

# **Black Gold School Division**

## **Annual Education Results Report**

### **2020 – 2021**



**Black Gold School Division**

Our Schools – Your Children – The Future

[www.blackgold.ca](http://www.blackgold.ca)

## Accountability Statement

The Annual Education Results Report for Black Gold School Division for the 2020-21 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the [Education Act](#) and the [Fiscal Planning and Transparency Act](#). The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. The Annual Education Results Report 2020-21 was approved by the Board on November 24, 2021.



Devonna Klaassen,  
Chair, Board of Trustees




### *Statement of Acknowledgement*

*Black Gold School Division would like to acknowledge that it is located within the boundaries of Treaty 6.*

*This land is the ancestral and traditional territory of many Indigenous peoples of this area, including the Cree, Saulteaux, Blackfoot, Dene, Nakota Sioux and Métis.*

*We would also like to acknowledge the traditional knowledge holders and Elders who are still with us today and those who have gone before us.*

  
Devonna Klaassen  
Board Chair

  
William Romanchuk  
Superintendent of Schools

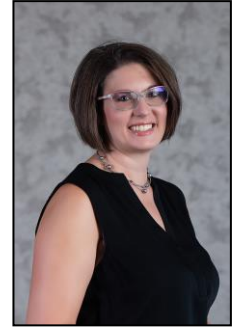
December 11, 2019

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## Board Chair Greetings

We opened the doors to the 2020-21 school year in a very different fashion to previous years. The entire year was navigating the uncharted waters of delivering education during a worldwide (COVID-19) pandemic and was marked with words like *unprecedented*, *cohort*, and *pivot*. It was and remains a challenging time for all of us as we try to balance quality education, physical safety & well-being, mental health & wellness, and social-emotional development.



Yet as our environment continually changes, we respond with creativity, flexibility, and commitment. We cannot take enough opportunities to commend students, staff, and families for adjusting their perspectives and adapting. Our deepest thanks and acknowledgement for the focus on connection, safety, and well-being, in addition to teaching and learning. What gaps there may have been in terms of hours in class or focus on curriculum were replaced with lessons in empathy and compassion, opportunities for perseverance, and pathways for resilience - showcasing that there are indeed many ways *to inspire success*. Students continue to learn, grow, and succeed.

Despite our limited ability to connect in person, we could still connect with our communities via virtual engagement opportunities. Gathering parent and other community stakeholder input and perspective strengthen our ability to make sound decisions for the benefit of all students. The insights gathered this year allowed the Board and Senior Administration to reaffirm and define our Core Values (Student-Centred Learning/ Relationships/Safe, Supportive Environment/Passion/Responsible Resource Management), create a Vivid Description of the Future, and refresh our strategic goals under the priorities of Success, Wellness, and Engagement & Partnerships.

On behalf of the Board of Trustees, I invite you to read this report and join us in celebrating our achievements. Highlighted here are many examples of Black Gold's hard work and commitment to providing a high-quality education that supports the whole child. These accomplishments are the combined results of the determination and hard work of our students, staff, and families - thank you for going above and beyond. While we may not know exactly what next year will bring, we do know that whatever it is, we will face it together as the Black Gold Family, to provide the best educational opportunities possible for Our Schools - Your Children - The Future.

A handwritten signature in black ink that reads "Devonna Klaassen".

Devonna Klaassen,  
Board Chair  
Trustee: Ward 2  
Black Gold School Division

## Superintendent Greetings

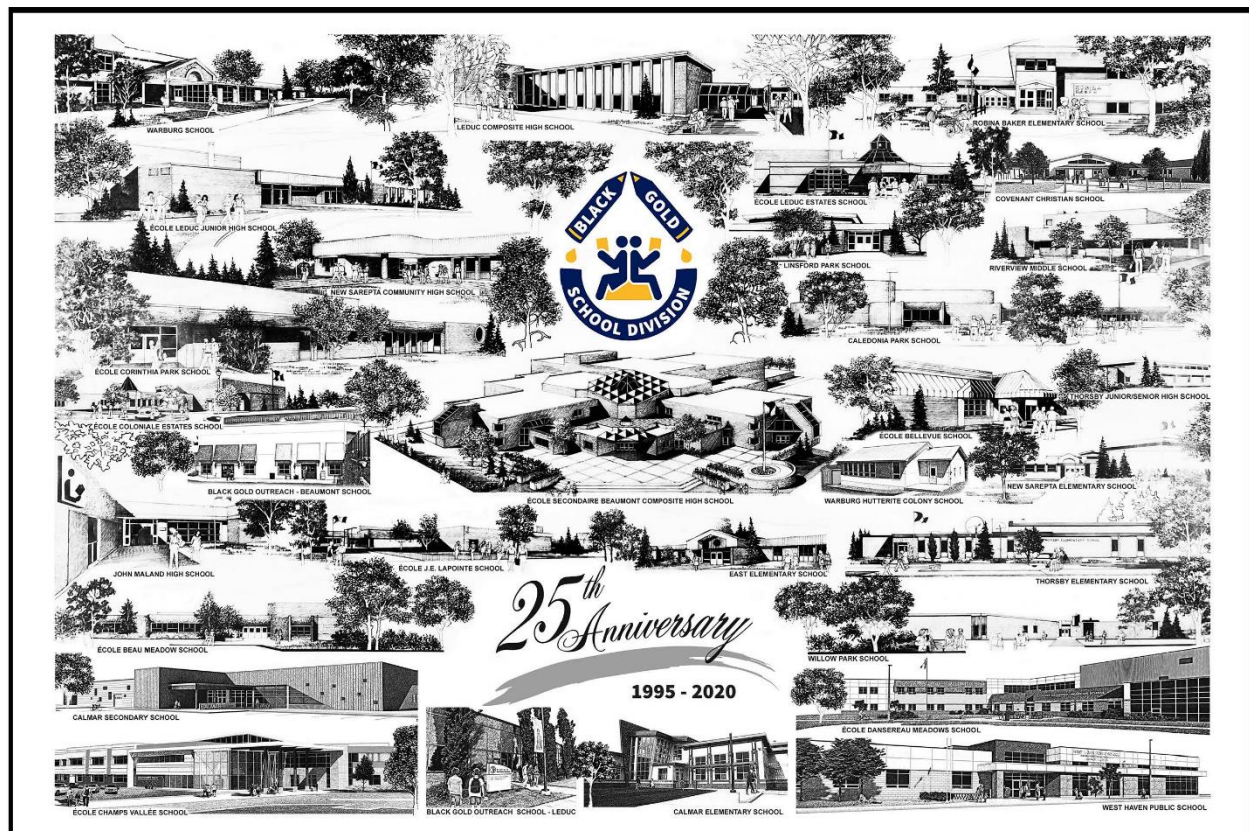
I am inspired by the work of our staff and students as they continuously adapt to overcome the barriers posed by the global pandemic. The presented results are evidence of student learning despite the challenges faced by our staff and their students. We continue to move the needle forward.



We continue to implement tools that help us collect data to help inform teacher pedagogy to help students achieve their potential. We continue to support students with special needs. We provide supports for students who struggle with issues brought on by the pandemic. We work hard to maintain an infrastructure so that students can learn and staff can work in clean, safe and healthy environments. We consistently upgrade our technology backbone and devices so that students have access to global knowledge while keeping our data secure. Every day we transport students safely to and from school.

In typical times, these would be considered major accomplishments; during a global pandemic, these accomplishments are extraordinary.

William Romanchuk  
Superintendent/CEO  
Black Gold School Division



## Introduction

The Black Gold School Division's Annual Education Results Report (AERR) summarizes results for the 2020-2021 school Year. The 2021-2024 [Three-Year Education Plan](#) defines our goals and sets out how we plan to move forward in realizing both our Division goals and those of the province.

Each school posts a School Assurance Plan annually that speaks to the achievement goals specified in their school and the targeted area(s) of improvement for the coming years.

## Publication

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

Also, 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.

## Profile

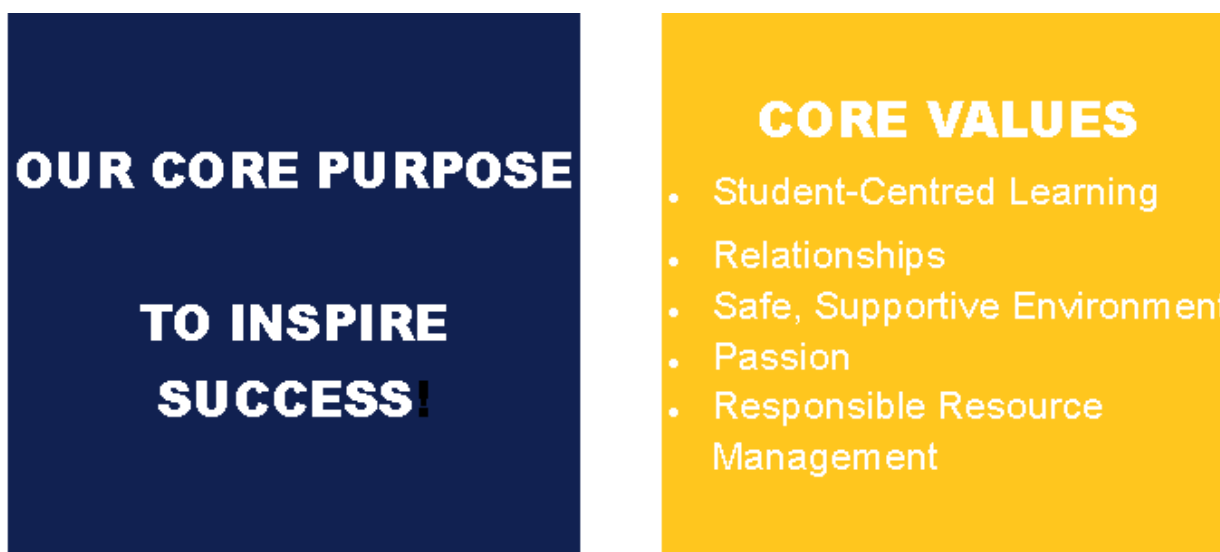
Since 1995, The Black Gold School Division has been providing quality education within safe and caring environments in the communities of Beaumont, Calmar, Devon, Leduc, Leduc County, New Sarepta, Thorsby and Warburg.

Approximately 12,250 students from Early Childhood Services (ECS) to Grade 12 are educated in the 31 schools within the system. Approximately 673FTE teachers deliver quality instruction with assistance from 651 support staff. An extensive range of programs, including French Immersion, Christian, Outreach for Pregnant and Parenting Teens (OPPT), Off-Campus Education, Dual Credit courses, extensive Career and Technology Studies (CTS) and Career and Technology Foundation courses (CTF), are offered to students in inclusive learning environments. In addition, due to the COVID-19 Pandemic, BGSD started a new Virtual Learning Program and supported approximately 1600 students in At-Home-Learning through Distance Learning.

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 also, during pre-pandemic times, 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.



## Core Purpose and Core Values



### Student-Centred Learning

Learning begins with and is focused on the student. In support of this, every member of BGSD engages in active learning with the purpose of creating the best experience for our students and staff. We work and learn in healthy school communities. We celebrate the light bulb moments with students and staff alike. We work hard, and we have fun too.

### Relationships

We foster positive relationships based on respect and trust. We make meaningful connections with each other that strengthen over time. We do not give up on students or each other. We are proud of the relationships that we build within our schools, within our communities and the world that we call home.

### Safe, Supportive Environment

We create an inclusive environment that values 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 in a welcoming and positive culture every day.

### Passion

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

## Responsible Resource Management

We honour and acknowledge that we are active and welcoming members of a larger community and share resources with them. We ensure that students and staff have the tools they need to succeed. We manage our financial, capital and human resources responsibly. We have a reputation for being innovative and for applying technology wisely. We value each person who chooses to work with us and commit to helping them develop their skills and talents. Time is a precious resource, and we use it wisely.





## Our Schools

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

## Enrolment Trends

School Name	2016-17 As of September 30	2017-18 As of September 30	2018-19 As of September 30	2019-20 As of September 30	2020-21 As of September 30
New Sarepta Elem	248	274	269	269	260
New Sarepta High	172	179	189	228	221
École Beau Meadow	531	532	459	494	452
École Bellevue	617	406	431	444	488
École Coloniale	606	608	522	540	527
École J E Lapointe	408	417	398	401	434
École Beaumont Comp	876	897	952	819	902
Ecole Dansereau	656	637	560	615	592
École Champs Vallée		350	600	751	756
East Elementary	265	284	282	307	316
École Leduc Estates	313	361	372	375	361
Linsford Park	216	204	218	215	202
Willow Park	330	338	320	325	317
École Corinthia Park	464	435	452	443	401
Caledonia Park	552	592	660	703	697
École Leduc Junior High	523	492	495	543	553
Leduc Comp	975	1001	1062	1101	1147
Covenant Christian	304	312	346	370	319
West Haven Public	440	547	654	692	690
Robina Baker	359	350	340	350	292
Riverview	319	341	337	322	350
John Maland	327	310	303	301	298
Calmar Elementary	255	258	243	236	286
Calmar Secondary	243	229	228	226	218
New Humble	69	65	71	57	
Thorsby Elementary	257	268	270	260	238
Thorsby High	173	183	192	195	186
Warburg	295	310	284	260	245
Warburg Colony	20	20	19	18	19
Outreach	245	246	276	330	360
Division Home Based	23	9	17	25	30
Shared Responsibility					28
Home Education	9	7	11	14	64
<b>Black Gold Total</b>	<b>11090</b>	<b>11462</b>	<b>11832</b>	<b>12229</b>	<b>12249</b>
<b>Growth % from Prior Year</b>		<b>3.35%</b>	<b>3.23%</b>	<b>3.36%</b>	<b>0.16%</b>

## Trends and Issues

- Implications of COVID-19 Pandemic
  - Expanding non-traditional learning opportunities
  - Implementing new funding procedures to support measures required by the reality of the pandemic
  - Adjusting facility operations to the effect of the pandemic
  - Navigating how to best support and promote wellness and mental health in self and in others
  - Managing increased expectations on staff in response to provincial health requirements
- Responding to provincial funding framework changes
  - Adjusting service delivery models to best serve children and their families given the changes in funding
- Supporting teachers in identifying and remediating gaps in student learning and employing effective instructional and assessment practices
- Recruiting teachers with specialized skills
- Providing timely and responsive service for staff who are supporting children and youth with complex learning needs and challenging behaviour
- Maintaining equity of access to digital resources and technology
- Reducing technology costs while maintaining service levels
- Using data to inform decision making
- Responding to urban growth and rural decline in population
- Ensuring that there are appropriately sized and sufficient number of school reserve sites in each municipality
- Implementing an Assurance Framework
- Sharing information with stakeholders in a timely manner
- Increasing public expectations for meaningful engagement, transparent decision making and visual social media channels
- Finalizing the procurement of new school insurance providers
- Continuing the transition to Human Resources Workflows and E-docs
- Completing the digitization of Cumulative Student Records
- Implementing energy efficiencies
- Ensuring compliant Occupational Health and Safety (OH&S) processes and procedures
- Securing modular classroom (portables) evergreening
- Updating joint use agreements with various municipalities
- Recruitment challenges for school bus drivers
- Maintaining existing bus routes in a declining rural population
- Improving bus ride times
- Implementing student safety measures on buses.
- Update and align Administrative Procedures with all governing documents

## Summary of Accomplishments

- Created a Distance Learning opportunity for over 1600 students in late August 2020
- Met all pandemic implications with well-thought-out solutions and protocols
- Implemented continuity of instruction and assessment through remote learning
- Expanded the provision of a continuum of mental health supports for children and youth in partnership with Alberta Health Services (AHS) and other community-based agencies
- Provided a Mental Health Summer Camp and delivered over "500 Bags of Hope" to families
- Parent surveys indicate increased satisfaction with services for students who require specialized supports (Occupational Therapy, Speech and Language Therapy, Audiology, etc.)
- Increased opportunities for engagement and open lines of communication through hosting Council of School Communities evening, newsletters and hosting municipal meetings
- Provided accurate and timely communication establishing the Division as a reliable, credible source during school emergencies or incidents
- Provided rich feedback related to the New K-6 Curriculum to the Alberta Education through an academic validation process
- Continued to support our most vulnerable students and their families through the crisis phase of the pandemic
- Successful implementation of a continuum of supports for K-2
- Expanded dual credit opportunities
- Created efficiencies within the organization that kept teachers and support staff working with students
- Expanded access to assistive software for all students and staff
- Deployed and maintained a high level of technology infrastructure reliability, security and performance while still being able to reduce costs
- Continued Division Office Digital Document Management System integration
- Implemented student password change increasing student awareness of online safety
- Expanded capacity to maintain digital equipment
- Implemented cost saving digital measures
- Started construction on École Secondaire Beaumont Composite High School addition and modernization
- Continued the reduction in workers compensation board surcharges
- The installation of seven new modular classrooms
- Maintained a robust safety culture by using the Hour Zero School Emergency Program & Violence Threat Risk Assessment (VTRA) protocols
- Board members visited each of our 31 schools (Online)
- The establishment of a Division Office Community Engagement and Advocacy Committee
- Kate Myszkowski, a teacher from Thorsby Elementary School, was a nominee for the Edwin Parr Beginning Teachers Award

## 2020-21 Division Goals

Black Gold School Division implemented the Assurance Framework with planning for the 2021-2022 school year. As this report is connected to the [2020-2021 Three Year Education Plan](#), the design and results analysis of this AERR will align with that model. It is important to note that with the implementation of the Assurance Framework for the 2021-2022 school year, future reporting will align with the new framework.

In the 2020-2021 Three Year Education Plan, Black Gold School Division identified the following goals as focus areas for our work. This section will provide an overview of the progress made on each of the identified goals.

### **Black Gold teachers will increase their competence and confidence to provide non-traditional learning opportunities for students**

In response to the pandemic, BGSD established an online Distance Learning (at-home learning) program with over 1500 students and 75 teachers. We developed the framework and scheduling and provided support to all staff to shift their teaching to an online format. As the year progressed, teachers embraced this modality. Collaboration among teachers was the norm, and sharing promising practices was a daily occurrence that increased teacher confidence and competence.

At the same time, recognizing that 2021 was the last year of operation for the Alberta Distance Learning Centre (ADLC), we expanded our home-based print distance learning program to begin building our staff's capacity to provide programming to our students. The goal, which has been reached as of September 2021, was to provide asynchronous distance learning for grades 1-12 students in BGSD through our Home-Based program (Grades 1-9) and our Outreach program (Grades 10-12).

### **Navigating how to best support and promote wellness and mental health in self and others**

Promotion and support of wellness and mental health remained a top priority. With the focus being on "services for students," intentional planning and resource allocation was put into the universal, targeted and individualized areas of services for students to accomplish this goal. Universally, Division staff worked with school staff to share/facilitate evidence-based programs to promote understanding of mental wellness, recognition and labelling of feelings, emotional regulation, co-regulation and the Neuro-Relational Framework. Specifically, Black Gold Occupational Therapists, Speech-Language Pathologists, Family School Liaisons, Psychologists, Mental Health Nurse, and Mental Health Capacity Building (MHCB) Success Coaches prioritized this in their work with schools (i.e., Kimochis, Mental Health Literacy, Mental Health First Aid, Psychological First Aid, Zones of Regulation, Incredible Flexible Me, Hannen, Circle of Security, Kids Have Stress Too, Suicide Presentation, Teaching Every Student (TES), VTRA and many more) to ensure all programming aligns with this larger goal. School Counselors and community agencies also supported this area with the plans laid out



in School Mental Health Plans leveraging agencies such as Family & Community Support Services (FCSS) and Family Resource Network. The MHCB statistics gathered for 2021 indicate from pre-k to grade 12, 55 programs were presented, which enabled 5233 children/students to participate in promotional or preventative universal programming in support of mental health. In addition, 654 families participated in summer programming with the same goals, and 310 Family Night Sessions facilitated understanding the importance of working with families in supporting students. Recognizing that typically greater than 80% of students respond well and are successful with best practices provided universally, universal programming is the first choice for intervention.

BGSD staff worked directly with targeted groups, with individual students or with school staff to identify and plan for intervention or facilitate community support connections with students/guardians requiring more support than offered at the universal level. For the 2020-21 school year, 327 Family School Liaison (FSL) requests were made by schools for targeted or individualized needs identified. This is a decrease of six from 2019-2020 (333 requests), which within the context of COVID-19 and an anticipated increase in student need suggests that a parallel capacity increase within school-based teams occurred as school staff were able to manage student needs or needs were met at the universal level in schools. BGSD also entered into a contract with a Mental Health Nurse (sub-contracted from AHS) to better respond to individual needs and facilitate the relationship to/from tertiary care or the health system (CASA, Leduc Mental Health, Glenrose etc.) and schools. Forty-eight individual cases required this support in 2020-2021. Understanding the interrelation of all domains from learning to student wellness, psychological assessments were provided to offer further information to school teams to guide programming or to enable access to external service pathways (i.e. query Autism Spectrum Disorder (ASD) or Fetal Alcohol Spectrum Disorder (FASD)). This number is in line with previous years.

### **Increase communication to students and parents about technology use and management both in school and in the home**

Last year BGSD worked with third-party device providers and sold 300 Chromebooks directly to families. These Chromebooks were sold out in a matter of days, with a large number of devices being purchased by families selecting distance learning as the method of instruction. BGSD partnered with some of our main suppliers to bring in additional Chromebooks, offer sale prices year-round and extended warranties for all purchases.

BGSD enhanced resources on the BGSD Engaging Students web page by including descriptors and suggestions for technology implementation for teachers. The Engaging Site is in a continual state of renewal. In the past year, there has been a move to using video files and media to assist teachers and students. Scaffolding of skills and grade-level expectations has also been developed to expand students' skills for learning and lifelong technology use. Bring Your Own Educational Device (BYOED) use was encouraged, and bandwidth was provided to a maximum of 50% of the total. BGSD experienced significant growth in this area.

### **Teachers will identify and remediate gaps in student learning caused by the cancellation of in-school classes**

Recognizing that learning disruptions due to COVID-19 would likely be ongoing, BGSD developed a multi-pronged approach to support the continuity of learning. We began by identifying students' prerequisite knowledge to engage in grade-level learning for all core subjects successfully, grades 1 through 12. In those same courses, we highlighted the grade-level learning outcomes that were key for students to understand so they can move forward in a given discipline, priority outcomes. This was a support document for teachers to help them maintain focus on the most salient learning outcomes when learning was disrupted with quarantines and isolations.

BGSD has been administering the Math Intervention/Programming Instrument (MIPI) and the Highest Level of Achievement Test/French Highest Level of Achievement Test (HLAT/FHLAT) in September for several years, and with this as a baseline, we explored the impact of learning disruptions on our students. All students wrote the MIPI and HLAT/FHLAT screeners in September and again in April. This was an important step in supporting student learning. Not only were teachers able to identify gaps in student learning, but they had time to focus on instruction of the priority outcomes to best support students in their learning.

A significant variance in what schools used for reading screening was recognized, and it was decided that a common tool was needed. BGSD established a working group of administrators to identify reading screeners that would be implemented in September 2021. Through a second working group, we also identified mathematics resources that would support teachers as they worked to accelerate student learning in response to learning disruptions.

### **Teachers will increase their competence and confidence in using effective assessment strategies**

Throughout the year, BGSD provided virtual professional development for teachers that focused on a wide variety of assessment strategies. As students shifted to at-home learning multiple times during the year, our professional development supported alternate assessment strategies that could provide evidence of student learning from a distance.

### **All Black Gold schools will use data to inform teacher practice that will improve student learning for all students**

The pandemic underscored the value of data to inform teacher practice and provide the impetus for changes. In writing the MIPI and the HLAT/FHLAT twice in 2021-2022, the data identified that learning disruptions impacted student learning in all grade levels. In response, BGSD developed a model designed to build teacher capacity in accelerating student learning in English and French Literacy and Numeracy to be implemented in September 2021.

### **Teachers and Administrators will be familiar with the draft K- 6 curriculum**

In late March, BGSD virtually brought teachers together to provide a detailed review of the draft K-6 curriculum. This detailed review and the summary report were shared with Alberta Education, and the summary report was shared publicly.

### **Teachers will support students to successfully transition from high school to post-secondary, trades, and/or the world of work**

A total of 79 students successfully completed Dual Credit courses, an increase of 11%. BGSD celebrated our first student to complete a post-secondary program through Dual Credit when she graduated with an Early Learning Certificate from Northern Lakes College. We continued to emphasize the use of a career pathways software product called MyBlueprint and maximized the partnership with Careers Next Generation to help provide students with authentic, hands-on learning experiences through Off-Campus programming.

### **Provide leadership and support for schools as they develop their foundational knowledge of First Nations Métis and Inuit (FNMI) culture**

BGSD recognized the need to engage and support quality, professional learning for schools to expand their knowledge, skills and attitudes regarding First Nations, Métis, and Inuit worldviews. Specifically, BGSD provided access to two ATA sessions titled Indigenous Ways of Knowing and Indigenous Resources: Where do I start? These sessions were made available to all staff during scheduled PD dates in April and May of 2021. Additionally, there were several other PD sessions supported throughout the year. Release time was provided for teachers to attend the National Centre for Collaboration in Indigenous Education's ([NCCIE](#)) virtual one-day conference in March. The conference focus was education resources with Indigenous ways of knowing & being. In April, BGSD covered the substitute costs of five teachers from across the Division to attend the Palisades Indigenous PD session through the Edmonton Regional Learning Consortium (ERLC). The focus of the session was spending a day enveloped in conversation with local Indigenous educators, academics and community members to discuss Canadian colonial laws and policies that have and continue to affect Indigenous individuals, families and communities.

BGSD recognized that making space in schools for Indigenous cultural practices and perspectives is important to supporting Indigenous student success. Throughout the school year, BGSD developed Division level administrative procedures to permit the practice of smudging in Division facilities and Elder protocol as a concrete act of reconciliation through cultural revitalization. These administrative procedures are currently under review.

## Employee Matters

The demands of COVID-19 have compelled BGSD to increase both our supply teacher and supply support staff rosters, implement an electronic/virtual onboarding process and communicate more often with staff regarding changing processes and remaining resilient. BGSD was also highly successful in supporting schools with both AHS and OH&S audits.

## **Build and strengthen BGSD's internal and external communications to increase trust, connection and a sense of belonging among the BGSD community**

BGSD worked to advise and support the Board of Trustees' Community Engagement and Advocacy Committee, the expanded Division's Strategic Values Update and a Big Hairy Audacious Goal (BHAG) development. It assisted in developing the February 23, 2021, Council of School Communities virtual format, which had a successful outcome with over 160 participants. Many articles and Trustee columns were also submitted to local newspapers and shared with the school community.

BGSD developed and implemented new communications strategies to build and strengthen communication to increase trust, connection and a sense of belonging within the Division's 31-member school community and the public. These strategies included increasing awareness of school board initiatives and school-based programs and events through the launch of a new website, proactive media relations and greater use of social media. BGSD's increased social media presence has provided more transparency and opportunity for engagement to our stakeholders. The success of this growth in engagement is evident in the uptrend of our views and followers on all platforms.



## Analysis of Results

### Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 2245 The Black Gold School Division



Assurance Domain	Measure	Black Gold School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	83.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	80.1	79.8	79.5	83.2	83.3	83.0	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	81.9	81.2	80.9	83.4	80.3	79.6	Intermediate	Maintained	Acceptable
	<a href="#">5-year High School Completion</a>	87.0	86.2	85.5	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	<a href="#">PAT: Acceptable</a>	n/a	n/a	78.9	n/a	n/a	73.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	18.1	n/a	n/a	20.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	84.5	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	21.7	n/a	n/a	24.1	n/a	n/a	n/a
	<a href="#">Education Quality</a>	88.4	89.1	88.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	86.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	81.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	76.3	78.5	79.1	79.5	81.8	81.4	n/a	n/a	n/a

### Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 2245 The Black Gold School Division (FNMI)



Assurance Domain	Measure	Black Gold School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	64.9	81.6	69.9	62.0	55.9	55.6	Very Low	Maintained	Concern
	<a href="#">5-year High School Completion</a>	74.5	74.4	77.0	68.1	65.0	63.4	Low	Maintained	Issue
	<a href="#">PAT: Acceptable</a>	n/a	n/a	69.2	n/a	n/a	52.9	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	11.7	n/a	n/a	7.0	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	85.4	n/a	n/a	77.1	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	16.0	n/a	n/a	11.2	n/a	n/a	n/a
	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

### Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 2245 The Black Gold School Division (ESL)



Assurance Domain	Measure	Black Gold School Division (ESL)			Alberta (ESL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	70.0	66.7	77.8	78.7	74.1	75.0	Low	Maintained	Issue
	<a href="#">5-year High School Completion</a>	100.0	52.6	62.5	86.9	85.0	84.9	Very High	Improved	Excellent
	<a href="#">PAT: Acceptable</a>	n/a	n/a	73.4	n/a	n/a	69.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	18.7	n/a	n/a	16.0	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	77.8	n/a	n/a	73.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	15.8	n/a	n/a	16.0	n/a	n/a	n/a
	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



## Measures Summary and Observations

The summary reports' content is drawn from the provincial survey administered to students, parents and teachers and student achievement data related to Provincial Achievement Tests (PAT) and Diploma Examination results (DIP). Due to the impact of the COVID-19 pandemic, the PAT and DIP data is not available for this report due to the cancellation of these assessments. Also, caution should be used when interpreting survey results as 2020-21 was a pilot year for the Alberta Education Assurance Survey and participation was impacted by the COVID-19 pandemic.

The data that follows reflects the 2020-21 school year. Results confirm that the Division continues to show growth in several areas. The following is an overview of the areas in which BGSD continues to do well and identifies growth opportunities.

## Safe and Caring

School staff, school councils, Division Office Staff and Trustees work together to provide the best school experience for our students. Our measures tell us that students feel safe and cared for in their schools. Students feel that their teachers care about them and encourage them to do their best. Our parents tell us that they think highly of the quality of teaching and the opportunities that their children experience.

### Safe and Caring – Measure Details

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										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7,235	87.7	3,747	87.4	3,829	87.5	4,048	87.5	3,695	89.4	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0

## Program of Studies

Our schools work hard to provide a wide range of courses and programs that students find helpful, applicable and challenging. We continue to work with our educational partners to review trends to keep our course offerings current and relevant. We continue to commit time and resources to develop new courses and obtain or adapt Locally Developed Courses that help address the needs of our students.

### Program of Studies – Measure Details

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										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	4,985	81.7	2,612	82.3	2,660	81.7	2,856	82.1	2,550	81.4	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9

## Learning Supports

Learning Supports is a new measure, and the data is derived from the Assurance Survey administered to parents, students and teachers. BGSD student and teacher results exceed provincial averages. BGSD continues to provide access to supports for students and staff. We also offer support to families by working directly with them and by helping them access community supports. Learning Supports has and will continue to be a focus moving forward.

### Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,694	81.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	

## In-Service Jurisdiction Needs

BGSD has consistently been responsive in meeting the professional development and in-servicing requirements of staff. Over the last few years, the need for support due to the realities of the pandemic has increased significantly. Initiatives such as continuity of learning, assessment strategies, providing online instruction, reviewing draft curriculum, wellness and remediating student learning gaps have been at the forefront of these efforts. BGSD is fortunate to have a collaborative staff willing to share best practices, resources and who believe in constant growth.

### In-service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Authority										Province																			
	2017					2018					2019					2020					2021									
	Measure Evaluation					2017					2018					2019					2020					2021				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	526	83.6	562	84.5	576	84.0	551	84.1	515	84.9	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9							



## High School Completion and Transition to Post Secondary Rates

Our schools provide a variety of course offerings. As a Division, we support students accessing courses that provide a better transition to employment and post-secondary. We support student career planning through software programs such as MyBlueprint, a comprehensive instrument that offers tools to help students make career decisions, and provide authentic learning experiences through our Dual Credit and Off-Campus opportunities. As a result, all our students, including our English as a Second Language (ESL) and First Nations Métis and Inuit (FNMI), continue to experience high school completion and transition to post-secondary success.

### High School Completion Rates - Measure History

Authority: 2245 The Black Gold School Division

Province: Alberta

	Black Gold School Division													Alberta									
	2016		2017		2018		2019		2020					Measure Evaluation			2016		2017		2018		2019
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	750	79.8	770	79.5	775	82.2	859	81.2	823	81.9	Intermediate	Maintained	Acceptable	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	666	82.1	749	84.8	767	84.1	776	85.6	859	86.1	Intermediate	Maintained	Acceptable	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	682	86.3	667	84.3	749	86.1	768	86.2	775	87.0	Intermediate	Maintained	Acceptable	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

## Drop Out Rates

BGSD continues to offer variety and flexible learning opportunities for our students. We meet student needs through in-person and alternate learning opportunities (virtual learning, Outreach, Home-Based, Blended Learning). Our staff strives to keep students aware of the learning opportunities, and all of our students, including ESL and FNMI, continue to experience low drop out rates.

### Drop Out Rate

Measure History

Authority: 2245 The Black Gold School Division

Province: Alberta



	Black Gold School Division													Alberta									
	2016		2017		2018		2019		2020					Measure Evaluation			2016		2017		2018		2019
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	2,837	2.7	2,981	1.4	3,128	2.3	3,212	2.2	3,304	2.0	Very High	Maintained	Excellent	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	109	20.8	113	17.7	83	19.6	115	24.1	103	23.2	n/a	n/a	n/a	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1

## Parental Involvement

Parental involvement has been an ongoing challenge for the Division. BGSD values parents as partners in education, and a greater focus on engagement has been identified as an improvement strategy.

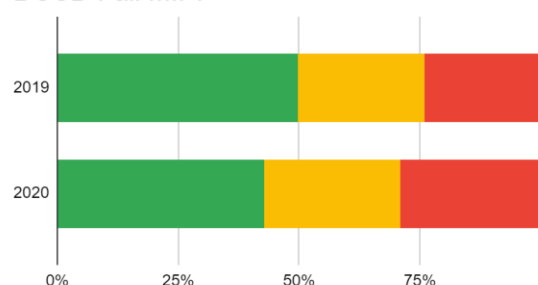
### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	973	79.6	1,096	80.0	1,064	78.7	1,099	78.5	1,056	76.3	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5

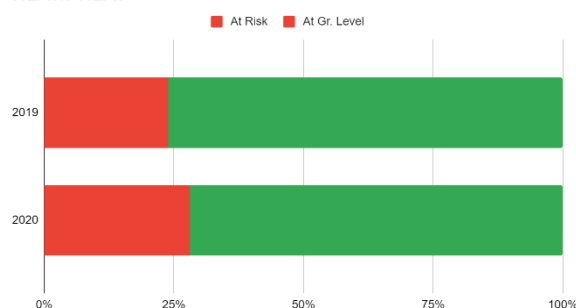
## Local Measures

Both the MIPI and HLAT/FHLAT screening tools have been administered in September each year to gauge students' readiness for grade level learning. The MIPI is administered to Grades 1 - 10 students and the HLAT/FHLAT is administered to Grades 2 - 9 students. Both screeners assess students' understanding of the previous grade learning outcomes. Students are considered at risk of not successfully completing current grade level outcomes if they score below 70% on the MIPI and if they score below grade level on the HLAT/FHLAT.

BGSD Fall MIPI



HLAT/FHLAT



The number of students who were identified as being at risk of not being successful in meeting current grade level learning outcomes for Numeracy (MIPI) increased by close to 7% between the fall 2019 and the fall of 2020. The number of students who were identified as being at risk of not being successful in meeting current grade level learning outcomes for Writing (HLAT/FHLAT) increased by over 4% between the fall of 2019 and the fall of 2020.

Given the learning disruptions caused by the COVID-19 pandemic, we were not surprised by the increased number of students who were identified as being at risk. This underscored the fact that we had a gap in our screening tools and brought greater urgency to our work to identify a common screening tool for reading to be implemented beginning in September 2021.

In addition, the Division will focus on accelerating student learning in both English and French Literacy and Numeracy to support increased student success in these areas.

## Summary

Generally, BGSD results are similar to provincial averages. This year, the Division implemented a comprehensive engagement strategy to establish future priorities. In doing so, we were able to align our areas of growth with our strategic direction. Learning disruptions have impacted our students' literacy and numeracy achievement, and we have identified this as a priority area. All stakeholders agree that moving students towards excellence will position them well for future success. All aspects of wellness are being prioritized throughout society, and our engagement identified this as an area in which we could improve.

In response, our [2021-2024 Education Plan](#) is based upon the priorities of Success, Wellness, Engagement and Partnerships.

## Planning, Assurance Model and Reporting

Annually, Black Gold School Division reviews its performance and results reports to assess its progress toward achieving the goals outlined in the Division's Education Plan. The assessment will include examining and reporting on local measures, provincial measurement information and evaluations received from Alberta Education. The Division will then compare these with its Core Purpose, Core Values, and Division goals to review the Division priorities to further support student learning.

The Assurance Model for planning means that the Board is committed to determining our stakeholders' level of confidence in our system. Assurance provides a framework for the Division to continue maintaining close alignment with the direction and goals of the Ministry with a strong focus on being responsive to the needs of the Division's school communities.

The Assurance Model framework will enable BGSD to ensure learner success through the following process:

- Develop local goals, strategies and measures that address Divisional priorities focused on ensuring student success;
- Develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the Division; and
- Offer increased opportunities for stakeholder involvement throughout this process.

We look forward to implementing the new goals and associated strategies as defined in the 2021-2024 BGSD Education Plan and sharing the combined results provided by the measures.



## Summary of Financial Results 2020-2021

Black Gold School Division ended the 2020-2021 school year with a surplus of \$3.1 million. Revenues were higher than budgeted due to additional funding received throughout the school year and expenses were less than budgeted due to lower than expected substitute staff costs and the switch to at-home learning for students in December and May. The Division's total revenues were \$138.24 million, which was \$1.73 million more than budgeted. The majority of this change was due to an additional \$800 thousand in Federal Funding for a Safe Return to Class, \$284 thousand in one-time funding for accepting mid-year enrolments and \$611 thousand for the Critical Worker Benefit received from Alberta Education in February and March.

The Division's total expenses were \$135.14 million, which was \$1.86 million less than budgeted. The majority of this change was due to substitute teacher costs, which were significantly less than expected. This was in part due to the periods of time in December and May when schools were closed to in-person classes and all students shifted to at-home learning. As well, expenses related to Infrastructure Maintenance & Renewal (IMR) projects were less than budgeted due to supply chain issues that caused delays in planned IMR projects over the summer.

Using the September 30, 2020 student enrolment count (ECS=0.50) of 11,655, the total cost of educating a student in Black Gold School Division in 2020-21 was \$11,595.

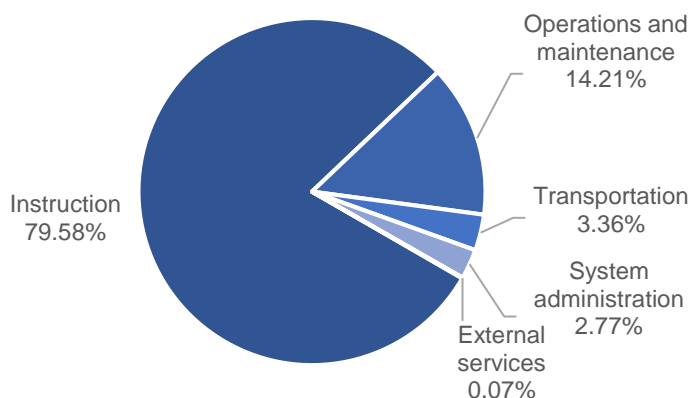
### Expenses by Program

Instruction	\$ 107,547,617
Operations and maintenance	\$ 19,207,351
Transportation	\$ 4,535,244
System administration	\$ 3,750,155
External services	\$ 101,221
<b>Total 2020-21 Expenses</b>	<b>\$ 135,141,588</b>

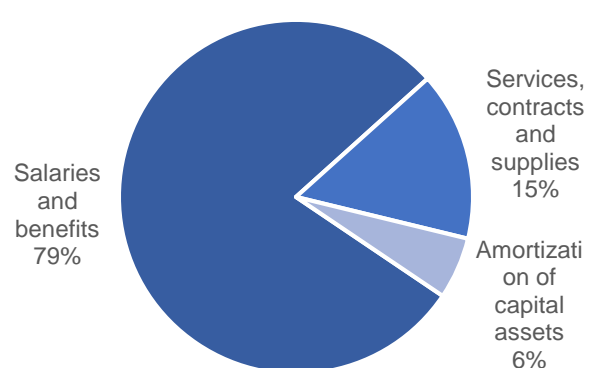
### Expenses by Type

Certificated salaries and benefits	\$ 80,506,835
Non-certificated salaries and benefits	\$ 26,073,204
Services, contracts and supplies	\$ 20,867,868
Amortization of capital assets	\$ 7,632,133
Other expenses	\$ 61,548
<b>Total 2020-21 Expenses</b>	<b>\$ 135,141,588</b>

EXPENSES BY PROGRAM



EXPENSES BY TYPE



## School Generated Funds

As of August 31, 2021, the unexpended School Generated Funds (SGF) were \$1.02 million, a decrease of \$143 thousand from the end of the previous year. SGF revenues were \$1.18 million and are comprised of:

- Fees - \$527 thousand million (includes activity fees and optional course fees)
- Sales and services - \$229 thousand (includes commissions, yearbooks and sales of other products and services)
- Fundraising - \$168 thousand
- Donations and grants - \$260 thousand

SGF expenses were \$1.33 million and are comprised of:

- Expenses related to fees - \$563 thousand
- Expenses related to sales and services, fundraising and donations - \$764 thousand

## Capital and Facilities Projects

### New Schools & Modernizations

- The modernization of École Secondaire Beaumont Composite High School in the City of Beaumont is underway and is scheduled to be completed December 2021.
- The majority of the design for the new high school in the City of Leduc has been completed. Concert Bird was the successful P3 (public-private partnership) contractor. Construction is scheduled to start in the spring of 2022 and the school is expected to open for September 2024.

### Modular Classroom Additions

- The modular classroom addition, which started in the summer of 2020, was completed at Caledonia Park School in the City of Leduc.
- In May 2021, Alberta Education announced that approval had been granted for two additional modular classrooms at Caledonia Park School and two modular classrooms at École Leduc Junior High School in the City of Leduc. This project has been delayed due to supply chain issues with the modular classrooms.

### Facilities Projects

- Infrastructure Maintenance and Renewal (IMR) projects totaling \$2.57 million were completed during the year.
- Capital Maintenance and Renewal (CMR) projects totaling \$1.21 million were completed during the year.

### **Additional Information**

The School Division's Audited Financial Statements can be obtained on the Division website at: <https://www.blackgold.ca/about-bgsd/results-plans-results/>

The provincial roll-up of jurisdiction Audited Financial Statements information can be viewed at: <https://www.alberta.ca/k-12-education-financial-statements.aspx>

For further details on the 2020-21 financial results, please contact Chelsey Volkman, Associate Superintendent – Business & Finance at 780-955-6049.

