

Black Gold School Division Education Plan

2025 – 2028



Black Gold School Division

Our Schools - Your Children - The Future

www.blackgold.ca

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Accountability Statement

The Education Plan for the Black Gold School Division, commencing August 25, 2025, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The School Board has used its performance results to develop this plan and is committed to implementing the strategies contained within this plan to improve student learning and results.

The Board reviewed and approved the 2025/2028 Education Plan on May 28, 2025.

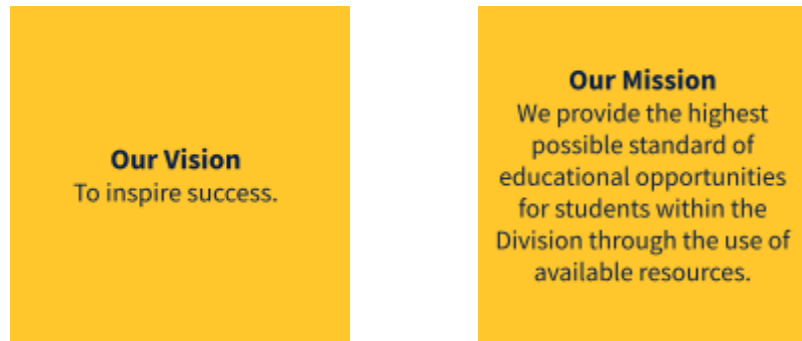


Esther Eckert
Chair, Board of Trustees

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act and Black Gold Administrative Procedure 404, no disclosures were received during the 2024-25 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 develop their skills and talents. We understand that time is a precious resource, and we use it wisely.

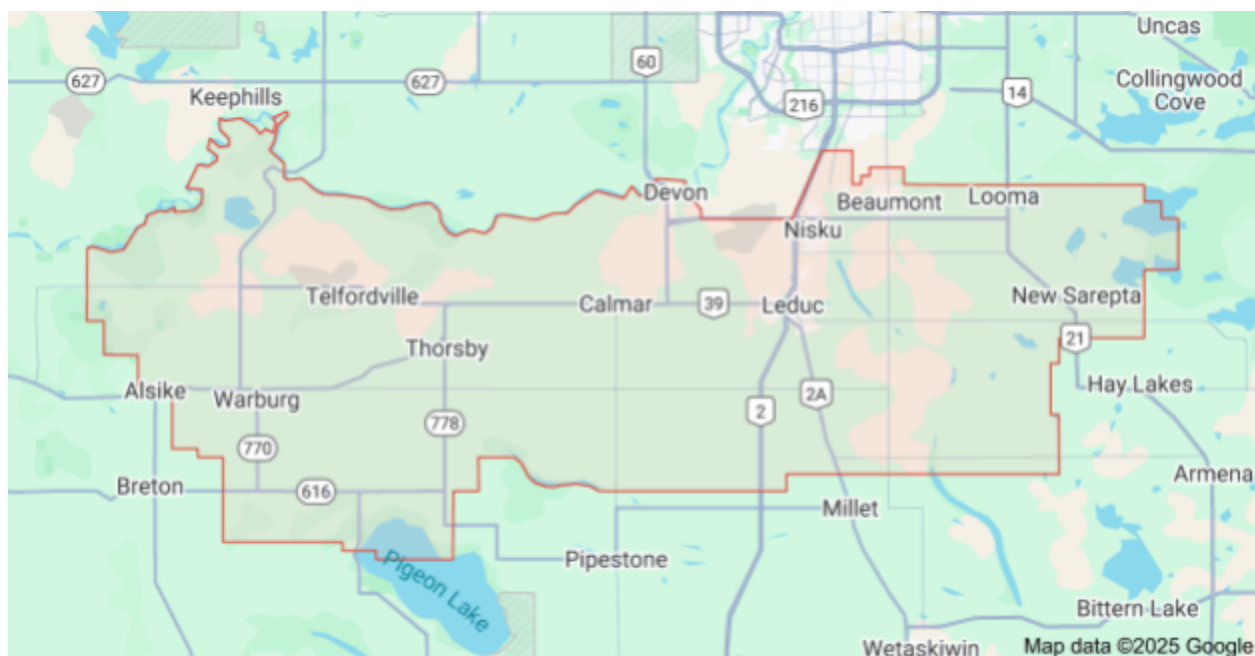


Profile

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 13,500 students from Early Childhood Services (ECS) to Grade 12 are educated in the 32 schools within the system. Approximately 788 teachers deliver instruction with assistance from 618 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	Donavin Simmons
<u>Calmar Elementary School</u> Pre-K, Grades K - 6	Calmar, AB	Stan Travník
<u>Calmar Secondary School</u> Grades 7 - 12	Calmar, AB	Justin Klaassen
<u>Covenant Christian School</u> Grades K - 9	Leduc, AB	Jenna Haugan
<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 Horizon Heights School</u> Grades K - 6 English & French Immersion Program	Beaumont, AB	Christine Ivanc
<u>École Corinthia Park School</u> Pre-K, Grades K - 6 English & French Immersion Program	Leduc, AB	Rachel Djordjevic
<u>École Dansereau Meadows School</u> Grades K - 9 English Program / Grades K - 6 French Immersion	Beaumont, AB	Janine Woronuk
<u>École J. E. Lapointe School</u> Grades 7 - 9 English & French Immersion Program	Beaumont, AB	Kerri-Lynn Hickman
<u>École Leduc Estates School</u> Grades K - 6 English & French Immersion Program	Leduc, AB	Erin Keca
<u>École Leduc Junior High School</u> Grades 7 - 9 English & French Immersion Program	Leduc, AB	Zane Chomlak
<u>École Secondaire Beaumont Composite High School</u> Grades 10 - 12 English & French Immersion Program	Beaumont, AB	Sean Flanagan
<u>John Maland High School</u> Grades 10 - 12	Devon, AB	Jon Ganton
<u>Leduc Composite High School</u> Grades 8 - 12 English / Grades 10 - 12 French Immersion Program	Leduc, AB	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 Secondary 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</u> & Warburg Hutterite Colony School (Grades 1 - 9) Grades K - 12	Warburg, AB	Luke Stevenson
<u>West Haven Public School</u> Grades K - 7	Leduc, AB	Jennifer O'Brien
<u>Willow Park School</u> Grades K - 6	Leduc, AB	Greg Luchak

Enrolment Trends

School Name	2020-21 As at Sept. 30	2021-22 As at Sept. 30	2022-23 As at Sept. 30	2023-24 As at Sept. 30	2024-25 As at Sept. 30
New Sarepta Elem	260	262	266	242	236
New Sarepta High	221	218	208	224	244
École Beau Meadow	452	471	467	469	493
École Bellevue	488	492	494	498	512
École Coloniale Estates	527	517	548	525	510
École J E Lapointe	434	460	522	561	594
École Beaumont Comp	902	954	999	1083	1192
École Dansereau Meadows	592	603	636	663	675
École Champs Vallée	756	849	853	837	827
East Elementary	316	352	346	261	256
École Leduc Estates	361	327	320	324	346
Linsford Park	202	225	215	228	210
Willow Park	317	306	297	278	312
École Corinthia Park	401	377	364	472	403
Caledonia Park	697	767	788	761	583
École Leduc Junior High	553	602	592	590	525
Leduc Composite High	1147	1177	1207	1250	930
Covenant Christian	319	358	351	370	405
West Haven Public	690	734	794	815	675
Robina Baker	292	299	285	274	261
Riverview Middle	350	348	338	329	366
John Maland	298	291	316	347	383
Ohpaho Secondary School	-	-	-	-	871
Calmar Elementary	286	239	247	243	247
Calmar Secondary	218	233	256	267	256
Thorsby Elementary	238	261	261	276	242
Thorsby Jr/Sr High	186	190	195	212	209
Warburg School	245	242	249	231	231
Warburg Colony	19	20	20	20	17
Outreach Beaumont/Leduc	360	357	394	409	442
Division Home-Based	30	28	30	25	33
Shared Responsibility	28	5	5	2	1
Home Education	64	26	28	34	40
Black Gold Total	12249	12590	12894	13120	13528
Growth % from Prior Year	0.16%	2.78%	2.41%	1.75%	3.11%

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



Barb Martinson
Trustee
Ward 3



Robyn Steed
Trustee
Ward 4



Gary Hansen
Trustee
Ward 3

Division Office

The BGSD senior administrative team is responsible for the daily operations and collaborates with the administrative staff to ensure all 32 school sites offer students the best possible learning experience. The Division office provides the following services:

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

Senior Administrative Team



Michael Borgfjord
Superintendent of
Schools/CEO



Chelsey Volkman
Associate Superintendent,
Business & Finance



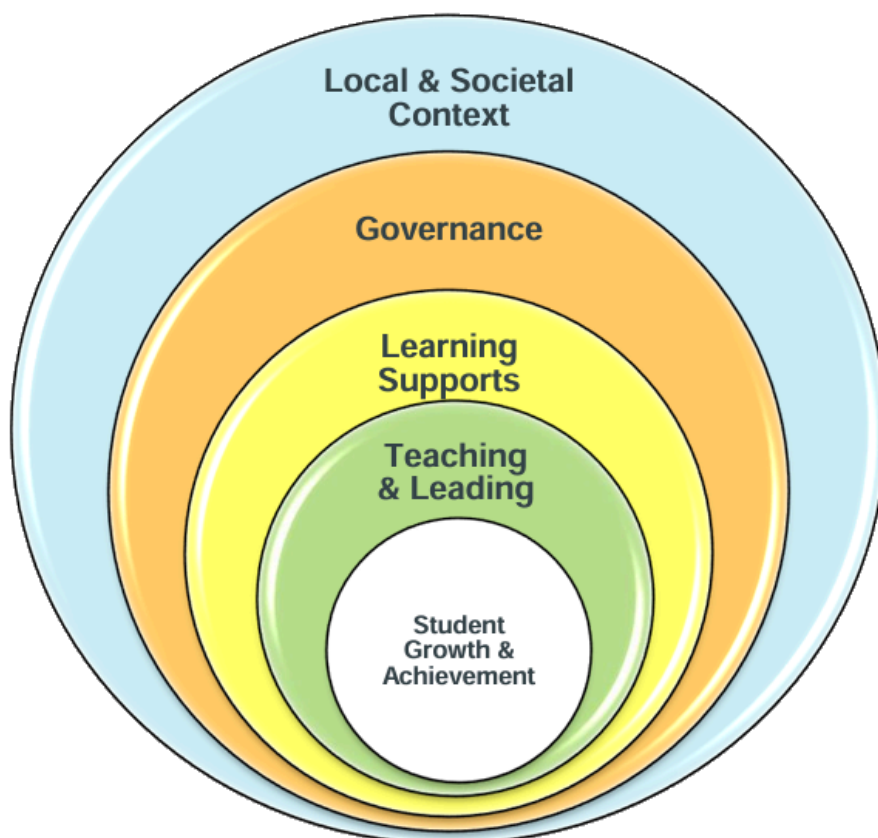
Ray Cable
Associate Superintendent,
Human Resources



Norm Dargis
Associate Superintendent,
Learning Services

Overview

The BGSD 2025-2028 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 2025-2026 school year, describes the guiding principles and defines the five domains that the education system measures to provide public assurance.



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

The Ministry Business Plan includes the following 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 Priorities	Alberta Education Core Outcomes	Assurance Domains
Success	Outcome 1: Alberta students are successful	Student growth & achievement
	Outcome 2: First Nation, Métis and Inuit students in Alberta are Successful	Learning Supports
Wellness	Outcome 3: Alberta students have access to a variety of learning opportunities to enhance competitiveness in the modern economy	Teaching & Leading
Engagement & Partnerships	Outcome 4: Alberta’s K-12 education system & workforce are well-managed	Governance

The table above illustrates how the Division Priorities align with the Core Outcomes outlined in the Ministry of Education’s 2025–2028 Business Plan, as well as the Assurance Domains identified in the Alberta Education Funding Manual.

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

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

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



1. Success

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

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

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

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

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

2. Wellness

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

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

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

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

3. Engagement and Partnerships

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

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

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

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



Decision Making

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



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. A strong focus of this type of engagement is on strategic planning, including literacy, numeracy, the new curriculum, as well as diversity, equity, and inclusion.
- Stakeholder 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.
- Lead Learner (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 and Numeracy
- Professional Learning Offerings and Requests
- School Utilization Rates
- Leadership Development Opportunities and Feedback
- Technology Application and Usage
- Provincial Exam Results
- Guarding Minds at Work Survey and Focus Groups



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.*
- *Implement a recruitment campaign targeting age-eligible students in our catchment.*
- *Continue the Junior English as an Additional Language Kindergarten (4-year-olds) program.*
- *Increase pre-kindergarten staff training for optimal student growth through two key strategies: adding a full-time Youth Care Worker in each full-day program-Ensure intensive supportive intervention in pre-kindergarten programs by maintaining a daily class size of 12 students and a 1:3 staff-to-student ratio through dedicated small group opportunities for student cohorts.*
- *Offer training and PD for kindergarten teachers to increase numeracy/literacy teaching and intervention skills.*

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

Strategies

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

- o *Increase Learning Support Teachers (LSTs) FTE in large schools and those identified as having low Socioeconomic status (SES).*
- o *Provide Enhanced Learning Support FTE for all division 3 schools and ongoing training and collaboration for all staff in the areas of K&E and adapted programming in junior high.*
- o *Ensure all schools have access to Student Services' Instructional Coaches and multi-disciplinary teams to support inclusive practices.*
- *English as an Additional Language lead will work collaboratively with staff to expand language acquisition best practices and bring greater fidelity to the administration and interpretation of EAL 2.0 benchmarks.*

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

Strategies

- *Maintain awareness of effective use of current and emerging technologies to enhance knowledge.*
- *Provide Professional Learning on analyzing data, effective research-based instructional strategies, assessment and new Curriculum that will increase teachers' efficacy in teaching the Curriculum.*
- *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 Calmar Secondary Collegiate School to all high school students and support interested students in accessing programming in the school.*
- *Promote the use of the 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.*
- *Host open houses to link students with representatives of various post-secondary institutions.*

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.*
- *The First Nations Métis and Inuit lead teacher will continue to support teachers, schools and school communities to promote Truth and Reconciliation by creating more visible/tangible activities and products. (i.e. Indigenous games in schools, sharing of indigenous resources that enable students to see themselves represented in their learning, National Indigenous Peoples' Day, Reconciliation Week, culture camps, etc.)*
- *Support mental health capacity building (MHCB).*
- *Clinical staff provide in-class coaching and targeted professional development on ECS PLC and PD days, supporting the growth of Pre-K and Kindergarten staff and students.*
- *Continue working with beginning principals, host the Assistant Principal Community of Practice and develop new administrators by providing an Aspiring Leadership Team opportunity.*

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

MEASURES**Black Gold School Division Measures**

Special Education Coding

Screening tools:

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

The device-to-student ratio

Dual credit enrollment and completion data

Instructional Strategies posted on the Engaging

Teachers website

Instructional Coach data

Alberta Education 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

- **Mental Health and Wellness Support**
 - Continue to work with and advocate for support from our community health partners.
 - Provide full-time Family School Liaisons for larger schools and schools identified as having lower SES.
 - Division Staff Wellness Lead will coordinate and/or provide wellness support and learning opportunities for staff at the individual, school, and systemic levels.
 - Use data collected through the Guarding Minds at Work Survey, and follow-up focus groups to inform actions in support of psychological health & safety, diversity, equity, and inclusion of all employees.
- **Equity, Diversity, and Inclusion (EDI) in Action**
 - Create and support Employee Resource Groups (ERGs)
 - Support the use of PLUS+ (BGSD's ERG Steering Committee) in dealing with discrimination in schools
 - Use of Guarding Minds at Work data for EDI planning
- **Indigenous Education and Cultural Awareness**
 - Division First Nations, Métis and Inuit Lead will provide leadership and support to build relationships.
 - Promote and support smudging protocols and the use of the medicine wheel to foster understanding of its connection to mental health and well-being for students, staff, and the wider community.
- **Foundational Safety and Crisis Readiness**
 - Ensure administrators are trained in the Preventative/Collaborative Response System - VTRA and can access the ARTO protocol.
 - Ensure Non-Violent Crisis Intervention (NVCI) is available and implemented in every school.
 - Ensure staff are trained in Preventative/ Collaborative Response System- Hour Zero protocols.
- **Targeted Support for Equity of Access**
 - Provide full-time Family School Liaisons for larger schools and schools identified as having lower SES

- o Provide training for all first-year Education Assistants through the cohort-model training program.
- o Provide funding to support Enhanced Professional Development through for-credit and not-for-credit opportunities.

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

Strategies

- Implement risk management strategies required and recommended by the Alberta Risk Management Insurance Consortium (ARMIC).
- Continue to explore energy efficiencies.
- Continue to conduct quarterly facilities safety walks.
- Host quarterly meetings for Workplace Safety with employee groups.
- Establish a local Complexity and Inclusion Working Group (CIWG) to review circumstances where teachers are concerned that classroom complexities (including size) and current levels of supports for inclusion are affecting the teacher's ability to provide professional service in accordance with the Teaching Quality Standard.

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

Strategies

- Use Early Years Evaluation - Teacher Assessment and Early Years Evaluation - Pre-Reading Assessment data to direct ECS resources and target interventions.
- Utilize Barager Solutions data to support equitable funding to schools with low SES.
- Review relevant data associated with the schools to deploy staff equitably.
- Use enrollment data and projections to identify areas of growth where new school facilities may be required.
- Explore possible solutions for the overcrowding conditions at Black Gold Outreach - Leduc.
- Use Guarding Minds at Work Survey and focus group feedback to identify pressure points.

MEASURES

Black Gold School Division Measures

MHCB statistics
 Inclusive Education allocation and coding data
 Student Services request for services statistics
 EPDP stats (number funded for credit/not-for-credit)
 Student attendance
 Guarding Minds at Work Survey Data and Focus Group Feedback
 Employee Resource Group feedback
 Barager Solutions data
 Powerschool special education code data

Alberta Education Measure

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



Engagement & Partnerships



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

GOALS

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

Strategies

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

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

Strategies

- Maintain strong relationships with all community partners by attending events, ensuring presence at meetings, and partnering in community protocols (LA-VTRA, Inter-agency meetings, Leduc Chamber of Commerce, Community Awareness Nights, Community Trauma Response Recovery [CTRR] network, etc.).
- Enhance partnerships with agencies, food banks, and local businesses to expand our nutrition program.
- Work with municipalities to enhance school sites and identify school reserve sites.
- Cultivate partnerships with business and industry to support the Calmar Secondary Collegiate School.
- Strengthen partnerships with School Authorities so their students may attend the Calmar Secondary Collegiate School.
- Create a stronger Indigenous presence in schools via community connections.

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.
- Initiate large-scale programming for the Calmar Secondary Collegiate School.
- Collaborate with schools, outside agencies and municipalities to explore creative programming.
- Continue to explore possibilities with Elevate Aviation.
- Host a Celebration of the Arts to showcase student visual artists, media artists, musicians, and actors.

MEASURES

Black Gold School Division Measures

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

Alberta Education Measure

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

Implementation Plan

The strategies identified within this 2025-28 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 focused on the following areas of work:

- Curriculum Implementation and Instructional Alignment
- Increased Teacher Efficacy
- Universal and Targeted Supports for Achievement in Literacy and Numeracy
- Mental Health and Wellness Supports for Students and Staff
- Career Development Pathways
- Equitable Distribution of Resources

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 need to better understand the whole person and all that they offer to our learning environment. We will work to understand the social-emotional development of all individuals and how to support them in the learning environment. We continue to use trauma-informed and research-based approaches to wellness that help us to support students and staff. We remain nimble and responsive to the changing social, economic and political landscape. We understand that all the work we do begins with developing strong, lasting, positive relationships. We work to enhance the communities in which we live and work. We build synergistic partnerships that provide opportunities for our students and staff. Our culture ensures that everyone who comes to Black Gold grows and leaves better equipped to meet future challenges.

References

[Alberta Education: Funding Manual for School Authorities 2025-26](#)

[Alberta Education: Ministry Business Plan Education 2025-28](#)

[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

Each year, the Division reviews and assesses its capital needs and prioritizes proposed projects, based on the safety of existing school facilities, enrolment pressures and modernization needs, in the Three-Year Capital Plan. This plan identifies the need for new and replacement schools, modernizations and additions.

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

The Division's top priority in the Three-Year Capital Plan submission for 2026-2029 is a new K-9 school in the City of Leduc. Enrolment in the City of Leduc has grown at an average of 2.5% per year over the past four years. The overall utilization rate of schools in the City of Leduc is 86%.

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

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



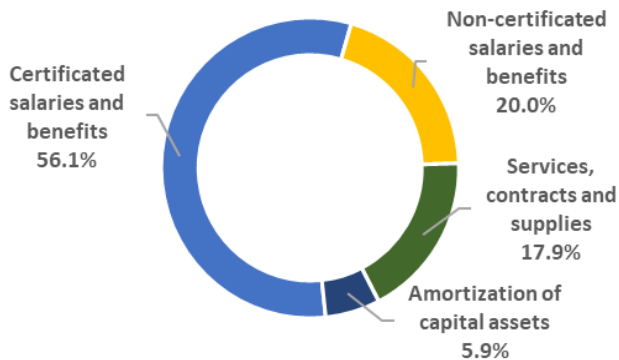
2025/26 Budget

Black Gold School Division is projecting a deficit budget of \$2 million, which will be supported through the use of operating reserves. The majority of this budgeted deficit is in the Instruction program, and the Division will be utilizing operating reserves to prioritize:

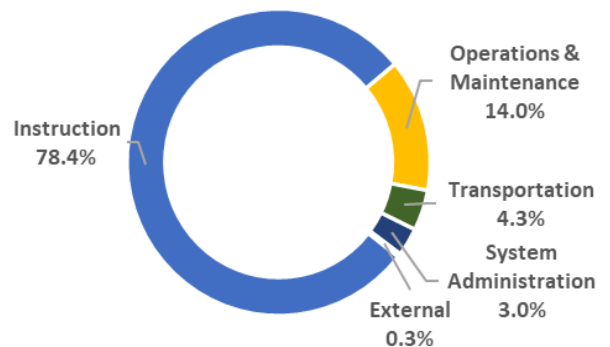
- Providing staffing to manage class sizes;
- Supporting the diverse needs of students;
- Supporting start-up costs for the Calmar Secondary Collegiate School.

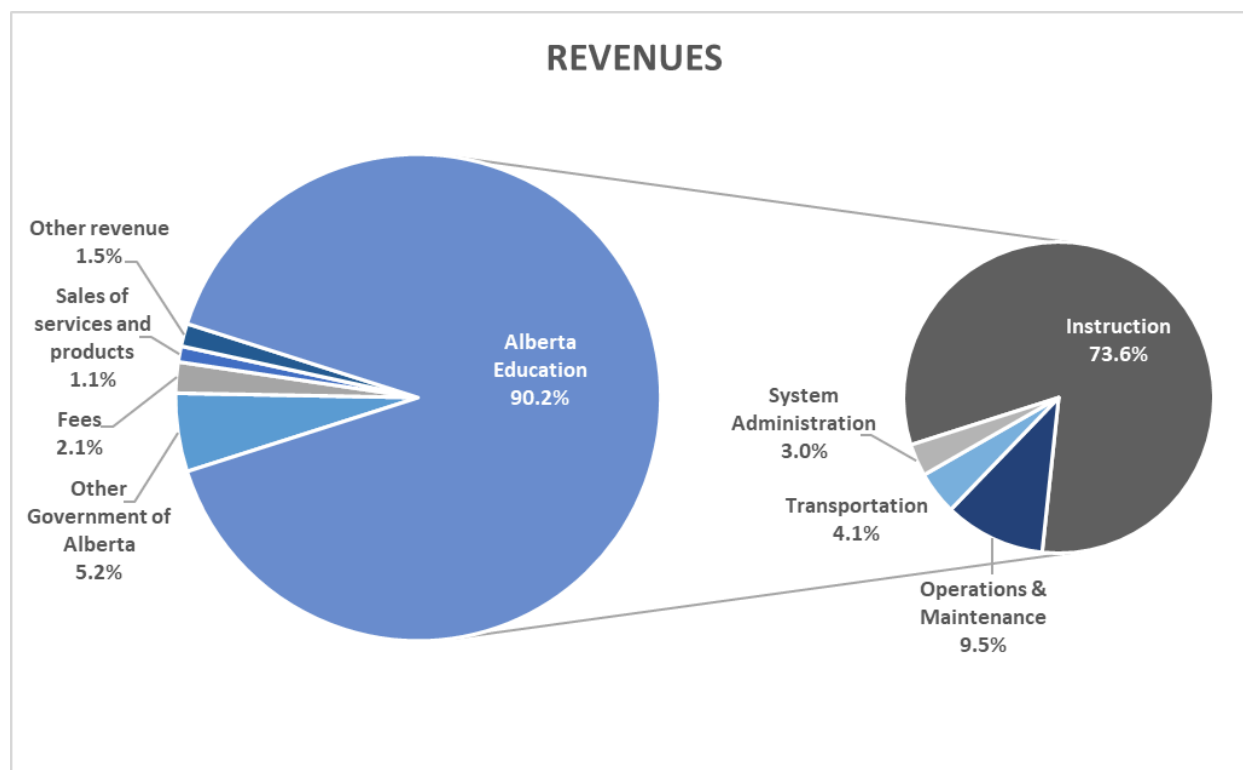
2025-2026 SPRING BUDGET	
REVENUES	
Alberta Education	152,524,009
Other Government of Alberta	8,803,846
Fees	3,481,738
Sales of services and products	1,777,670
Investment income	707,360
Donations and other contributions	1,379,000
Other revenue	477,755
TOTAL REVENUES	169,151,378
EXPENSES	
Instruction	134,156,743
Operations & Maintenance	23,986,711
Transportation	7,342,513
System Administration	5,089,366
External Services	598,132
TOTAL EXPENSES	171,173,465
OPERATING SURPLUS (DEFICIT)	(2,022,087)

Expenses by Type



Expenses by Program





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

Overall, total operational funding from the Alberta Education funding framework is projected to be \$142 million, an increase of \$4.8 million from the previous year. Of the \$4.8 million increase, \$2.83 million (59%) is related to enrolment growth, \$0.57 million (12%) is related to the change in the funding model, and \$1.4 million (29%) is related to grant rate increases.

Total funding from Alberta Education is budgeted to be \$152.5 million and includes revenue for other provincial priorities funding (i.e. curriculum resource grant, literacy and numeracy support funding), lease funding support, and ATRF pension provincial contributions. A new grant for Mental Health and Well-being was announced for the 2025-26 school year. Black Gold School Division will be using this \$0.38 million grant to hire additional family school liaisons to support schools.

The Budget Report can be viewed on the Division website at:
<https://www.blackgold.ca/about-bgsd/results-plans-results/>