improve student learning.
- Directors of Curriculum and Instruction (one K-6, and one 7-12) provide greater support and professional learning to enhance the instructional leadership skills of school leaders.
 - o Division-based Curriculum Instructional Coaches will work collaboratively with classroom teachers to support effective practices in learning, teaching, and assessment.
 - o Schools will develop focused approaches that support teachers to use local and provincial data to implement effective targeted and universal instructional strategies for all students in response to student needs.

- *Ensure access to services for students.*
 - *Maintain the increase of Learning Support Teachers (LSTs) FTE in large schools and those identified as having low Socio-economic status (SES).*
 - *Work with each school to design programming funded through Complex Needs that is resilient to mid-year enrollment growth and the increase in complexity felt across all schools.*
 - *Ensure all schools have access to Student Services' Instructional Coaches and multi-disciplinary teams to support inclusive practices.*
 - *Ensure continued partnership with Settlement Worker in Schools (SWIS) to provide newcomers with additional support.*
- *The English as an Additional Language Lead will work collaboratively with staff to expand language acquisition best practices and bring greater fidelity to the administration and interpretation of EAL 2.0 benchmarks.*

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 learning on analyzing data, effective research-based instructional strategies, assessment and new Curriculum that will increase teachers' efficacy in teaching the Curriculum.*
- *Work with Administration to support implementation of financial literacy outcomes in elementary and secondary schools.*
- *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, Registered Apprenticeship Program (RAP) and Green Certificate.*
- *Promote the Calmar Secondary Collegiate School to all high school students and support interested students in accessing programming in the school.*
- *Promote the use of career/life planning programs such as myBlueprint.*
- *Facilitate teacher Communities of Practice in the new Career Education & Financial Literacy curriculum in divisions 3 and 4, to build system capacity in preparation for the implementation of the new curriculum.*
- *Provide opportunities for students to engage in career exploration and hands-on learning through Career and Technology Studies (CTS) and Career and Technology Foundations (CTF) course pathways.*
- *Maximize our relationship with Careers: The Next Generation to help with student job awareness and placement.*
- *Promote skill development related to building career mindsets from Kindergarten through Grade 12. This includes skills such as analytical thinking, active learning, complex problem solving, and critical thinking.*
- *Host job and trade fairs as well as post-secondary open houses while providing busing from surrounding schools for students to attend.*
- *Encourage participation in post-secondary student engagement opportunities such as the University of Alberta Shad Canada event, the Nisku Energy Show & Career Fair, and Women in Engineering Science and Technology (WISEST).*
- *Mindfully orchestrate student opportunities to build knowledge, interest, and skills in events such as the Girls in STEM Event, the Youth Leadership Summit, the BGSD Celebration of the Arts, and Skills Canada competitions.*

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

Strategies

- Curriculum Instructional Coaches will work closely with classroom teachers to further develop their understanding of Competency Progressions and how they are integrated into the curriculum.
- Learning Services will model and work closely with administrators and teachers on how to utilize educational technology and generative artificial intelligence resources in an efficient, ethical and safe manner
- Support mental health capacity building (MHCB).
- Clinical and Learning Services staff provide in-class coaching and targeted professional development on Early Childhood Services (ECS) Professional Learning Communities (PLC) and PD days, supporting the growth of Pre-K and Kindergarten staff and students.
- Continue working with beginning principals, host the Assistant Principal Community of Practice and develop new administrators by providing an Aspiring Leadership Team opportunity.

*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:

- Mathematics
- Literacy
- Early Years Evaluation - Teacher Assessment
- Early Years Evaluation - Pre-Reading
- IBL and GB+ for French Immersion
- Black Gold Writing Screener and HLAT/FHLAT

The device-to-student ratio

Dual credit enrollment and completion data

Instructional Strategies posted on the Engaging

Teachers website

Instructional Coach data

Alberta Education & Childcare Measure

Diploma Exam Results

Provincial Achievement Test Results

High School Completion Results

Citizenship

Student Learning Engagement

Education Quality

Access to Support and Services

First Nations, Métis, and Inuit Student Success

English as an Additional Language Learners

K-5 Literacy and Numeracy Screeners



Wellness

Alberta Education Assurance Domains

- ✓ Student Growth & Achievement
- Teaching & Leading
- ✓ Learning Supports
- Governance
- ✓ Local & 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

- **Mental Health and Wellness Support**
 - Continue to work with and advocate for support from our community health partners.
 - Provide full-time Family School Liaisons for larger schools and schools identified as having lower SES.
 - The Division Staff Wellness Lead will coordinate and/or provide wellness support and learning opportunities for staff and students.
 - Provide support for student and staff well-being and mental health, resilience and stress tolerance.
- **Safe and Caring Environment**
 - Support Employee Resource Groups (ERGs)
 - Support the use of PLUS+ (BGSD's ERG Steering Committee) in dealing with discrimination in schools
 - Promote the continued use of educational and assistive technologies to make learning accessible for all students.
 - Promote active relationship-building with local organizations (such as Welcome Centres), parents and community that reflect the needs of our EAL school communities.
- **Indigenous Education and Cultural Awareness**
 - The Indigenous Education Instructional Coach will continue to support teachers, schools and school communities to promote Truth and Reconciliation by creating more visible/tangible activities and products. (i.e. Indigenous games in schools, sharing of indigenous resources that enable students to see themselves represented in their learning, National Indigenous Peoples' Day, Reconciliation Week, etc.)
 - The BGSD Indigenous Education Instructional Coach will provide leadership and support to build relationships that honour Treaty 6 and Metis Region 4.
 - Promote and support cultural understandings and belonging, including four directions teaching to foster holistic understanding.

- Foundational Safety and Crisis Readiness
 - Ensure administrators are trained in the Preventative/Collaborative Response System - VTRA and can access the ARTO protocol.
 - Ensure Non-Violent Crisis Intervention (NVCi) is available and implemented in every school.
 - Ensure staff are trained in Preventative/ Collaborative Response System- Hour Zero protocols.
 - Grant instantaneous facility access to all affiliated RCMP detachments in the event that immediate police response is required.
 - Utilizing the School Safety grant to install new cameras and replace failing cameras in all schools.
 - Implement Enterprise Risk Management (ERM) system
- Targeted Support for Equity of Access
 - Provide full-time Family School Liaisons for larger schools and schools identified as having lower Socio-economic status (SES).
 - Provide training for all first-year Education Assistants through the cohort-model training program.
 - Provide funding to support Enhanced Professional Development through for-credit and not-for-credit opportunities.
 - Increased Learning Support teacher time to provide more student/parent support in smaller schools.
 - Assigned complexity teams are identified in eight BGSD schools, which provide increased teacher and educational assistant support.

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

Strategies

- Implement risk management strategies required and recommended by the Alberta Risk Management Insurance Consortium (ARMIC).
- Continue to conduct quarterly facilities safety walks.
- Host Joint Worksite Health & Safety frequent meetings to collaborate with all employee groups on workplace safety matters.
- Work with Provincial OH&S Audit Teams to ensure alignment with safety standards.
- Use Student Aware software to support student safety and wellness.

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

Strategies

- Use Early Years Evaluation - Teacher Assessment and Early Years Evaluation - Pre-Reading Assessment data to direct ECS resources and target interventions.
- Utilize Barager Solutions data to support equitable funding to schools with low SES.
- Review relevant data associated with the schools to deploy staff equitably, including complexity data.
- Use enrollment data and projections to identify areas of growth where new school facilities may be required.
- Explore possible solutions for the overcrowding conditions at Black Gold Outreach - Leduc.
- Support equity of access across the Division through targeted distribution of additional staffing where the need is required.
- Review available Hour Zero data in the area of staff injury to implement safety measures or additional training.

MEASURES

Black Gold School Division Measures

Mental Health Capacity Building statistics
 Inclusive Education allocation and coding data
 Student Services request for services statistics
 Enhanced Professional Development Program statistics (number funded for credit/not-for-credit)
 Student attendance
 Employee Resource Group feedback
 Barager Solutions data
 Powerschool special education code data
 Student capture rates in all BGSD communities
 Complexity Data
 Hour Zero Data

Alberta Education & Childcare Measure

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





Engagement & Partnerships

Alberta Education Assurance Domains

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

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

GOALS

Families and school communities are engaged in their children's education.

Strategies

- Work with private and public service providers to increase opportunities for families to have access to quality full-day, before and after-school programming.
- Engage parents, students and community members through the Annual Community Engagement (ACE).
- Continue to host Council of School Councils meetings.
- Enhance education partners' connections and engagement through virtual & in-person events (Grand openings, sod-turning events, school open houses, focus groups, etc.).
- Increase the sharing of staff and school success stories.
- Curate education-related stories of public interest.

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

Strategies

- Maintain strong relationships with all community partners by attending events, ensuring presence at meetings, and partnering in community protocols (LA-VTRA, Inter-agency meetings, Leduc Chamber of Commerce, Community Awareness Nights, Community Trauma Response Recovery [CTRR] network, etc.).
- Enhance partnerships with agencies, food banks, and local businesses to expand our nutrition program.
- Work with municipalities to enhance school sites and identify school reserve sites.
- Continue to strengthen partnerships with business, industry, and School Authorities to cultivate the ongoing growth and success of the collegiate program.
- Enhance partnerships with post-secondary institutions to support dual credit programming and the work at Calmar Secondary Collegiate School.
- Continue to actively organize high-quality experiential opportunities alongside community education partners such as career fairs, post-secondary engagement events, and student-centred conferences to support their transition into adulthood.
- Expanding partnerships with organizations that provide out-of-school care to provide families with convenient and accessible child care.
- Our Indigenous Advisory Circle will advise, guide, and support the growth, well-being, and success of students and staff across the division.

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 alternative 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, Registered Apprenticeship Program (RAP) and Green Certificate.*
- *Maintain and promote large-scale programming for the Calmar Secondary Collegiate School.*
- *Collaborate with schools, outside agencies and municipalities to explore creative programming.*
- *Continue to explore possibilities with Elevate Aviation.*
- *Host a Celebration of the Arts to showcase student visual artists, media artists, musicians, and actors.*
- *Host annual transition to adulthood evenings to bring service providers and families together for young adults who will require additional support into adulthood.*

MEASURES

Black Gold School Division Measures

Enrollment and completion data for Work Ex, RAP, Green Certificate, Collegiate School, and Dual Credit
User stats for Moodle/blended courses,
Home-Based Programming, and Virtual School
enrolment and completion data
Annual Community Engagement (ACE) data

Alberta Education & Childcare Measure

Satisfaction with Parental Involvement in Decisions
About Their Child's Education
High School Completion Rates
Education Assurance Transition Rates

Implementation Plan

The Black Gold School Division will implement its 2026–2029 Education Plan through a coordinated allocation of financial, human, and system resources aligned to its priorities of Success, Wellness, and Engagement & Partnerships. Resources will be strategically directed toward key areas, including curriculum implementation, literacy and numeracy achievement, mental health and wellness supports, career pathway development, and equitable distribution of staffing and supports across schools. Professional learning will focus on building collective efficacy through targeted educational opportunities in curriculum, assessment, data-informed decision-making, inclusive practices, and instructional leadership, supported by Division-based coaches and collaborative structures. Ongoing monitoring and continuous improvement will be achieved through established processes, including the analysis of provincial and local data (e.g., student achievement, screening tools, assurance measures), school assurance planning, and Division-level review cycles, ensuring that progress is regularly evaluated and strategies are adjusted to respond to emerging needs and optimize student outcomes.

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 need to 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 and Childcare: Funding Manual for School Authorities 2026-27](#)

[Alberta Education and Childcare: Ministry Business Plan Education 2026-29](#)

[Premier's Mandate Letter](#)

Publication

The following Education Plan will be posted on our website at [Reports, Plans & Results](#).

As well, copies of the report are available to schools, school advisory councils and education partner 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

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 was approved for planning funding for a new high school in the City of Beaumont in March 2025. The Division is working with Alberta Education and Alberta Infrastructure to move the project through the planning, design and construction phases through the provincial Schools Now program.

The Division's top priority in the Three-Year Capital Plan submission for 2027-2030 is a new K-9 school on the west side of the City of Leduc. Enrolment in the City of Leduc has grown at an average of 1.4% per year over the past four years. The overall utilization rate of schools in the City of Leduc is 87%. Growth pressures are particularly evident in west Leduc, where the combined utilization rate of the three existing schools located west of Highway 2 is 94%, leaving limited capacity within existing facilities to accommodate continued enrolment growth in this area.

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

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



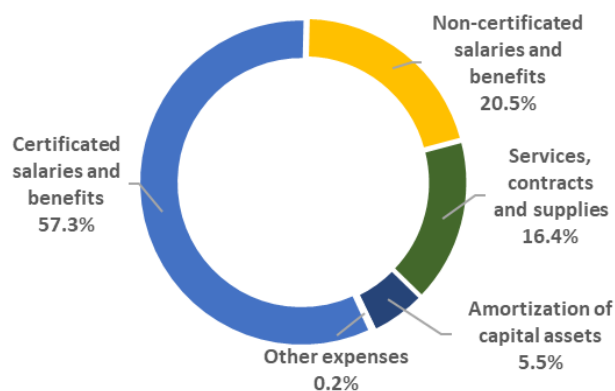
2026/27 Budget

Black Gold School Division is projecting a deficit budget of \$1.65 million, which will be supported through the use of operating reserves. The majority of this budgeted deficit is in the Instruction program, and the Division will be utilizing operating reserves to prioritize:

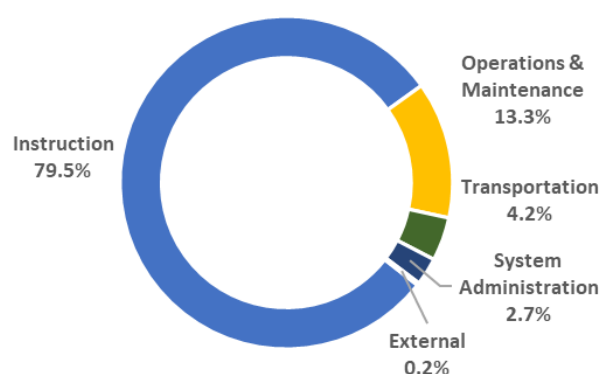
- Providing certificated staffing to support small and rural schools;
- Supporting the diverse needs of students;
- Supporting operating costs for the Calmar Secondary Collegiate School.

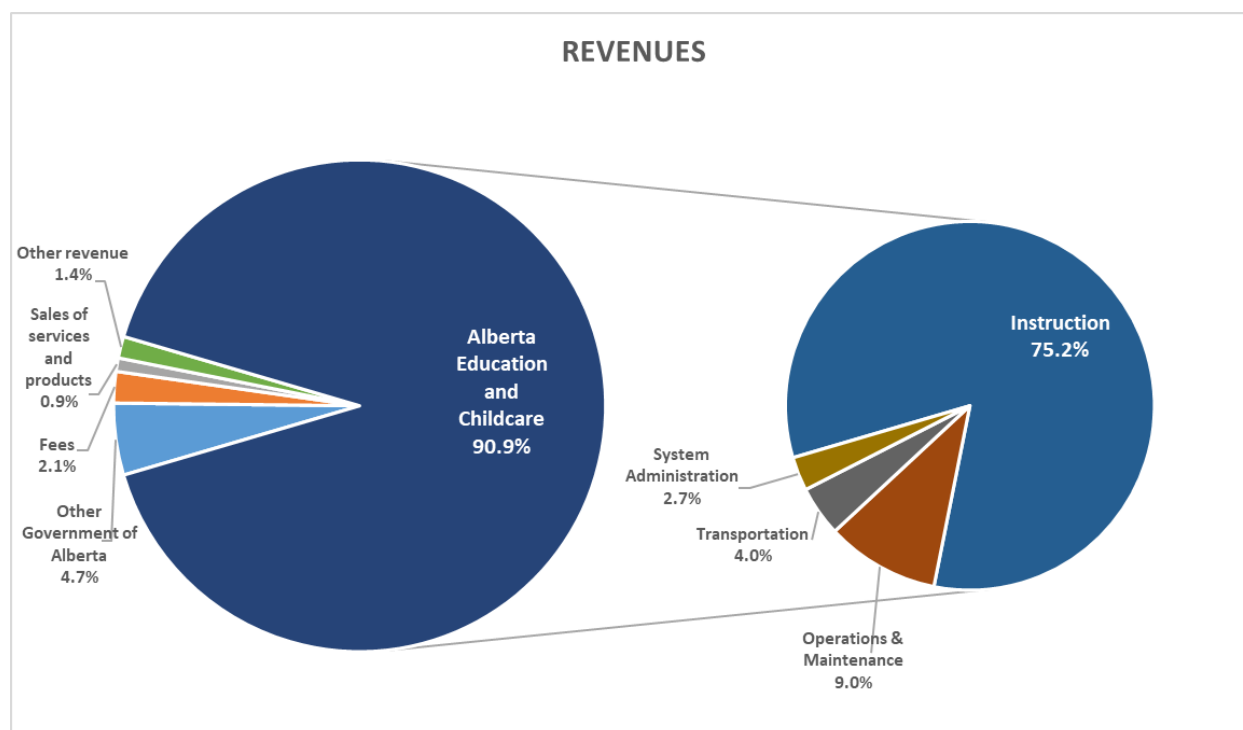
2026-2027 SPRING BUDGET	
REVENUES	
Alberta Education and Childcare	168,755,800
Other Government of Alberta	8,775,586
Fees	3,827,844
Sales of services and products	1,642,252
Investment income	824,984
Donations and other contributions	1,304,000
Other revenue	515,132
TOTAL REVENUES	185,645,598
EXPENSES	
Instruction	148,960,619
Operations & Maintenance	24,945,926
Transportation	7,939,101
System Administration	5,020,465
External Services	431,805
TOTAL EXPENSES	187,297,916
OPERATING SURPLUS (DEFICIT)	(1,652,318)

Expenses by Type



Expenses by Program





The vast majority of the Division's revenue is received from Alberta Education and Childcare and flows into the instruction program to directly support the students in our schools. Alberta Education and Childcare also provides funding for operations and maintenance, transportation and system administration.

Overall, total projected operational funding from the Alberta Education and Childcare funding framework is projected to be \$155.5 million, an increase of \$7.4 million from the previous year. Of the \$7.4 million increase, \$1.6 million (22%) is related to projected enrolment growth, \$3.6 million (49%) is related to grant rate increases, and \$2.2 million (30%) is related to the new Class Size Reduction Grant.

Total funding from Alberta Education and Childcare is budgeted to be \$168.8 million and also includes revenue for the Class Size and Complexity Grant, Official Language in Education Programs (OLEP) grant, lease funding support, and ATRF pension provincial contributions.

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

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

Appendix – Indigenous Education in The Black Gold School Division

Throughout our approved 2026-2029 Black Gold School Division Education Plan, we braided strategies and data measures into each of our three priority areas of Success, Wellness, and Engagement & Partnerships. We honour the interconnectedness between each of our goals, and corresponding strategies.

This appendix provides key highlights of BGSDs commitments to ensuring First Nations, Metis and Inuit students are successful, to collaborating with education partners to close the systemic education gap, and to our shared journey in truth and reconciliation.

1. 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

Goal: Closing the education gap for self-identified First Nations, Métis, and Inuit students

Strategies:

- *Continue support for the Indigenous Education Instructional Coach role in the Black Gold School Division.*
- *Maintain support, awareness, and celebration of Indigenous students at their site based grade twelve graduation ceremonies.*
- *Build opportunities for our Indigenous Education Instructional Coach to connect with school and division based career leads. The goal of these connections is to promote Indigenous student support centres at Post Secondary Institutions (PSIs), Indigenous PSIs, and Indigenous-owned Business at Career and Post Secondary fairs and events.*

Measures:

- BGSD Indigenous Student Graduation Rate data
- Indigenous student PAT and diploma data
- Indigenous student drop out rates
- Indigenous student Rutherford Scholarship data
- Indigenous student PSI transition data
- Local measures

2. Wellness

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

Goal: Support the implementation of Truth and Reconciliation Commission Recommendations throughout the Division

Strategies:

- *The Indigenous Education Instructional Coach will support teachers and schools in promoting Truth and Reconciliation. This includes creating tangible activities such as Indigenous games in schools, four directions teachings, and sharing indigenous resources that help students see themselves represented, and recognizing events like National Indigenous Peoples' Day and Reconciliation Week.*
- *The Indigenous Education Instructional Coach is tasked with providing leadership and support to build relationships that specifically honour Treaty 6 and the Otipemisiwak North Saskatchewan River Territory, specifically regions 8 and 11.*
- *Holistic Understanding: The division commits to promoting cultural understandings and belonging, which includes using four directions teaching to foster holistic understanding among students and staff.*

Measures:

- BGSD Indigenous Student Graduation Rate data
- Indigenous student PAT and diploma data
- Indigenous student dropout rates
- Indigenous student Rutherford Scholarship data
- Indigenous student PSI transition data
- Local measures

3. Engagement & Partnerships

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

Goal: Support the implementation of Truth and Reconciliation Commission Recommendations throughout the Division

Strategies:

- *Cultivate partnerships and meaningful community engagement through our Indigenous Advisory Circle. This circle, which includes Indigenous Knowledge Keepers and community*

members, is designed to advise, guide, and support the growth, well-being, and success of students and staff across the division.

Measures:

- BGSD Indigenous Student Graduation Rate data
- Indigenous student PAT and diploma data
- Indigenous student dropout rates
- Indigenous student Rutherford Scholarship data
- Indigenous student PSI transition data
- Local measures