



Annual Education Report 2018-2019

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

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

Table of Contents

<u>Web Links and Senior Staff Contacts</u>	<u>2</u>
<u>Message from The Board Chair and Superintendent</u>	<u>3</u>
<u>Meet your Board of Trustees</u>	<u>4</u>
<u>Accountability Statement</u>	<u>5</u>
<u>Foundation Statement</u>	<u>6</u>
<u>2018-2019 Enrolment by Site</u>	<u>7</u>
<u>Jurisdictional Profile</u>	<u>8</u>
<u>Accountability Pillar Overall Summary</u>	<u>9</u>
<u>Accountability Pillar FNMI Summary</u>	<u>9</u>
<u>Transportation</u>	<u>10</u>
<u>Learning Services</u>	<u>14</u>
<u>Curriculum</u>	<u>14</u>
<u>First Nations, Métis and Inuit Education for Reconciliation</u>	<u>16</u>
<u>Inclusive Learning</u>	<u>18</u>
<u>Technology Services - Innovations in the Classroom</u>	<u>27</u>
<u>Summary of Accomplishments</u>	<u>29</u>
<u>Outcome One: Alberta's students are successful</u>	<u>31</u>
<u>Outcome Two: The systemic achievement gap between First Nation, Métis and Inuit students and all other students is eliminated</u>	<u>35</u>
<u>Outcome Three: Alberta's education system is inclusive</u>	<u>37</u>
<u>Outcome Four: Alberta has excellent teachers, school and school authority leaders</u>	<u>38</u>
<u>Outcome Five: Alberta's education system is well governed and managed</u>	<u>39</u>
<u>Summary of Financial Results</u>	<u>40</u>
<u>Budget Summary</u>	<u>42</u>
<u>Capital and Facilities Results</u>	<u>43</u>
<u>Parental Involvement</u>	<u>44</u>
<u>Whistleblower Protection</u>	<u>45</u>

Web Links

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

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

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


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

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

The 2018/2019 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 2019-2023 Four Year Education Plan and 2018/2019 Annual Education Results Report please contact:1

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Message from The Board Chair Lanie Parr and Superintendent Bob Allen

The Buffalo Trail Public Schools Four Year Education Plan for 2019-2023 and the Annual Education Results Report for 2018/2019 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 Four Year Education 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. 307 people worked with our Board to create a new four year education plan for BTPS.

During the 2018/2019 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 2018/2019 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 2018-2019 year was one filled with exciting events. The continuation of the Irma School build as a joint venture with the community was really exciting. 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



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



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



Sheldon Archibald
Trustee
Schools:
Irma & Holt Colony



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



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



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



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



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



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

Accountability Statement

The Annual Education Results Report for the 2018/2019 school year for Buffalo Trail Public Schools were 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.

Under the provisions of Alberta Education, our Annual Education Results Report has been separated from our Four Year Education Plan. The AERR provides insight into our performance for the 2018/2019 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 Annual Education Results Report for the 2018/2019 school year on December 18, 2019. The Four Year Education Plan for 2019-2024 on April 17, 2019.



Lanie Parr,
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.

2018/2019 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, 2018.

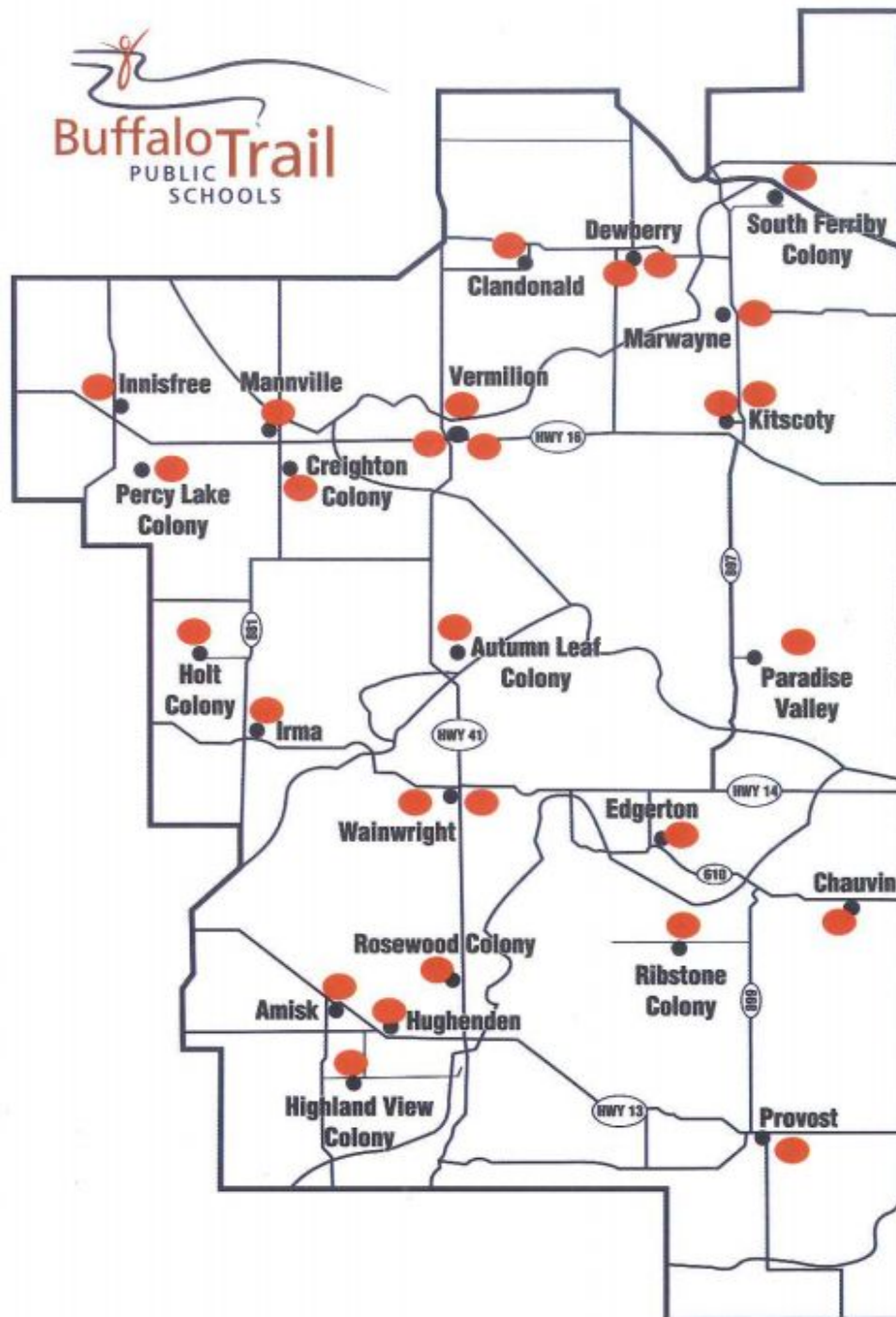
Schools	Grades	Enrolment	Staff (FTE)	PTR
Amisk	K - 3	77.5	4.6	16.8
Autumn Leaf Colony	K - 9	19	1	19.0
Clandonald	Gr 1 - 6	24	3	8.0
Creighton Colony	K - 9	45.5	1	45.5
Delnorte (Innisfree)	Gr 1 - 12	70	6	11.7
Dewberry	Gr 1 - 12	92	6.6	13.9
Dr. Folkins (Chauvin)	K - 12	101.5	9	11.3
E.H. Walter	K-12	199	13.2	15.1
Edgerton	K - 12	118	9.5	12.4
Highland View Colony	K - 9	8.5	1	8.5
Holt Colony	K - 9	10.5	1	10.5
Hughenden	Gr 4 - 12	146	9.9	14.7
Irma	K - 12	159	12.1	13.1
J.R. Robson (Vermilion)	Gr 7 - 12	300	16	18.8
Kitscoty Elementary	Gr 1 - 6	304	17.9	17.0
Kitscoty Jr/Sr High	Gr 7 - 12	245	13.8	17.8
Mannville	K - 12	199	14	14.2
Marwayne Jubilee	K - 12	278.5	15.5	18
Percy Lake Colony	K - 9	25	1	25
Provost	K - 12	329	19	17.3
Ribstone Colony	K - 9	24	1	24
Rosewood Colony	K - 9	9	1	9
South Ferriby Colony	K - 9	22.5	1	22.5
Students on Line	Gr 1-12	29	4.8	6
Vermilion Elementary	K - 6	269.5	16.4	16.4
Vermilion Outreach	Gr 10 - 12	29	2	14.5
Wainwright Elementary	K - 6	362	21	17.2
Wainwright Jr/Sr High School	Gr 7-12	369	19.5	18.9
Jurisdiction Totals		3865	241.8	16

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 2018/2019 school year Buffalo Trail Public Schools served 3769 (Grade 1-12 students) in 28 schools (8 of which are Hutterite Schools). The jurisdiction employed 241.8 (FTE) teachers/administrators and 230 non-teaching staff.



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	89.0	88.2	89.1	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	71.5	71.1	73.2	82.2	81.8	81.9	Low	Declined	Issue
	Education Quality	90.8	89.6	89.7	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	1.2	1.1	1.2	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	88.2	86.4	89.1	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.1	76.9	78.2	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	17.3	18.1	18.6	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	80.7	82.6	82.6	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	17.9	16.2	15.2	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	59.9	52.6	54.2	56.3	55.7	55.1	High	Improved	Good
	Rutherford Scholarship Eligibility Rate	71.6	70.8	66.6	64.8	63.4	62.2	High	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	64.0	63.5	63.5	59.0	58.7	58.7	High	Maintained	Good
	Work Preparation	83.5	80.7	81.7	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	83.8	82.2	83.3	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.4	78.7	79.2	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	81.6	81.8	81.4	81.0	80.3	81.0	Very High	Maintained	Excellent

Accountability Pillar FNMI 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	2.9	3.2	2.8	5.4	4.8	5.6	High	Maintained	Good
	High School Completion Rate (3 yr)	68.9	64.7	86.3	56.6	53.3	52.4	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	71.3	59.5	71.5	54.0	51.7	51.9	Intermediate	Maintained	Acceptable
	PAT: Excellence	9.1	6.8	8.6	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	80.6	76.0	76.3	77.2	77.1	76.7	Intermediate	Maintained	Acceptable
	Diploma: Excellence	16.1	24.0	17.5	11.4	11.0	10.6	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	45.9	51.7	46.6	24.6	24.4	22.3	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	44.4	66.7	54.7	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	71.5	45.9	46.3	34.2	33.0	32.8	Very High	Improved	Excellent
	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					
Students Transported					
BTPS has 45 individual contractors that provide bus service to 37 schools; 3179 students are transported daily on 99 routes.	Buffalo Trail	2366			
	East Central Catholic	597			
	Lloydminster Public	98			
	Lloydminster Catholic	70			
	Private ECS	48			
	TOTAL	3179			
Number of Contractors		45			
Number of Routes		99			
Schools Served		37			
(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		11			
Total Daily Kilometers Traveled			13955		
Average Route Distance (kilometers)			140.96		
Median Route Distance (kilometers)			144.33		
Shortest Ride Time (minutes)				1	
Longest Ride Time (minutes)				93	
Median Ride Time (minutes)				27	
Average Ride Time (minutes)				31	
Total Transportation Expenditure (18-19)					\$5,718,568.32
Expenditure Per Student (bussed)					\$1,801.94
Average Cost Per Passenger Per Day (178 days)	ECACSS had 183 days and LPSD/LCSD had 183 days				10.12

Transportation Services (continued)

The Transportation Department continues to work on maximizing transportation funding and making routes as efficient as possible while remaining within the 75 minute ride time limit the Board has established. For the 2018-2019 school year the Board started a double run for our camp buses. This was a cost savings as well as a support in student discipline as we now had older students riding with younger students instead of a bus full of energetic elementary students. The number of discipline issues on this bus route was reduced significantly. Having one less bus route also helped the bus contractor as he was able to keep a full time spare driver on staff to help fill medical leaves and vacation requests of his other drivers.

During the 2018-2019 school year the Board worked through the kinks and adjusted forms in their newly built Yard Service, Essential Private Property and Rural Bus Stop Assessment Administrative Procedures after a survey regarding yard service revealed that families did not want to lose the option to pay for door service in the rural areas. The Rural Bus Stop Assessment AP was built to determine what factors impact the safety of a bus stop when picking up and dropping off students. The goal was to have a quantitative way to demonstrate to bus drivers and parents why or why we could not stop at their gate and may or may not have to go into private property to turn around or pick up/drop off a student. The results of the rural bus stop assessment would determine the need to go into a yard and whether or not a fee would be levied for the service. Once the kinks were worked out and the bus drivers and contractors (work in progress) understood the system it made it easy to explain to parents why or why not, we would be going into the yard and why or why not, they had to pay. The Board was mindful that essential private property pick ups/drop offs and yard service increase ride times for students; therefore, having the rural bus stop assessment supports the reasons for the additional time in the name of safety.



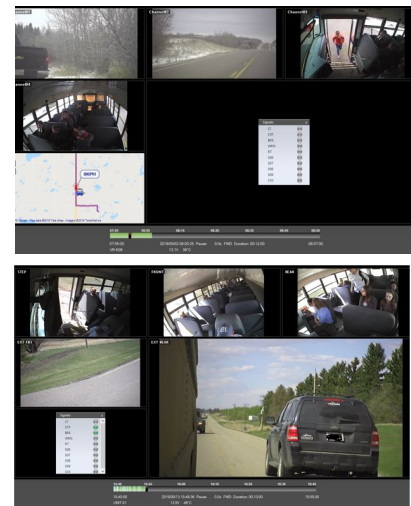
The Director of Transportation became a senior driving instructor and the Board became a licensed driving training school to ensure we could continue to train bus drivers locally for our school bus contractors. Although the Board strongly agrees with mandatory bus driver training, the MELT program when implemented will only add to our driver shortage issues. School bus drivers don't make enough money to spend \$4800 on training in a location 1.5 hours away for 53.5 hours. Our Board is currently subsidizing all formalized driver training by providing professional development funds and reduced MELT and S Endorsement training for our contract bus operators. The funds come out of the transportation budget which we tried to balance by reducing a position in the transportation department instead of having to cut bus runs and increase student ride times. We hired a casual transportation staff and contracted some of the bus driver training to help during busy times.

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. They take the time to explain the emergency exits, emergency equipment, and how to secure the bus and open the door in the event of an 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 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 the 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.



The Transportation Department continues to work closely with our Inclusive Learning Department to ensure that all students have a successful ride to and from school. If a student is not able to ride a regular school bus due to diverse learning, emotional, behavioral, social or physical needs we will find an alternate way to get them to school. We continue to improve our administrative procedure that sets students up for success on the bus and/or provides a transition plan to get them on the bus when they are not quite ready. We feel that it is important to keep bus drivers in the loop with information that will help them know their passengers and find positive ways to deal with their sometimes challenging behaviors. Arming bus drivers with information and knowledge about their students sets everyone up for success on the bus. At the end of the 2018-2019 school year our cooperative bussing partners started using our 701.23AP Transportation of Students with Diverse Learning and/or Physical Needs to ensure success for their students on our buses as well.

The Director of Transportation sits as the lead for the Student Transportation Association of Alberta's Strategic Planning #4 Committee which advocates for increased public education on student transportation. We continue to focus on educating the public on the dangers of going through the red flashing lights of a school bus while children are getting on and off the bus. A few years ago 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. The 2018-2019 school year was the first year students saw the driver's education program in their classroom. The first few classes to watch the video used their own lesson plan to guide the discussions. Buffalo Trail Public Schools student services department, Adelee Penner and Mabyn Grinde, helped build a universal lesson plan for all teachers across the province to use that would guide discussion in a format that supported the new curriculum. The initial response from teachers has been very positive. The Committee plans on asking for feedback in the 2019-2020 school year to ensure that students are learning from this project on how to be safer drivers.

Through her work on this Committee, the Director of Transportation, shared the BTPS idea to put "limited to 90 km/hr" stickers on the back of buses. 1100 stickers were purchased from a local Wainwright vendor and sent out to divisions across the province. 1100 buses across the province now have stickers like the one on the right that help motorists to understand that school buses can only do 90 km/hr and we are not holding up traffic on purpose. This sticker idea came from BTPS/Bison Bus (1985) Ltd. contract bus operator, Brandy Bandi, who came up with the idea after she was almost rear ended by a semi-trailer. She felt that it would help motorists following the bus understand that she could not go any faster than the law permitted. It has been a great safety feature.



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. Sitting on the STAA Executive allows her to gain first hand knowledge of transportation issues across the province so she can keep our Board informed. With the addition of the MELT program having the ear and knowledge of other trainers and divisions has been extremely beneficial for our board and contractors/drivers.



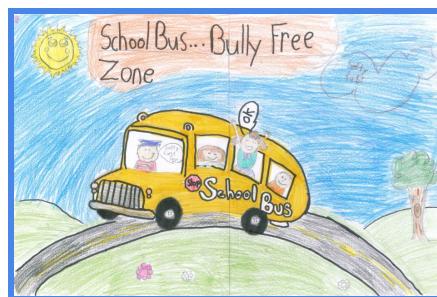
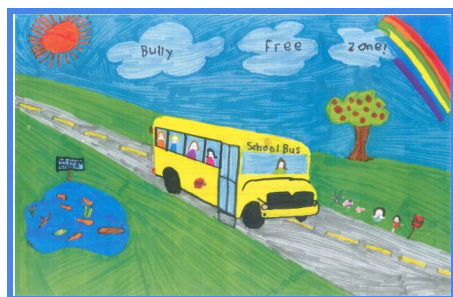
Student
Transportation
Association of
Alberta

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.



Transportation Services (continued)

BTPS once again encouraged teachers to have their K-6 students participate in the annual Alberta Student Transportation Advisory Council (ASTAC) School Bus Safety Week poster contest. Having students use art to learn about school bus safety makes learning fun. BTPS has a local contest and all entries are also sent to the provincial contest. We had a student from the Amisk School win at the provincial level and their poster was displayed at the ASTAC/STAA Transportation Convention for all to see. The winner was also awarded \$100 for their school and a framed picture of their poster.

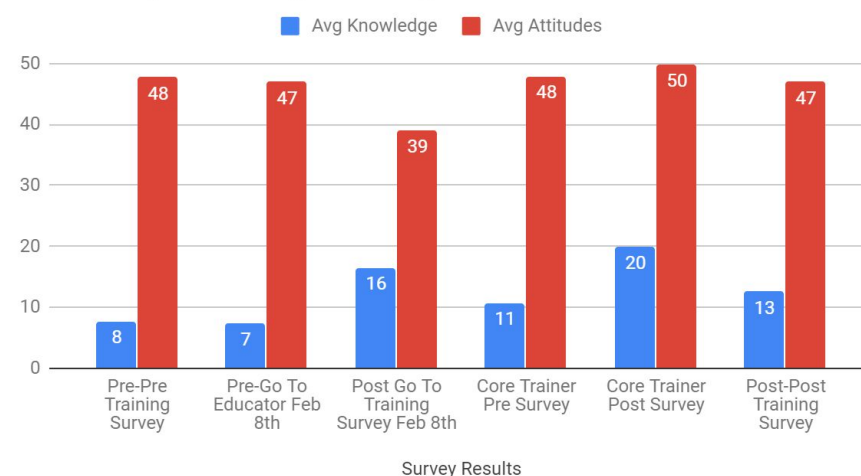


Learning Services

We worked to build our Mental Health Literacy throughout with our BTPS Board, Sr. Admin, Central Services Staff, school based Staff, bus drivers, students, parents and communities this year. We first worked to build the capacity of our leadership and inclusive learning department through core training of the Go To Mental Health Literacy program. We were thrilled that Andrew Baxter was able to come and work with our teams to provide this training.

On February 8th 2019 we invited all of our Board members and all of our BTPS Staff members to participate in a day of training with Andrew Baxter. It was wonderful to have all of our staff together learning the Go-To Educator language and protocols. Over 500 people came together to learn and consider how we care for our students and each other.

Overall Avg Knowledge and Avg Attitudes



We collected data strategically throughout the year to be able to learn if our strategy built capacity. We were excited to learn the impact of our work and look to continue to work with our staff and communities during this coming year.

On behalf of the BTPS Board we lead engagement sessions with staff, students, parents and community members to build a new Four Year Education Plan for Buffalo Trail Public Schools. We held three face to face engagement session that 107 different stakeholders attended to help us build our plan. We shared that draft plan online for feedback and revision and 164 stakeholders engaged with us to offer feedback and suggestions for consideration. In total 271 people helped our BTPS Board create a new Four Year Plan. The result is that we have created fourteen desired states to work towards in five overarching domains.

We look forward to operationalizing this new plan in the 2019-2020 school year.



Curriculum

In Curriculum Services we focused on supporting professional development to build capacity on the new quality standards, rolling our vision for “Optimal Learning Environments”, building capacity from K-12 on Conceptual Understanding to prepare for the new curriculum, and to honour our commitment to Truth and Reconciliation we continued to infuse the history of Canada more deeply into our program of studies.



Community partnerships and specialized course supports offer active, hands on learning, intellectual engagement and maximize 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 newer 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!)
- 7 students took part in unique, fully accredited dual credit trades programs in welding while 24 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 201 students participated in work experience, green certificate and Registered Apprenticeship Program (RAP) programming with 163 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.	
18/19 Inclusive Learning Revenue	\$2,487,978.00
18/19 Inclusive Learning Expenditures	\$4,345,214.00

Buffalo Trail Public Schools (BTPS) recognizes the need and responsibility to provide Inclusive Learning programs and services/supports to students with diverse learning needs and challenges. BTPS provides assistance and support to students in the most enabling, least restrictive, least intrusive inclusive learning environments possible, using all available resources. The collaboratively developed student programs are ongoing throughout a student's educational career with planning for appropriate transitions as needed throughout the various grade levels; school environments/locations; and including, into the adult community. Parental engagement and consultation in regards to determining and implementing appropriate programming (and transitions) for each child/student is strongly encouraged and supported. 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 a 0.5fte Early Learning Lead Teacher who oversees early childhood inclusive learning and intervention programming; and services/supports for children in mild/moderate and Program Unit Fund (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 Alberta Education early learning initiatives, keeping abreast of early learning research, and conveying early learning best practices to BTPS staff. The Early Learning Lead Teacher is also responsible for facilitating and engaging in ongoing conversations with community partners who serve our early learners and their families (community preschools, Parent Link, Early Years coalitions, Alberta Health Services, Children's Services, etc.). Lastly, the Early Learning Lead Teacher may complete other duties as assigned by the Director of Inclusive Learning including: the administration of level B assessments (ESL and academic), assistance with IPP/PBSP creation, implementation and support of inclusive learning pedagogy, professional development learning sessions, and etc.



Schools with early learning programming, in coordination with the Early Learning Lead Teacher, 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/school environment. 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 services/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 (and/or in small groups) between a consultant, child, and family member(s). In 2018-19, in addition to individual family sessions, BTPS offered 3 large group program sessions with REAL Equine Horse Therapy which were met with great success. The Early Learning Lead Teacher was also a speaker at the March ATA Convention where a sessions for teachers/principals was offered on the benefits of equine therapy for any age.

BTPS screened 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. This screening tool provides valuable information to teachers, and 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 classroom instruction to meet the needs of all students within the classroom environment.

Grades 1 – 12 Students:

The Department of Inclusive Learning developed, coordinated and supported professional learning opportunities that addressed effective teaching and learning in our inclusive learning classroom and school environments, in the areas of: individual program planning, 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 Inclusive Learning Support Team continued to develop and increase the instructional learning capacity of BTPS teachers. The eighth year of this program was funded by Alberta Education Inclusive Education Grant.

Inclusive Learning Support Team (2018/2019 - eighth year in service provision):

ILST Overview:

- A comprehensive service/support model offered to schools that aligns itself with the philosophy and priorities of Buffalo Trail Public Schools, Alberta Education priorities, and the feedback of BTPS staff, parents, students, and specialized service providers. We are hoping to provide each BTPS school with the support and expertise of a specialized team. The 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. This enables the ILST to work with all teachers/staff to meet the educational, social/emotional, and physical needs of all students within BTPS. Services provided by the ILST professionals aligns and supports the BTPS 2019-2023 Four Year Plan and its five primary domains of education: (1) student growth and achievement, (2) teaching and leading, (3) learning supports, (4) governance and (5) attending to local and societal context.

ILST Project Goals:

- to build BTPS teacher/staff instructional capacity in regards to inclusive learning and support optimal learning environments.
- to build BTPS Parent/Guardian capacity in regards to developing an awareness of the learning resources and services/supports available for students in the area of inclusive learning.
- 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 school- based, school- linked, and regional learning teams.



ILST Outcomes:

- To increase the breadth and depth of effective inclusive practice that demonstrates:
- the effectiveness of teacher practice in contributing to the vision of an inclusive learning system.
- an increase in Parental/Guardian awareness of the learning resources and services/supports available for students in the area of inclusive learning and optimal learning experiences.
- change in the delivery of supports and services to a collaborative method that supports an inclusive learning system and optimal learning environments.
- increased teacher capacity and effectiveness in regards to inclusive education, using the BTPS Effective Teaching and Learning Framework as a guide.
- a coordinated continuum of supports and services that are necessary for the success for all students.

Mental Health Professional Program (2018-2019 - second year of service provision):

MHP Program Overview:

BTPS continued with 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 program came 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 increased service provision to improve the mental health and wellness of students and their families with specific mental health needs within our division.

Who We Are:

- The three MHPs are: Robyn Anderson, Jamie Knight, and Leah Beech (September-December)/Colleen Pilkey.
- Administrative supervision and coordination provided by Crystal Tower, Director of Inclusive Learning, and the clinical supervision provided by Christy Hunt, R. Psych.
- MHP will be comprised of a team of Mental Health Professionals with a Psychology and/or Social Work background. These MHPs are certified/registered within their disciplines.
- MHPs will follow the Code of Ethics and Standards of Practice as outlined by their professional regulatory bodies (i.e. Alberta College of Social Workers and College of Alberta Psychologists)

What We Do:

- The MHP team members provide support to students with complex needs, including those with one or more mental health diagnoses, specialist/multi-agency involvement, or a variety of other clinical and/or complex situations.
- In-depth, longer-term intervention and supports, group facilitation, and consultation to improve child and youth overall functioning.
- The MHP program will be mobile and will serve all of the schools in BTPS as part of the BTPS Inclusive Learning Support Services Continuum in the division.
- Assess current (and ongoing) functioning, symptomatology, and needs/strengths, so as to identify appropriate internal and external referrals to outside agencies/doctors /services.
- To create a supportive and healthy environment for the referred student and their family, the MHP can, with signed consent and release of information, collaborate with the Mental Health Capacity Building (MHCB) team, the SEC team, ILST, school administration, teachers, and support staff.
- MHPs will assess, liaise with other professionals/family members if needed, and work with a student/group of students once referral is approved by the Director of IL and/or Clinical Supervisor, and consent for services is obtained.
- **The MHP support services do not/will not duplicate existing supports that are already being accessed and/or available in the community.**
- This team, under special approval of the Director of IL, may also assist teachers and student learning teams with professional development (PD).

- The MHP will provide assistance and support as required based on their roles and responsibilities to all school-aged students, regardless of exceptionality, and/or educational program, including, but not limited to PUF students, students with severe disabilities, and students requiring specialized services and supports.
- MHPs will complete session notes and maintain communication notes for each student on caseload, placing these in the MHP student confidential file. These files will be kept in a locked filing cabinet in each respective school. BTPS Student Record Policy and Administrative Procedures will be followed, in addition to each professional's Code of Ethics and Standards of Practice regarding client record maintenance.
- Will be required to be part of the Jurisdictional Crisis Response team and provide follow-up support to specific students/staff, as required.
- Will be part of the school Violence-Threat Risk Assessment (VTRA) team and provide follow-up support to specific students/staff as required.
- Work as part of the MHP/IL team collecting data on BTPS student mental health and wellness across the division to advocate and provide support for ongoing programming.
- MHPs will also carry out other duties and responsibilities, within their scope and practice, as indicated by the Director of Inclusive Learning and/or BTPS MHP Clinical Lead.

How Services Are Accessed:

The MHP Program is a referral-based support for students, with referrals coming to the school assigned MHP team member from our Social Emotional Coaches (SEC) program, on site school Inclusive Learning (IL) Teachers, the BTPS Inclusive Learning Support Team (ILST), School Administrators, Director of IL, and/or MHP Clinical Lead. Early Childhood Services (ECS), including Program Unit Funded (PUF) students, to Grade 12 students may be referred to the MHP program.

Written consent from all legal guardian(s) is required for a student to be on MHP caseload.

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. Collaborative relationships with external agencies and tri-ministerial partners will also be developed and maintained.
- To provide timely, seamless, and coordinated service delivery to meet the complex needs of our students and/or their families

MHP Program Outcomes:

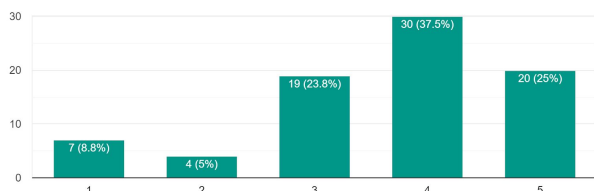
- Demonstrable and measurable positive change in symptoms, behavioural outcomes, and overall mental health functioning for students, observable by educational staff and parents. Both qualitative and quantitative measurements will be used to document this change.
- A coordinated support services continuum 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.



Mental Health Professional Program Second Year Survey Results:

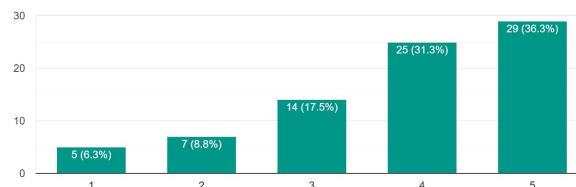
Our students with complex mental health needs are able to function better with the support of the MHP Program:

80 responses



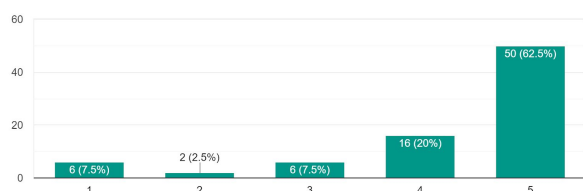
The MHP Program has been helpful in my school:

80 responses



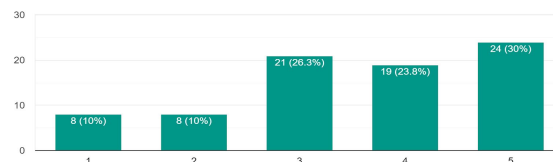
The MHP Program should continue after this year:

80 responses



Our staff are better able to support students with complex mental health needs with the assistance of the MHP in their school:

80 responses



In the feedback section of our 2019 survey we heard quite frequently that schools felt a heightened sense of efficacy as they were able to support students who would not have received services and overall folks noticed a difference in students being able to regulate their emotions. Based on feedback from our schools, our intake and treatment data we made the decision to keep the program for another year in our schools.

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 service/support. The work began with the merging of three existing program areas - Student Health Integrated Partnership, 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 and support the Family School Liaison Program (FSL) during 2018 - 2019 school year. The FSL program is a student and family-centered, short term counseling (skills and strategies) program that is designed to assist students in being successful at home and in school. Services require consent from the guardian and goals are set by the student, guardian, and designated FSL worker. All services are confidential. The FSL program also serves as an informed referral source that assists students and families in accessing other appropriate community resources and service/supports.

Through EE RCSD funding, County of Vermilion River funding, and school site budgets; the BTPS/East Central Catholic Schools partnership supported the Family School Liaison Worker program in both school jurisdictions. BTPS was the designated banker board for the program, and therefore program administration, supervision, human resources, technology, and inclusive learning support was primarily the responsibility of BTPS. ECCS 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 ECCS.

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, in partnership with Alberta Education, that are offered within BTPS. WOW supports students, families and communities with their mental health and wellness needs through early intervention 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.



Violence - Threat Risk Assessment (V-TRA):

BTPS continues to support (V-TRA) Level One and Two training in collaboration with Kevin Cameron from the North American Centre for Threat Assessment and Trauma Response (NACTATR). Senior Administrators, Central Office Directors, Principals, Assistant Principals, ILST members (OT and Ed. Behavioral consultants), Mental Health Professionals, 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/MHP 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:

Mental Health Professionals and 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. One Crisis Response Team Lead, BTPS Mental Health Professionals, BTPS Family School Liaison Workers, and approximately 16 BTPS staff (all trained in CISM) comprise the BTPS Crisis Response team.

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 2018/2019 school year:

- 20 students were ELL 301 Funded from ECS to Grade 12.
- 194 students were ELL 303 Funded from ECS to Grade 12.

The ELL Program for 2018/2019 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 eight Hutterian colonies within BTPS.

Technology Services - Innovation in the Classroom

The Learning Services Department worked with educators across Buffalo Trail Public Schools to create optimal learning environments in classrooms through the infusion of technology to maximize student learning and create a safe and caring environment supported by a highly effective team.

The BTPS Learning Services Department travelled many kilometers working with educators in classrooms across the district working toward the goals and outcomes indicated in the BTPS Three Year Education Plan. The Learning Services Department developed and lead school-based professional learning opportunities, collaborated with teachers in small groups and provided one-on-one individualized coaching support for teaching staff that requested assistance with co-creating innovative lessons, activities and projects. Some of the ways the Learning Services Department supported optimal learning as described by the BTPS Three Year Education Plan are described below:



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

- The Learning Services Department continued to support classroom teachers and principals in expanding the use of Hapara Teacher Dashboard and Workspace as a learning management system. This has allowed teachers to make learning more visible and more easily accessible for all learners. Use of the Hapara Suite supports teachers in designing learning that engages students in meaningful, productive struggle while allowing for differentiated, scaffolded instruction to meet the diverse needs of learners.
- The Learning Services Department introduced the Blended Learning instructional model challenging classroom teachers to consider the structure of their classrooms beyond the traditional method of teaching. Blended Learning allowed students with different learning styles to achieve higher levels of success through relevant, rigorous, and grade-appropriate content.



- The Learning Services Department introduced Seesaw as a way for students to reflect on and demonstrate their learning using multiple pathways. Through the use of Seesaw, many teachers were able to connect families to their classrooms thus promoting teacher-student-parent engagement. Furthermore, the use of Seesaw provided families with ongoing, relevant and timely communication regarding student learning progress and learner variability were understood, expected and welcomed.
- The Learning Services Department co-created WeVideo projects with classroom teachers to increase learner agency with opportunities for self-directed learning and peer feedback.

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

- The Learning Services Department continued to support classroom teachers in their use of programming and coding using a website called Tynker and circuit boards called MakeyMakeys. This work focused on developing students' individual strengths to promote risk-taking leading to academic, social and emotional growth.
- The Learning Services Department supported classroom teachers in the use of robotics such as Sphero, LEGO WeDo, Dash and Dot through STEM learning. These learning opportunities addressed cross-curricular competencies and served as a means of establishing an inclusive classroom community where all aspects of diversity



Learning is universally accessible for all students:

- The Learning Services Department continue to support classroom teachers and educational assistants in implementing the use of assistive technology to provide equitable access to learning for all students. Many of the Text Help tools such as Read&Write for Google Chrome, Equatio, and WriQ were used to support students in an inclusive learning environment. The Learning Services Department offered whole school, small group and one-on-one professional learning to build staff and student capacity in this area.



- BTPS teachers have access to digital copies of all approved Alberta Education textbooks for Grades 4 to 12. These digital copies are optimized
- to work with Read&Write for Google Chrome.
- BTPS staff and students have access to digital literacy resources from within Overdrive, such as Sora which allows educators to format and personalized resources to meet the diverse learning needs of all students.



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

The Board engaged staff, students, parents and community members to build a new four year plan.

Andrew Baxter worked with us to build our Mental Health Literacy.

Buffalo Trail Public Schools continue to have a strong voice with regards to rural education issues: BTPS participated in the 2019 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 fall session of the Public School Boards Association of Alberta, Student Voice conference with Minister Eggen.



In 2018, the BTPS Superintendent's 8th Annual Public Speaking Competition took place at JR Robson school in Vermilion, and included 27 students from across BTPS. These 27 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 2018/2019 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 272, Grade 10 students from all BTPS schools to attend the tenth "Try a Trade" exposition in Lloydminster.



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 3 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.



Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.8	79.0	78.7	76.9	76.1	78	Intermediate	Maintained	Acceptable	79	80	81
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.8	18.4	19.3	18.1	17.3	19	Intermediate	Maintained	Acceptable	20	21	22

Strategies:

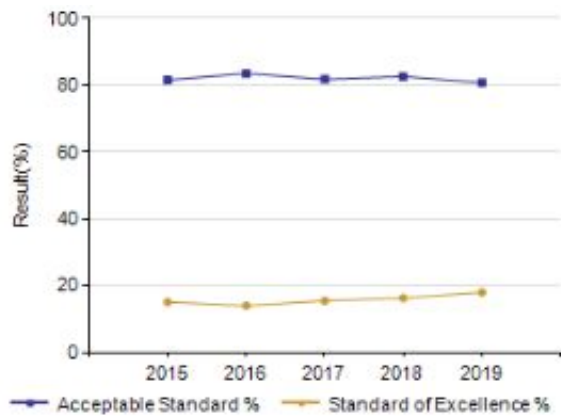
- Accelerate the effective use of technology to enhance students' opportunities for ongoing feedback from a variety of sources.
- Implement assessment practices that are balanced, that involve students in their own assessment and that move learning and teaching forward.
- Continue to develop innovative 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.5	83.5	81.7	82.6	80.7	82	Intermediate	Maintained	Acceptable	83	84	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.0	13.9	15.4	16.2	17.9	19	Intermediate	Maintained	Acceptable	20	20	20

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	85.2	89.1	91.7	86.4	88.2	90	Very High	Maintained	Excellent	91	92	93
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	56.0	55.3	54.6	52.6	59.9	60	High	Improved	Good	61	62	63
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.2	1.8	0.5	1.0	1.2	.5	Very High	Maintained	Excellent	.5	.5	.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	65.7	67.6	59.4	63.5	64.0	65	High	Maintained	Good	66	67	68
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	62.6	66.5	70.8	71.6	72	High	Improved	Good	73	74	75

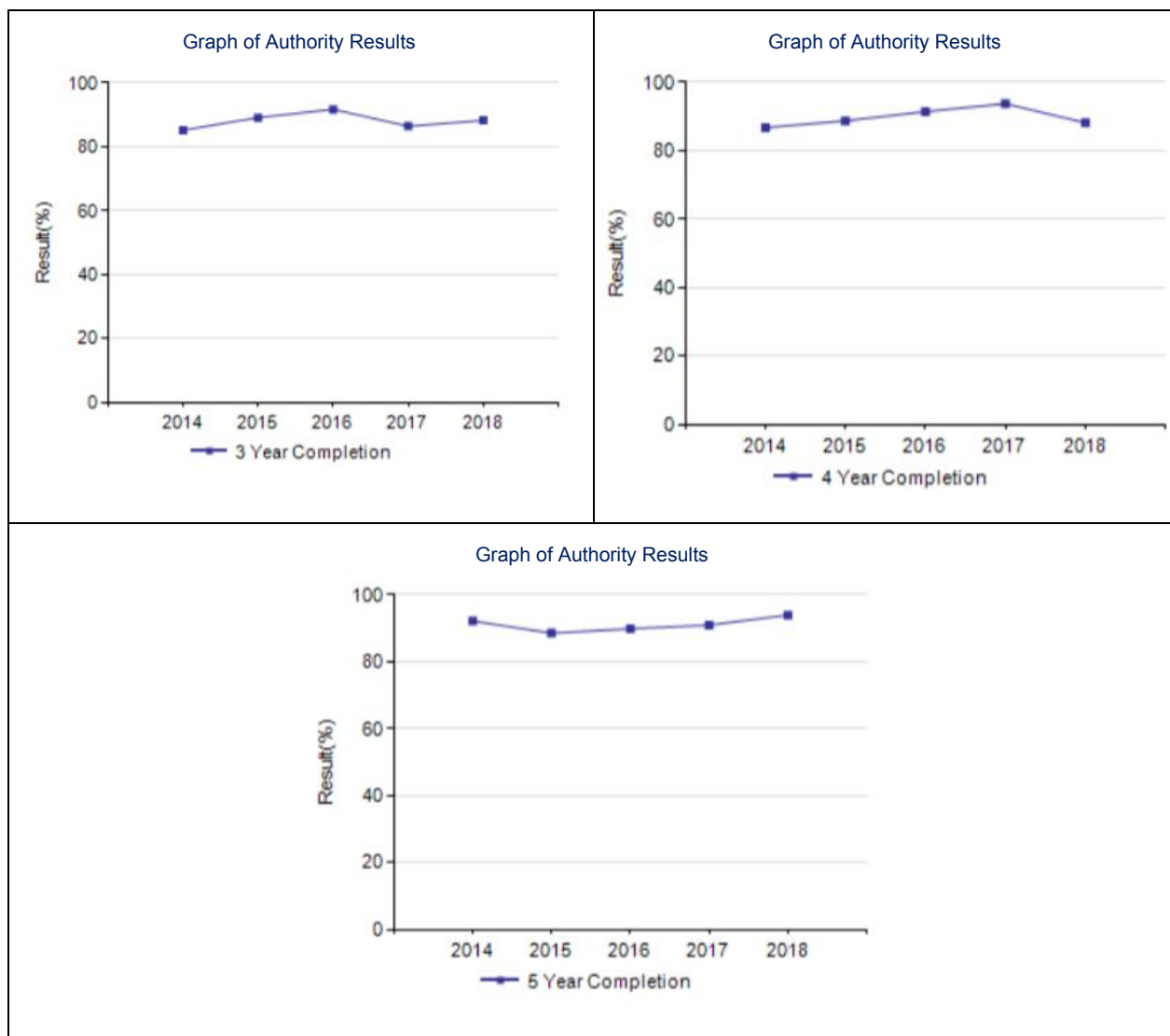
Graph of Diploma Examination Results – Overall



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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	85.2	89.1	91.7	86.4	88.2	76.5	76.5	78.0	78.0	79.1
4 Year Completion	86.7	88.7	91.4	93.7	88.1	79.9	81.0	81.2	82.6	82.7
5 Year Completion	92.1	88.5	89.8	90.9	93.9	82.0	82.1	83.2	83.4	84.8



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.
- 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 conceptual understanding.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.9	83.8	83.9	82.2	83.8	84	Very High	Maintained	Excellent	85	86	87

Strategies

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



**LEARNING
IS FUN**
WHEN YOU KNOW HOW!

Hapara

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	67.9	79.9	75.0	59.5	71.3	72	Intermediate	Maintained	Acceptable	73	74	75
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).	6.9	9.2	10.0	6.8	9.1	10	Very Low	Maintained	Concern	11	12	13
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	87.3	76.8	75.9	76.0	80.6	81	Intermediate	Maintained	Acceptable	82	83	84
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	7.3	14.6	13.9	24.0	16.1	17	Intermediate	Maintained	Acceptable	18	19	20

Comment on Results: Buffalo Trail had 63 self-identified First Nations, Métis and Inuit students enrolled in Grades 6 and 9 during the 2018/2019 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 24 self-identified First Nations, Métis and Inuit students enrolled in Grade 12 during the 2018/2019 school year. Based on Diploma Examination results for the 2018/2019 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:

- Continue to provide job embedded support to increase teacher comfort (ie. Classroom coaching, school based PL days, ATA local PD day).
- 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).
- 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.
- 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.).



Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	35.2	100.0	94.4	64.7	68.9	69	Intermediate	Declined	Issue	70	71	72
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	35.2	46.7	41.5	51.7	45.9	46	Intermediate	Maintained	Acceptable	47	48	49
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	8.2	5.3	0.0	3.2	2.9	2	High	Maintained	Good	2	1	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	37.7	51.4	41.4	45.9	71.5	72	Very High	Improved	Excellent	73	74	75
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	36.0	61.5	66.7	44.4	45	Very Low	Maintained	Concern	46	47	48

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 has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	70.8	74.9	73.7	71.1	71.5	72	Low	Declined	Issue	73	74	75

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 Optimal Learning Coaches embedded into each school site.
- 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 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.



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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	86.5	89.8	89.3	88.2	89.0	90	Very High	Maintained	Excellent	91	92	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.9	89.8	89.6	89.6	90.8	91	Very High	Improved	Excellent	92	93	94
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.	76.8	82.8	81.5	80.7	83.5	84	High	Maintained	Good	85	86	87
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.3	80.1	78.9	78.7	79.4	80	High	Maintained	Good	81	82	83
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	81.6	82	Very High	Maintained	Excellent	83	84	85

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

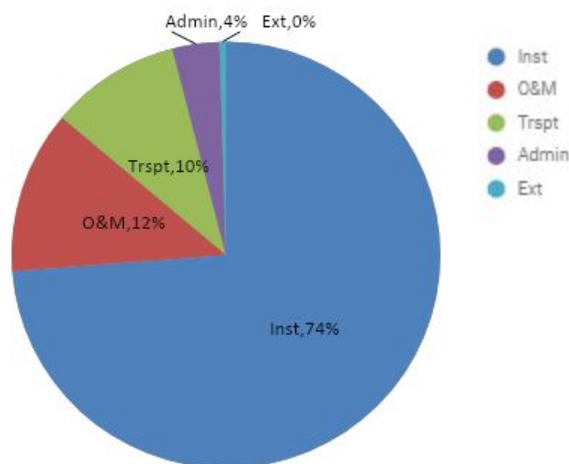
- Encourage teachers and families that leave BTPS to complete an exit survey and use this information to inform school-level planning.
- Promote school use of the notification system Alert Solutions to communicate with parents and students.
- Fund all Buffalo Trail Schools' memberships in the Alberta 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.
- 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 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 2018/2019

Information from the 2018/2019 Audited Financial Statement

2018/2019

	Actual Spending	Actual Spending per FTE Funded Student	% of Total
Instruction (ECS - Grade 12)	\$42,016,930	10,871.00	73.77%
Operations & Maintenance	\$7,050,579	1,824.00	12.38%
Transportation of Students	\$5,593,937	1,760.00	9.82%
Board & System			
Administration	\$2,017,502	522.00	3.54%
External Services	\$280,831	338.00	0.49%
TOTAL EXPENDITURES	\$56,959,779	\$15,315	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.ca. Specific details regarding school generated funds and their uses can be obtained directly from the school principal at all BTPS schools.

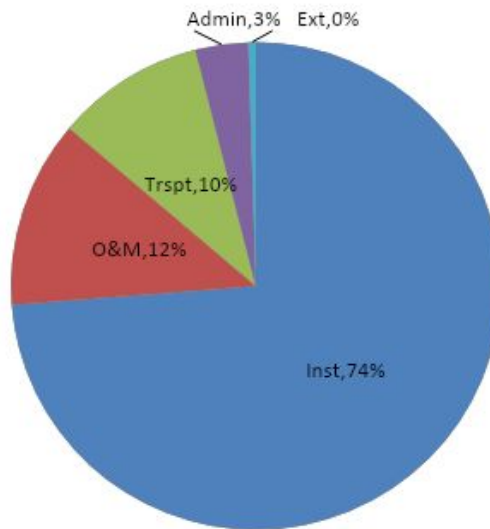
For more information on the BTPS 2018-2019 Jurisdiction Budget, [click here](#).

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

BUDGET 2019-2020 FALL UPDATE

2019/2020

	Budget Expenditures	Budget Spending per FTE Funded Student	% of Total
Instruction (ECS - Grade 12)	\$41,768,440	10,877	73.76%
Operations & Maintenance	\$7,050,579	1,911	12.45%
Transportation of Students	\$5,556,968	1,615	9.81%
Board & System Administration	\$1,971,438	513	3.48%
External Services	\$280,000	337	0.49%
TOTAL EXPENDITURES	\$56,627,425	\$15,254	100.00%



Budget Summary

	<i>Year Ended 2019</i>	<i>Year Ended 2018</i>	<i>Year Ended 2017</i>
Statement of Financial Position			
As at August 31st of School Year			
Financial Assets	\$8,800,321	\$8,052,213	\$6,630,693
Total Liabilities	\$58,190,698	\$47,736,358	\$43,613,395
Net Financial Assets	(\$49,390,377)	(\$39,684,145)	-\$36,982,702
Non Financial Assets	\$54,141,026	\$44,212,457	\$41,586,192
Accumulated surplus	\$4,750,649	\$4,528,308	\$4,603,484
Statement of Revenues and Expenses for the Year Ended			
Net Surplus from Operations	\$302,510	-\$132,448	-\$511,985
Net Surplus School Generated Funds	(\$80,169)	\$57,340	\$14,880
Cash & Temporary Investment, Net of Bank Indebtedness	\$6,503,050	\$6,193,468	\$4,160,108
Statement of Capital Allocations			
Unexpended Deferred Capital Revenue-ALBERTA EDUCATION	\$1,700,775	\$532,426	\$918,737
Unexpended Deferred Capital Revenue	\$484,012	\$1,557,799	\$1,009,410
Net Assets			
Investment in Tangible Capital Assets	\$2,840,993	\$2,499,712	\$2,592,132
Unrestricted Net Assets	\$953,715	\$495,952	\$381,804
Operating Reserves	\$911,416	\$1,384,918	\$1,371,692
Capital Reserves	\$44,525	\$147,726	\$257,856
	\$4,750,649	\$4,528,308	\$4,603,484

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 2019/20 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 2019/20 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 2018/19 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:

- Program energy management upgrades at Delnorte, Dewberry, and Hughenden;
- Roofing projects at Hughenden, Marwayne, and Provost;
- Flooring upgrades at Hughenden and Marwayne;
- Water cooler upgrades were installed in various schools; and
- Site upgrades at a number of 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.

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 2019-2020 school year.

Whistleblower Protection

There were no whistleblower reports during the 2018/2019 school year.