

Black Gold School Division Education Plan

2024 – 2027



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

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Message from the Board Chair

Black Gold’s three-year rolling Education Plan correlates directly with our board priorities of Success, Wellness, Engagement, and Partnerships. The goals under each priority and related data drive the decisions that are made to optimize learning for all students.

Education planning is a collaborative team effort that forms the foundation of the success and well-being of everyone in the Black Gold Division. The partnerships we build and our ability to attract committed and dedicated talent to our offices, schools, and communities provide further support for student success.

Data collection and interpretation provide metrics that guide Black Gold’s educational planning. Throughout the Three-Year Education Plan, you will see how we leverage data to inform our plans to support the academic and social growth of our students and how our plans reflect Division priorities and goals as well as Alberta Education’s Assurance Domains.

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



A handwritten signature in cursive script that reads "Esther Eckert". The ink is black and the signature is fluid and legible.

Esther Eckert
Chair, Board of Trustees
Black Gold School Division

Accountability Statement

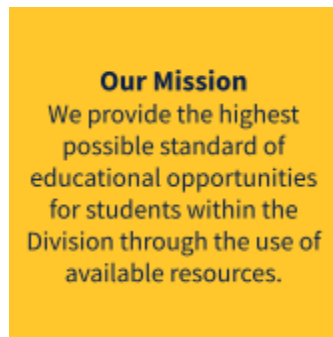
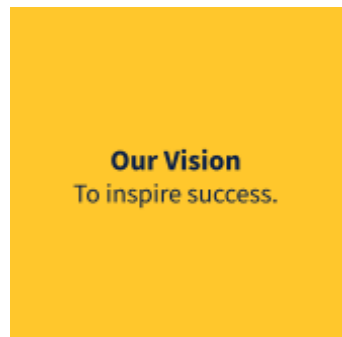
The Education Plan for The Black Gold School Division, commencing September 2024, was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the [Education Act](#) and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board reviewed and approved the Education Plan for 2024-2027 on May 29, 2024.

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act and Black Gold Administrative Procedure 404, no disclosures were received during the 2023-24 school year.



Our Core Values



Student-Centred Learning

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

Relationships

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

Safe, Supportive Environment

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

Passion

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

Responsible Resource Management

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

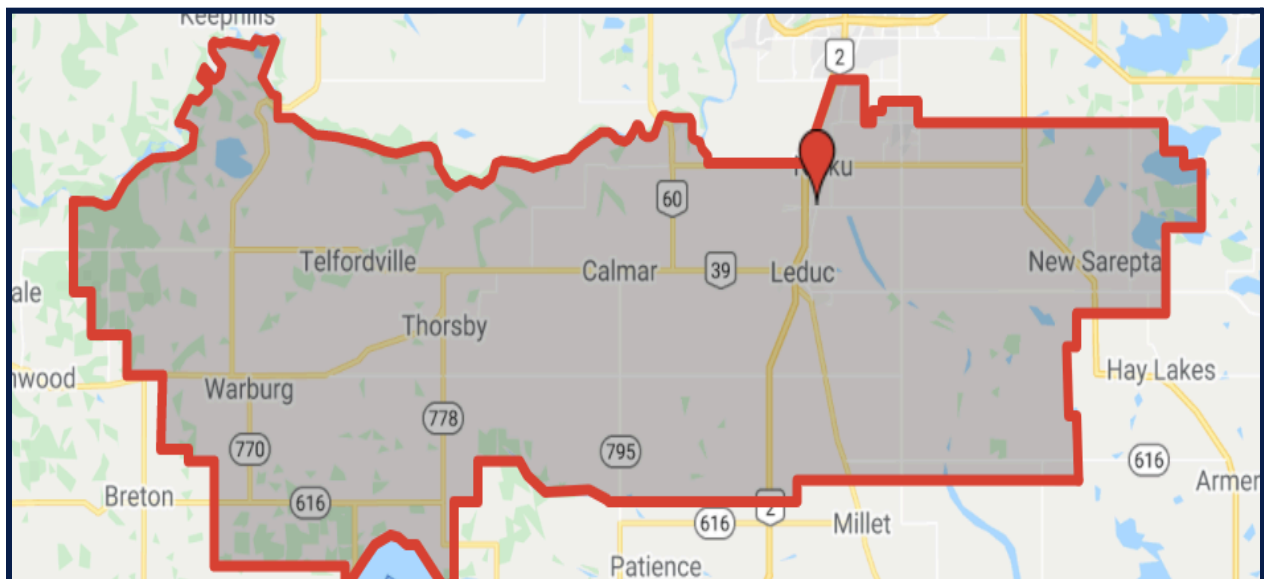


Profile

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

Approximately 13,400 students from Early Childhood Services (ECS) to Grade 12 are educated in the 32 schools within the system. Approximately 768 teachers deliver instruction with assistance from 603 support staff. An extensive range of programs, including French Immersion, Christian, Off Campus Education, Dual Credit, extensive Career and Technology Studies (CTS) and Career and Technology Foundation courses (CTF), are offered to students in inclusive learning environments.

Students also have access to a continuum of classroom supports and services, including specialized learning environments, early intervention and counselling services, and consultative services such as speech-language, hearing, vision, occupational therapy, and physical therapy. The Division provides many extracurricular opportunities in all its schools—music, drama, special 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	Werner Fisher
<u>Calmar Elementary School</u> Pre-K, Grades K - 6	Calmar, AB	Stan Travnik
<u>Calmar Secondary School</u> Grades 7 - 12	Calmar, AB	Justin Klaassen
<u>Covenant Christian School</u> Grades K - 9	Leduc, AB	Donavin Simmons
<u>East Elementary School</u> Grades K - 6,	Leduc, AB	Carla Fisher
<u>École Beau Meadow School</u> Grades K - 6 English & French Immersion Program	Beaumont, AB	Shelly McCubbing
<u>École Bellevue School</u> Pre-K (English only) Grades K - 6, English & French Immersion Program	Beaumont, AB	Jennifer El-Khatib
<u>École Champs Vallée School</u> Grades K - 9 English & French Immersion Program	Beaumont, AB	Patrick Gamache Hutchison
<u>École Coloniale Estates School</u> Grades K - 6 English & French Immersion Program	Beaumont, AB	Christine Ivanc
<u>École Corinthia Park School</u> Pre-K, Grades K - 6 English & French Immersion Program	Leduc, AB	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	Sean Flanagan
<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	TBD
<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	Brad Clarke
<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 Junior/Senior High School</u> Grades 8 - 12	Leduc, AB	Dan Lake
<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 & Warburg Hutterite Colony School (Grades 1 - 9)</u> 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	2019-20 As at Sept. 30	2020-21 As at Sept. 30	2021-22 As at Sept. 30	2022-23 As at Sept. 30	2023-24 As at Sept. 30
New Sarepta Elem	269	260	262	266	242
New Sarepta High	228	221	218	208	224
École Beau Meadow	494	452	471	467	469
École Bellevue	444	488	492	494	498
École Coloniale Estates	540	527	517	548	525
École J E Lapointe	401	434	460	522	561
École Beaumont Comp	819	902	954	999	1083
École Dansereau Meadows	615	592	603	636	663
École Champs Vallée	751	756	849	853	837
East Elementary	307	316	352	346	261
École Leduc Estates	375	361	327	320	324
Linsford Park	215	202	225	215	228
Willow Park	325	317	306	297	278
École Corinthia Park	443	401	377	364	472
Caledonia Park	703	697	767	788	761
École Leduc Junior High	543	553	602	592	590
Leduc Composite High	1101	1147	1177	1207	1250
Covenant Christian	370	319	358	351	370
West Haven Public	692	690	734	794	815
Robina Baker	350	292	299	285	274
Riverview Middle	322	350	348	338	329
John Maland	301	298	291	316	347
Calmar Elementary	236	286	239	247	243
Calmar Secondary	226	218	233	256	267
Thorsby Elementary	260	238	261	261	276
Thorsby Jr/Sr High	195	186	190	195	212
Warburg	260	245	242	249	231
Warburg Colony	18	19	20	20	20
Outreach Beaumont/Leduc	330	360	357	394	409
Division Home Based	25	30	28	30	25
Shared Responsibility		28	5	5	2
Home Education	14	64	26	28	34
Black Gold Total	12229	12249	12590	12894	13120
Growth % from Prior Year	3.36%	0.16%	2.78%	2.39%	1.75%

Trustees

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

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

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



Esther Eckert
Chair
Ward 4



Angie Charpentier
Vice-Chair
Ward 3



Michelle Martin
Trustee
Ward 1



Devonna Klaassen
Trustee
Ward 2



Gary Hansen
Trustee
Ward 3



Barb Martinson
Trustee
Ward 3



Robyn Steed
Trustee
Ward 4

Division Office

The BGSD senior administrative team is responsible for the daily operations and collaborates with the administrative staff to ensure all 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 Borgffjord
Superintendent of
Schools/CEO



Chelsey Volkman
Associate Superintendent,
Business & Finance



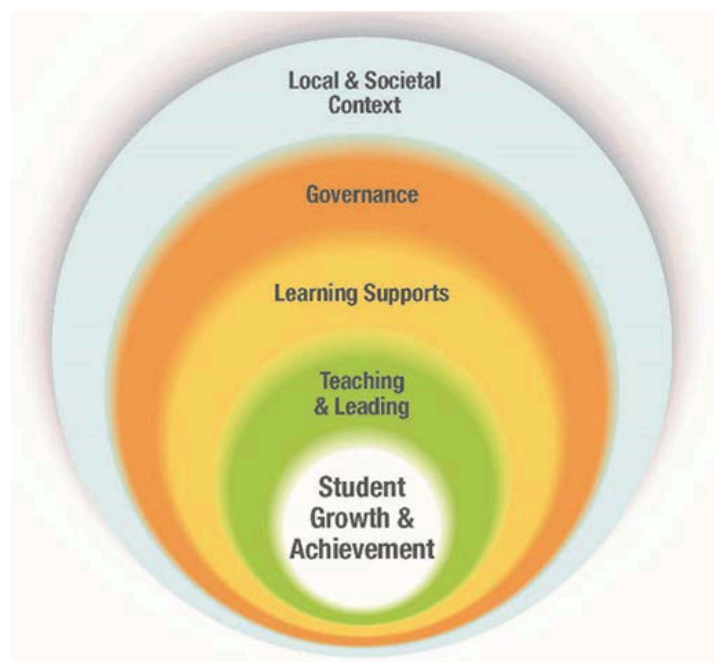
Ray Cable
Associate Superintendent,
Human Resources



Norm Dargis
Associate Superintendent,
Learning Services

Overview

The BGSD 2024-2027 Education Plan aligns with the [Alberta Education Assurance Framework](#) and the [Ministry Business Plan](#). The Assurance Framework from Alberta Education, found within the Funding Manual for School Authorities 2024-2025 school year, describes the guiding principles and defines the five domains that the education system measures to provide public assurance.



Student growth and achievement is the education system's primary purpose and is 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 four 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. Our Education plan addresses these four Business Plan outcomes through the identified strategies within each of our board priorities.

Division Priorities

BGSD's mandate is to provide ECS–Grade 12 education, including educational services, establish policies for the provision of those educational services and maintain and repair school facilities. BGSD attends to 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 stakeholders, BGSD developed the following priorities for the Division in alignment with the [Alberta Education Assurance Framework](#), [Ministry Business Plan](#) and [Premiers' 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.



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 stakeholders' involvement and the potential impact of decisions or initiatives.

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

- 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. Examples of recent topics include literacy, numeracy and new curriculum.
- Community Consultations: These discussions are supported by data and seek feedback from stakeholders on opportunities such as school boundaries, enrollment challenges in our communities, and the development of our division calendar.
- MLA / Municipal Meets & Greets: We are continuously working to build and enhance personal and professional relationships between school board trustees and elected officials from various levels of government in our area. We host special meetings to discuss mutual interests and explore opportunities for partnerships.
- Superintendent meetings: Our school and Division office administrators attend monthly meetings to discuss topics that align with the Division's strategic direction. These meetings serve as a platform for sharing feedback on emerging opportunities, Division processes, and initiatives aimed at promoting student achievement.
- Annual Community Engagement (ACE): The Division brings members of the community together around key topics and programming areas. These discussions gather stakeholder feedback around such areas as curriculum, strategic direction, and areas of improvement.

- Council of School Councils- Members of the school councils within the division, Trustees, and Division administration come together to ask questions, share best practices, and support student achievement.



Evidence

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

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





SUCCESS



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

GOALS

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.
- Offer training and PD for kindergarten teachers to increase numeracy/literacy teaching and intervention skills.
- Implement an ECS readiness and recruitment campaign.
- Expand the Junior English as an Additional Language Kindergarten (4-year-olds) program.

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

- Organize and advertise spring and fall assessment clinics for ECS age children.
- Prioritize Learning Support Teachers (LSTs) as school-based experts for Inclusive Education, direct training and mentorship.
- Ensure all schools have access to Student Services' Instructional Coaches and multi-disciplinary teams to support inclusive practices.
- Provide Enhanced Learning Support FTE for all division 3 schools and additional training and collaboration for all staff in the areas of K&E and adapted programming in junior high.
- Additional equity-based Inclusive Education funding in K-6 for schools identified as having low Socioeconomic status (SES) to support early intervention.
- Implement Visible Learning principles to increase teacher efficacy and improve student learning.
- Division-based Curriculum Instructional Coaches will work collaboratively with classroom teachers to support effective practices in learning, teaching, and assessment.
- Schools will develop strategic plans 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.
- Continued implementation of the Learning Disruption Grant with a focus on students who are identified at the 25th percentile or below based on results from the screening tools.
- English as an Additional Language lead will work collaboratively with staff to expand language acquisition best practices and administer and interpret 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 Curriculum.*
- *Provide ongoing support to schools as they implement Visible Learning.*
- *Strive to have all high school students have access to trained counsellors (Masters in Counselling).*
- *Provide a lead counsellor to support identified counsellors at each school through collaboration and professional development opportunities.*
- *Provide high school students with opportunities to participate in Dual Credit courses that align with their exploration of career pathways.*
- *High school students have access to off-campus programming including Work Experience, RAP and Green Certificate.*
- *Promote the use of career/life planning program- My Blueprint.*
- *Maximize our relationship with Careers Next Generation to help with student job awareness and placement.*
- *Host job/trade fairs with provided busing from surrounding schools for students to attend.*

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.*
- *Promote Truth and Reconciliation by supporting and initiating Division-wide projects, workshops, events, and/or celebrations (i.e. National Indigenous Peoples' Day, Reconciliation Week, culture camps, etc.) and provide BGSD staff and students with up-to-date resources, and practical professional learning opportunities.*
- *Support mental health capacity building (MHCB).*
- *Expand Employee Resource Groups to capture the voice of underrepresented groups.*
- *Continue to host the Assistant Principal Community of Practice and restart the 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:

- MIPI, EICS Math Screening Tool
- TOSREC, TOWRE Literacy Screening Tools
- RRSST early Literacy Screening
- IBL and GB+
- EYE
- 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

PL session data

Alberta Education 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



WELLNESS

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

GOALS

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

Strategies

- Continue to work with and advocate for support from our community health partners.
- Support Schools in planning for student Mental Health.
- Ensure administrators are trained in [Violence Threat Risk Assessment \(VTRA\)](#).
- Ensure Non Violent Crisis Intervention (NVC) is available and implemented in every school.
- Provide funding to support Enhanced Professional Development through for-credit and not-for-credit opportunities.
- Adhere to Hour Zero protocols.
- Provide staff wellness support and learning opportunities at the individual, school, and systemic levels.
- Support trusting and meaningful relationships with First Nations, Métis and Inuit students, families, Elders, and communities that promote enhanced, respectful communication.
- Collect data to shape actions in support of psychological health & safety, diversity, equity, and inclusion of all employees.
- Host a Student Leadership Conference.

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).
- Increase energy efficiency.
- Develop hazard assessments as per Alberta OHS requirements.
- Host quarterly meetings for Workplace Safety with employee groups.

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

Strategies

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

MEASURES

Black Gold School Division Measures

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

Alberta Education Measure

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





ENGAGEMENT & PARTNERSHIPS

Alberta Education Assurance Domains

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

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

GOALS
<p>Families and school communities are engaged in their children’s education.</p> <p><u>Strategies</u></p> <ul style="list-style-type: none"> ● <i>Work with private and public service providers to increase opportunities for families to have access to quality full-day, before and after-school programming.</i> ● <i>Engage parents, students and community members through the Annual Community Engagement (ACE).</i> ● <i>Continue to host Council of School Councils meetings.</i> ● <i>Apply the JAP2 spectrum of public engagement principles when engaging Division stakeholders.</i> ● <i>Enhance stakeholder connections and engagement through virtual & in-person events (Grand openings, sod-turning events, etc.).</i> ● <i>Increase the sharing of staff and school success stories.</i> ● <i>Curate education-related stories of public interest.</i> ● <i>Pursue opportunities and engage in practices to facilitate reconciliation within the school community.</i>
<p>Partnerships with community organizations are cultivated to support the growth, development, well-being and success of students of all abilities.</p> <p><u>Strategies</u></p> <ul style="list-style-type: none"> ● <i>Support schools to include an Engagement and Partnership goal within their School Assurance Plans.</i> ● <i>Maintain strong relationships with all community partners by attending events, ensuring presence at meetings, and partnering in community protocols (LAVTRA, Inter-agency meetings, Leduc Chamber of Commerce, Community Awareness Nights, etc.).</i> ● <i>Work with municipalities to enhance school sites and identify school reserve sites.</i> ● <i>Cultivate partnerships with business and industry to support the Calmar Secondary Collegiate School which will open in September of 2025.</i> ● <i>Expand partnerships with School Authorities so their students may attend the Calmar Secondary Collegiate School beginning in 2025.</i> ● <i>Create a stronger Indigenous presence in schools via community connections.</i>

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

Strategies

- *Develop, maintain and evergreen as needed, BGSD Blended Learning Courses and support schools to deliver in-reach courses to students as needed.*
- *Ensure that families have access to BGSD Home-based Programs, Virtual School, Summer School and Outreach programs to meet student needs for alternate education.*
- *Provide High School students with opportunities to participate in Dual Credit courses that align with their exploration of career pathways.*
- *High school students have access to off-campus programming, including work experience, RAP and Green Certificate.*
- *Plan programming for the Calmar Secondary Collegiate School, which is scheduled to open in September 2025.*
- *Collaborate with schools, outside agencies and municipalities to explore creative programming.*

MEASURES

Black Gold School Division Measures

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

Alberta Education Measure

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

Implementation Plan

The strategies identified within this 2024-27 Three Year Education Plan are guided by the Ministry Business Plan, Alberta Education Assurance Framework, the Division’s priorities, and ongoing feedback from our school communities.

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

- New Curriculum implementation supports.
- Increased teacher efficacy through the implementation of Visible Learning.
- Supporting growth and achievement in the area of Literacy and Numeracy.
- Student and Staff wellness.
- Career pathway awareness.
- Opening of Ohpaho Secondary School in the City of Leduc

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

Description of the Future

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

References

[Alberta Education: Funding Manual for School Authorities 2024/2025](#)

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

[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 stakeholder agencies within the community. Highlights of the plan are shared with BGSD staff through our internal communication and Professional Development (PD) activities.

Facility and Capital Plans



Capital Priorities

Each year the Division reviews and assesses its capital needs and prioritizes proposed projects, based on the safety of existing school facilities, enrolment pressures and modernization needs, in the Three Year Capital Plan. This plan identifies the need for new and replacement schools, modernizations and additions. Black Gold School Division's top priority in the Three Year Capital Plan submission for 2025-2028 is a new high school in the City of Beaumont. There is currently only one public high school in the City of Beaumont and it reached capacity in September 2024. By September 2026, the school's utilization rate is projected to increase to 126%.

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

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

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

Alberta Education has allocated \$1.54 million in IMR funding and \$1.96 million in CMR funding for the 2024-25 school year. This funding will be used to support the following projects:

- Heating pump replacements
- Main Electrical Distribution panel replacements
- Flooring replacements
- Building Management Systems upgrades
- Front Entrance modernizations

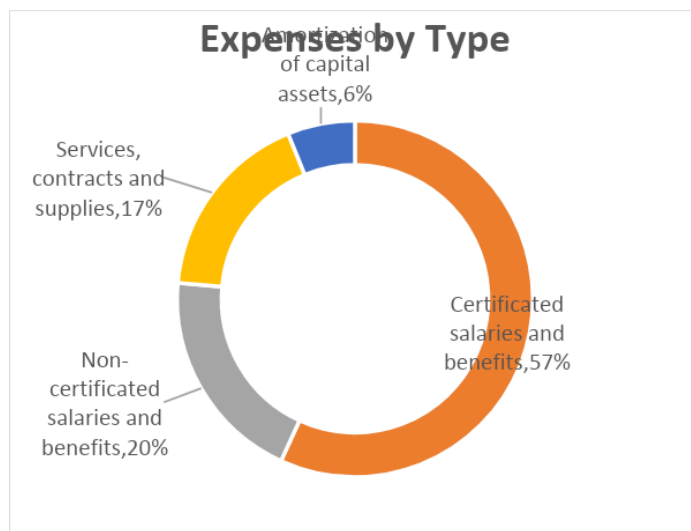
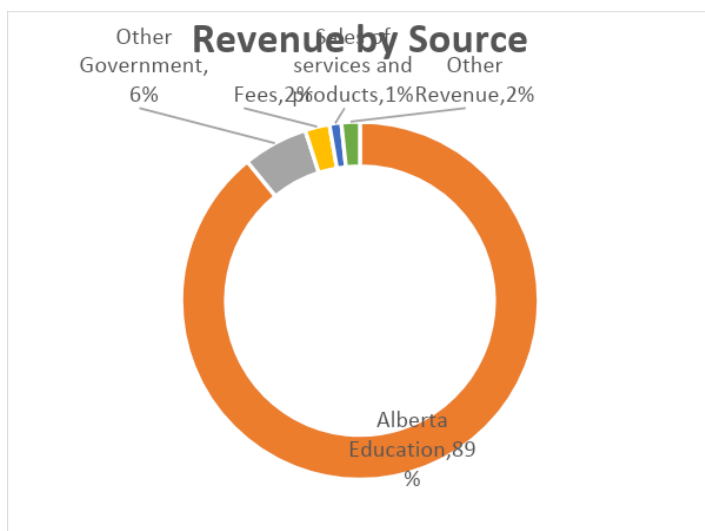
2024/25 Budget

Budget Summary

Black Gold School Division is projecting a deficit budget of \$1.58 million, which will be supported through the use of operating reserves. In 2024-25, the Division will be utilizing operating reserves to:

- Provide staffing to manage class sizes;
- Support the diverse needs of students;
- Support start-up costs for the opening of Ohpaho Secondary School.

Revenues and Expenditures



	Revenues	Expenditures	Surplus (Deficit)
Instruction	\$ 126,254,308	\$ 128,017,135	\$ (1,762,827)
Operation & Maintenance	\$ 22,705,099	\$ 22,839,101	\$ (134,002)
Transportation	\$ 6,522,201	\$ 6,529,977	\$ (7,776)
System Administration	\$ 4,945,739	\$ 4,618,226	\$ 327,513
External Services	\$ 394,213	\$ 394,213	\$ -
Total	\$ 160,821,560	\$ 162,398,652	\$ (1,577,092)

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

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