



Annual Education Results Report & Education Plan

2019-2020



Buffalo Trail Public Schools is committed to maximizing student learning, in a safe and caring environment, supported by a highly effective team.

Our Four Year Education Plan 2019 - 2023 Year One has been posted on the website.

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Web Links

The Annual Education Results Report has been provided to schools, school councils and trustees.

The Four Year Plan, 2019-2023, Year One has been posted, provided to schools, school councils, trustees, students, staff and community members. It is available [here](#).


The 2019/2020 BTPS Audited Financial Statement is available through the BTPS website and can be found [here](#).

The 2020/2021 Jurisdiction Budget is available through the BTPS website and can be found [here](#).

The 2019/2020 AERR Summary Report is available through the BTPS website and can be found [here](#).

Senior Staff Contacts

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Message from The Board Chair Lanie Parr and Superintendent Rhae-Ann Holoien

The Buffalo Trail Public Schools Four Year Education Plan for 2019-2023 Year One Report and the Annual Education Results Report and Education Plan for 2019-2020 is created to reflect the division's mission, vision and values. As a jurisdiction, we have a vision that sees us as dynamic leaders in empowering students to be caring, responsible, and contributing global citizens with a passion for learning.

Our Four Year Education Plan was developed with input received from students, staff, parents, community members and trustees through a variety of engagements with our stakeholders.

BTPS has many accomplishments to celebrate including impressive levels of high school completion rates with an 85% completion, a very low drop out rate of 1.7% of students dropping out, 66% of our students go on to take post-secondary education and there are high levels of academic success with 70% of students able to access the Rutherford Scholarship to support further post-secondary studies.

The 2019-2020 year was one filled with exciting events. We started the revitalization of the Vermilion Outreach Centre. We create educational spaces that support collaborative learning and maximize space to ensure that the needs of students both today and in the future will be met.

BTPS has continued to focus its attention on supporting student learning through building staff capacity. In 2019-2020,

Division Professional Learning occurred during three jurisdiction level learning days and six Professional Learning days at the school level which were able to focus on local and unique professional development priorities.

Teachers worked to develop technology skills with platforms such as Google Meet, Hapara and SeeSaw to deliver lessons and keep connected to our students both online and in the classroom. An Optimal Learning Coach (OLC) is found at each school to coach and support staff instructional capacity.

Although a number of our results exceed the provincial average, we continue to seek ways to improve educational service to our students.

Over the next year, we will continue our great work in learning supports for students, leveraging technology for learning, and supporting staff capacity.

We are proud to lead such an excellent team where everyone contributes to our positive growth and look forward to our continued success to maximize student learning, in a safe and caring environment, supported by a highly effective team.



Meet Your Board of Trustees



Lanie Parr
Board Chair
Schools:
Dewberry, Marwayne Jubilee,
Students Online, Clandonald &
South Ferriby Colony



Darcy Eddleston
Trustee
Schools:
Kitscoty Elementary, Kitscoty
Jr/Sr High & E.H. Walter



Jim King
Trustee
Schools:
J.R. Robson, Vermilion
Elementary & Vermilion
Outreach



Stephanie Spornitz
Vice Chair
Schools:
Dr. Folkins, Edgerton,
Autumn Leaf Colony &
Ribstone Colony



Rose Gorniak
Trustee
Schools:
Mannville, Del norte,
Creighton Colony &
Percy Lake Colony,



Barry Livingston
Trustee
Schools:
Provost, Amisk, Hughenden,
Rosewood Colony, Highland
View Colony



Sheldon Archibald
Trustee
Schools:
Irma & Holt Colony



Marie Isaman
Trustee
Schools:
Wainwright Jr/Sr High &
Wainwright Elementary



Bruce Marriott
Trustee
Schools:
J.R. Robson, Vermilion
Elementary & Vermilion
Outreach

Accountability Statement

The Education Plan and Annual Education Results Report for the 2019/2020 school year for Buffalo Trail Public Schools was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans.

The Board worked to develop a Four-Year Education Plan with staff, students, parents and community members in the spring of 2019. 307 people came together to develop the Education Plan and the Board is committed to implementing the strategies contained within the document to improve student learning and results.

In the Fall of 2020, with the input provided by each school, evidence was collected around the elements of Assurance and used to create an updated year one report.

This Education Plan and Annual Education Results Report provides deeper insight into our 4YEP Year One Report. The results achieved, the celebrations and the strategies that we will employ to address areas of concern or issue, are provided in this section of the document.

The Board approved this Annual Education Results Report for the 2019/2020 school year as well as the Four Year Education Plan for 2019-2023 Year One: 2020 on November 25, 2020.



Lanie Parr,
Board Chair



Rhae-Ann Holoien,
Superintendent of Schools

Foundation Statements

Vision

To be dynamic leaders in empowering students to be caring, responsible, and contributing global citizens with a passion for learning.

Mission

Buffalo Trail Public Schools is committed to maximizing student learning, in a safe and caring environment, supported by a highly effective team.

Jurisdiction Values

- ❖ Demonstrate integrity and transparency
- ❖ Encourage innovation and collaboration
- ❖ Embrace diversity and belonging
- ❖ Provide opportunity and choice
- ❖ Celebrate success and recognize excellence
- ❖ Take ownership and exhibit accountability

Guiding Principles

Students:

- ❖ Students are the primary focus of the school and the school system.
- ❖ Education should prepare students to be lifelong learners able to respond and adapt effectively to change.
- ❖ Students are entitled to the highest quality education possible.
- ❖ All students should have an equal opportunity to a quality education which addresses the growth and development of the whole person.
- ❖ All students deserve an opportunity to successfully learn in a safe and caring environment.
- ❖ Schools must focus on the worth of individual students enabling them to develop to their full potential as contributing members of society.

Programs:

- ❖ Education should be a partnership where responsibility for student growth and development is shared among students, school, parents, families, business, social agencies and government.
- ❖ Our programs contribute to the students' intellectual, social, physical, emotional, and

moral development.

- ❖ Instruction will reflect sound instructional strategies guided by current educational research.
- ❖ Where possible, educational partnerships will be developed with post-secondary institutions to enhance student educational experiences.
- ❖ Programs will be resourced in a sustainable
- ❖ Manner.
- ❖ Programs will be monitored to ensure they meet the learning needs of students.
- ❖ Education must include a global focus which values cultural diversity and celebrates our Canadian heritage.

Human Resources

- ❖ Cooperation, collaboration, and teamwork are valued in the system.
- ❖ We value all staff and support lifelong learning through appropriate professional development.
- ❖ The most suitable candidates will be hired through an open and transparent process.
- ❖ All employees are subject to an appropriate performance evaluation.
- ❖ The well-being of all staff will be promoted in a safe and caring work environment.

Financial Management

- ❖ Allocation of resources will reflect Board priorities.
- ❖ The Board, in consultation with Administration, shall develop the budget.
- ❖ Resources will be allocated in a sustainable, transparent and responsible manner.

Facilities:

- ❖ The Board recognizes that schools are integral parts of the community and supports partnerships that assist in meeting student and community needs.
- ❖ Facilities shall be safe, healthy and well-maintained.
- ❖ Long-term facility planning will consider both current and future needs.

Transportation:

- ❖ Bus routes shall be established to serve all resident students in the safest and most

efficient manner possible.

2019/2020 Enrolment by Site

The following table provides a synopsis of the schools, grades, enrolments (including ECS, Students Online, and Vermilion Outreach), number of certified staff including administrators and the pupil-teacher ratio (PTR) as of September 30, 2019.

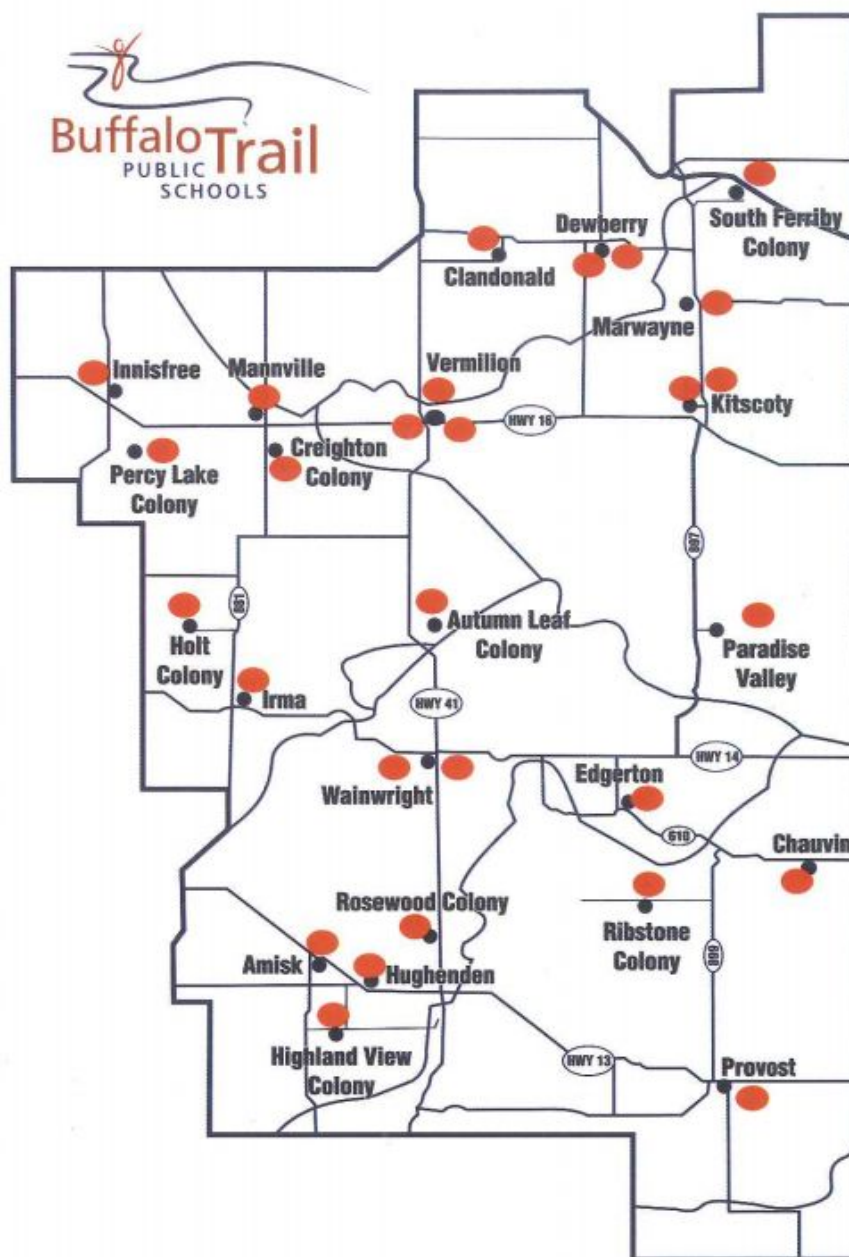
Schools	Grades	Enrolment	Staff (FTE)	PTR
Amisk	K - 3	78	4.57	17.07
Autumn Leaf Colony	K - 9	20.5	1	20.5
Clandonald	Gr 1 - 6	22	2.1	10.48
Creighton Colony	K - 9	41.5	1	41.5
Delnorte (Innisfree)	Gr 1 - 12	66	6	11
Dewberry	Gr 1 - 12	76	5.9	12.88
Dr. Folkins (Chauvin)	K - 12	102.5	8.83	11.61
E.H. Walter	K-12	188.5	12.8	14.73
Edgerton	K - 12	120.5	9.52	12.66
Highland View Colony	K - 9	8.5	1	8.5
Holt Colony	K - 9	9	1	9
Hughenden	Gr 4 - 12	139	9.85	14.11
Irma	K - 12	183	12.93	14.15
J.R. Robson (Vermilion)	Gr 7 - 12	293	16.1	18.2
Kitscoty Elementary	Gr 1 - 6	285	16.95	16.81
Kitscoty Jr/Sr High	Gr 7 - 12	270	15.19	17.77
Mannville	K - 12	206	14.02	14.69
Marwayne Jubilee	K - 12	255.5	15.89	16.08
Percy Lake Colony	K - 9	27	1	27
Provost	K - 12	336	19.37	17.35
Ribstone Colony	K - 9	22	1	22
Rosewood Colony	K - 9	13	1	13
South Ferriby Colony	K - 9	24	1	24
Students Online	Gr 1-12	36	5.15	6.99
Vermilion Elementary	K - 6	264.5	16	16.53
Vermilion Outreach	Gr 10 - 12	27	2	13.5
Wainwright Elementary	K - 6	352	19.88	17.71
Wainwright Jr/Sr High School	Gr 7-12	377	19	19.84
Jurisdiction Totals		3843	240.05	16.01

Note: Enrolment figures are based on the number of funded, not registered students; therefore, ECS students are included as half students towards this count.

Jurisdictional Profile

Buffalo Trail Public Schools covers an area of approximately 14,250 square kilometers. Located in East Central Alberta, Buffalo Trail Public Schools serves 28 communities from Dewberry in the North, Provost in the South, Chauvin in the East and Innisfree in the West.

During the 2019/2020 school year Buffalo Trail Public Schools served 3843 (Grade 1-12 students) in 28 schools (eight of which are Hutterite Schools). The jurisdiction employed 240.05 (FTE) teachers/administrators and 230 non-teaching staff.



Accountability Pillar Overall Summary

PAT and Diploma results are not available for the 2019/2020 school year as a result of cancellation due to the COVID 19 outbreak.

Measure Category	Measure	Buffalo Trail School Division			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.1	89.0	88.8	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	72.1	71.5	72.1	Low	Maintained	Issue
	Education Quality	89.2	90.8	90.0	High	Maintained	Good
	Drop Out Rate	1.7	1.2	0.9	Very High	n/a	n/a
	High School Completion Rate (3 yr)	84.9	88.2	88.8	Very High	Declined	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	76.1	77.2	n/a	n/a	n/a
	PAT: Excellence	n/a	17.3	18.3	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	80.7	81.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	17.9	16.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	59.9	59.9	55.7	High	Improved	Good
	Rutherford Scholarship Eligibility Rate	70.2	71.6	69.6	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	65.5	64.0	62.3	High	Maintained	Good
	Work Preparation	82.3	83.5	81.9	High	Maintained	Good
	Citizenship	81.6	83.8	83.3	Very High	Declined	Good
Parental Involvement	Parental Involvement	78.6	79.4	79.0	High	Maintained	Good
Continuous Improvement	School Improvement	79.0	81.6	81.7	High	Declined	Acceptable

Accountability Pillar First Nations Métis and Inuit Overall Summary

Measure Category	Measure	Buffalo Trail School Division			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	0.0	2.9	2.0	Very High	n/a	n/a
	High School Completion Rate (3 yr)	85.7	68.9	76.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	71.3	71.5	n/a	n/a	n/a
	PAT: Excellence	n/a	9.1	8.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	80.6	76.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	16.1	1.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	59.9	55.7	n/a	Improved	Good
	Rutherford Scholarship Eligibility Rate	52.4	44.4	57.5	Low	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	65.5	64.0	62.3	Intermediate	Maintained	Acceptable
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a

Assurance Domain: Student Growth and Achievement

BTPS Assurance Elements

1. Students apply knowledge, understanding and skills in a variety of real-life contexts and situations based on student learning outcomes and competencies as outlined in the Alberta Program of Studies.
2. Students will learn perseverance when faced with challenges, adversity and failure and to creatively build and foster resilience and coping skills.
3. Students will exhibit strong literacy, numeracy, communication skills and inclusive attitudes to be productive global citizens.

Alberta Education Business Plan

Outcome 1: Alberta students are successful.

Outcome 2: First Nations, Métis and Inuit students in Alberta are successful.

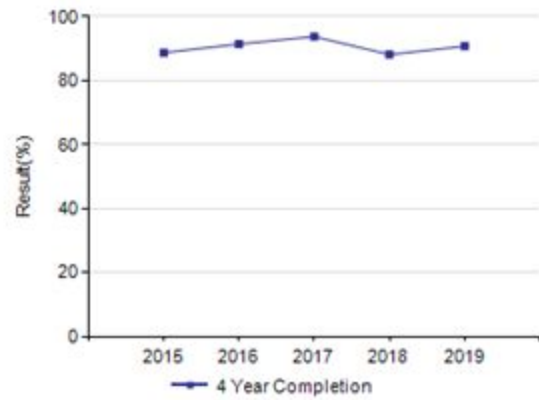
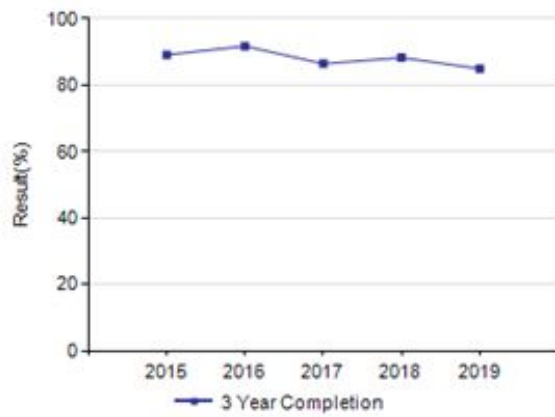
Outcome Measures and Targets

The AERR for 2019/2020 has a unique look as PAT and DIP data is not available for the year.

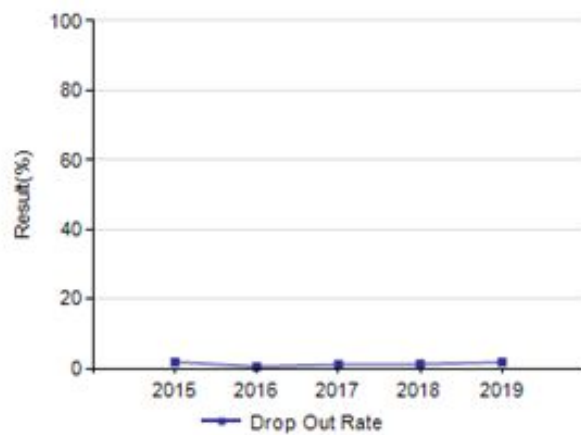
Performance Measure	Results (in percentages)					Target 2021	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	91.7	86.4	88.2	84.9	n/a	89	Very High	Improved	Excellent	90	90	90
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	54.6	52.6	59.9	59.9	n/a	60	High	Improved	Good	60	61	61
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.5	1.1	1.2	1.7	n/a	1.5	Very High	Maintained	Excellent	1.4	1.3	1.3
High school to post-secondary transition rate of students within six years of entering Grade 10.	59.4	63.5	64.0	65.5	n/a	65	High	Maintained	Good	66	67	67
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	66.5	70.8	71.6	70.2	n/a	71	High	Maintained	Good	72	72	72

Performance Measure	Results (in percentages)					Target 2021	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.8	83.9	82.2	83.8	81.6	82	Very High	Maintained	Excellent	82	84	84

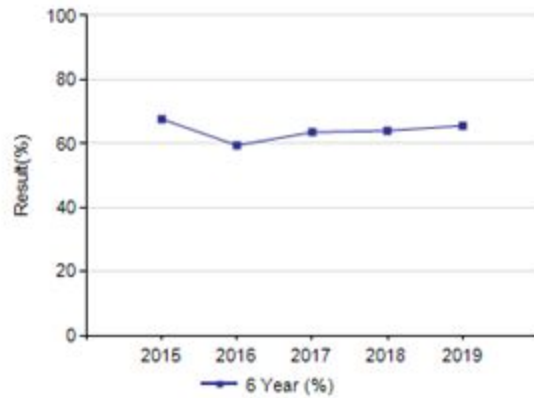
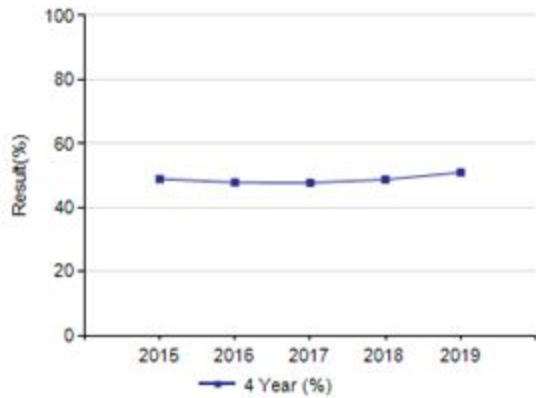
Completion Rates



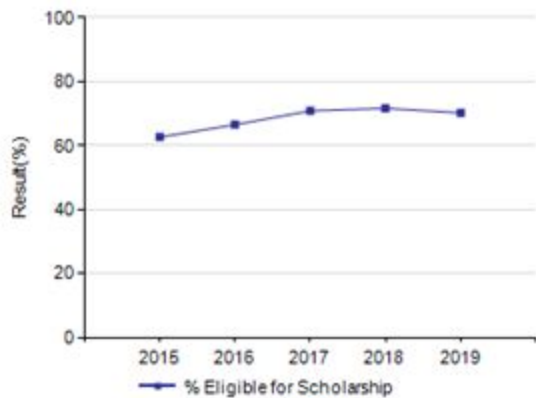
Drop Out Rates



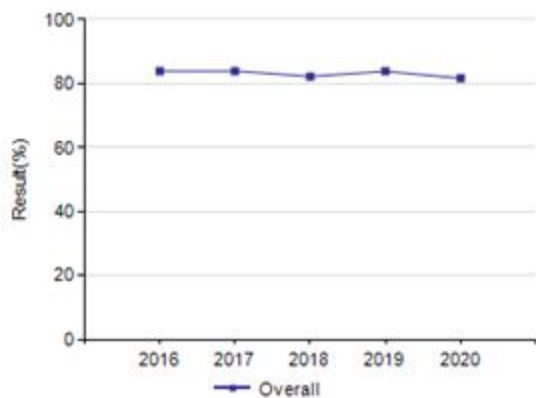
Transition to Post-Secondary.



Percentage of Students Eligible for Rutherford Scholarships.



Percentage of parents, teachers and students that are satisfied that students model the characteristics of active citizenship.



First Nations, Métis and Inuit Results

Performance Measure	Results (in percentages)					Target 2021	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	94.4	64.7	68.9	85.7	n/a	86	Very High	Improved Significantly	Excellent	86	87	88
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	41.5	51.7	45.9	64.3	n/a	65	High	Improved	Good	66	67	68
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	3.2	2.9	0.0	n/a	0	Very High	Improved Significantly	Excellent	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	41.4	45.9	71.5	48.1	n/a	50	Intermediate	Maintained	Acceptable	55	60	65
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	61.5	66.7	44.4	52.4	n/a	53	Low	Maintained	Issue	55	60	65



Evidence

Highlights

Across BTPS, opportunities exist to support student growth and achievement, including:

- Impressive levels of high school completion rates with 85% within three years of entering Grade 10.
- BTPS continues to have a very low drop out rate with less than 1.7% of students dropping out.
- 66% of BTPS students go on to take post-secondary education after high school.
- BTPS continues to have high levels of academic success with 70% of students able to access the Rutherford Scholarship to support further post-secondary studies.
- Literacy and Numeracy concepts are enriched by various Reading, Writing and Math programs used across our division.
- OurSCHOOL Surveys indicate that our students report above provincial norms for intellectual engagement in academic courses.
- Through video conferencing, 24 course sessions were offered to 215 students.
- Career path planning enables us to offer high school students off-campus and hands-on opportunities with experts in the trades, via the RAP program, the Work Experience program, the agricultural-related Green Certificate program and CTS courses through our partnerships with Lakeland College.

Extended Evidence

- OurSchool Surveys and EYE-TA Program give us valuable data and insight for school planning as they help to measure factors that impact student learning and well-being.
- Students regularly participate in their own assessment through teacher led strategies.
- Full academic programming is available to all of our rural schools through BTPS Distance Education and Video-Conference Delivered Courses.
- CTS courses are available through our partnerships with Lakeland College. Try-A-Trade®, Take Your Kids to Work Day, Skills Alberta Competition and Off-Campus Programming provide multiple hands-on experience for our students in the workplace and with skilled trades.
- Physical activities, sports opportunities and after school clubs and programs are planned at the school level for all grades and community support is always visible.
- Nutrition programs, Student Mentorship programs and student led charitable events are present in our schools which teach resilience, community involvement, teamwork, respect and healthy living.

Strategies

- Accelerate the effective use of technology to enhance students' opportunities for ongoing feedback from a variety of sources.
- Enhance student opportunities for self-directed learning through technology, online learning and digital learning, by continuing with learning platforms including Google, Hapara and Seesaw to facilitate online learning.
- Work with school leaders and teachers to build a common understanding of, and to employ literacy and numeracy, across all disciplines.
- Focus Optimal Learning Coach days and Learning Services supports developing pedagogical skills focusing on conceptual understanding.
- Support flexibility for high school students through access to multi-school programming options.
- Continue to offer apprenticeship programs, and CTS courses in cooperation with Lakeland College.
- Build staff awareness and understanding of emerging fields of study such as conceptual understanding.
- Expand opportunities for students to have a voice in system/school decision-making and take an active role in their learning.
- Leverage the use of Innovation Coaches to support innovative approaches to teacher and learning focusing on conceptual understanding.



Assurance Domain: Teaching and Leading

BTPS Assurance Elements

4. Teachers and leaders will collaborate with appropriate stakeholders to provide authentic learning opportunities that respect our local and societal contexts.
5. Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, societal and economic circumstances of all.
6. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimal learning environments for all.
7. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.

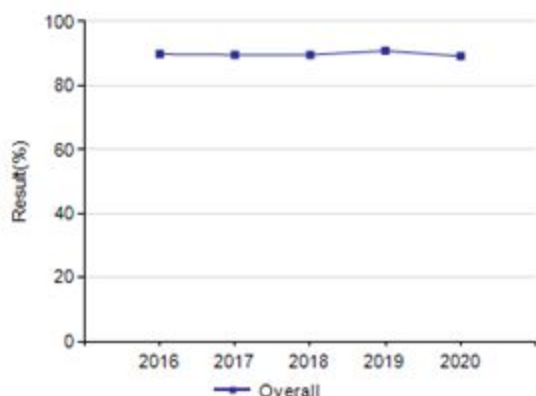
Alberta Education Business Plan

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.

Outcome Measures and Targets

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.8	89.6	89.6	90.8	89.2	90	High	Maintained	Good	91	91	91

Percentage of teachers, parents and students satisfied with the overall quality of basic education.



Evidence

Highlights

BTPS continues to focus its attention on supporting student learning through building staff capacity including:

- Professional Learning occurred during three jurisdiction level learning days and six Professional Learning days at the school level focused on local and unique professional development priorities.
- Our division hosted Tiffanee Brown who led learning on Concept-Based Learning; Justin Tarte focused on Building a Culture to support Optimal Learning Environments for ALL, and Shelley Moore shared her expertise on Inclusive Education.
- Three ATA learning days were held for teachers, supported by provincial and local ATA members.
- Teachers worked to develop skills with platforms such as Google Meet, Hapara and SeeSaw to deliver lessons and keep connected to our students both online and in the classroom.
- An Optimal Learning Coach (OLC) is found at each school to coach and develop teacher instructional capacity.

Extended Evidence

- Celebration Day is a day held for all BTPS employees to gather and celebrate each other's accomplishments and successes.
- The ATA, in cooperation with the division, provide 3-days that yield professional learning for teachers through both provincial and local ATA members.
- First-Year Teacher Mentorship program, where new teachers are teamed up with experienced teachers of similar grade or subject is available to those interested.
- Covid 19 moved learning to online. Teachers worked to develop skills and become familiar with platforms such as Google Meet, Hapara and SeeSaw to deliver lessons and keep connected to our students. Many teachers are working towards certification as Google Certified Educators, Hapara Champion Educators and SeeSaw Ambassadors. Jurisdictional Innovation Coaches are supporting this work.
- There is district support for highschoools interested in pursuing highschool redesign.
- In schools around the division, work was done by staff, with the Teaching Quality Standard.
- An Optimal Learning Coach (OLC) is found at each school. Regular professional learning with the school's OLC during monthly staff meetings and professional learning days help to continue staff learning and connection to jurisdictional initiatives and PL Days.

Strategies

- Continue to expand leaders' skills in creating collaborative, healthy school cultures through continued implementation of the work of Tom Hierck.
- Through Optimal Learning Coach days. Inclusive Learning teacher days and Leadership Meetings, support focused professional learning that strengthens pedagogical practice through deepening an understanding of conceptual learning.
- Provide at least three non-instructional days per year to engage in collaborative work from across the system.
- Support student and staff use of current technology to amplify student learning through job embedded coaching with Innovation Coaches.
- Strengthen evidence based, research informed, job-embedded professional learning.
- Evaluate probationary teachers through a collaborative process between school-based administrators and the Deputy Superintendent - Human Resources.
- Support a first year teacher induction and mentorship program in partnership with the local Alberta Teachers' Association.
- The Learning Services Department supports classroom teachers in the use of robotics such as Sphero, LEGO WeDo, Dash and Dot through STEM learning. These learning opportunities address cross-curricular competencies and served as a means of establishing an inclusive classroom community where all aspects of diversity.



Assurance Domain: Learning Supports

BTPS Assurance Elements

8. Learning environments will be a place where students, staff and parents feel proud, safe, welcomed while engaging in an interactive and innovative space that utilizes outside community resources to enhance and complement the whole child.
9. Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.
10. Infrastructure (technology, transportation, buildings) supports learning and meets the needs of BTPS students, families, staff and our communities.

Alberta Education Business Plan

Outcome 1: Alberta students are successful.

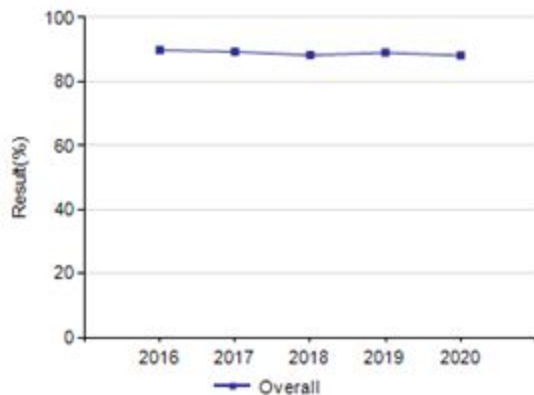
Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

Outcome Measures and Targets

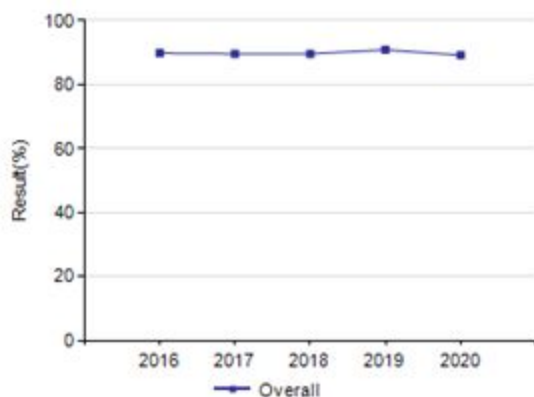
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.8	89.3	88.2	89	88.1	89	Very High	Maintained	Excellent	90	91	91
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.8	89.6	89.6	90.8	89.2	90	Very High	Maintained	Excellent	91	92	92



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.



Percentage of teacher, parents and students satisfied with the overall quality of basic education.



Evidence

Highlights

- VIBE and WOW support students, families and communities with their mental health and wellness needs through early intervention programming and services, and appreciation of student potential and success assisted by technology.
- Individual student programs are collaboratively developed and ongoing throughout a student's educational career.
- BTPS has an Early Learning Lead who oversees early childhood inclusive learning and intervention programming, services and Program Unit Fund (PUF).
- Collaborative conversations to create awareness and understanding around mental health continues as part of our BTPS Mental Health Strategy.
- The BTPS Inclusive Learning Support Team (ILST) primary goal is to build teacher and school staff instructional capacity in meeting the inclusive needs of all students.

- Occupational therapy, speech-language pathology, physical therapy, and psychological/behavioral support services are provided to our students.
- Nutrition programs supported 1450 students with over \$163,000 used to support student well-being.

Extended Evidence

- Volunteers and Educational Assistants are involved in classrooms throughout the division.
- As part of our BTPS Mental Health Strategy, collaborative conversations to create an awareness and understanding around mental health continue.
- Digital Citizenship, coding opportunities and Assistive Technologies are provided to heighten confidence, awareness and appreciation of student potential and success assisted by technology
- Interactive white-boards and chromebooks are used in every classroom.
- BTPS has 45 individual contractors that provide bus service to 37 schools
- Individual student programs are collaboratively developed and ongoing throughout a student's educational career with planning for appropriate transitions as needed throughout the various grade levels
- The BTPS Inclusive Learning Support Team (ILST) primary goal is to build teacher/school staff instructional capacity in meeting the inclusive needs of all students in BTPS classroom and school environments.
- Occupational therapy, speech-language pathology, physical therapy, and psychological/behavioral support services are provided
- Our Department of Inclusive Learning continues to work on the transition from inclusive learning lead teacher, to inclusive learning "coach" model within all schools.



Strategies

- Continue the Leadership work with Tom Hierck and focus on staff and student wellbeing and Tiered supports for students.
- Establish Therapy Assistants as part of the team that supports the needs of students.
- Continue to develop the role of Social Emotional Coaches in support the wellness needs of students.
- Develop and implement a new Individual Support Plan (ISP) to develop target supports for students.
- Build expertise of professional staff and support staff in creating universally accessible learning environments.
- Continue to over allocate resources to Inclusive Learning needs to support all students' success in schools.
- Continue to employ 0.4 fte Early Learning Lead Teacher who oversees early childhood inclusive learning and intervention programming; and supports for children in mild/moderate and Program Unit Fund (PUF) specialized programs.
- Utilized the expertise of the BTPS Inclusive Learning Support Team (ILST) and outside contractor disciplines, to support and increase the teacher's instructional capacity in meeting the needs of all students within the classroom environment.
- Screen all children registered in BTPS ECS programs using the Early Years Evaluation - Teacher Assessment Tool (EYE-TA) to assist teachers in determining and implementing appropriate early learning programming for each child in BTPS ECS programs.
- The Department of Inclusive Learning continues to work on the transition from inclusive learning lead teacher, to inclusive learning "coach" model within all schools.
- Coordinate the roles of Inclusive Learning Teachers and Optimum Learning Coaches to develop strong pedagogical practices to support all students.



Assurance Domain: Governance

BTPS Assurance Elements

11. The BTPS Board will continue to advocate for the success of rural education.
12. The BTPS Board engages stakeholders to form a shared vision for learning which reflects local and provincial priorities and allows for equitable access to supports and services for all.
13. The BTPS Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policy is coherent with provincial and division goals.

Within the Domain of Attending to Local and Societal Context

14. BTPS Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Alberta Education Business Plan

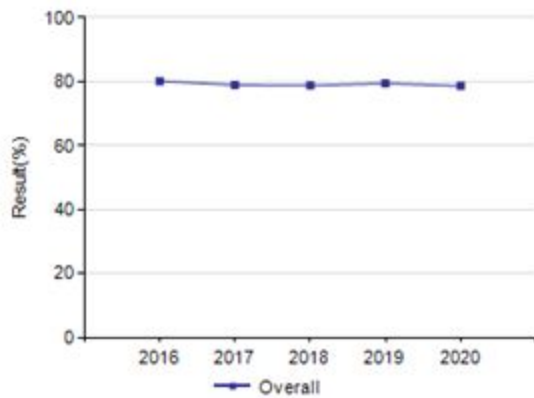
Outcome 4: Alberta's K-12 education system is well governed and managed.

Outcome Measures and Targets

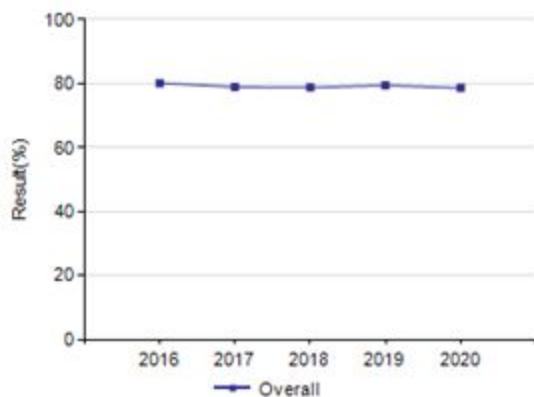
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.1	78.9	78.7	79.4	78.6	79	High	Maintained	Good	80	81	82
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.7	80.6	81.7	81.8	79	82	High	Declined Significantly	Acceptable	83	84	84



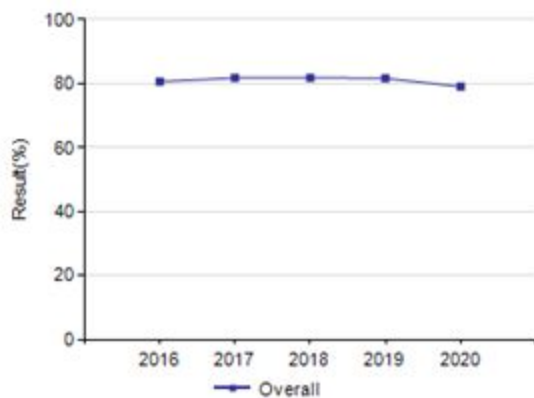
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.



Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.



Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.



Evidence

Highlights

- As a founding member of the Rural Caucus of Alberta School Boards, BTPS continues to play an active role in the executive of this important organization to ensure that our rural voice is heard at the provincial level.
- During the 2019-2020 school year the Board of Trustees had formal meetings with two of our three MLA's to share the successes and challenges experienced by our rural board.
- The Board of Trustees engaged over 250 stakeholders in helping to identify those that would assure them that the education system was serving the needs of their community. During the 2019-2020 school year, this final document was distributed to over 15,000 stakeholders to provide information about our plan and the areas of focus.
- Trustees attended over 75 School Council meetings throughout the school year to both share information and gather perspectives on our work as a school division. This information was taken back to the board table to help inform the decision-making process.
- The annual financial audit of the 2018-2019 school year was conducted by an independent accounting firm. BTPS formed an Audit Committee that included a member of the business community and a member of the adult learning community. All financial matters were found to be in good order and the auditor commended BTPS Board for their financial management.

Extended Evidence

- During the 2019-2020 school year the Board of Trustees had formal meetings with two of our three MLA's to share the successes and challenges experienced by our rural board.
- Representatives of BTPS presented to the Provincial School Bus Transportation Review Committee to share important information regarding the successes and challenges with offering transportation services in rural communities.
- At various times in the school year the Board provided opportunity for parents, staff and students to provide input on policies and administrative procedures that impacts educational programming and the day-to-day operations of the jurisdiction.
- As a part of their regular meetings, the Board of Trustees has virtual engagement sessions with students from many different schools on a wide variety of current topics.

Strategies

- Encourage teachers and families that leave BTPS to complete an exit survey and use this information to inform school-level planning.
- Fund all Buffalo Trail Schools' memberships in the Alberta School Councils' Association and access ASCA to facilitate parent engagement sessions.
- Engage parents in conversations and ongoing communication to inform the work of the jurisdiction through respective board member attendance at all School Council meetings.
- Support a student engagement initiative to gather student perspective on matters related to student learning.
- Encourage student participation in provincial level student engagement (ie. PSBAA Student Voice).
- Focus on increasing parents' awareness of the Accountability Pillar Survey as an important avenue for sharing their opinions with their school and the larger jurisdiction.
- Continue to lead the work of the Rural Caucus of Alberta School Boards, to accentuate the challenges experienced by rural Alberta School Boards in the areas of transportation, plan operation and maintenance, and enrollment decline.



Assurance Domain: Local and Societal Context

BTPS Assurance Elements

14. BTPS Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Evidence

Highlights

- Capital projects, through community partnerships and support, occurred at Paradise Valley and Irma.
- School Councils are engaged and active in school wide events.
- Awareness of First Nations, Métis, and Inuit cultures, histories and restorative practices were made through diverse experiences inside and outside of the classroom including blanket exercise, school events and use of talking circles.
- Our rural schools respond to the local needs and enrich the common learning experiences by utilizing the unique identity of each community through its people, places and opportunities. Each school benefits by and engages with learning through local experts, open houses, community partnerships, jurisdiction cultural events, and First Nations, Métis and Inuit Awareness.

Extended Evidence

- Awareness of First Nations, Métis, and Inuit cultures, histories and restorative practices were made through diverse experiences inside and outside of the classroom; Blanket Exercise school events, routine staff and student Talking Circles and the like.
- Student field trips and class studies of the rich and unique surroundings of local people and places of interest.
- Numerous local experts of all types visit classrooms in person and digitally to teach and share about their field of knowledge with our students.
- Annual Open House community events where students get to showcase their classroom and school.
- BTPS is proud of their school and community partnerships found inside and outside our schools (Terry Fox Run, community libraries, facility uses gym and arenas, etc).

Strategies

- The BTPS Board led engagement sessions with staff, students, parents and community members to build a new Four Year Education Plan for Buffalo Trail Public Schools.
- Engagement with stakeholders on the year one evidence report on the 4 YEP is scheduled.
- Continue to promote the strong relationship with Lakeland College.
- Support the schools in their work with awareness of First Nations, Metis, and Inuit cultures, histories and restorative practices.
- Support stronger community relationships by continuing to emphasize school-community partnerships.
- Continue to maintain rural facilities to the high standard they are.



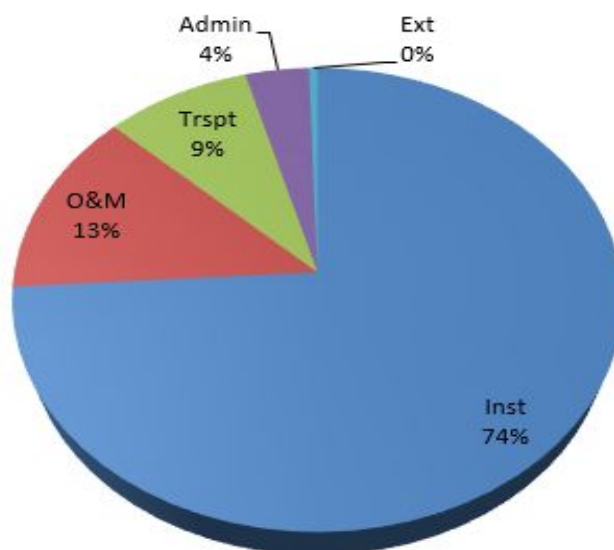
Summary of Financial Results Information from the 2019/2020

Information from the 2019/2020 Audited Financial Statement

2019/2020

31-Aug-20

	Actual Expenditures	Actual Spending per FTE Funded Student	% of Total
Instruction (ECS - Grade 12)	\$39,444,301	\$10,253	74.00%
Operations & Maintenance	\$6,965,979	\$1,811	13.07%
Transportation of Students	\$4,606,110	\$1,449	8.64%
Board & System Administration	\$2,016,844	\$524	3.78%
External Services	\$270,570	\$234	0.51%
TOTAL EXPENDITURES	\$53,303,804	\$14,271	100.00%



General information regarding the jurisdiction's sources of school-generated funds and their uses can be found in the [Audited Financial Statement](#) or by contacting Buffalo Trail Public Schools Secretary-Treasurer, Mr. Bob Brown at bob.brown@btps.co. Specific details regarding school generated funds and their uses can be obtained directly from the school principal at all BTPS schools.

For more information on the BTPS 2019-2020 Jurisdiction Budget, [click here](#).

For the provincial roll up of AFS information, [click here](#).

Budget Summary

	<i>Year Ended</i> 2020	<i>Year Ended</i> 2019	<i>Year Ended</i> 2018
Statement of Financial Position			
As at August 31st of School Year			
Financial Assets	\$5,450,449	\$8,800,321	\$8,052,213
Total Liabilities	\$3,520,193	\$58,190,698	\$47,736,358
Net Financial Assets	\$1,930,256	(\$49,390,377)	(\$39,684,145)
Non Financial Assets	\$57,171,913	\$54,141,026	\$44,212,457
Accumulated surplus	\$4,706,382	\$4,750,649	\$4,528,308
Statement of Revenues and Expenses for the Year Ended			
Net Surplus from Operations	\$11,638	\$302,510	-\$132,448
Net Surplus School Generated Funds	(\$55,905)	(\$80,169)	\$57,340
Cash & Temporary Investment, Net of Bank Indebtedness	\$3,453,073	\$6,503,050	\$6,193,468
Statement of Capital Allocations			
Unexpended Deferred Capital Revenue-AB/ED	\$946,136	\$1,700,775	\$532,426
Unexpended Deferred Capital Revenue	\$143,401	\$484,012	\$1,557,799
Net Assets			
Investment in Tangible Capital Assets	\$2,208,291	\$2,840,993	\$2,499,712
Unrestricted Net Assets	\$1,981,393	\$953,715	\$495,952
Operating Reserves	\$472,172	\$911,416	\$1,384,918
Capital Reserves	\$44,525	\$44,525	\$147,726
	\$4,706,381	\$4,750,649	\$4,528,308

School jurisdictions converted to Public Sector Accounting (PSA) standards commencing the August 31, 2013 year end.

Transportation Services

TRANSPORTATION FACTS					
Students Transported					
BTPS has 45 individual contractors that provide bus service to 37 schools; 3179 students are transported daily on 97 routes.	Buffalo Trail	2352			
	East Central Catholic	607			
	Lloydminster Public	83			
	Lloydminster Catholic	79			
	Private ECS	58			
	TOTAL	3179			
Number of Contractors		43			
Number of Routes		97			
Schools Served		36			
(19 BTPS, 5 Private ECS, 5 Lloydminster Public, 3 Lloydminster Catholic, 4 East Central Catholic)					
17 Students were transported for the Outreach Schools in Wainwright, Vermilion & Lloydminster		17			
Total Daily Kilometers Traveled			13707		
Average Route Distance (kilometers)			141.31		
Median Route Distance (kilometers)			145.55		
Shortest Ride Time (minutes)				1	
Longest Ride Time (minutes)				110	
Median Ride Time (minutes)				29	
Average Ride Time (minutes)				32	
Total Transportation Expenditure (19-20)					\$5,348,365.14
Expenditure Per Student (bussed)					\$1682.40
Average Cost Per Passenger Per Day (178 days)	ECACSS had 184 days and LPSD/LCSD had 183 days				\$9.45

Transportation Services (continued)

As part of the Buffalo Trail Public Schools work in governance, the Transportation Department continues to find ways to maximize transportation funding to provide safe, efficient transportation with acceptable ride times to promote student learning.

To ensure our students with diverse emotional, social and physical needs receive transportation services that meet their needs we continue to use the SETT framework to determine the best and safest means of transportation. Our SETT framework has been used by other divisions to guide their work in this area as well. We truly believe that students should be set up for a successful school day by providing the best means of transportation for that individual child's need. Where the yellow school bus is not an option, parent or agent provided transportation agreements are set up to ensure a positive transition from home to school.

The Board continues to review its transportation policies and administrative procedures to ensure they adjust to the changing regulations and are able to meet the needs of our students and the students of our cooperative bussing partners. Our Board built a rural school bus stop assessment to ensure all school bus stops are reviewed to determine if they are safe for our students and school bus drivers. Our safety record proves that work the board discusses ensures bus drivers, contractors and the Transportation Department have a positive impact for students.



Buffalo Trail Public Schools supports its local mom and pop contractors and the hiring of local drivers by our larger contractors to promote a sense of community in our rural schools. When the bus drivers have a vested interest in their community and their schools they understand the importance of the work they do and the important role they play within the division for their schools and their families. An example of this occurred when the COVID-19 pandemic hit, schools were cancelled and students moved to online learning. In rural Alberta

not everyone has access to high speed or the internet, so some learning had to be done at home with paper assignments. Even before the Board signed an addendum to the existing contract with the school bus contractors to deliver student learning packages to our bus students, we had bus drivers stepping up to deliver books and assignments to students so they could continue to learn. The bus drivers played an important role in the continuation of student learning during the pandemic.

With the onset of the MELT and mandatory S Endorsement program now in effect for bus drivers, the division became a certified driver training school to reduce the costs of formalized training for our local mom and pop bus contractors. Bus driver shortages continue to plague the province our division included so we need to ensure the opportunity and costs for training does not hinder our ability to safely transport students to and from school.

Capital and Facilities Results

Facilities

Buffalo Trail Public Schools reviews and updates the Three Year Capital Plan as the blueprint for the jurisdiction for capital planning. Buffalo Trail Public Schools also establishes an expenditure plan for Infrastructure, Maintenance and Renewal funding based on jurisdiction needs.

Highlights of Facility and Capital Plans

Buffalo Trail Public Schools' capital submission for the 2020/21 school year has been formulated by the Board of Trustees in consultation with Laurel Udel, System Administration, School Councils and School Staff. The plan takes into account a broad range of factors including population trends, current and future demographics, as well as current and future educational trends and opportunities. With the results of these findings, as well as the Alberta Infrastructure audits, Buffalo Trail Public Schools has developed the following Three-Year Capital Plan.



The detailed 2020/21 Buffalo Trail Capital Plan Submission can be found on our website [here](#). The Board of Trustees of Buffalo Trail Public Schools has identified the Wainwright Elementary Replacement School as its highest capital priority.

1) Wainwright K to 6 School (New) (\$17,189,669 + GST)

- Construction of a new K - 6 school (4,500 m²).
- Demolition of the existing K - 6 school (50, 56, 57, 61, and 84 sections) (5,630 m²) due to health and safety issues, as well as school functionality.

Infrastructure, Maintenance and Renewal Update

During the 2019/20 school year, the Facilities Department was able to upgrade roofing, flooring, heating and ventilation systems along with performing many functional classroom upgrades and external upgrades which have enhanced the learning environment for our students at various sites.

In particular over the past year, the Facilities Department has completed several facility upgrades including:

- Boiler upgrades at Dr. Folkins and Mannville;
- Program energy management upgrades at Amisk and Wainwright Elementary;
- Roofing projects at Amisk and J. R. Robson;
- Flooring upgrades at J. R. Robson;

- Instructional and washroom upgrades at various schools;
- Water cooler upgrades were also installed in some schools; and
- Site upgrades at a number of schools.

This past year, we received an additional \$2.5 million dollars from the Capital Maintenance and Renewal (CMR) stimulus plan.

The Facilities Department, along with the OH&S Officer, were able to address several potential OH&S concerns in our schools.



Parental Involvement

Buffalo Trail Public Schools provides opportunities for School Councils to be involved in updating Assurance Plans through established processes at the school level that include planning, reporting on results, and interpretation of Accountability Pillar Reports with School Councils. Additionally, in most schools the relationship between parents and the school is such that feedback is often gained through informal conversations with parents.

Since the fall of 2015, schools have posted their combined Education Results Report in a parent-friendly presentation format with the hope of engaging parents who are unable to attend School Council meetings. Principals communicate with all parents through monthly newsletters and/or via email. All school websites can be accessed via the jurisdictional web site at www.btps.ca.

Many BTPS schools have implemented a variety of electronic communication processes in an effort to keep parents involved in the happenings at the school. The use of Twitter, teacher blogs, Facebook, email and web pages as communication tools are used in a variety of ways across the district. The implementation of Google Apps for Education and Parent Portal via PowerSchool, further serves to enhance communication with parents through technology, as more and more teachers integrate technology into their day-to-day practice. Parents are encouraged, through School Council meetings, to provide feedback on BTPS policy changes and all are invited to share their thoughts through "Contact BTPS" on the BTPS website.

The Board purchased memberships for all BTPS School Councils in the Alberta School Councils' Association (ASCA). Trustees attended over 75 School Council meetings throughout the school year to both share information and gather perspectives on our work as a school division. This information was taken back to the board table to help inform the decision-making process.

The Board of Trustees engaged over 250 stakeholders in helping to identify those that would assure them that the education system was serving the needs of their community. During the 2019-2020 school year, this final document was distributed to over 15,000 stakeholders to provide information about our plan and the areas of focus.

Whistleblower Protection

There were no whistleblower reports during the 2019/2020 school year.