



## **Annual Education Report 2017-2018**

## **Three Year Education Plan 2018-2021**

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

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## Web Links

The Combined Annual Education Results Report/Three Year Education Plan has been provided to schools, school councils and trustees. This document is also available [here](#).

The BTPS Class Size Reports are made available to all stakeholders through the BTPS website and can be found [here](#).


The 2017/2018 BTPS Audited Financial Statement is available through the BTPS website and can be found [here](#).

The 2018/2019 Jurisdiction Budget is available through the BTPS website and can be found [here](#).

The 2017/2018 AERR Summary Report is available through the BTPS website and can be found [here](#).

## Senior Staff Contacts

For additional information about Buffalo Trail Public Schools combined 2018-2021 Three Year Education Plan and 2017/2018 Annual Education Results Report please contact:

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## *Message from The Board Chair Darcy Eddleston and Superintendent Bob Allen*

The Buffalo Trail Public Schools combined Three Year Education Plan for 2018-2021 and the Annual Education Results Report for 2017/2018 is created to reflect the Board'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 plan was developed with input received from students, staff, parents, community members and trustees through a variety of opportunities provided in both direct conversations, information exchanges in small group discussions, survey data and feedback by electronic means. During the 2017/2018 school year we continued to make use of data gathering mechanisms through the survey of the parents of students who left BTPS over the summer and during the course of the 2017/2018 school year, as well as staff who left us during this time. We felt that this data would provide insight into their experiences in terms of areas that were successful and those that we might need to address in terms of our services to students and staff. This information was shared with the Board of Trustees as information and with principals to allow them to respond to feedback that was meaningful and targeted at their school.

The 2017-2018 year was one filled with exciting events. The announcement of the Irma School as a new infrastructure project meant that the Board's number one capital priority was worthy of attention. The formal partnership with BTPS and the Irma Community was touted by the Minister of Education on many occasions to be an example of how communities and school boards can work collaboratively. The planning stages of this project, so soon after the completion of the E. H. Walter School project in Paradise Valley, allowed us to apply what we learned. We are creating educational spaces that support collaborative learning and

maximizing space to ensure that the needs of students both today and in the future will be met. We look forward to the completion of this project over the next year and the many benefits that the partnership with the Irma community will bring. BTPS has continued to focus its attention on supporting student learning through building staff capacity. Our actions speak to our commitment. We continue to support staff growth through both schools level and jurisdictional level staff professional development time in our calendar. The work of our TES Team is focused on sharing expertise across the district and the importance of school level time allows for a more targeted time to address individual school priorities. This focus on a highly effective team is taking us in a positive direction as our APORI results indicates that we are moving ahead in those areas that matter to parents and maximize student learning. As a jurisdiction, we continue to work from a philosophy that you do not have to be sick to get better. Although a number of our results exceed the provincial average, we continue to seek better ways to provide educational service to our students. Growth in BTPS is not an option, it is an expectation. We are proud to lead such an excellent team 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*



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



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



**Sheldon Archibald**  
Trustee  
**Schools:**  
Irma & Holt  
Colony



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



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



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



**Rose Gorniak**  
Trustee  
**Schools:**  
Mannville, Delnorte,  
Creighton Colony &  
Percy Lake Colony



**Stephanie Spornitz**  
Trustee  
**Schools:**  
Dr. Folkins, Edgerton,  
Autumn Leaf Colony &  
Ribstone Colony



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

## *Accountability Statement*

The Annual Education Results Report for the 2017/2018 school year and the Education Plan for the three years commencing September 1, 2018 for Buffalo Trail Public Schools were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop

the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

Under the provisions of Alberta Education, our Annual Education Results Report is combined with the Three Year Education Plan. The AERR provides insight into our performance for the 2017/2018 school year. 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 combined Annual Education Results Report for the 2017/2018 school year and the Three Year Education Plan for 2018-2021 on November 28, 2018.



Darcy Eddleston,  
Board Chair



Bob Allen,  
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.

### *2017/2018 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, 2017.

Schools	Grades	Enrolment	Staff (FTE)	PTR
Amisk	K - 3	65	4.56	14.3
Autumn Leaf Colony	K - 9	16	1.0	16.0
Clandonald	Gr 1 - 6	29	3.0	9.7
Creighton Colony	K - 9	44	1.0	44.0
Delnorte (Innisfree)	Gr 1 - 12	83	7.0	11.9
Dewberry	Gr 1 - 12	102	7.06	14.4
Dr. Folkins (Chauvin)	K - 12	110	9.0	12.2
E.H. Walter	K-12	199	14.03	14.2
Edgerton	K - 12	117.5	9.53	12.3
Highland View Colony	K - 9	8	1.0	8.0
Holt Colony	K - 9	11	1.0	11
Hughenden	Gr 4 - 12	150	9.92	15.1
Irma	K - 12	161.5	12.05	13.4
J.R. Robson (Vermilion)	Gr 7 - 12	290	16.2	17.9
Kitscoty Elementary	Gr 1 - 6	304	19.06	15.9
Kitscoty Jr/Sr High	Gr 7 - 12	261	14.38	18.2
Mannville	K - 12	196.5	14.3	13.7
Marwayne Jubilee	K - 12	285.5	17.69	16.1
Percy Lake Colony	K - 9	25	1.0	25.0
Provost	K - 12	335.5	19.68	17.0
Ribstone Colony	K - 9	25.5	1.0	25.5
Rosewood Colony	K - 9	7.5	1.0	7.5
South Ferriby Colony	K - 9	18	1.0	18.0
Students on Line	Gr 1-12	31	3.82	8.1
Vermilion Elementary	K - 6	285.5	18.0	15.9
Vermilion Outreach	Gr 10 - 12	32	2.0	16
Wainwright Elementary	K - 6	376.5	22.5	16.7
Wainwright Jr/Sr High School	Gr 7-12	384	20.75	18.5
<b>Jurisdiction Totals</b>		<b>3953.5</b>	<b>252.53</b>	<b>15.6</b>

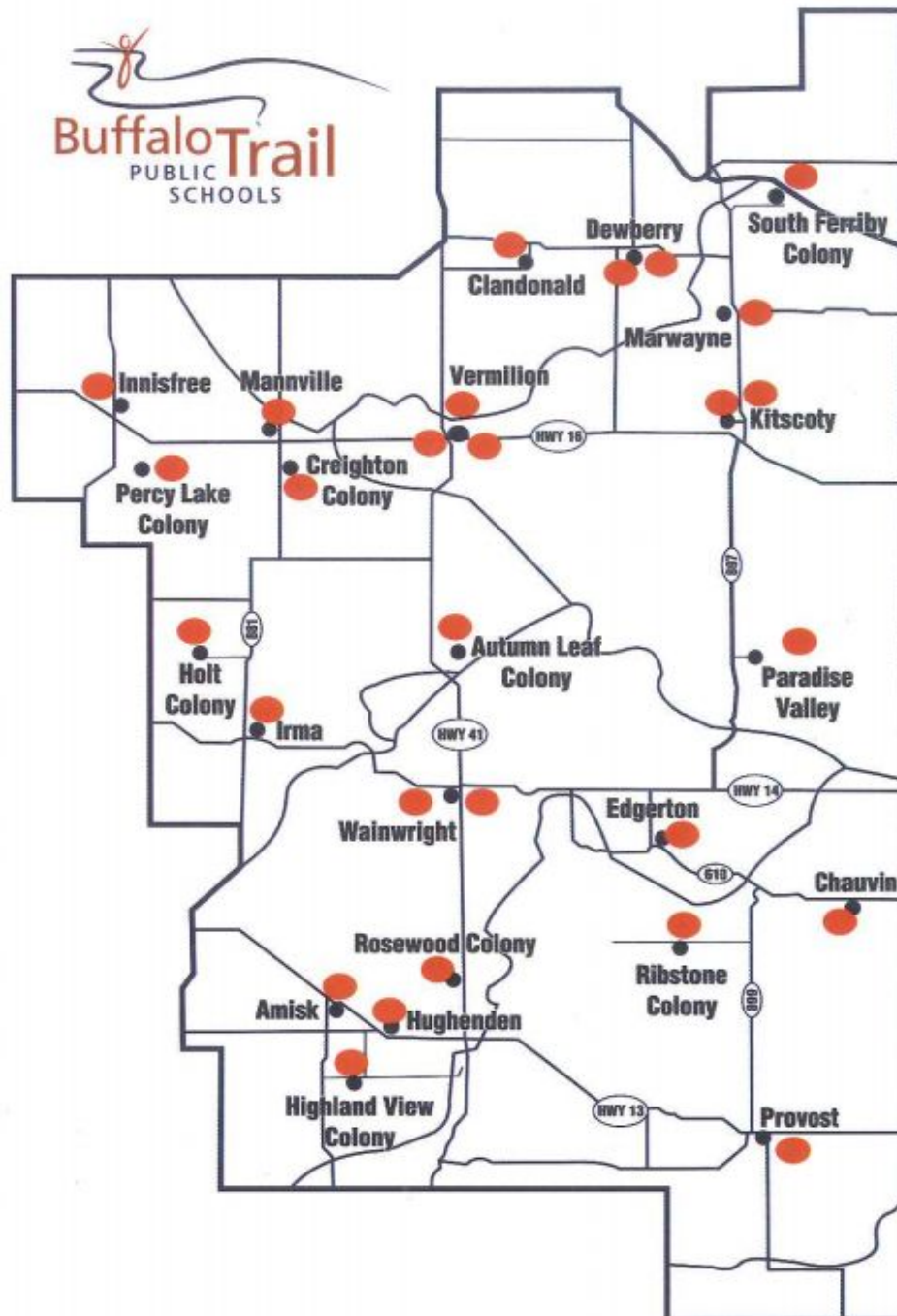
Note: Enrolment figures are based on the number of funded, not registered students; therefore, ECS students are included as half students towards this count.



### *Jurisdictional Profile*

Buffalo Trail Public Schools Regional Division #28 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 2017/2018 school year Buffalo Trail Public Schools served 3826 (Grade 1-12 students) in 28 schools (8 of which are Hutterite Schools). The jurisdiction employed 279 teachers/ administrators and 238 non- teaching staff.





## Accountability Pillar Overall Summary

### Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Buffalo Trail Public No. 28			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.2	89.3	88.5	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	71.1	73.7	73.1	81.8	81.9	81.7	Low	Declined	Issue
	Education Quality	89.6	89.6	88.4	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	1.1	0.5	1.5	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	86.4	91.7	88.7	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.9	78.7	77.8	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	18.1	19.3	18.5	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.6	81.7	82.2	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	16.2	15.4	14.7	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	52.6	54.6	55.3	55.7	54.9	54.7	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	70.8	66.5	64.5	63.4	62.3	61.5	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	63.5	59.4	64.2	58.7	57.9	59.0	High	Maintained	Good
	Work Preparation	80.7	81.5	80.4	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	82.2	83.9	82.2	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	78.7	78.9	79.1	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	81.8	81.7	79.7	80.3	81.4	80.7	Very High	Improved Significantly	Excellent

## Accountability Pillar FNMI Summary

### Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Buffalo Trail Public No. 28 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	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	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	3.2	0.0	4.5	4.8	5.8	6.3	High	Maintained	Good
	High School Completion Rate (3 yr)	64.7	94.4	76.5	53.3	53.7	50.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	59.5	75.0	74.3	51.7	51.7	52.0	Very Low	Declined	Concern
	PAT: Excellence	6.8	10.0	8.7	6.6	6.7	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	76.0	75.9	80.0	77.1	77.1	76.6	Low	Maintained	Issue
	Diploma: Excellence	24.0	13.9	11.9	11.0	10.7	10.3	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	51.7	41.5	41.1	24.4	21.8	21.2	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	66.7	61.5	48.8	35.9	34.2	33.0	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	45.9	41.4	43.5	33.0	31.8	32.8	Low	Maintained	Issue
	Work Preparation	n/a	n/a	n/a	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	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	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	n/a	n/a	n/a

## Transportation Services

TRANSPORTATION FACTS					
<b>Students Transported</b>					
BTPS has 46 individual contractors that provide bus service to 37 schools; 3238 students are transported daily on 100 routes.	Buffalo Trail	2428			
	East Central Catholic	585			
	Lloydminster Public	114			
	Lloydminster Catholic	67			
	Private ECS	43			
	Northern Francophone Board	1			
	<b>TOTAL</b>	<b>3238</b>			
Number of Contractors		46			
Number of Routes		100			
Schools Served		37			
(19 BTPS, 5 Private ECS, 5 Lloydminster Public, 3 Lloydminster Catholic, 4 East Central Catholic, 1 Francophone)					
17 Students were transported for the Outreach Schools in Wainwright, Vermilion & Lloydminster		17			
Total Daily Kilometers Traveled			13,894		
Average Route Distance (kilometers)			137.93		
Median Route Distance (kilometers)			142.72		
Shortest Ride Time (minutes)				1	
Longest Ride Time (minutes)				93	
Median Ride Time (minutes)				27	
Average Ride Time (minutes)				31	
<b>Total Transportation Expenditure (17-18)</b>					<b>\$5,576,700.04</b>
<b>Expenditure Per Student (bussed)</b>					<b>\$1,722.27</b>
<b>Average Cost Per Passenger Per Day (178 days)</b>	ECACSS had 182 days and LPSD/LCSD had 183 days				<b>\$9.49</b>

### *Transportation Services (continued)*

During the 2017 - 2018 school year, the Board of Buffalo Trail Public Schools (herein referred to as “the Board”) continued their work with the rural caucus (seventeen other rural Boards) to discuss the rural funding model as well as other unique transportation concerns that rural boards face. Rural Boards continue to face many unique issues when it comes to school bus transportation: road conditions and availability make routing more complicated; meeting transportation requirements of students with diverse learning, physical, emotional and behavioural needs is tough when options are limited (small rural communities don’t have taxis and separate special needs busses are not economically feasible); the funding formula is based on a per student basis and not the kilometres driven. Rural Boards also have parents with high service expectations (eg. door service on farms, transportation to caregiver, shorter ride times) that cannot be met within the existing funding model. We started to see a reduction in the number of bus drivers again as the oil field jobs were opening up. The school bus industry cannot compete with oil field wages, yet bus drivers are required to have a high level of responsibility and training, and they play an integral role in a child’s education. Our Board, via their work with the Rural Caucus, continues to explain these funding inequities to the Minister of Education with hopes that a new cost model can be built to provide equitable funding for all Boards. The Minister did announce that he was going to reduce the distance students must live from school from 2.4 km to be eligible for transportation funding/services, but this will mean Boards will have to put on additional buses with minimal funding if they cannot do it within their existing infrastructure. The Minister is not addressing the issue of the rural funding formula by addressing eligibility requirements and the money spent reducing the distance eligibility could have been better spent reinstituting the fuel funding contingency and revamping the funding formula. A 3% increase was announced on the capacity part of the rural grant, which will help offset the projected decline in enrollment that continues to plague rural communities.



In March of 2017, the Board passed a motion to discontinue yard service for the 2018-2019 school year, but given the outpouring of parent displeasure and a study done by the transportation department that stated there would be minimal time savings on bus routes, because we have been reducing the number of non-essential yard services over the past few years, the Board decided not to cancel yard service, but to adopt a Rural Bus Stop Assessment administrative procedure that determined when and how far into a

yard the Board would travel. The rural bus stop assessment determines if we have to go into a yard, and if we do have to go into a yard how far the contractor will go before the parent is expected to pay a fee. The Board strives to reduce student ride times on school buses within the constraints of their transportation budget, without losing the integrity of safe stops. Parents are now asked to help pay for the non-funded cost of going into yards where it is not safe to stop on the road if their yard is over 250 metres (total distance traveled on the private property). The money goes to help cover the contractor's additional mileage that the Board does not pay because it is unfunded.

Cindy House, from Safely On Board, continues to provide school bus safety education to K-6 students in BTPS, East Central Alberta Catholic Schools and private kindergarten students in the southern part of BTPS. BTPS alternates this program between north and south schools every two years so all students will receive formal school bus safety education. All school bus drivers also practice bus evacuations with their passengers throughout the school year to ensure students are prepared in a school bus emergency.



The Board continues to purchase high definition video camera systems to assist drivers in getting the license plates of drivers who choose to pass a bus when its red lights are flashing. The picture of the license plate assists the RCMP in charging offenders with either \$545 fine, six demerit points or at minimum, a registered owner ticket, up to \$245. The wifi equipment that the Board purchased the previous fiscal year was installed and has been a great asset to the Transportation Department in ensuring the video cameras are maintained and working. With the new system, the Transportation Department is able to pull video footage from their office in Wainwright as soon as a bus pulls into the bus loading zone that is in contact with the outside wifi access point. This system has also allowed principals more efficient access to video footage to monitor student behavior on school buses. The system has been working great and an added efficiency to the transportation department. Given the reduction in the transportation budget, the Transportation Department reduced its staff from 3 to 2 after receiving the resignation of one of its employees. The Board and the Director felt given the efficiencies we have gained in our logistics software and now with the cameras, we would try for the remainder of the 2017-2018 to get by with 2 full time staff members. Although it has increased the amount of overtime, the Board did not feel it was fair to cut the contractor rates given the increase in fuel prices, cost of buses and the additional 5% carbon tax contractors faced this year given the reduction in grant funding of over \$124,000.



The Director of Transportation retained membership in the Red Flashing Light Provincial Awareness Campaign (RFLPAC), a sub-committee of the Student Transportation Association of Alberta. This group continues to educate members of the public on school bus safety and the risks of not stopping for a school bus red flashing lights. The Committee received a \$17,000 ATSF (Alberta Traffic Safety Fund) grant to build a Young Driver's Education Program that will ensure all students in Alberta receive formal driver's

education through the CALM (Career and Life Management) curriculum. As part of this program the group videoed a PSA in Red Deer, AB, outlining the importance of school bus safety. This video included parents who were attending the “First Ride” program and asked them questions regarding school bus safety. It was interesting that many parents who were about to put their children on the bus for the first time did not know many facts about school bus transportation. It is the RFLPAC’s goal to educate parents and other members of the motoring public, in addition to new drivers in our schools, about school bus safety and safe driving practices. The project was just released to the School Bus industry and was well received by Alberta Transportation and other stakeholders. The Committee’s next project is to get the driver’s education course into classrooms across the province and into the CALM curriculum.



The Director of Transportation also sits on the Student Transportation Association of Alberta, as the Zone 4 president, a role which allows her the opportunity to share and learn from other boards, both urban and rural.



Student  
Transportation  
Association of  
Alberta

BTPS Transportation Department continues to work with Newcap Television to update our [“Reds Flashing...No Passing!”](#) public safety announcement. Newcap built us a new PSA that was very impactful about a mom reminiscing when her child was hit by a vehicle when they were getting off the bus in front of their house.



K-6 students are encouraged by their teachers to participate in the annual Alberta Student Transportation Advisory Council School Bus Safety Week poster contest. Having students draw about the different school bus safety rules allows teachers the opportunity to teach students about school bus safety while at the same time allowing students to demonstrate their artistic abilities. BTPS has a local contest and all entries are also sent to the provincial contest. We had a student from the Clandonald School win at the provincial level which was only the third time ever.





## *Learning Services*

### *Curriculum*

In Curriculum Services we focused on supporting teacher effectiveness to maximize student learning by assisting teachers in the continued implementation of the Ministerial Order on Student Learning (#001/2013), First Nations, Métis and Inuit education for reconciliation, Dual Credit and Off Campus programming, improving the use of Learning Commons spaces, and assisting in the uptake of numeracy and literacy strategies, specifically guided math and guided reading for K - 6.

### **Teachers deepen and apply their understanding of the Ministerial Order on Student Learning (#001/2013).**

This work was supported primarily by the Peer Instructional Coaches (PICs), at their respective sites. Similar to previous years, PICs were asked to engage in promoting teaching effectiveness in the jurisdiction by modeling effective task designs and assessments in their own classrooms and leading teacher learning within their context. Emphasis was put on leading teacher learning through three foci: deepening understanding of effective teaching practices, recognizing and gathering strong evidence of impact, and promoting how to effectively gather around evidence. System coherence of the PIC work was supported by



the inclusion of two administrator professional learning days, focused on similar outcomes of creating the conditions for intellectual engagement and reflecting on the structures and processes that are necessary for creating the conditions for evidence based, research informed, job embedded professional learning. Additionally, high school Science teachers were also engaged in work that focused on strengthening teaching practices connected to higher levels of student intellectual engagement. Via participatory iterations of this common learning across teachers and leaders within BTPS, common language and purpose was increased as illustrated by improved communication and the identification of common purpose between the PICs, classroom teachers and school leadership teams. This resulted in a shift in practice where PICs and school based leaders co-shared evidence of teaching effectiveness and student learning to school teams, in a much more collaborative model than the traditional system required evidence meetings. With common understandings we saw the emergence of a safe space where teacher leaders were asked to help coach, collect and share evidence of teacher and student learning. Utilizing a critical friends protocol, these school based teams then had authentic conversations about their work, shared best practices, celebrated successes, and most importantly, inquired with each other about problems of practice that were encountered. This shift, of PICs and school based leaders operating as a more collaborative culture both within and between schools is a celebrated growth of this program.

Learning through competencies also continued to be a part of our practice, with a focus on making the competencies explicit in our work. An example of this was cross sections of teachers, learning commons facilitators and school based leaders exploring the use of Breakout EDU platform as a tool to support learning through the competencies.

A central services curriculum coordinator met with K - 6 teachers, in a classroom coaching model, to increase teacher capacity with literacy and numeracy, specifically guided reading and guided math strategies. Examples include supporting teachers in learning how to organize and implement a guided reading program, assisting and demonstrating how to facilitate number talks in the classroom and sharing/creating resources to support guided math. Many teachers in the division began initiating their own work in these areas by attending professional learning such as guided math sessions with Dr. Nicki Newton and Dr. Christine Michalyshen. Numeracy in K - 9 was supported via a partnership with the Learning Network which enabled direct, classroom numeracy coaching by Learning Network numeracy consultants. These numeracy coaches worked in ten K - 6 classrooms and six 7 - 9 classrooms.

General curriculum support continued to be provided to teachers and administrators via weekly curriculum updates in the Superintendent's Memo, mini sessions at leadership team meetings and through individual/school based requests.





## *First Nations, Métis and Inuit Education for Reconciliation*

During the 2017/2018 school year BTPS supported 292 self-identifying First Nations, Métis and Inuit students. We continued with centralized student demographic data collection, which in turn allowed closer tracking and support of self identified students across the district. System work in this area continued to be guided by the Truth and Reconciliation Commission (TRC) [Calls to Action](#) and [Principles of Reconciliation](#), the United Nations Declaration on the Rights of Indigenous People ([UNDRIP](#)), the [Joint Commitment to Action](#) and the Draft Professional Standards for [Teachers](#), [School Leaders](#), and [School Authority Leadership](#).



Our primary focus remained the development of foundational knowledge and understanding with *all* BTPS staff in the areas of treaty education, cultural knowledge, understanding and appreciation as well as the legacy of residential schools and the impacts of intergenerational trauma. After a successful Orange Shirt Day logo design contest, over 600 made in BTPS orange shirts were printed for staff and students, and we saw an uptake in schools choosing to participate in honouring residential school survivors via Orange Shirt Day. Year two of our FNMI lead teacher TES team saw exciting growth in this group with numbers close to tripling. Foundational learning for this team of lead teachers continued in the areas of residential school history and residential school survivor learning under the guidance and expertise of Charlene Bearhead, and in continued partnership with cultural teachers and survivors at Blue Quills University. Additionally, school based administrators, board



members, central services leaders, and district contractors also had the opportunity to tour Blue Quills and spend time with survivors. Other highlights of this work included: lead teachers, and other interested BTPS staff, students and community members learning via land based experiences such as local medicine

walks, tipi teachings/ tipi erections, drum making, observations of ceremony, and attendance at local school/ community pow wows; restorative justice training and implementation into both classroom and whole school practice; teacher workshops in support of music and celebration, treaty education, the BTPS blanket exercise, and effective implementation of FNMI literacy choices; Cree grandmother, or Kookum, visits to grade 1 and 3 classes in two schools; a guest storyteller sharing Napi stories at 4 schools; a partnership with Lakeland College to co-host community reconciliation events such as guest speakers and film screenings; establishing relationships with local Indigenous communities and Elders, and other education service providers.



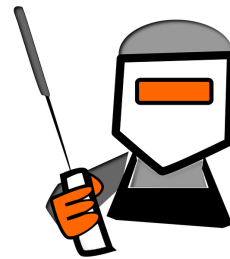
### **Community partnerships and specialized course supports offer active, hands on learning, intellectual engagement and maximized student learning.**

Providing equitable, experientially based programming for students across BTPS is a highlight of our work. Schools and students are supported through centrally facilitated access to specialized programs such as college partnership courses, dual credit courses, locally developed courses, and off campus programming:

- 44 locally developed courses were acquired/available, greatly expanding course selection at many schools.
- The BTPS/Lakeland College partnership courses saw 126 students participate in 15 CTS course cluster options including two new courses, Art Welding and Art Carpentry (courses designed to give students perhaps not interested in pursuing a trade, the hands on experiences and skills to be creative forces!)
- 9 students took part in unique, fully accredited dual credit trades programs in carpentry while 36 students participated in online dual credit courses in seven career areas



- BTPS students were supported in their exploration of career pathways via district sponsored participation in the annual “Try a Trade” and “Take Your Kids to Work Day” events
- BTPS co-hosted an AG4Life workshop day with Lakeland college to expose students to career opportunities in agriculture
- 9 BTPS students competed at the Lakeland Regional Skills competition with 5 students finishing in the top three for their class!
- A total of 345 students participated in work experience, green certificate and Registered Apprenticeship Program (RAP) programming with 105 different community partners/ businesses/ farms



### *Inclusive Learning Services*

Buffalo Trail Public Schools expends significant dollars to support the programming of students in the area of Inclusive Learning. The information below indicates the revenue that was provided through the Inclusive Education Funding Pool and the expenditures that were incurred to support all Inclusive Learning across the jurisdiction.

17/18 Inclusive Learning Revenue	\$2,787,591.00
17/18 Inclusive Learning Expenditures	\$4,431,192.00



Buffalo Trail Public Schools (BTPS) recognizes the need, and duty, to provide Inclusive Learning programs to students with diverse learning needs and challenges. BTPS provides assistance to students in the most enabling environments using all available resources. The collaboratively developed student programs are ongoing throughout a student's educational career with planning for transitions throughout the various grade levels, school locations, and into the adult community. BTPS provides information about Inclusive Learning policies, procedures, programming, resources, and support services on the BTPS website under the heading [Department of Inclusive Learning](#).

### **Early Learning:**

The Department of Inclusive Learning employs an Early Learning Lead Teacher who oversees early childhood intervention programming ie mild/moderate and Program Unit Funding (PUF) specialized programs. BTPS maintains and coordinates centralized funding for early learning program implementation for young children with diverse learning needs and challenges, as well as those with severe disabilities. As well, the Early Learning Lead teacher is tasked with implementing government early learning initiatives, keeping abreast of best practice and conveying learning regarding best practice to BTPS staff, and engaging in ongoing conversation with community partners who serve our young learners (community preschools, Parent Link, Early Years coalitions, Alberta Health Services, Children's Services). Lastly, the Early Learning Lead teacher may complete other duties as assigned by the Director of Inclusive Learning for K-12 students and staff such as level B assessments (ESL and academic), assistance with IPP implementation and support, professional development learning sessions etc.



Schools with early learning programming, in coordination with the Early Learning Lead Teacher, utilized the expertise of the BTPS Learning Support Team and outside contractor disciplines to support instructional capacity in the classroom. BTPS strives to partner, and contract specialized services and supports, to enhance children's learning within inclusive early learning environments. Occupational therapy, speech-language pathology, physical therapy, and psychological/behavioral support services were provided to those children who required indirect and direct assistance and/or supports.



BTPS coordinated and developed Family Oriented Programming (FOP) services and supports, according to Alberta Education's FOP guidelines, for families of children with severe disabilities. FOP sessions are often offered one on one between a consultant, family, and child. In 2017-18, in addition to individual

family sessions, BTPS offered 2 large group program sessions with REAL Equine Horse Therapy which were met with great success.



BTPS screened all children registered in BTPS ECS programs using the Early Years Evaluation (EYE) Teacher Assessment to assist teachers in putting appropriate programming in place for each student. This screening tool provides valuable

information to parents regarding their child's development with respect to five key areas of a child's development. The tool also provides data through a classroom profile for the teacher which informs their practice and allows them to adjust their lesson planning to suit the needs of the current classroom.

BTPS utilized the Early Learning Lead Teacher in 2017-18 as a speaker at the February Support Staff Learning Day where 2 sessions for Instructional Assistants were offered on the topic of Responsive Manner which explained techniques to increase the engagement of young children.

You can't spell  
**TEAM**  
without an EA.





### **Grades 1 – 12 Students:**

The Department of Inclusive Learning developed, coordinated and supported professional learning opportunities that addressed effective teaching and learning in the inclusive education classroom, mental health and wellness, response to intervention awareness, specialized instructional educational strategies, positive behavioral supports, Level B and C assessments, assistive technology, and learning coach awareness. The Department of Inclusive Learning continued to work on the transition from inclusive learning lead teacher, to inclusive learning “coach” model within all schools.

With the full support of the Board of Trustees, the implementation of the Learning Support Team continued to develop and increase the instructional learning capacity of BTPS teachers. The seventh year of this program was funded by Alberta Education Inclusive Education funding dollars.

### **Learning Support Team (2017/2018):**

Learning Support Team (LST) is a comprehensive support service offered to schools that aligns with the philosophy and priorities of BTPS, Alberta Education’s *Action on Inclusion*, and feedback from staff, parents, students, and specialized service providers. The intent of the LST team is to provide each BTPS school with specialized support and expertise on a regular and predictable schedule, with the primary goal of building the instructional capacity of staff in working with students in inclusive classroom environments.

### **LST Project Goals:**

- To build BTPS staff instructional capacity with regard to inclusive education.
- To assist and support school staff in determining and implementing optimal educational programming that maximizes student learning within BTPS for all students.
- To develop meaningful collaborative relationships within student learning teams.

### **LST Outcomes:**

Increased depth and breadth of effective teacher practice:

- in contributing to the vision of an inclusive education system.
- in changing the delivery of supports and services to a collaborative method that supports an inclusive education system.
- in increasing teacher capacity and effectiveness with regard to inclusive education, using the BTPS Teacher Effectiveness Framework as a guide.
- in developing a continuum of supports and services that is necessary for the success of all students.

### **LST Seventh Year Survey Results:**

Results from the LST survey were positive with regard to increasing the effectiveness of teacher practice in contributing to the vision of an inclusive education system, changing the delivery of supports and services to a collaborative model and in providing a continuum of supports and services for all students. Teachers' understanding and utilization of the LST continues to increase inclusive pedagogy in classrooms. The questions being asked by BTPS staff of the LST, are showing more depth and breadth of inclusive understanding and application. BTPS strongly supports the Learning Support Team model and it will continue in the 2018/2019 school year.

### **2017/2018 Mental Health Professional Program Pilot**

BTPS introduced the addition of the Mental Health Professional (MHP) Program to our BTPS Inclusive Learning Support Services Continuum. The MHP program is funded by the Classroom Improvement Fund (CIF) grant. This pilot program has come about as a direct response to BTPS staff requests received via the CIF application process. These requests indicated a need for increased capacity building and service provision to improve the mental health and wellness of students and their families with specific needs within our division.

The role of the Mental Health Professional (MHP) program will be mobile, multi-faceted, and dynamic to assist in meeting the mental health/wellness needs and mental illness needs of the students within BTPS. Under the administrative supervision and coordination of Crystal Tower (Director of Inclusive Learning) and the clinical supervision of Christy Hunt, Psychologist, the MHP program will be available to all schools in BTPS. The three MHPs hired to this program and assigned to specific schools across the jurisdiction include: Robyn Anderson, Leah Beech, and Colleen Pilkey. These MHP team members will provide in-depth, longer-term counselling/therapeutic services to students with complex needs, including those with multiple diagnoses, specialist/multi-agency involvement, or a variety of other clinical and/or complex situations. The MHP team members will also be available to provide and facilitate a number of other services and supports, including: professional consultation to student multidisciplinary teams, student and/or staff group facilitation, school staff professional development, etc., with the approval of support service delivery from the Director of IL.

### **MHP Program Concept:**

We hope to provide each BTPS school with the support and expertise of a mobile mental health professional on a referral basis. The primary goal of this program is to improve child and youth overall psychosocial functioning by building individual and team capacity in and understanding of mental health and mental illness. These services will be delivered through counselling, therapy, individual and group facilitation, consultation, and agency liaison.

For ease and clarity, the terms psychosocial, mental health, mental illness, counselling and therapy are defined below, for the purposes of our MHP program:

*Psychosocial* refers to a holistic view of children in their environments and how individual thoughts, behaviours, and social factors interact.

*Mental health*, as defined by the World Health Organization, is “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to his or her community.”

*Mental illness* refers to alterations in thinking, mood, or behaviour associated with significant distress and impaired functioning in one or more areas such as school, work, social or family interactions or the ability to live independently.

*Counselling* refers to short-term interventions that focus on finding solutions to immediate concerns, building skills, and general functioning resulting in positive changes and empowerment of individuals and/or their family.

*Therapy* refers to longer-term interventions to examine the root causes of difficulties (behaviours, beliefs, feelings, relationship issues and/or sensations in the body) resulting in positive changes and empowerment of individuals and/or their family.

This team, under special approval of the Director of Inclusive Learning, will also be able to expand their scope of practice and assist teachers and student learning teams with professional development (PD), and group therapy and/or student program planning meetings (with parent/guardian(s) consent) to address the needs of the referred students within BTPS.

#### ***MHP Program Referral Process:***

This program uses a referral-based, as needed format. Referral to the program will be through consultation and screening with one of our other inclusive learning programs such as the Family School Liaison (FSL) program and Learning Support Team (LST) 2.0 program. Referral may also be in consultation with the BTPS Director of Inclusive Learning (IL) or BTPS MHP Clinical Lead.

#### **MHP Program Goals:**

- To provide in-depth and/or longer-term counselling/therapy to referred students with complex needs to improve their overall mental health functioning
- To develop meaningful collaborative relationships within the BTPS support services continuum and be fully embedded in these established programs, as well as external agencies and tri-ministerial partners
- To provide timely, seamless, and coordinated service delivery to meet the complex needs of our students and/or their families





### **MHP Program Outcomes:**

- Demonstrable and measurable positive change in symptoms, behavioural outcomes, and overall mental health functioning for students, observable by educational staff and parents. Both qualitative and quantitative measurements will be used to document this change
- A coordinated support services continuum of internal and external mental health supports and services that are necessary for the success of all referred students
- Enhanced delivery of supports and services to the student population with identified mental health needs

### **Violence - Threat Risk Assessment (V-TRA):**

BTPS continues to support (V-TRA) Level One and Two training in collaboration with Kevin Cameron from the Canadian Centre for Threat Assessment and Crisis Response (CCTATR). Senior Administrators, Central Office Directors, Principals, Assistant Principals, Family School Liaison (FSL) workers, and other interested partners participated in such training sessions. V-TRA summary training presentations were completed by the BTPS FSL team with all BTPS Principals, designated school staff, and some community agency members. BTPS V-TRA protocol mandates that the school principal and at least one other staff member from each school be trained in current V-TRA theory and assessment procedures. Each BTPS school was required to submit a V-TRA action plan and team member list, indicating trained members to the Department of Inclusive Learning by the end of September. Violence-Threat Risk Assessment awareness and training supports timely and appropriate responses to potential dangers in the school community.

### **Crisis Triage and Crisis Response:**

Family School Liaison workers continue to assist principals in crisis triage which supports timely and appropriate responses to students at risk of hurting themselves. BTPS has a Jurisdiction Crisis Response Team which is deployed to school sites to assist BTPS staff and students when an unexpected tragedy occurs. Critical Incident Stress Management (CISM) awareness and training supports timely and appropriate responses to school community traumas. Two Crisis Response Team Leads, BTPS Family School Liaison Workers, and 16 BTPS staff (all trained in CISM) comprise the BTPS Crisis Response team.

BTPS has at least one staff member at every school site trained in Mental Health First Aid.

### **English Language Learners (ELL):**

All ELL funding was assigned to the site budgets of schools serving eligible students. In most cases, professional learning for staff was accessed. The intent of this professional learning was to create an awareness of student diversity and increase the skill level of staff in order to provide interventions to expedite access to regular programming and integration in the school and community environment.

In the 2017/2018 school year:

- 23 students were ELL 301 Funded from ECS to Grade 12.
- 182 students were ELL 303 Funded from ECS to Grade 12.

The ELL Program for 2017/2018 created and encouraged the development of resources, professional learning, and staff awareness of differing cultural perspectives which enhanced and created a more positive learning environment for all students. Some of the supports included: Family School Liaison supports and programming, anti-bullying initiatives, cross-school site field trips, conferences, and Alberta Education information sessions. Most of the students funded as ELL were coded as Canadian Born - English Language Learner students, primarily residents of the seven Hutterian colonies within BTPS.

### **Eastern Edge Regional Collaborative Service Delivery Model (EE RCSD):**

The goal of the EE RCSD model is to ensure that children and youth have the right supports and services in the right place at the right time, by the most appropriate person. The work began with the merging of three existing program areas - Student Health, Children and Youth with Complex Needs, and Regional Educational Consulting Services. BTPS continues to be a proud partner and participant in the development, creation, and implementation of this model as it ensures the diverse learning needs of all students are efficiently and effectively being met. The EE RCSD supports and provides funding for EE RCSD Enhanced Supports, the EE RCSD Low Incidence Team, and the BTPS/ECACS Family School Liaison Program, as well as a number of local needs that are identified by the Wainwright/Vermilion Local Advisory Group.

### **Family School Liaison (FSL) Program:**

BTPS continued to provide Family School Liaison Program (FSL) during 2017 - 2018 school year. The FSL program is funded through Eastern Edge Regional Collaborative Service Delivery (EE RCSD), and overseen/ administered by BTPS. The FSL program is a student and family-centered, short term counseling program that is designed to assist students in being successful in school. Services require consent from the guardian and goals are set by the guardian and student. All services are confidential.

Through EE RCSD funding, County of Vermilion River funding, and school site budgets, the BTPS/East Central Alberta Catholic Schools (ECACS) partnership supported the Family School Liaison Worker program.

ECACS Principal-at-Large/Special Education and the BTPS Director of Inclusive Learning shared the position of Program Coordinator and provided personnel and program supervision. The program also employed an FSL worker who provided part-time office clerical support. This team provided services to all schools in BTPS and three schools in ECACS.

## Mental Health Capacity Building projects:

Wainwright on Wellness (WOW), and Vermilion is Being Empowered (VIBE), are Mental Health Capacity Building projects funded by Alberta Health and Wellness and in partnership with Alberta Education. WOW supports students, families and communities with their mental health and wellness through early intervention and support programming and services, prevention and promotion activities, and capacity building opportunities. WOW staffing includes a project coordinator, wellness facilitators in each school and various community partners and volunteers. VIBE provides mental health promotion and prevention programs that work toward increasing student's social and emotional well-being and academic success. VIBE promotes healthy living and works towards reducing the stigma of mental health disorders.



### *Technology Services - Innovation in the Classroom*

Technology Services help create success for all students by supporting learning for both students and staff. Facilitating the infusion of technology into curriculum and instruction is the ultimate goal of this



department. The BTPS Innovation Coaches travelled many kilometers visiting and working with staff and in classrooms across the district to support the goals and outcomes of the BTPS Three Year Education Plan. The Innovation Coaches provided school based professional development, met with small groups of BTPS staff and provided one on one sessions with BTPS staff members that needed any assistance with technology and or coaching. Some of the highlights for Technology Services are indicated below:

Students are self-regulated learners who are actively involved in their own assessment:

- We continued to expanded the use of Hapara Teacher Dashboard and Workspace as a learning management system which allowed teachers and students to make learning more visible and easily accessible.
- The Technology department expanded network capacity to accommodate over 3000 supported wireless devices and 600 wired devices in operation, plus personal devices.



Students are engaged in authentic, inquiry-based classroom learning that is cross-disciplinary in nature:

- Programming, coding and robotics were continued. Technology Services offered projects with cooperating teachers to use various technologies to help engage students in their courses and make authentic products that brought curriculum to life.
- A BTPS Youtube channel was supplied for staff and students to showcase and celebrate BTPS student projects.
- Innovation Coaches helped create educational videos that celebrated the achievements in BTPS.

Learning is universally accessible for all students:

- Continued support for assistive technology such as Read and Write Google.
- Digital copies of all approved Alberta Education textbooks Grades 4 to 12 provided for students to sign out digitally through Google Forms. These digital copies are optimized to work with Read and Write Google.

Equitable access to support services and programming is optimized for all students regardless of location:

- Provided Lakeland College with an extensive video conferencing network to offer dual credit courses to BTPS students.



## *Summary of Accomplishments*

In February, 2017, the Board was approved for a new school build in the community of Irma. The pre-established partnership between the Board and the community was instrumental in the government's approval of this project.

The Board engaged parents in conversations about the BTPS mission, including parent perspectives on what the mission statement means and how it impacts students.

Tom Hierck continued to facilitate learning at both the jurisdictional and school level to deepen and connect our work to our mission.

Buffalo Trail Public Schools continue to have a strong voice with regards to rural education issues: BTPS led the 2018 Alberta Rural Education Symposium (ARES) planning committee and the Board continues to have a strong voice in the Rural Caucus of Alberta School Boards (RCASB).

BTPS sponsored fifteen student representatives to attend the spring session of the Public School Boards Association of Alberta, Student Voice conference with Minister Eggen.

In 2017, the BTPS Superintendent's 7th Annual Public Speaking Competition took place at JR Robson school in Vermilion, and included 25 students from across BTPS. These 25 represented the finalists from over 1000 school level participants. Technology Services once again live casted and recorded the entire competition, with improved transmission quality.



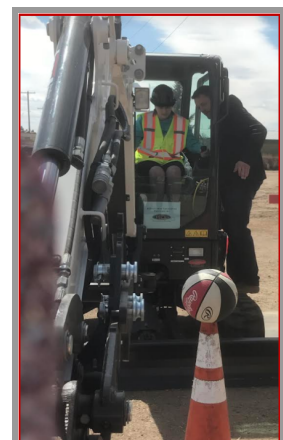
In the 2017/2018 school year, 126 students attended a Lakeland College partnership course, with all 126 students successfully completing their course.

The Board of Trustees provided transportation for 265, Grade 10 students from all BTPS schools to attend the eighth "Try a Trade" exposition in Lloydminster.

There were 21, self identified First Nations, Métis and Inuit Grade 12 students within BTPS during the 2017/2018 school year. Of these 21 students, 81% graduated with a high school diploma, and three who did not achieve a diploma are continuing with a fourth year of high school and are on track to graduate in 2018/19.



With the support of the Board of Trustees, all students and staff continued to build their foundational knowledge relating to First Nations, Métis and Inuit education in support of reconciliation. This included a learning day at with residential school survivors at Blue Quills Residential school attended by principals, Board members and central services staff.



A new, more collaborative model of sharing evidence of learning was piloted. Framed by Timperley's work in Knowledge Building Cycles, school teams (principals and peer instructional coaches) from

schools of similar configurations, senior leadership and central services learning services team members, met together to share evidence of student learning and staff/ system growth.

BTPS, through Family Oriented Programming (FOP, offered 2 large group program sessions with REAL Equine Horse Therapy which were met with great success and we are now considering the possibility of expanding this opportunity to other student populations in our jurisdiction.

BTPS introduced the addition of the Mental Health Professional (MHP) Program to our BTPS Inclusive Learning Support Services Continuum. The MHP program is funded by the Classroom Improvement Fund (CIF) grant. Data collection is still in the early stages, however, early information suggests that the MHP program is meeting the needs of 22%-30% of the student population that had not been able to access services/supports prior.

BTPS completed their two year commitment to the Wellness Fund grant. This commitment assisted in the actualization of BTPS Health and Wellness Policy 204BP and corresponding Admin. Procedures, as well as assisted in the establishment of Health Champions and Health Action plans at each school.

BTPS service/support teams (FSL, MHP, LST, Wellness Fund, and MHCB) together with teachers and Administrators participated in a joint professional development day at Blue Quills (former residential school). The day was designed to assist us in learning the truth about residential schools and deepening our collective understanding about trauma informed practice. Planning for another joint professional development session in regards to “Restorative Justice” is underway.





### *Outcome One: Alberta's students are successful*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.3	75.8	79.0	78.7	76.9	79	Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.7	17.8	18.4	19.3	18.1	19	Intermediate	Maintained	Acceptable			

#### **Strategies:**

- Accelerate the effective use of technology to enhance students' opportunities for ongoing feedback from a variety of sources.
- Implement assessment practices that are balanced, that involve students in their own assessment and that move learning and teaching forward.
- Continue to develop innovative learning spaces including Learning Commons and Makerspaces.
- Build expertise of professional staff and support staff in creating universally accessible learning environments.
- Work with school leaders and teachers to build a common understanding of, and to employ literacy and numeracy, across all disciplines.
- Ensure a school calendar that maximizes student learning and supports the continued development of highly effective teachers.

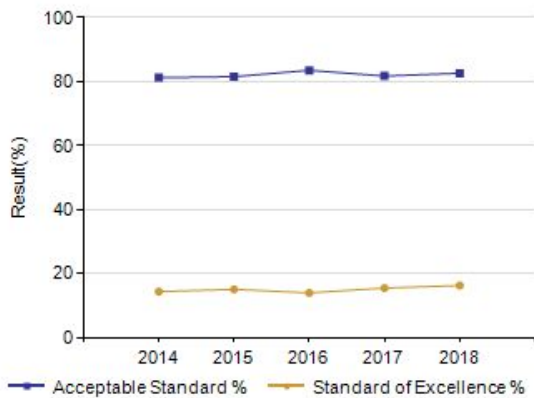
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.2	81.5	83.5	81.7	82.6	84	Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	14.3	15.0	13.9	15.4	16.2	16	Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	83.6	85.2	89.1	91.7	86.4	90	Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.3	2.2	1.8	0.5	1.1	0.5	Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	65.6	65.7	67.6	59.4	63.5	67	High	Maintained	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	62.6	66.5	70.8	72	n/a	Improved	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	55.8	56.0	55.3	54.6	52.6	56	Intermediate	Maintained	Acceptable			



## Outcome One: Alberta's students are successful (continued)

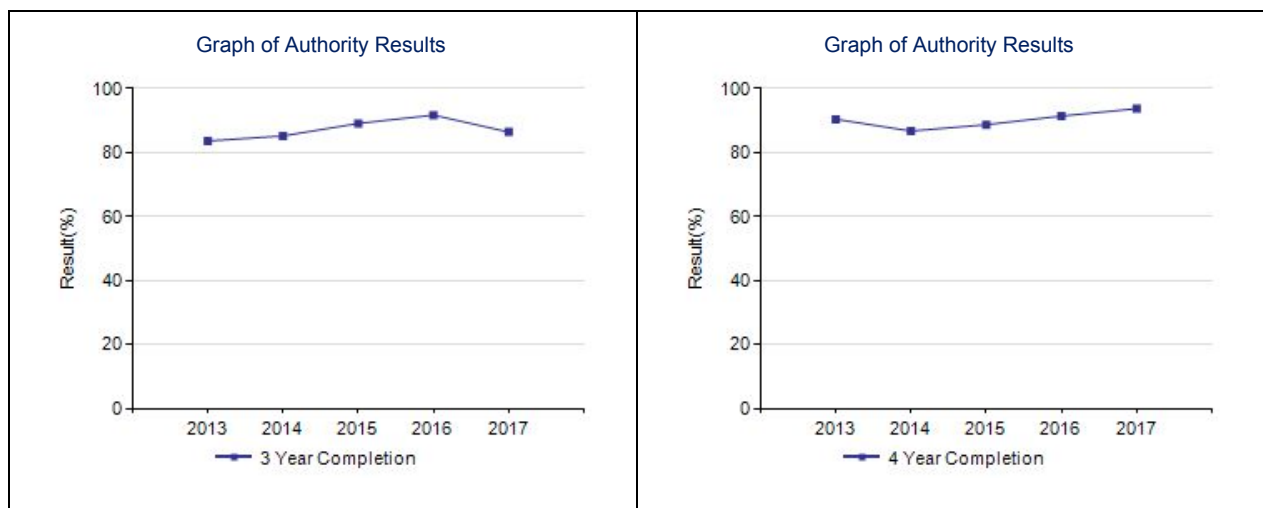
Graph of Diploma Examination Results – Overall

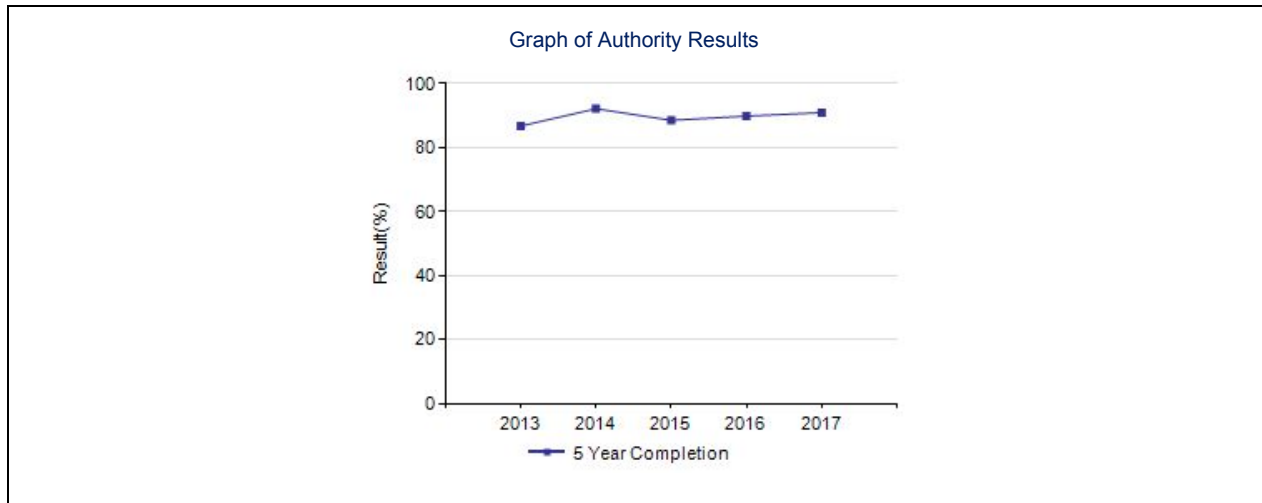


## High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	83.6	85.2	89.1	91.7	86.4	75.3	76.5	76.5	78.0	78.0
4 Year Completion	90.4	86.7	88.7	91.4	93.7	79.6	79.9	81.0	81.2	82.6
5 Year Completion	86.7	92.1	88.5	89.8	90.9	81.5	82.0	82.1	83.2	83.4





## Strategies

- Enhance student opportunities for self-directed learning through technology, online learning and digital learning.
- Seek new community partnerships to enhance career exploration opportunities for students.
- Support flexibility for high school students through access to multi-school programming options.
- Conduct an in-depth analysis of the implications of district wide implementation of High School Redesign.
- Support system level teacher collaboration based on areas of need as identified by provincial achievement results.
- Continue to offer first period apprenticeship/dual credit programs, CTS courses and academic focused dual credit courses in cooperation with Lakeland College. Explore the creation of new dual credit courses with neighboring school boards and industry partners.
- Build staff awareness and understanding of emerging fields of study such as coding, robotics and design thinking.

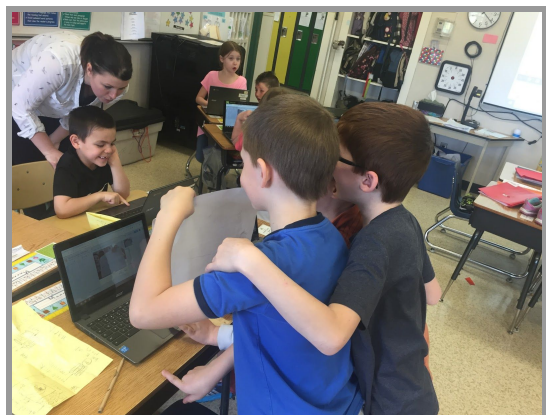


## Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.1	78.9	83.8	83.9	82.2	84	Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	77.9	76.8	82.8	81.5	80.7	83	High	Maintained	Good			

## Strategies

- Expand opportunities for students to have a voice and take an active role in their learning.
- Enhance digital citizenship skills through targeted support from an educational technologist.
- Engage parents and community members in support of deepening and connecting classroom learning to "real life" contexts.



LEARNING  
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***Outcome Two: The systemic achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated***

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	88.8	67.9	79.9	75.0	59.5	65	Very Low	Declined	Concern			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.8	6.9	9.2	10.0	6.8	8	Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	67.4	87.3	76.8	75.9	76.0	78	Low	Maintained	Issue			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	11.6	7.3	14.6	13.9	24.0	26	Very High	Improved	Excellent			

**Comment on Results:** Buffalo Trail had 43 self-identified First Nations, Métis and Inuit students enrolled in Grades 6 and 9 during the 2017/2018 school year. Based on Provincial Achievement Test Results, our jurisdiction exceeded the provincial average at the Acceptable standard by 23% and the Standard of Excellence by 3.3%. That being said, the standard of excellence continues to be an area of growth.

Buffalo Trail had 21 self-identified First Nations, Métis and Inuit students enrolled in Grade 12 during the 2017/2018 school year. Based on Diploma Examination results for the 2017/2018 school year, Buffalo Trail exceeded the provincial average at the Standard of Excellence by 3.2%. Increasing the number of First Nations, Métis and Inuit students achieving the Acceptable Standard on diploma exams, and the Diploma Exam Participation rate (4+ exams) are areas of growth.

**Strategies:** Implement the BTPS First Nations, Métis, and Inuit Strategic Plan to:

- Maintain increased levels of jurisdictional level staff to build the capacity of teachers to infuse First Nations, Métis and Inuit perspectives into teaching and learning.
- Continue to provide job embedded support to increase teacher comfort (ie. Classroom coaching, school based PL days, ATA local PD day).
- Support year two First Nations, Métis and Inuit focus group teachers in moving towards reconcili“action” work, while creating an additional year one cohort opportunity for new teachers to develop foundational understandings.
- Continue to share self-identifying student data with schools in order to better monitor progress and ensure that supports are in place to ensure student success.
- Support schools in building relationships with local First Nations communities to support access to authentic cultural teaching and learning for staff and students (ie. Traditional storytellers, Kokum visits to grade one classrooms, sister classrooms between federal system and provincial system schools).





- Foster a deep understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for all staff.

- Include FNMI capacity building sessions in support of reconciliation at monthly Administrator meetings, with Inclusive Learning teachers, Peer Instructional Coaches, Learning Commons Facilitators, Family School Liaison Workers, Mental Health staff, Central Services staff and Support staff.

- Build the capacity of the Board by providing FNMI updates and professional learning with regard to Truth and Reconciliation.



- Offer place based, experiential learning opportunities (ie. Pow Wows, Medicine Walks, Residential School tour and intergenerational trauma workshop).

- Collaborate with community organizations to support the work of reconciliation (ie. Lakeland College/BTPS partnership for reconciliation speaker series, FNMI sessions at support staff conference etc.).

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	68.9	35.2	100.0	94.4	64.7	70	Intermediate	Maintained	Acceptable			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.7	8.2	5.3	0.0	3.2	1	High	Maintained	Good			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	59.1	37.7	51.4	41.4	45.9	50	Low	Maintained	Issue			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	36.0	61.5	66.7	68	n/a	Improved	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	32.2	35.2	46.7	41.5	51.7	53	Intermediate	Maintained	Acceptable			

## Strategies

- Continue to provide the BTPS Learning Support Team and BTPS Inclusive Learning Teachers with an awareness of self-identified First Nations, Métis and Inuit students.

- Provide job embedded, experiential, foundational learning opportunities for the BTPS LST, FSLW, VIBE, WOW, and Mental Health Professionals focused primarily on the legacy of residential schools and historic trauma.

- Track parent/student exit survey data for those students self-identifying as First Nations, Métis and Inuit.

- Ensure that all self-identifying grade 12 students are aware of, and supported in, applying for grants, bursaries, and scholarships.

- Support the school Learning Commons as a vehicle for reconciliation (ie. Ensuring access to diverse, high quality First Nations, Métis and Inuit literature, cultural teaching spaces within LC, using the LC space as a community venue for conversations/activities in support of reconciliation).

- Continue to facilitate a locally contextualized Buffalo Trail Blanket Exercise to all school staffs, invite support staff, parents and parent council members, community members and local municipal members to participate with school staffs in this learning experience.

### Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	88.5	86.5	89.8	89.3	88.2	90	Very High	Maintained	Excellent			

### Strategies

- Continue coordination and implementation of the BTPS Learning Support Teams to support, increase and enhance teacher instructional capacity at designing universally accessible learning environments as well as targeted and specialized interventions.
- Redesign the BTPS Learning Support Teams to support, increase and enhance teacher instructional capacity at providing targeted and specialized interventions for students with mental illness and severe behavioral needs.
- Design optimal physical learning environments to maximize student success.
- Provide equitable access to support services.
- Strengthen community partnerships to better coordinate supports and services for students and families, especially in the areas of mental health and complex needs.
- Support VIBE (Vermilion is Being Energized) and WOW (Wainwright on Wellness) to prevent and build students' awareness of mental health issues.
- Support Health Champions in all schools who focus on the implementation of district-based Health and Wellness initiatives.
- Garner student, parent and community input as part of the development and implementation of a district Mental Health Strategic Plan.
- Pilot an Inclusive Education Supports Model in eleven schools to provide for increased effectiveness in programming for students with diverse learning needs.
- Monitor the impact of Alberta Education's pilot School Nutrition Program in Mannville school to assess the potential for wider jurisdictional implementation.
- Partner with Cornerstone Co-op in the Bags for Breakfast program to support environmental stewardship and school nutrition programs across BTPS.



### *Outcome Four: Alberta has excellent teachers, school and school authority leaders*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	72.9	70.8	74.9	73.7	71.1	74	Low	Declined	Issue			

### Strategies

- Continue to expand leaders' skills in creating collaborative, healthy school cultures through continued implementation of the work of Tom Hierck.
- Through a partnership with Galileo Educational Network, continue to support focused professional learning for administrators that strengthens their instructional leadership in the area of student intellectual engagement.
- Provide at least three non-instructional days per year within the existing calendar to engage in collaborative work from across the system, focused on designing intellectually engaging learning for students.
- Support instructional design that furthers discipline-based inquiry via Peer Instructional Coaches.
- Intentionally share and celebrate BTPS teacher practice that exemplifies intellectually engaging learning opportunities for students.
- Support student and staff use of current technology to amplify student learning through job embedded coaching with Educational Technologists.
- Strengthen evidence based, research informed, job-embedded professional learning.
- Evaluate probationary teachers through a collaborative process between school-based administrators and the Assistant Superintendent - Human Resources.
- Support a first year teacher induction and mentorship program in partnership with the local Alberta Teachers' Association.



### *Outcome Five: The education system is well governed and managed*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	79.2	76.7	80.6	81.7	81.8	82	Very High	Improved Significantly	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.2	78.3	80.1	78.9	78.7	80	High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.1	85.9	89.8	89.6	89.6	92	Very High	Improved	Excellent			

**Comment on Results:** A four year trend analysis of a local teacher survey measure indicates continued increases in teachers' perception that:

- They are aware of their site's local school improvement strategies,
- There are clear expectations in this regard
- Professional Learning is effectively addressing these improvement strategies

School leaders continue to focus on responding to the results on the Our School student survey to inform school initiatives and to ensure that students feel their voice is being heard.

#### **Strategies**

- Encourage teachers and families that leave BTPS to complete an exit survey and use this information to inform school-level planning.
- Promote school use of the notification system Alert Solutions to communicate with parents and students.
- 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 (in conjunction with School Council sessions).
- 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.
- Implement an automated substitute teacher program to streamline the booking process and positively impact workload.
- Continue collaborative conversations with jurisdiction staff and community partners to create an awareness and understanding around mental health wellness and illness with the understanding that it will be the first step in the five year BTPS Mental Health Strategy.
- Continue to lead the work of the Rural Caucus of Alberta School Boards, to accentuate the challenges experience by rural Alberta School Boards in the areas of transportation, plan operation and maintenance, and enrolment decline.
- Maintain a voice for BTPS via leadership in the Albert Rural Education Symposium.
- Continue the weekly use of the Superintendent's Memo and the BTPS Twitter account for disseminating information to staff and stakeholder groups.

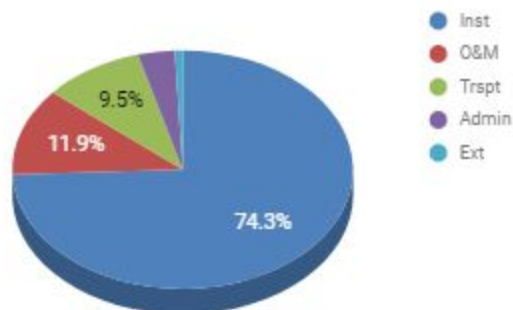


## *Summary of Financial Results Information from the 2017/2018*

Information from the 2017/2018 Audited Financial Statement

### 2017/2018

	<b>Actual Spending</b>	<b>Actual Spending per FTE Funded Student</b>	<b>% of Total</b>
Instruction (ECS - Grade 12)	\$42,742,012	10,750.00	74.33%
Operations & Maintenance	\$6,829,017	1,717.56	11.88%
Transportation of Students	\$5,490,826	1,596.17	9.55%
Board & System			
Administration	\$2,013,721	492.53	3.50%
External Services	\$426,302	513.00	0.74%
<b>TOTAL EXPENDITURES</b>	<b>\$57,501,878</b>	<b>\$15,069</b>	<b>100.00%</b>



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.ca](mailto:bob.brown@btps.ca). Specific details regarding school generated funds and their uses can be obtained directly from the school principal at all BTPS schools.

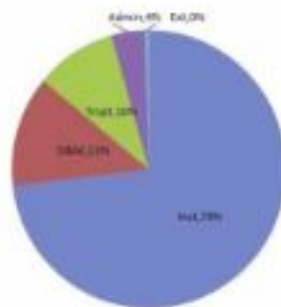
For more information on the BTPS 2017-2018 Jurisdiction Budget, [click here](#).

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

## BUDGET 2018-2019

### FALL UPDATE

	2018/2019 Budget Expenditures	Budget Spending per FTE Funded Student	% of Total
Instruction (ECS - Grade 12)	\$42,417,573	10,668	73.13%
Operations & Maintenance	\$7,485,270	1,883	12.91%
Transportation of Students	\$5,539,470	1,610	9.55%
Board & System Administration	\$2,289,707	560	3.95%
External Services	\$270,000	325	0.47%
<b>TOTAL EXPENDITURES</b>	<b>\$58,002,020</b>	<b>\$15,046</b>	<b>100.00%</b>



## *Budget Summary*

	<i><b>Year Ended 2018</b></i>	<i><b>Year Ended 2017</b></i>	<i><b>Year Ended 2016</b></i>
Statement of Financial Position			
As at August 31st of School Year			
Financial Assets	\$8,052,213	\$6,630,693	\$8,391,161
Total Liabilities	\$47,736,358	\$43,613,395	\$44,004,609
Net Financial Assets	(\$39,684,145)	-\$36,982,702	-\$35,613,448
Non Financial Assets	\$44,212,457	\$41,586,192	\$40,714,038
Accumulated surplus	\$4,528,308	\$4,603,484	\$5,100,590
Statement of Revenues and Expenses for the Year Ended			
Net Surplus from Operations	(\$132,448)	-\$511,985	-\$155,247
Net Surplus School Generated Funds	\$57,340	\$14,880	\$4,348
Cash & Temporary Investment, Net of Bank Indebtedness	\$6,193,468	\$4,160,108	\$6,674,134
Statement of Capital Allocations			
Unexpended Deferred Capital Revenue-ALBERTA EDUCATION	\$532,426	\$918,737	\$577,347
Unexpended Deferred Capital Revenue	\$1,557,799	\$1,009,410	\$607,635
Net Assets			
Investment in Tangible Capital Assets	\$2,499,712	\$2,592,132	\$2,582,179
Unrestricted Net Assets	\$495,952	\$381,804	\$742,639
Operating Reserves	\$1,384,918	\$1,371,692	\$1,370,232
Capital Reserves	\$147,726	\$257,856	\$405,539
	\$4,528,308	\$4,603,484	\$5,100,589

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

## *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 2018/19 school year has been formulated by the Board of Trustees in consultation with Laurel Udell, 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 2018/19 Buffalo Trail Capital Plan Submission can be found on our website [here](#).

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

- Construction of a new K - 6 school (4,500 m<sup>2</sup>).
- Demolition of the existing K - 6 school (50, 56, 57, 61, and 84 sections) (5,630 m<sup>2</sup>) due to health and safety issues, as well as school functionality.

#### **2) JR Robson (\$14,158,611)**

- Modernization of the 1970 section.

#### **3) Blackfoot Elementary School (\$10,584,252)**

- The construction of a new K – 8, 250 capacity, school in Blackfoot with the grade configuration of the existing 1 – 6 school in Kitscoty Elementary School changing to 1 – 8 and the 7 – 12 Kitscoty Jr/Sr High School changing to a 9 – 12 school.





## INFRASTRUCTURE MAINTENANCE AND RENEWAL UPDATE

During the 2017/18 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.

The Facilities Department has completed the upgrade to the schools' phone systems, the first step in a division wide communications upgrade. The Facilities Department converted the existing library at Kitscoty High School into a Learning Commons. Reroofing projects were carried out at Kitscoty Elementary, Kitscoty High School, and Marwayne. Energy management upgrades were completed at the schools in Dewberry, Hughenden, Mannville, and Provost. Both JR Robson and Kitscoty High School received flooring upgrades. In addition, site upgrades occurred at a number of our schools. 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 School Three Year Education Plans and Annual Education Results 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 Three Year Education Plan/Annual 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 regarding the availability of the combined Three Year Education Plan/Annual Education Results Report. All school websites can be accessed via the jurisdictional web site at [www.btps.ca](http://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 Power School, will further serve 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 “Ask the Superintendent” on the BTPS website.

In the fall of 2016, the Board purchased memberships for all BTPS School Councils in the Alberta School Councils’ Association (ASCA). Throughout the school year the Board hosted four sessions for School Councils. These sessions provided parents with the opportunity to informally engage the board members in conversations around issues and share information about the work underway in BTPS. 90 minute learning sessions were conducted by the ASCA on current topics involving the effective school council involvement to support student learning. The final 30 minutes of these sessions were a focused facilitated conversation on the BTPS Mission. Parents provided feedback to trustees in attendance and into a collective feedback document on the three components of the mission. The Board gained valuable insight into the interpretation and impact of the mission from a parent perspective. The opportunity to engage was

appreciated by all and plans are underway to conduct similar events in the 2018-2019 school year.





### ***Whistleblower Protection***

There were no whistleblower reports during the 2017/2018 school year.