

Arise: Get Up, Get Going, Go with God!



Greater St. Albert  
Catholic Schools



# 2021-2024 Three-Year Education Assurance Plan

Greater St. Albert Catholic Schools  
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## ACCOUNTABILITY AND ASSURANCE

### MESSAGE FROM THE BOARD CHAIR AND SUPERINTENDENT OF SCHOOLS

We have reviewed our 2020-2023 Division's Education Plan priorities, outcomes, strategies, measures, and results to plan for continuous improvement in 2021-2024 to assure our community of excellence in Catholic education in Greater St. Albert Catholic Schools have been reviewed.

Our community stakeholders have been engaged through surveys (provincial surveys, Division Assurance Survey) and through conversations (school council meetings, focus groups, informal conversations) to be responsive to making changes in our plan that reflect what is in the best interests of our students.

We have collectively invested in a Three-Year Division Faith Theme (2017-2020) to uncover how to live like Jesus as servant, steward, and shepherd. In 2020, we began a Three-Year Faith Theme (2020-2023): Arise: Get Up, Get Going, and Go with God - with a focus on seeing vulnerability as an invitation for each of us to "arise" and to "get up" and serve those in need. Our Faith Domain is foundational to who we are, our identity as a Catholic community, and we attribute our continued success in all priorities to our unrelenting commitment to our faith mandate.

Greater St. Albert Catholic Schools is proud of our results on the 2020-2021 Provincial Accountability Pillar Survey:

- ✦ 14 out of 14 measures "Good" or "Excellent" designations in the Overall Category
- ✦ 60% lower dropout rate over the last two years than the rest of the province.
- ✦ +9% post-secondary transition rate compared to the province.
- ✦ +8% high school completion over the last three years compared to the province.
- ✦ 0.5% lower dropout rate for our Indigenous students when compared to all other students in the province.

We continue to focus on further growth in subjects written in French in grades 6, 9, and 12, especially French Language Arts, based on our previous achievement test results and diploma results.

Thank you to our parents for your support and participation within our schools. May our plans for the future enhance your work as the first educators of children and further your belief that our students will change the world because of the unique focus that is Catholic education.

Yours in Catholic Education,

Mrs. Noreen Radford, Board Chair &  
Dr. Clint Moroziuk, Superintendent of Schools



**Greater St. Albert  
Catholic Schools**



## BOARD OF TRUSTEES



Trustees: Joe Becigneul, Cathy Proulx, René Tremblay, Serena Shaw, Joan Crockett, Greg Schell, Noreen Radford

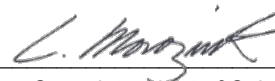
## ASSURANCE ACCOUNTABILITY STATEMENT

The 2021-2024 Education Assurance Plan for Greater St. Albert Roman Catholic Separate School Division commencing September 1, 2021 was prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to the best of its abilities to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this 2021-2024 Division Education Assurance Plan on May 31, 2021.



Board Chair



Superintendent of Schools

## IDENTITY AND FOCUSES OF GREATER ST. ALBERT CATHOLIC SCHOOLS

### DIVISION PROFILE

Greater St. Albert Catholic Schools (GSACRD) serves the City of St. Albert, Towns of Morinville and Legal, all located north of Edmonton, as well as portions of the rural areas surrounding these communities. Greater St. Albert Catholic Schools was formed January 1, 1995, bringing together three formerly independent school divisions (St. Albert Catholic School District No. 3, Thibault Roman Catholic Public School District No. 35 and Legal School District No. 1738) - all of which have historic significance in the region. In 1994, discussions began among the three school districts on regionalization. On January 1, 1995 all three formerly independent school jurisdictions began to operate under the corporate name Greater St. Albert Catholic Regional Division No. 29.

On July 1, 2012, new legislation came into effect which assured that Catholic and public secular education could be provided to residents who live within St. Albert, Morinville, Legal and adjacent service areas. Greater St. Albert Catholic Schools' legal name was formally changed to Greater St. Albert Roman Catholic Separate School District No. 734. On August 15, 2019, Ministerial Order #034/2019 came into effect and the name of the Division was officially designated as The Greater St. Albert Roman Catholic Separate School Division. The Division continues to operate under the Greater St. Albert Catholic Schools name and comprises 18 schools serving 5500 students. Notably, we have also renamed St. Gabriel Catholic High School to St. Gabriel Education Centre, which coordinates Outreach (Gr. 9-12), Distance Education, and K-9 Online Learning Pathway, which has an enrollment of an average of approximately 450 students. In the future, this centre will also coordinate International Education and Home Education.

During the 2014 – 2015 School Year, the District celebrated its legacy of 150 years of Catholic education in our region. In 2016 - 2017 we extended our service area through the addition of the Carbondale and Namao School Districts into Greater St. Albert Catholic Schools. In 2017 - 2018 that mandate has expanded further through the Catholic minority of the Town of Bon Accord establishing a Separate school district. We entered that school year opening a new K-9 school in St. Albert that is named Sister Alphonse Academy. Sister Alphonse was the first teacher in St. Albert whose legacy of competency, compassion, and self-sacrifice enabled our school district through 155 years of service to grow to its current state of 18 schools. We are blessed that these schools while serving diverse service areas, can all embrace our motto and mandate of Faith in Our Students.

On October 8, 2020, our newest school, St. Kateri Tekakwitha Academy in Morinville, had its grand opening, which began with the singing "O Canada" in English and in Cree by Kiya Bruno of Samson Cree First Nation. Elder Edna Arcand of Alexander First Nation offered a blessing in Cree, and the Liturgy of the Word and Blessing of the school was conducted by Most Reverend Paul Terrio, Bishop of the Diocese of St Paul. Dignitary speeches and presentations included the Honourable Dale Nally, Morinville Mayor Barry Turner, Sturgeon County Mayor Alanna Hnatiw, Associate Group 2 Architecture & Interior Design representative Robert Labonte, Chair of the School Council Lauren Dillman, as well as students Austin May and Taylor Krywko. Greetings and congratulations were shared by Greater St Albert Catholic Schools' Board of Trustees Chair Noreen Radford, Superintendent of Schools, Dr. Clint Moroziuk; Master of Ceremonies, Rudy Zacharias; and Principal of St. Kateri Tekakwitha Academy, Cheryl LaBuick. Finally, we are equally excited about the modernization of Morinville Community High School, which is currently in progress.

## Our Schools

### St. Albert Schools

#### Albert Lacombe School

Grade K-6 English, Sports Academy

#### Bertha Kennedy Catholic Community School

Grade Pre-K-6 English

#### École Father Jan

Grade K-6 French Immersion, Sports Academy

#### École Marie Poburan

Grade K-6 French Immersion, Sports Academy

#### École Secondaire St. Albert Catholic High School

Grade 10-12 English, French, Advanced Placement, Sports Academy

#### École Secondaire Sainte Marguerite d'Youville

Grade 7-9 French Immersion, Enhanced Academic Programming, Advanced Placement/Sports Academy

#### J.J. Nearing Catholic Elementary School

Grade K-6 English

#### Neil M. Ross Catholic School

Grade K-6 English

#### Richard S. Fowler Catholic Jr. High School

Grade 7-9 English, Recreation Academy

#### Sister Alphonse Academy

Grade K-9 English, Advanced and Enhanced Academic Programming, Recreation Academy

#### St. Gabriel Education Centre

Grade 9-12 English, Outreach and Distance Education  
Grades K-9 GSACRD Online Learning Pathway

#### Vincent J. Maloney Catholic Jr. High School

Grade 7-9 English, Enhanced Academic Programming, Sports Academy

#### Vital Grandin Catholic School

Grade Pre-K-6 English, Recreation Academy

### Morinville Schools

#### École Georges H. Primeau Middle School

Grade 6-8 English, French, Enhanced Academic Programming

#### École Notre Dame Elementary School

Grade K-5 English/French

#### Morinville Community High School

Grade 9-12 English, French, Advanced Placement, Computer Science

#### St. Kateri Tekakwitha Academy

Grade Pre-K-5 English, Advanced Academic Programming, Sports Academy, STEM

### Legal Schools

#### Legal School

Grade Pre-K-9 English, Hockey Option

## Mission Statement, Vision, Values and Core Commitments



### Faith in Our Students

#### Mission Statement

Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully and serve others.

#### Vision

Excellence in learning through faith, relationships and engagement.

#### Our Core Commitments

**Passion** We celebrate all students as gifts from God, so we further our dedication to their needs;

**Relationships** We seek to meaningfully see Christ in others through relationships with our students and other stakeholders;

**Commitment** Our pursuit of continuous life-long learning enables students to be their best in achieving their goals;

**Hope** We constantly communicate a belief of what is possible for the student;

**Innovation** We are committed to innovation, best practice and lifelong learning;

**Excellence** We establish standards for success for learning, devote our personal best to achieving them, and celebrate our results.

## School Authority Policies for Assurance

Our Catholic schools enable students to realize their God-given gifts. All educational experiences within our system nurture a student's relationship to God through the example of Jesus Christ. Throughout this experience, we expect that students will achieve their potential by being Christ for others, and in a spirit of gratitude and generosity, pursue peace and justice for all. When further examined from this perspective, the academic success of students is essential to the fulfillment of God's plan for the goodness of creation. We believe that by supporting the accountability and assurance expectations of the provincial government within the context of the teachings of our faith, we are able to realize our faith mandate and our vision of "excellence" in the education of our students. To that end, Board Policy 2: Role of the Board defines how the Board executes all responsibilities related to setting and meeting goals to assure the community of excellence in Catholic Education. Specifically, Section 2 defines success in planning.

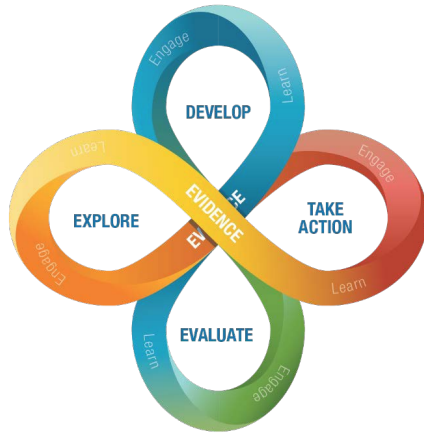
The Board shall:

- ✚ Provide overall direction for the Division by establishing the vision, mission, and values statements.
- ✚ Develop long-range plans for the Division.
- ✚ Annually approve the Three-Year Education Assurance Plan process and timelines.
- ✚ Annually set strategic priorities and key results.
- ✚ Annually approve survey instruments and processes.



- ✚ Annually approve its Three-Year Education Assurance Plan for submission to Alberta Education by due date.
- ✚ Monitor progress toward the achievement of student outcomes and other desired results.
- ✚ Annually evaluate the effectiveness of the Division in achieving established goals and desired results.
- ✚ Approve the Annual Education Results Report and provide for its distribution to the public.

## Community Assurance through a Cycle Continuous Improvement



Community assurance happens when community members, system stakeholders, and education partners engage in cycles of continuous improvement within and across **five domains**:

- ✚ Student Growth and Achievement
- ✚ Teaching and Leading
- ✚ Learning Supports
- ✚ Governance
- ✚ Local and Societal Context

As we introduced the new assurance domains and requirements for engaging together as diverse stakeholders, we shared that successful work within and across the domains occurs within a **continuous improvement cycle**:

**Explore:** Involves accessing, analyzing and interpreting accurate and relevant data and, identifying and understanding an issue, concern or problem. **Key question: What is going on here? What do we celebrate, focus on, and/or watch?**

**Develop:** Involves Identification of a problem or challenge that can be addressed; identification of potentially successful strategies to address learner-centered problems/challenges; and developing an action plan. **Key question: What needs to be improved? How?**

**Take Action:** Involves learning as you implement the plan and making adjustments through formative feedback. **Key question: How are we 'actioning' the plan?**

**Evaluate:** Involves evaluating the impact of the plan. **Key question: Did our planned strategies have the desired outcomes? What next?**<sup>1</sup>

We review our plan regularly and adjust it in light of the latest results from provincial and local measures and based on what we are learning from the implementation of the plan. Our plans and data are carefully organized yearly for a convenient reference for school staffs and division leaders. Updated plans are published annually and reflect any adjustments made to priorities, outcomes, measures, strategies and plan implementation.

<sup>1</sup> *Funding Manual for School Authorities 2021-22 School Year, 2021*, Alberta Education

## Stakeholder Engagement

**Who engaged.** We involved our community stakeholders in providing ongoing feedback as described above:

- ✦ Students
- ✦ Parents
- ✦ School Councils
- ✦ Principals, Vice Principals, Certified Staff, Non-Certified Staff, Division Staff
- ✦ Board of Trustees
- ✦ Parish priests, Bishops, Archbishops
- ✦ RCMP Liaison
- ✦ City of St. Albert, Town of Morinville, Town of Legal
- ✦ Elder, Edna Arcand; Director and Assistant Director of Alexander First Nation Education (AFNE) Kiphohtakaw Education Centre
- ✦ Rupertsland Institute
- ✦ Alberta Teachers' Association, UNIFOR, CUPE

**When they engaged.** We embraced multiple strategies to actively engage our stakeholders to inform the development of local priorities and plans. We lived this cycle of continuous improvement at division, school, and community levels:

- ✦ **August-November 2020:** Administrators worked together to review provincial results (Accountability Pillar, summer school diploma exams) and local survey results. On a Data Day in October, key strategies were reviewed and revised.
- ✦ **November 30, 2020:** Our combined AERR/Annual Education Plan 2020-2023 was approved by the board and submitted to the Minister of Education.
- ✦ **November-December 2020:** School and division leaders met to review evidence-in-action and to co-inquire into barriers that were notable during the pandemic at both the school and division levels.
- ✦ **October-November 2020:** The superintendent reviewed current measures used locally and found that there were too many surveys based on staff feedback.
- ✦ **January-February 2021:** A Division Measures Committee met to review and revise the Division Survey to assess all constructs using one survey tool.
- ✦ **March-April 2021:** Results of the Division Assurance Survey were reviewed by school and division leaders and input on evidence of success and evidence of barriers requiring changes in actions were articulated by each school and division team. Each school administrative team also brought back the results to their staffs to provide feedback on whether and how current strategies were effective. School councils, student focus groups, and community stakeholders also provided feedback on school improvement goals, strategies, measures, and next steps for 2021-2022.
- ✦ **April 6, 2021:** School administrative teams came together and reviewed their feedback from multiple stakeholders and drafted their actions for continuous school improvement.
- ✦ **April 16, 2021:** The GSACRD Board of Trustees met to provide their feedback on the proposed actions included in the Division's 2021-2024 Three-Year Education Assurance Plan.
- ✦ **May 31, 2021:** The Board approved the Division's Education Assurance Plan 2021-2024.

**How they engaged.** We relied on a **multi-method approach** to involve stakeholders in providing feedback:

- ✦ Division Assurance Survey
- ✦ Focus Groups
- ✦ Interviews
- ✦ Participant-observer observations of classroom/school practices
- ✦ Review of exam results and strategies to strengthen student learning

**How they informed local priorities.** Our first administrative meeting following the division assurance results involved school and division level administrators reviewing the results and asking each of the continuous improvement questions (i.e., *What is going on here? What do we celebrate/focus on/watch? How have we actioned our original plan? What needs to be improved? How will we action our next steps?*). Following that meeting, administrators considered how best to involve staff, students, and school councils in the same process. They each completed a revised plan that reflected the feedback. By April 6, 2021, division and school leaders worked together to revise school plans based on feedback collected. These revised plans, collectively, were used to revise the division plan, which was then shared with the Board of Trustees for questions and suggestions that prompted engagement with additional community stakeholders.

### **Communication with Stakeholders**

Greater St. Albert Catholic School Division's 2021-2024 Education Assurance Plan will be communicated to stakeholders in the following ways:

- ✚ The 2021-2024 Education Assurance Plan is available in the [Annual Plans and Reports](#) section of the Division website.
- ✚ The Division's financial information is available at: [Budget & Financial Documents](#).
- ✚ School Reports may be accessed at each school's website.

[Albert Lacombe Catholic Elementary School](#)

[École Secondaire Sainte Marguerite d'Youville](#)

[Richard S. Fowler Catholic Junior High School](#)

[Bertha Kennedy Catholic Elementary School](#)

[École Secondaire St. Albert Catholic High School](#)

[Sister Alphonse Academy](#)

[École Father Jan](#)

[J. J. Nearing Catholic Elementary School](#)

[St. Gabriel Education Centre](#)

[École Georges H. Primeau Middle School](#)

[Legal School](#)

[St. Kateri Tekakwitha Academy](#)

[École Marie Poburan](#)

[Morinville Community High School](#)

[Vincent J. Maloney Catholic Junior High School](#)

[École Notre Dame Elementary School](#)

[Neil M. Ross Catholic Elementary School](#)

[Vital Grandin Catholic Elementary School](#)



## DOMAINS

### Context of Education Planning and Decision Making:

In this section, we outline the domain, outcome, measures, results, community engagement input, identified division actions in the short-term and division strategies for the long-term.

### **FAITH DOMAIN: ARISE: GET UP, GOING, GO WITH GOD!**

**Outcome:** *Students, parents, and staff know, model, and witness Jesus Christ, through furthering a culture of evangelization, faith formation, and vocation within our schools.*

**Context:** Our staff ensures that students and parents are committed to spiritual wellbeing within a culture of faith. We make decisions based on the budgetary principle in which decisions should be based on: providing robust religious education programming and opportunities for students to realize their spiritual and community wellbeing, bearing in mind the role of Catholic schools within the salvific mission of the Church.

**Faith Measures and Results:** We rely on the following government and local measures and results. In this section, we identify areas to **celebrate** (continuous improvement or significant recent improvement); **watch** (discontinuous improvement and decline over the last five years); or **focus** (decline overall or a significant recent decline). In this section, we report on these areas from a division level, which considers findings from each school administrative team, community stakeholders, and our Board of Trustees. Each school administrative team has engaged in data analysis and asked their stakeholders to provide input in the school's three-year education improvement plans that have had the greatest positive impact or that need revision (i.e., actions that have been inconsistently implemented or that were not contemplated and need to be added to continue to improve).

Government Measures (Results in percentages)						
	2016	2017	2018	2019	2020	2021
<b>Safe and Caring:</b> 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.	90.8	93.1	91.3	92.2	92.6	N/A
<b>Citizenship:</b> Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.7	89.4	87.0	88.3	88.3	N/A
<b>*(New) Academic Engagement:</b> Percentage of teacher, parents, and students who are satisfied that students are engaged in their academic programming.	N/A	N/A	N/A	N/A	N/A	N/A

### Analysis of Provincial Results

**Areas to Celebrate:** In review of our Safe and Caring results, overall, parents and teachers have been satisfied 90%+ for the last three years with the way that students are treated, how safe they are at school and on their way to school, and that they care for each other. Elementary, junior, and senior high students reported that they feel safe to and from school.

**Areas to Watch/Focus:** In review of Safe and Caring results, an area for further improvement for our grades 4-9 students, is how students treat each other. This particular measure has improved for grades 10-12 students. In review of Citizenship results, grades 4-9 students have declined for: At school, students treat each other with respect.

Local Measures: Division Assurance Survey (Results in percentages)					
	Items	Gr. 4-6 Difference 2018-2021	Gr. 7-12 Difference 2018-2021	Parents Difference 2018-2021	Staff Difference 2018-2021
1	Teachers explain and model how to live like Jesus.	1.3	+6.7	-1.0	+1.0
2	I learn how and why to respond to the needs of others (social justice projects, charitable le works, service to others.	-1.0	+0.4	+0.4	0.0
3	My religion classes help me to know and live like Jesus.	+6.3	+5.4	+1.1	-0.1
4	I learn about and practice faith in school (prayers, liturgies, celebrations, masses).	-0.4	+3.1	+1.2	-0.5
5	I feel welcome at my school.	+1.9	-2.0%	-10.1%	+1.5%

### Analysis of Local Results

**Areas to Celebrate:** Over the last three years, *Teachers explain and model how to live like Jesus in school* has grown the most for all stakeholders. An item that has improved (+1.2%-3.1%) for students and parents is: *I learn about and practice faith in school (prayers, liturgies, celebrations, masses)*, and it has stayed about the same for staff.

The actions that have contributed the most to this increase have been identified by our stakeholders as:

- ✚ A concentrated effort on a common, consistent Division faith theme.
- ✚ A song written by our own superintendent, complete with a video.
- ✚ Liturgies that celebrate important dates in the liturgical calendar.
- ✚ Priest participation in a larger number of faith activities through digital streaming and recordings.
- ✚ Daily prayers with student and staff input to allow modelling of faith in action.
- ✚ Providing intentional opportunities for students to live the Catholic Social Teachings through service projects that improve the lives of others in our community and also globally.
- ✚ Shared photos on social media to highlight the strong Catholic community and bring it to the public beyond the walls of the school.
- ✚ As of September 2020, students in three Morinville schools are expected to take Religion class (where historically it had been a choice) and therefore are able to experience their teachers explicitly teaching about faith.

**Areas to Watch/Focus:** While we have experienced mainly increases in our local measures, over the last three years, and especially last year, *I feel welcome at my school* has declined for students and parents and increased for teachers. We have had an unusual year of living an international pandemic in which the health measures set by the Alberta's Chief Medical Officer of Health and by Alberta Education guidelines to keep everyone safe during the pandemic has caused our schools and school jurisdictions in Alberta to limit all outside guests in our schools. This is likely why parents have declined in their estimation of this item by a significant percentage (-10.1%).

The actions that will contribute to furthering our growth have been identified by our stakeholders as:

- ✚ School initiated home projects that could involve the whole family in the school faith theme.
- ✚ An increase in local service projects to include the assistance and partnership of GSACRD families.
- ✚ A return to an open invitation for families to enter into GSACRD schools when it is safe to do so.

**Community Engagement Input:** Based on the analysis of results of provincial and local measures and stakeholder engagement, we have outlined the short-term actions and long-term strategies for continuous improvement.

### **Division Actions: Short-Term**

School leadership teams have identified the following actions to address areas identified for improvement as:

- ✦ Through the Religious Education Consultant, all school administrators participate in monthly faith-formation to build capacity to bring back to their staffs.
- ✦ Continued professional development for the implementation of Growing Faith; Growing in Christ.
- ✦ Professional development sessions for teachers and administrators addressing Christian Family Life programming that occurs within the context of the health and wellness curriculum.
- ✦ Continued support by our Division Chaplain, Doug Kramer in the form of podcasts and live-streamed shows that highlight faith.
- ✦ Community and faith-building events with our Chaplain to allow students to interact authentically with their faith.
- ✦ Creative approaches to student and staff faith retreats.
- ✦ An intentional focus on the Catholic Social Teachings through a book study in order to make the natural link between our daily practices and our faith.
- ✦ A targeted effort to communicate interactively with our parents in spite of the fact that at the moment, parents may not enter the school. Schools report that as soon as it is safe to do so, they will extend open invitations to have parents return to the school.
- ✦ Schools aim to increase interactions with families by online and virtual means, such as virtual tours, online parent evenings, to try to re-create the home-school partnership and emphasize the importance of welcoming families into the school.
- ✦ An increased and intentional use of social media to highlight the positive faith culture of the school as a means to allow parents to feel included in daily events at the school.
- ✦ Continued collaboration with community partners (local parishes, dioceses) to place faith formation within a broader context, connecting home, school and parish.
- ✦ An increased collaboration between organizations such as Knights of Columbus and Catholic Women's League and the schools when appropriate.
- ✦ Increase in opportunities for students to participate in cultural activities that create awareness and appreciation for indigenous spirituality in the context of our Catholic faith.
- ✦ Continuous review and emphasis placed on consistent, school-wide positive behavioral expectations within each school.

### **Division Key Strategies (2021-2022):**

Students will:

- ✦ animate faith service and charity based on Catholic social teachings, especially with Catholic Social Services, and Chalice;
- ✦ engage in community projects that explicitly name how they encourage students to be Christ for others;
- ✦ engage in a faith-infused curriculum, including religious education, to develop and promote faith, hope, and engagement;
- ✦ participate in an animated and actionable representation of the Division's faith theme;
- ✦ experience a spirituality of communion through relationships and faith opportunities that connect home, school, and parish;
- ✦ develop a common understanding of connections between our Catholic faith and the
- ✦ spiritual beliefs/practices of our Indigenous brothers and sisters; and develop an acknowledgement of Indigenous spirituality as a unique gift to the Church and that Indigenous voices will be involved as much as possible in sharing that gift.



## EXCELLENCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

**Outcome:** *Students develop as citizens who enact our Gospel values, as they engage intellectually and grow continuously as learners and believers.*

**Context:** Our staff ensures that students are committed to Career, Academic, and Financial Wellness. Students discover their God-given gifts and strengths to learn to live fully and to fulfill their vocations. Decisions for allocating resources are based on being student-centric and evidence-supported; enabling each student in the Division, regardless of his or her learning location, to achieve the learning mandate of the Board of Trustees and the provincial ministry; and illuminating the true costs of servicing students and supporting the achievement of student outcomes.

**Excellence Measures and Results:** We rely on the following government and local measures and results. In this section, we identify areas to **celebrate** (continuous improvement or significant recent improvement); **watch** (discontinuous improvement and decline over the last five years); or **focus** (decline overall or a significant recent decline). In this section, we report on these areas from a division level, which considers findings from each school administrative team, community stakeholders, and our Board of Trustees. Each school administrative team has engaged in data analysis and asked their stakeholders to provide input in the school's three-year education improvement plans that have had the greatest positive impact or that need revision (i.e., actions that have been inconsistently implemented or that were not contemplated and need to be added to continue to improve).

Government Measures (Results in percentages) – All Students							
	2015	2016	2017	2018	2019	2020	2021
<b>Provincial Achievement Test Acceptable Standard:</b> Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.0	84.9	83.4	83.6	83.2	N/A	N/A
<b>Provincial Achievement Test Standard of Excellence:</b> Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.8	21.9	20.2	20.0	20.2	N/A	N/A
<b>Diploma Acceptable Standard:</b> Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.8	87.5	83.5	84.4	85.9	N/A	N/A
<b>Diploma Standard of Excellence:</b> Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.8	23.1	20.8	21.7	24.0	N/A	N/A
<b>High School Completion Rate:</b> percentages of students who completed high school within three years of entering Grade 10.	86.4	85.4	87.8	87.3	88.2	N/A	N/A
<b>Citizenship:</b> Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.5	87.7	89.4	87.0	88.3	88.3	N/A
<b>(New) Student Learning Engagement:</b> Percentage of teachers, parents, and students who are satisfied that students are engaged in their academic programming.	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Government Measures (Results in percentages) – First Nations, Métis and Inuit Students**
*Note: +/- is compared to province.*

	2015	2016	2017	2018	2019	2020	2021
<b>Provincial Achievement Test Acceptable Standard:</b> Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.4 (+1.5)	83.0 (+9.4)	74.5 (+1.1)	81.4 (+7.8)	77.2 (+3.4)	N/A	N/A
<b>Provincial Achievement Test Standard of Excellence:</b> 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).	10.2 (-8.6)	15.5 (-3.9)	9.2 (-10.3)	17.7 (-2.2)	15.6 (-5.1)	N/A	N/A
<b>Diploma Acceptable Standard:</b> Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	84.9 (+1.5)	80.9 (-1.8)	83.9 (+0.9)	77.2 (-6.5)	87.2 (+3.6)	N/A	N/A
<b>Diploma Standard of Excellence:</b> Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	16.3 (-5.5)	19.1 (-2.1)	18.3 (-3.9)	12.6 (-11.6)	19.1 (-4.9)	N/A	N/A
<b>High School Completion Rate:</b> Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	90.8 (-14.3)	88.9 (+10.9)	87.0 (+9.0)	84.4 (+5.3)	79.2 (-0.5)	N/A	N/A

**Performance Measures (Results in percentages) – English as a Second Language**
*Note: +/- is compared to province and these reports were first published in May 2020.*

	2015	2016	2017	2018	2019	2020	2021
<b>Provincial Achievement Test Acceptable Standard:</b> Overall percentage of ELL students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	65.2 (-8.6)	n/a	n/a
<b>Provincial Achievement Test Standard of Excellence:</b> Overall percentage of ELL students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	10.3 (-20.6)	n/a	n/a
<b>Diploma Acceptable Standard:</b> Overall percentage of ELL students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	92.0 (-8.4)	n/a	n/a
<b>Diploma Standard of Excellence:</b> Overall percentage of self-identified ELL students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	28.0 (-4.0)	n/a	n/a
<b>High School Completion Rate:</b> Overall percentage of ELL students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	57.1 (-22.6)	n/a	n/a



## Analysis of Provincial Results

**Areas to Celebrate:** In review of our academic results, we celebrate areas of continuous improvement.

### **Elementary and Junior High:**

- +6.6% for all students in all core subjects for grade 6 at the Acceptable Standard for provincial achievement test.
- +14.5% for all students in all core subjects for grade 9 at the Acceptable Standard for provincial achievement test.
- +4.6% for First Nations, Métis, and Inuit students in all core subjects for grade 6 and 9 students at the Acceptable Standard for the last five years.
- +10.9% in all core subjects for grades 6 and 9 English as a Second Language learners at the Acceptable Standard when compared to other ELL students provincially.
- +3.4% for all students in ELA 6 at the Acceptable Standard compared to our three-year average.
- +1.7% for all students in ELA at the Standard of Excellence compared to our three-year average.
- +11.1 % for all students in grades 6 and 9 Science at the Acceptable Standard compared to the province.

### **High School:**

- +4.6 % for all students in Biology 30 at the Acceptable Standard compared to our three-year average.
- +10.5 % for all students in Science 30 at the Standard of Excellence compared to our three-year average.
- +8.0% High School Completion for all students is higher than the province over 3 years.
- Near parity (-0.46%) for First Nations, Métis, and Inuit high school students at the Acceptable Standard on Diploma exams over five years.

**Areas to Watch/Focus:** In review of our academic results, areas for further improvement are noted below.

### **Elementary and Junior High**

- +1.3% in all core subjects in grades 6 at the Standard of Excellence.
- -1.9% in all core subjects for grade 9 at the Standard of Excellence.
- Based on our division's three-year average, we acknowledge the need to continue to improve in French Language Arts 6 (Acceptable Standard), Math 6 (French) and Social Studies (English and French) at the Standard of Excellence.
- -6.0% for First Nations, Métis, and Inuit students in all core subjects in grades 6 and 9 at the Standard of Excellence when compared to all students provincially over the last five years.
- -8.6% for ELL students in all core subjects for grads 6 and 9 at the Acceptable Standard when compared to all students provincially over the last five years.
- -20.6% for ELL students in all core subjects for grades 6 and 9 at the Standard of Excellence when compared to all students provincially over the last five years.

### **High School**

- Based on prior and our most current diploma results, we need to continue to focus on English 30-1 and Social Studies at the Acceptable Standard.
- Based on prior and current diploma results, we need to continue to focus on and sustain improvement in: Math 30-1 and 30-2 (French and English), Social 30-1 (French and English), Biology 30, and Chemistry 30.
- We need to continue to focus on achieving parity for First Nations, Métis, and Inuit high school students at both the Acceptable Standard (-0.46%) and Standard of Excellence (-5.6%).
- We need to continue to focus on achieving parity for English as a Second Language students in high school at the Acceptable Standard (-8.4%) and at the Standard of Excellence (-4.0%).



We measured such practices within and across grades, subjects, and alternative programs through the following newly developed Division Assurance Survey items.

Catholic Faith and Indigenous Spirituality	Division Assurance Survey Items
I learn about connections between Catholic faith and Indigenous beliefs and practices.	14
I participate in Truth and Reconciliation (residential schools, treaties, cultural stories) activities in school.	15
Six Practice Progressions	Division Assurance Survey Items
Articulate clear learning intentions	7, 8
Use learning evidence and criteria to move towards success for each learner	7, 8
Provide feedback to improve	16
Leverage technology safely	11, 12, 13
Collaborate to achieve learning goals	7, 8
Care deeply about what they are learning	17

**Areas to Celebrate:** Over the last three years, parents have increased their positive ratings of our school division more than any other stakeholder group. They found that teachers differentiated instruction (+3.1%) to serve every child to the best of the child's capabilities (+4.7%) and they reported that students had clear expectations (+4.0%).

Grades 7-12 students championed the division for ensuring access to technologies (+14.2%) and to supporting them with ways to access information digitally (+0.6%). They also reported that they had opportunities to be engaged in their learning (+2.1%). Grades 4-6 students also reported that they had access to technologies (+1.2%) and different ways to help them learn (+0.3%).

**Areas to Watch/Focus:** Over the last three years, the two items that offer room for the greatest growth in our division across all stakeholders are: *I learn about connections between Catholic faith and Indigenous beliefs and practices* (-6.9% to -33.5%) and *I participate in Truth and Reconciliation (residential schools, treaties, cultural stories) activities in school* (-3.1% to -34.9%). Additionally, we have been focusing on improving feedback to support student learning and ensuring that parents are aware of that feedback, and we have experienced overall growth while still having room for improvement (*I receive ongoing feedback to improve* (-0.9% to -9.7%).

**Community Engagement Input:** Based on the analysis of results of provincial and local measures and stakeholder engagement, we have outlined the short-term actions and long-term strategies for continuous improvement.

#### Division Actions: Short-Term

- ✚ Mentor lessons provided to our *Curriculum Lead Teachers* to share with staff to simultaneously teach and model how to link First Nations, Métis and Inuit teachings with curricular outcomes and our Catholic faith perspective.
- ✚ Intentionally draw connections between various initiatives to communicate accurately to our community the purpose and cohesion of our work.

- ✦ Increase the number of opportunities for students to have authentic, hands-on interactions with and develop an appreciation for First Nations, Métis and Inuit culture.
- ✦ Increased focus from the Division to address declining results in French Immersion through ongoing professional development and intentional response to reading across the content areas (in French)
- ✦ Continuing with the blending of the First Nation's Métis and Inuit Advisory Committee and the Pedagogy Lead into the single group of *Curriculum Team*. This demonstrates that Truth and Reconciliation is a lens through which curriculum is taught.
- ✦ Participation in professional development with Dr. George Georgiou in the Science of Reading for our K-3 teachers will address reading proficiency throughout the division, and specifically will address the performance gap for our ELL students.
- ✦ GSACRD has committed to increasing the number of non-funded pre-kindergarten students in our division to respond to a community need to increase kindergarten readiness.

### **Division Key Strategies (2021-2022):**

Students will experience:

- ✦ hands-on, differentiated instruction, including universal, targeted, and individual supports;
- ✦ integrated literacy and numeracy strategies;
- ✦ teaching for conceptual understanding;
- ✦ visible learning (Practice Progressions), with emphasis on feedback and communication;
- ✦ celebration of students' God-given gifts and strengths to foster hope and wellbeing;
- ✦ diagnostic assessments and interventions in math/numeracy and language arts/literacy, to make informed decisions that connect assessment to instruction;
- ✦ improved student achievement, based on ongoing data analysis;
- ✦ access to programming choices (academy, AP, dual credit, English/French);
- ✦ learning that furthers Truth and Reconciliation Calls to Action within a faith-based context and understanding of foundational concepts in emerging curriculum.

## **EQUITY DOMAIN: LEARNING SUPPORTS**

**Outcome:** *From within a community of faith, students excel when resources are prudently managed and distributed equitably, so that diversity is embraced and a sense of belonging and safety are fostered.*

**Context:** Our staff ensures that students are committed accessing appropriate learning supports to thrive spiritually, mentally, physically, and academically. Decisions for allocating resources are based on seeing Christ in others, where first consideration is given to those students who require specialized programming in an inclusive environment to be successful in their learning.

**Equity Measures and Results:** We rely on the following government and local measures and results. In this section, we identify areas to **celebrate** (continuous improvement or significant recent improvement); **watch** (discontinuous improvement and decline over the last five years); or **focus** (decline overall or a significant recent decline). In this section, we report on these areas from a division level, which considers findings from each school administrative team, community stakeholders, and our Board of Trustees. Each school administrative team has engaged in data analysis and asked their stakeholders to provide input in the school's three-year education improvement plans that have had the greatest positive impact or that need revision (i.e., actions that have been inconsistently implemented or that were not contemplated and need to be added to continue to improve).

<b>Government Measures (Results in percentages)</b>						
<i>Note: +/- is compared to province.</i>						
	2016	2017	2018	2019	2020	2021
* (New) Student Inclusion	N/A	N/A	N/A	N/A	N/A	N/A
* (New) Access to Supports and Services	N/A	N/A	N/A	N/A	N/A	N/A
<b>Program of Studies: At Risk Students:</b> Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	86.0 (+1.4)	88.5 (+3.6)	87.5 (+3.3)	88.1 (+3.4)	87.0 (+2.1)	N/A
<b>Safe and Caring Schools:</b> 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.	90.8 (+1.3)	93.1 (+3.6)	91.3 (+1.4)	92.2 (+3.2)	92.6 (+3.2)	n/a

### Analysis of Provincial Results

- +2.8% of teachers, parents, and students agreed that programming for students who are at risk is timely and easily accessible over the last five years.
- + 3.0% of teachers, students, and parents agreed that families who have children at risk are supported by our schools based on an internal report provided by the province last year.
- +2.9% of teachers, students, and parents agreed that children and youth are supported to feel that they belong and will be successful in our schools based on an internal report by the province last year.
- +2.54% of teachers, parents, and students reported that students are safe (to and from school, learning to care for others, being respected and treated fairly) in our schools over the last five years.

<b>Local Measures: Preventative</b>					
	2016-17	2017- 18	2018-19	2019-20	2020-21
MHCB Number of schools served	N/A	N/A	N/A	4	5
MHCB Number of students served	N/A	N/A	N/A	1580	1387
MHCB Number of lessons	N/A	N/A	N/A	1147	2575
MHCB Individual Contacts Emotional support and providing resources without resulting in a referral to community mental health partners.	N/A	N/A	N/A	130	349
Nutrition Grant: Number of schools served	3	3	7	17	18
Nutrition Grant: Number of students served *We provided additional schools with funds by the end of the year.	1034	1034	1978- 3733*	3733	5429
Nutrition Grant: Percentage of families served *We provided additional families with food by the end of the year.	18%	18%	35% -66%*	66%	100%

Local Measures: Responsive					
	2016- 17	2017- 18	2018-19	2019-20	2020- 21
# of threat assessments	n/a	n/a	n/a	66	36
Percentage of threat assessments in elementary	n/a	n/a	n/a	18/66= 27%	10/36= 28%
Percentage of threat assessments in junior high	n/a	n/a	n/a	26/66= 39%	13/36= 36%
Percentage of threat assessments in high school	n/a	n/a	n/a	22/66= 33%	13/36= 36%

### **Analysis of Local Results**

We have engaged in both preventative and responsive strategies that have resulted in improved results for the provincial measures (Safe and Caring Schools) and local results (percentage of students who benefit from health and wellness initiatives and programming; percentages of threat assessments, suspensions, and safety plans).

Specifically, we outline what we celebrated, and will watch or focus on for improvement based on specialized supports and services provided through our nutrition grant, our spiritual wellness faith lead professional learning program, the Mental Health Capacity Building Initiative, First Nations, Métis, and Inuit Supports and Services, Non-Violent Threat Assessment Training, Safety Plans, and our Student Profiles approach to allocating funding to schools.

### **Areas to Celebrate:**

**Nutrition Grant:** We have invested our resources in meeting the needs of our most vulnerable students, which is reflected in the responsiveness of all school leaders to our nutrition grant. We started modestly with only three rural schools that provided breakfast and lunch programs daily for all students who wanted it from K-9. Survey responses reflected that 95% of these students indicated that they had learned about healthy snacks and the importance of starting their day with breakfast.

Throughout the time of this grant, we have engaged in health and wellness professional learning to focus on developing health champions (staff and students) in schools who committed to educating their communities about holistic wellness strategies (spiritual, mental/emotional, social, digital, financial, community, career, physical). These teams profiled the importance of health and wellness routines in schools, and more schools uncovered that there were vulnerable families who may not have appeared to need support with nutrition (education and food provision), but who became more apparent to them over five years. From 2016-2021, all school leaders asked to take part in the nutrition grant as it enabled them to both educate and provide for families in need. We have supported local grocers, food banks, community agencies, and our RCMP to call us on behalf of our families to



access food. This wrap-around approach has been successful on multi-levels to promote health and wellbeing of every student in our school division.

**Healthy Schools Grant and Faith Lead Professional Learning:** In 2018-2019, we had \$160,000.00 provided by Alberta Health Services and Alberta Education to subsidize our healthy champion's coordinator (which was a division principal role) and staff to attend and lead professional learning about health and wellness in their schools. From 2019-2021, this grant continued (\$16,000-\$20,000/year), which has required us to be creative in how to move forward by continuing to build staff and student capacity to educate and promote positive wellbeing strategies. This year, we provided every school with substitute teacher funds for an additional staff member to take part in professional learning that focused on spiritual and mental/emotional health and wellness strategies. Feedback from school leaders is that these staff have continued to share at staff meetings and to move forward with positive spiritual and mental health strategies within our faith-based context. We contend that a continued emphasis on wellness has been necessary during COVID-19 and has been important to sustain what we had started in our limited and now broader vision for health champions in schools.

**Mental Health Capacity Building Initiative:** The Mental Health Capacity Building in Schools Initiative (MHCB) from Alberta Health Services is designated for the rural schools of the Division in the communities of Morinville and Legal. The purpose of the grant is to provide mental health education, prevention, and promotion efforts to students, staff, and families so that mental and emotional well-being can be developed, nurtured and supported in the communities where they live.

The grant was able to expand to the newest school, St. Kateri Tekakwitha Academy to continue servicing elementary-aged students in the rural community of Morinville. The number of students the grant has been able to reach from year one to year two has decreased as a number of students and families opted to engage in schooling through the Online Learning Pathway due to the COVID-19 global pandemic.

The number of lessons completed has increased 44% from year one to year two. This success is due to the increased awareness of the program within the schools (increases in teachers scheduling regular lessons with MHCB staff, student engagement in programs, and overall awareness of the program being present in the school communities leading to more referrals and engagement from students, staff, and families). This improvement has allowed for deeper learning and expansion on topics presented in year one, resulting in increased capacity of skills around self-regulation, stigma reduction, awareness, and inclusivity from students, staff, and families. These results are noted anecdotally from students and staff and are in the process of being quantitatively evaluated through the provincial MHCB surveys. The continual presence of MHCB staff in schools has allowed for an increase in access to emotional support and an increase in the capacity of students' ability to emotionally regulate without the need for intervention or referral to other community and mental health supports. MHCB staff are able to help students regulate, de-stress, and feel capable to continue their studies through practical mental health support and education efforts.

**First Nations, Métis, and Inuit Student Supports and Services:** We have Student Learning Team meetings in every school on a monthly basis. Division staff, including the Director of Early Childhood Education and Learning Support Services, a Division Psychologist, Family School Worker, and Therapists (Speech and Language, Physiotherapists, Occupational Therapists) contribute to the overall student profile of the school based on students' needs and requirements for changing supports. First Nations, Métis, and Inuit students are a focus of particular additional specialized services and supports (i.e., Jordan's Principle applications, Rupertsland Institute opportunities, and Alexander First Nations' liaison supports). So far in 2020-2021, we have initiated applications with families or supported families who self-advocate for additional supports and services in the areas of: trauma counselling, individualized intensive speech therapy, psycho-educational assessments, alternative programming costs, educational assistant support, and youth success coach support. These supports have benefitted six of our students at four schools.



We have provided Métis students, who requested it, with Chromebooks from both our Division funds and from Rupertsland Institute funds. We also worked with the Director of Alexander First Nation to provide all students who are attending our schools from Alexander First Nation with technologies (laptops, Chromebooks) for home use. We have finalized our Education Services Agreement between Alexander First Nation Chief and Council and our Board of Trustees. In that agreement to be signed in May 2021, there will be annual meetings between the council and the Board to provide feedback on supports and services provided for our First Nations students.

**Violence Threat Risk Assessment (VTRA):** Over five years, every school and division administrator has engaged in level one and two as well as “refresher” training which supports our community to understand risk and to identify steps in developing threat and risk assessments based on our *Violence Threat Risk Assessment Protocol* signed by all partners of the surrounding area (Sturgeon Public School Division, St. Albert Public School Division, RCMP, Children’s Services, and Alberta Health Services: Addiction and Mental Health, and our school division). Through this process, staff have engaged in threat assessments in situations in which one or more individuals has engaged in harm-related or risky behaviour. Therefore, the threat assessment process has enabled school and division staff to discuss the behaviours in question and to reach out to our community partners who are part of our VTRA protocol to develop a broader context and understanding of what our next steps ought to be. There has been a deliberate documentation of threat assessments since 2019-2020, and the main benefit is that we are more aware of what types of behaviors lead to risk and the safety plan strategies that are required to address them.

**Safety Plans:** School based administrators are responsible for creating and/or overseeing the development of safety plans. Safety plans may be part of the Individualized Program Plan or a suspension review. Safety Plans are reviewed by the student, the school learning team, (which typically consists of school administration and school counsellor) and the parent to determine its efficacy. When needed, outside partners may be consulted and part of the Safety Plan.

Violence Threat Risk Assessment review for Administrators, Counsellors and School Learning Teams (SLT) is completed yearly. The GSACRD Threat Assessment Flow Chart assists school, division, and community Threat Assessment Teams (TATs) with a concise overview of necessary and critical steps to assess the level of risk, engage the parents/guardians, and includes the creation of individualized student safety plans that often include outside agencies. Divisional support of the registered psychologist, Family Support Worker, Director of Learning Support Services, and/or Assistant Superintendent are available to assist the Administrator and SLT navigate Violence Threat Risk Assessments. The training of Administrators, Counsellors and School Learning Teams is critical to identify students who are at risk early and mitigate with support and services before incidents of threat are carried out.

**School Profile Approach to Funding Schools:** Last year we saw a change in how specialized support and Program Unit Funding (PUF) dollars were distributed to school jurisdictions provincially. This resulted in a change in how we allocate funds for human resource services and supports from the division level. We relied on a pyramid of interventions’ approach to define the percentages of students in schools that required universal, targeted, and intensive supports at each site. This was done through ongoing Student Learning Team meetings and was then used by our Learning Services team to structure meetings with each administrative team to review the percentage of allocations for their school based on their students’ emotional, behavioral, academic, and physical needs. This year, we have continued with this process to determine which staffing supports were so important to serving students that they needed to be completely division-funded (e.g., counsellors, family school worker, division psychologist) and which supports were school-specific (Educational Assistants, Therapeutic supports, contracted services). We are proud of this student-



centric process of allocating funds as it keeps everyone focused on students' needs rather than what has been provided historically in staffing as the determinant of funding year-to-year.

**Areas to Watch/Focus:** COVID-19 has placed an emphasis on health protocols, which has taken a lot of time to acclimatize to as a community, and has, in some ways, made our usual emphasis on comprehensive wellness slower to take hold. As we continue to engage online, we are becoming more comfortable with how to take wellness breaks and how to stay connected with students individually to ensure that they have an adult mentor who listens to their needs and can assist them to navigate supports. Although we have had fewer threat assessments this year, we have increased our specialized supports and services at two points in the year (early fall and early winter), which we contend has helped every child to have a mentor or an adult whom they can turn to (counsellor, educational assistant, teacher, family school worker, wellness coach), and, together, such supports have mitigated the likelihood of risky behavior. While we cannot know for certain why we have had a reduction in overall numbers of threat assessments, we see that the percentages at elementary-junior-senior high remains stable and the types of behaviors span from low-medium-high risk. For that reason, we need to continue to engage in *Violence Threat Risk Assessment* training (VTRA) and in investing in school learning team protocols.

**Community Engagement Input:** Based on the analysis of results of provincial and local measures and stakeholder engagement, we have outlined the short-term actions and long-term strategies for continuous improvement.

#### **Division Actions: Short-Term**

- ✦ Continue with and expand the MHCB initiative to support GSACRD families.
- ✦ Increase mental health supports directly in the schools through counsellor time.
- ✦ Continue with VTRA training for school-based administrators and other key individuals who support at-risk students.
- ✦ Professional learning for GSACRD administrators (both school and system based) around the Collaborative Response Model that provides a system to ensure that gaps in learning are addressed for our vulnerable students.
- ✦ Participation with Dr. Georgiou in a literacy project to address student reading abilities early on (K-3). This will help bridge the achievement gap that exists for students who struggle with literacy, more specifically, reading.

#### **Division Key Strategies (2021-2022)**

Students will:

- ✦ experience unconditional respect that recognizes the dignity of each person as a child of God, which is at the forefront of all work;
- ✦ excel to their potential and experience a sense of belonging when their needs are met through universal, targeted, and individual supports;
- ✦ be respected as education partners, along with their families, in problem-solving to meet their needs;
- ✦ benefit from learning within a faith community and participating in partnerships (e.g., Mental Health Capacity Building Initiative) and opportunities that support families and staff to meet students' needs;
- ✦ benefit from appropriate ongoing supports and services (assistive technology, assessments, therapeutic intervention) through stakeholders' (students, parents, schools, parishes, and community entities) collaboration;
- ✦ access counsellors who implement a trauma-informed approach; and
- ✦ access additional specialized supports and services, when needed, with a preferential option to bridge systemic gaps, especially for our Indigenous students, English Language Learners, and children who are Program Unit-funded.



## RELATIONSHIPS DOMAIN: TEACHING AND LEADING

**Outcome:** *Students experience excellence in Catholic teachings and learning when staff are models and witnesses of faith and demonstrate their respective professional practice standards (TQS, LQS, SLQS).*

**Context:** Our staff is committed to **students'** social wellness in which students benefit from collaborative cultures and communities of faith that promote positive relationships and staff engagement. Decisions about how to allocate resources should be based on: ensuring optimal staff and student engagement; and evaluating students' needs and understanding the capacity of staff to deliver programs and offer specialized supports and to organize instruction accordingly, including flexibility around organizing for learning.

**Relationship Measures and Results:** We rely on the following government and local measures and results. In this section, we identify areas to **celebrate** (continuous improvement or significant recent improvement); **watch** (discontinuous improvement and decline over the last five years); or **focus** (decline overall or a significant recent decline). In this section, we report on these areas from a division level, which considers findings from each school administrative team, community stakeholders, and our Board of Trustees. Each school administrative team has engaged in data analysis and asked their stakeholders to provide input in the school's three-year education improvement plans that have had the greatest positive impact or that need revision (i.e., actions that have been inconsistently implemented or that were not contemplated and need to be added to continue to improve).

Government Measures (Results in percentages) – English as a Second Language						
Note: +/- is compared to province.						
	2016	2017	2018	2019	2020	2021
<b>Education Quality:</b> Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.8 (+1.8)	92.7 (+1.6)	92.8 (+2.8)	92.8 (+2.6)	92.5 (+2.2)	N/A
<b>Quality of Educational Opportunities (Program of Studies):</b> 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.	87.0 (+5.1)	87.4 (+5.5)	85.1 (+3.3)	87.4 (+5.2)	86.0 (+3.6)	N/A

### Analysis of Provincial Results

**Areas to Celebrate:** We have sustained results that are higher than the province (+2.2%) and we continually improve based on our three-year average because we invest in collaboratively reviewing and developing administrative procedures, student codes of conduct, and school-division processes to ensure that our students, parents, and staff feel safe at school. When we recognized that students repeatedly reported a lower result for how they treat each other in grades 4-6 and 7-12, we focused on exploring what it means to treat each other fairly and every school administrative team has celebrated good examples of kindness, compassion, empathy, and service in their schools through their school newsletters, websites, and face-to-face and virtual school assemblies, open houses, and faith retreats. Our aim is to improve on the items that ask our students about fair and respectful treatment by at least +1.5% for 2021-2022 because students have articulated and implemented such virtues in their everyday ways of talking, acting, and treating others.

Similarly, the continually high percentage of students, parents, and staff who report that they are satisfied with the overall quality of education (+4.5% above the province), verifies that students' social and spiritual wellbeing are at the forefront of all that we do in schools and the division. During the pandemic, the superintendent has provided weekly updates to all staff, students, and parents, and ongoing revisions to health measures as shared by Alberta's Chief

Medical Officer have been reflected in weekly revisions of our division's Parent Guidebook for School Re-entry. We are intentional about this regular, ongoing communication within which moments to celebrate regarding certain schools or projects are emphasized both in print and with social media links. Importantly, we have sought ongoing feedback from our community about programming changes connected to the pandemic health measures, and we have found that students and parents have been understanding and appreciative of the explanation as to why certain programming changes have been made. To that end, our hope is that we continue to sustain excellent results with respect to "Quality of Educational Opportunities" in 2021-2022.

**Areas to Watch/Focus:** With respect to option and extracurricular programming, it has been difficult during the pandemic to approach these additional learning opportunities consistently. For example, when increased numbers of COVID-19 cases were connected to community sports in the fall, facilities became restricted and continued to be restricted as the variants of COVID-19 were proving to be more transmissible. It is our hope that more people become vaccinated, that we can resume regular extracurricular programming for a well-rounded school experience.

<b>Local Measures: Professional Learning Opportunities</b> <i>Leadership Development of Principals, Vice Principals, Division Leaders</i>					
	2016-17	2017-18	2018-19	2019-20	2020-21
School Results Review (SRR) Meetings	16 SRRs	16 SRRs	17 SRRs	17 SRRs	19 SRRs (virtual)
Learning Walks (LW)	32 LWs	32 LWs	34 LWs	34 LWs	38 LWs (virtual)
Professional Growth Plan (PGP) Meetings with Senior Administration	16 PGPs	16 PGPs	17 PGPs (Opening of Sister Alphonse Academy)	17 PGPs	19 PGPs (Opening of St. Kateri and the GSACRD K-9 Online Pathway)
Professional Learning Opportunities for School and Division Leadership (# of sessions for principal, vice principal, and division leaders)	11	11	12	15	23 (virtual)

<b>Local Measures Division Assurance Survey 2021</b> <i>Note: Items 18-24 are new and therefore the result is based on only this year and each item is compared (+/-) to item 25.</i>		
#	Items	Staff Difference 2018-2021
18	I engage in faith formation in my role.	98.6% (-0.1)
19	I engage in learning about Indigenous Education and Truth and Reconciliation Calls to Action.	92.4% (-6.3)
20	I grow professionally based on professional standards (Catholic TQS/LQS and/or requirements of my role).	96.7% (-2.0)
21	I grow professionally based on the mission and vision of the Division.	96.5% (-2.2)
22	I use a range of data to improve student learning.	94.3% (-4.4)
23	I collaborate to respond to students' needs.	97.4% (-1.3)
24	I engage in a culture that values health and wellness.	99.5% (+0.8)
25	Overall, I am confident that this is a good school division.	98.7%

## Analysis of Local Results

**Areas to Celebrate:** Because this is our first year administering our new Division Assurance Survey items (18-24), we will use item 25 (*Overall, I am confident that this is a good school division.*) as the baseline. In other words, since staff have a 98.7% confidence in our school division, any item that maintains this rating or above is considered an area to celebrate. Any item that falls below 1% of this confidence level is considered an area to watch or focus. Given that this is an exceptionally high overall rating, we start by celebrating that fact. Our staff is highly engaged in their work and reports that they have almost 100% confidence in our collective work as a faith community every day. They emphasized that we have nurtured a culture that values health and wellness (+0.8%).

We attribute this notably high rating of our culture of health and wellness in a time of pandemic to some of the following actions taken at the division level this year:

- ✦ December, 2020 - The Board of Trustees sent every staff member a note of gratitude and a Tim Hortons gift card for their hard work during a time of pandemic.
- ✦ January, 2021 - The Board of Trustees approved a staff health and wellness day on January 31, 2021.
- ✦ March, 2021 - The superintendent initiated an increase to all support staff who had previously been reduced based on having COVID savings (i.e., not spending as much as anticipated on substitutes or operational expenses).
- ✦ Ongoing weekly communication with all staff sharing positive messages about faith celebrations connected to the liturgical calendar, updates to the division's *Parent Guidebook for School Re-entry*, and heartfelt messages about anticipated breaks and changes in weather.

We also attribute the strong focus on supporting leaders throughout the pandemic with their continued growth based on the Catholic Leadership Quality Standard and Catholic Teaching Quality Standard as central to ensuring that school and division leaders felt prepared for and supported to continue to learn and grow together through ongoing professional learning opportunities:

- ✦ **Christ-centred Learning Community (CCLC):** 45 participants (principals, vice principals, directors, managers, consultants, supervisors, superintendents) take part in a minimum of monthly sessions that address division priorities in the three-year education assurance plan. Additional meetings happened this year (more than double) because of the need to meet to share changing health measures and plans for moving forward. Oftentimes, additional meetings were short (45-60 min) and served to keep everyone up-to-date and to gather feedback on how to enact the measures.
- ✦ **School Results Review Meetings and Learning Walks:** School-based leaders partner with a division leader and a group of schools (4-5) throughout the year to engage in conversations about school improvement that starts in the fall with "School Results Review" meetings. At these meetings, administrators share their school improvement plans, and they share questions and ideas for supporting staff professional growth. Throughout the year, the school leaders who work with the assigned division leader (liaison structure) also meet as a team on "Learning Walks" to review how school improvement strategies are effective (or not), and the group works together to problem solve how best to continue to improve.
- ✦ **Principal Professional Growth Plan Meetings:** This year, the entire senior team joined each principal's growth plan meeting, whereas, in previous years, the Assistant Superintendent of Human Resource Services did them alone. We received very positive feedback from principals about this collaborative approach intended to support the principal in addressing any question and celebrating their goals and accomplishments.
- ✦ **Leadership professional learning:** 24 participants (9 principals, 10 vice-principals, 3 teachers in the vice-principal pool, 2 consultants) in FORMED, a newly established leadership series (5 one-hour sessions that focused on different Catholic leadership standards through required readings and local presenters' information). The principals were also leaders of FORMED who met for five 30-minute sessions to prepare to lead participants in the main sessions.
- ✦ **Leadership mentorship opportunity:** First- and second-year principals met for four one-hour sessions with their mentors and mentees. First and second year vice principals took part in two one-and-a-half hour sessions as mentors and mentees.

- ✦ **Collaborative leadership professional learning:** 45 participants (principals, vice principals, directors, managers, consultants, supervisors, superintendents) took part in a five-session series that was based on a book study, *Envisioning a Collaborative Response Model: Beliefs, Structures, and Processes to Transform How We Respond to the Needs of Students* (K. Hewson, L. Hewson, & J. Parsons, 2015). The purpose was to review and refine our current approaches to structures and practices that invite genuine collaboration about students and their learning needs. Feedback was central to each session and contributed to actions that will remain a focus into 2021-2022.

**Areas to Watch/Focus:** We have two key areas to improve. The first is that staff reported that while they do have opportunities to engage in learning about Indigenous Education and Truth and Reconciliation Calls to Action. They noted that this is an area for continued exposure and growth. We had dissolved our First Nation, Métis, and Inuit Advisory Committee into our Curriculum Team Meetings held monthly with a minimum of one person from each school. We have designed all curriculum sessions around Truth and Reconciliation based on locally developed courses written for elementary and junior high students (i.e., we already had Indigenous 15-25-35 in high school). The goal was to use these courses as a way to focus professional learning on what could be taken back immediately to the classroom. This change has only just taken place for the 2020-2021 school year and we will monitor whether this approach is sufficient to meet staff learning needs or if other professional learning is needed. The second area for further improvement is that staff reported slightly lower than baseline results for the item, *I use a range of data to improve student learning*. We will need to continue to work as a Division Measures Committee to shape data days and data folders as well as continuous professional learning about the use of data through our newly studied, Collaborative Response Model (Hewson, Hewson, & Parsons, 2015).

### Community Engagement Input:

#### Division Actions: Short-Term

- ✦ GSACRD has committed to a Faith and Wellness Day for staff in the month of January.
- ✦ Introduction of a new role, Director, Innovation and Wellness, which began April 6, 2021.
- ✦ Continued intentional communication with families to create a warm and welcoming culture, where community concerns are validated.
- ✦ A continued focus on achieving wellness through our faith mandate.
- ✦ Staff participation in professional learning with Dr. George Georgiou will allow K-3 staff to explore efficient methods of data collection to inform reading and early literacy instruction.
- ✦ Focus on and professional development toward developing the *Collaborative Response Model*, to use data to improve student learning in a more systematic way.

### Division Key Strategies 2021-2022

Students will:

- ✦ excel when faith-based school and division improvement planning enhances collaborative capacity-building, leadership, engagement, and achievement;
- ✦ have continued success as teachers and leaders, and respond with skill and competence to the unique educational and spiritual needs of students;
- ✦ experience exceptional learning opportunities when teachers and leaders improve their professional practice of faith formation, and participation in Truth and Reconciliation Calls to Action through collaborative engagement in processes of growth, supervision, and evaluation;
- ✦ exhibit high levels of engagement in learning, as the collaborative culture of the Division and faith formation of staff continues to grow;
- ✦ be assured that teachers and leaders are accountable to professional standards within our Catholic school division;
- ✦ benefit from teachers and leaders continuing to use a range of data to inform cycles of evidence-based continuous learning; and
- ✦ benefit from staff who are supported to be healthy and well.



## RESPONSIVENESS DOMAIN: GOVERNANCE AND CONTEXT

**Outcome:** *Students succeed when stewardship of system resources are based on a spirituality of communion and generative community engagement, transparency, and accountability that is responsive to local and societal contexts.*

**Context:** Students benefit from stewardship of resources and responsiveness to community engagement and consultation in order to foster community wellbeing. Decisions are based on: managing with the principle of good stewardship at the forefront to focus on long-term growth and sustainability of our school communities; ensuring that we have a balanced budget to plan for the needs of our school communities – now and in the future; and distinguishing between programs that are mandated and those that are not and/or those that are not as cost-effective as alternatives.

**Responsiveness Measures and Results:** We rely on the following government and local measures and results. In this section, we identify areas to **celebrate** (continuous improvement or significant recent improvement); **watch** (discontinuous improvement and decline over the last five years); or **focus** (decline overall or a significant recent decline). In this section, we report on these areas from a division level, which considers findings from each school administrative team, community stakeholders, and our Board of Trustees. Each school administrative team has engaged in data analysis and asked their stakeholders to provide input in the school's three-year education improvement plans that have had the greatest positive impact or that need revision (i.e., actions that have been inconsistently implemented or that were not contemplated and need to be added to continue to improve).

Government Measure (Results in percentages)						
	2016	2017	2018	2019	2020	2021
<b>Parental Involvement:</b> Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.6 (+2.7)	85.2 (+3.0)	86.0 (+4.8)	86.2 (+4.9)	84.6 (+2.8)	

### Analysis of Provincial Results

**Areas to Celebrate:** Over five years, our school division has, on average, exceeded the province (+3.6%), for parental involvement. We have explored community engagement strategies that involved parents in general questions about what works well and what requires improvement in programming, specialized services and supports, and more specific questions about whether and where to transfer programming. Throughout the pandemic, we continued this tradition of general and specific parental engagement, and we also communicated weekly with parents about what was happening in the school division, especially with respect to implementation of Alberta's Chief Medical Officer of Health's medical orders and advice as depicted in Education ministry guidelines about school re-entry. More specific information about our local surveys, community consultations, and community engagement processes are provided in the section on local measures.

**Areas to Watch/Focus:** Based on administrator feedback, we recognized the need to lessen the number of surveys (i.e., to avoid survey fatigue), we developed a Division Measures Committee to work together to revise the local survey items to address the wider scope of the Division's Three-Year Education Assurance Plan. In this way, we had one survey versus several to assess all key strategies in the Division Education Assurance Plan.

Local Performance Measures:					
	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Number of Surveys</b> (ThoughtExchange (Jan-March); Division Satisfaction/Assurance Surveys (March-April); Online School Surveys; COVID-19 Surveys; Community Engagement Surveys)	3	3	3	6	6
<b>Number of Public Engagements</b> (Open Houses/Focus Groups)	0	0	0	2	0
<b>Number of Public Questions</b> for the Board	8	0	0	40	17
<b>Number of Social Media Posts</b>	N/A	N/A	N/A	648	163
<b>Number of Public News Releases</b>	11	8	8	7	3
<b>Number of Transportation Requests</b>	2323	2535	2497	2396	1504

#### Local Measures: Division Assurance Survey (Results in percentages)

Note: Items 13 & 17 are new and therefore the result is based on only this year and each item is compared (+/-) to item 25 for staff and item 18 for students and parents.

	Items	Gr. 4-6 Difference 2018-2021	Gr. 7-12 Difference 2018-2021	Parents Difference 2018-2021	Staff Difference 2018-2021
5	I feel welcome at my school	+1.9	-2.0	-10.1	+1.5
6	People in the community say good things about my school.	-6.6	-0.5	-0.3	-0.6
7	Teachers at my school use different ways to help me learn.	+0.3	-2.1	+3.1	0.0
8	Staff at my school help students learn to the best of their abilities.	-1.2	0.4	+4.7	+1.5
9	I know what is expected of me at school.	-1.9	-1.58	+4.0	+2.5
13	I have access to technologies to meet my educational needs.	95.2 (+1.2)	95.9 (+14.2)	94.8 (-2.2)	97.6 (-1.1)
17	I have opportunities (e.g., options, extracurricular, online learning) that support engagement in school.	87.2 (-6.8)	83.8 (+2.1)	80.3 (-16.7)	94.2 (-4.5)
18/25	Overall, I am confident that this is in a good school.	94.0	81.7	97.0	98.7

## Analysis of Local Results

### Areas to Celebrate:

**Community engagement (surveys, face-to-face meetings/open houses, public questions).** Over the last two years, we have doubled community engagement strategies. Although we reduced the number of regularly scheduled local surveys, we have utilized a variety of other strategies. The first, which emerged when COVID began, is a weekly communication from the superintendent to all families and staff. In it, he emphasized key messages relevant to the week. The second strategy is responding to website submissions or direct emails that often follow these communications. This year, we have had a significant number of website submissions about varied topics from online education, safety of COVID protocols, inquiries about changes in programming, and whether or not our division

intended to pilot the new curriculum. We assigned individuals who were best positioned to answer these emails and they did so in a very timely manner, followed up with phone calls, where necessary. The third strategy is short, topic-focused surveys. This year, we have had three surveys for parents about their choice of face-to-face or online education and one about feeling safe about COVID Health measures. These timely, targeted surveys have had response rates above the norm (i.e., 35-70%). In the past, we have also implemented a ThoughtExchange survey that was more general in nature. While that approach was appropriate at the time, the pandemic has created a need for shorter, specific, timely responses to pressing questions. Given the high satisfaction with parental involvement compared to the province, we contend that these key strategies have been successful this year.



**Transition meetings.** We seek to make our schools accessible and knowable between those transition years of prekindergarten to kindergarten, grades 5-6 and 8-9 in Morinville, grades 6-7 and 9-10 in St. Albert, and grades 9-10 in Legal. Transition meetings allow staff and parents to share primary concerns and successful strategies before school begins. The goal is to review a student's particular needs in advance of the student attending the school. We consider these meetings to be essential to the success of sustaining program continuity and parent and student confidence on our school system. This also allows schools to ensure that they have the necessary supports in place to meet the needs of the student.

**Transportation.** We excel at providing parents with access to information about transportation within a timely manner (e.g., if a bus is delayed, parents can get that message by text). Parents access a portal which is designed to answer their questions about their child's transportation and all policies and procedures that apply to transportation. This is an anytime, anywhere service. Over the last five years, parent feedback has supported us to revise the portal. For example, when parents asked for bus registration forms to include more of their personal information year-to-year, we have been able to provide almost 100% transfer of parents' demographic information. Additionally, based on parent feedback, three years ago, we purchased an app that enabled parents to log in and ask, "Where's my bus?" and this shows them where the bus is using GPS tracker software.

**Division assurance survey.** The item of highest priority for celebration is: *I have access to technologies that meet my needs*, and grades 7-12 students were the highest (+14.2%). Parents reported the highest ratings for: *Staff at my school help students learn to the best of their abilities* (+4.7%) and *students know what is expected at school*. During COVID, it makes sense that students reported having increased access to technologies because we not only increased one-on-one devices at school for students who required them, but we also ensured that students had devices in their homes when they went home or chose online schooling. Parents expressed their gratitude for all of the additional health measures and technology supports, and attention to one-on-one follow up throughout the pandemic. Additionally, parents have also indicated that having an online schooling pathway as very important for their child's (ren's) success.

#### **Areas to Watch/Focus:**

**Community engagement (surveys, face-to-face meetings/open houses, public questions).** While we appreciate questions for the board, we hope to continue to use many informal methods that enable the community as a whole to learn about our division's stance on emerging issues. For example, the recently released draft K-6 curriculum garnered much public interest on social media and we chose to respond in social media. This approach fits the mode in which many parents and students engage already, so we seek to continue to release messages and advertisements digitally and in timely and contemporary ways that meet community interests and needs.



**Transportation.** We have had some concerns about “fly by” vehicles that do not follow the traffic laws, so we recognized a need to further mitigate risk using right-hand pickups, where possible. We also researched additional strategies using emerging technologies. A brand new technology that our division is currently installing on our rural busses is Safe Fleet Predictive Stop Arms. This technology can sense how fast a vehicle is approaching a bus, and warn children that it is not safe to cross. If a vehicle is going too fast, a speaker attached to the bus will audibly state, “Stop” to warn drivers and pedestrians of the danger. There is also a video camera attached to this predictive stop arm for investigative purposes. We will have high quality internal video cameras on all our busses as well.



**Division assurance survey.** The two items of highest priority for further growth are emphasized by parents: *I feel welcome at my child’s school*, and this decline was expected because during the pandemic, our schools have asked parents to book appointments in order to come into the school.

There have also been no volunteers in classrooms to assist with keeping our classroom cohorts traceable with few to no additional people impacting them. The second item that parents have declined on is: *I have opportunities (e.g., options, extracurricular, online learning) that support engagement in school*. Since the beginning of the pandemic, we have had to limit extracurricular activities, so this decline was also expected. As we return to normal conditions, we expect both items to increase.

### Community Engagement Input:

#### Division Actions: Short-Term

- ✦ GSACRD will continue to solicit feedback from stakeholders as planning takes place using cyclical surveys and other data collection.
- ✦ When appropriate, one-time surveys will be used to inform decision making. (i.e.; To better understand parent plans in regards to online learning for the 2021-22 school year.)
- ✦ GSACRD staff will continue to respond to the website submissions and feedback through school principals to identify areas of concern to our community. Knowledgeable, personable staff will respond to concerns in a timely manner.
- ✦ Stakeholder feedback will be welcomed and taken into consideration.

#### Division Key Strategies 2021-2022

Students will:

- ✦ benefit when families, staff, parishes, and community members participate in the creation and ongoing implementation of a shared vision for student success;
- ✦ have an emotional attachment to their school and faith community, through community engagement and consultation;
- ✦ continuously improve when system excellence happens in a cycle of evidence-based continuous improvement that informs ongoing faith-based planning and priority-setting;
- ✦ share positive word-of-mouth stories about our schools, as they transition between them, when schools:
  - collaborate to promote continuity of programming (K-12); and
  - make early and timely notifications of programming opportunities for students;
- ✦ succeed when all partners are clear about their roles and responsibilities in legislation, policies, and procedures;
- ✦ access sustained programming when fiscal resources are allocated to their interest; and
- ✦ access infrastructure (e.g., technology and transportation services) that meets their needs.

## FINANCIAL INFORMATION

### 2021-2022 BUDGET

The 2021-2022 Budget was approved by the Board of Trustees on May 31, 2021.

The 2021-2022 budget reflects the new assurance and funding model. This model focuses on reduced number of instructional grants, weighted moving average for students and significant changes in high school, specialized learning supports and Pre-Kindergarten funding.

The overall revenues of \$67.9 million are based on the estimated count of 5,314 students.

Alberta Education Operational Grants remain the same as in the 2020-2021 school year with the exception of IMR and CMR funding.

There is a continued uncertainty regarding COVID-19 and its impact on in person learning and to this end also uncertainty around the September 30th student enrolment count.

Although the 2021-2022 Budget was prepared in anticipation of returning to in person learning, several sources of income have been difficult to accurately predict such as income from school and transportation fees, extracurricular activities, field trips, donations and fundraising by schools and rental income from before and after school care programs housed in our schools due to COVID-19.

The Bridge and COVID Stabilization grants were used to address one-time supports focused on addressing gaps in student learning, supporting student health and wellness, our Online Learning Pathway and continued COVID-19 related costs.

On average, 73% of the Division's overall expenses go toward personnel costs (salary and benefits), which is consistent with previous years, given that the Division contracts out both transportation and custodial services. The Budget is based on employing approximately 308 certificated and 150 uncertificated staff full time equivalents (FTE).

The Division is facing a risk of losing Bridge Funding, which is presently sitting at \$5.6 million (20-21- \$3.5 million).

The 2021-2022 Budget is presented as a balanced budget.

This chart is a summary of revenues and expenditures for 2021-2022.

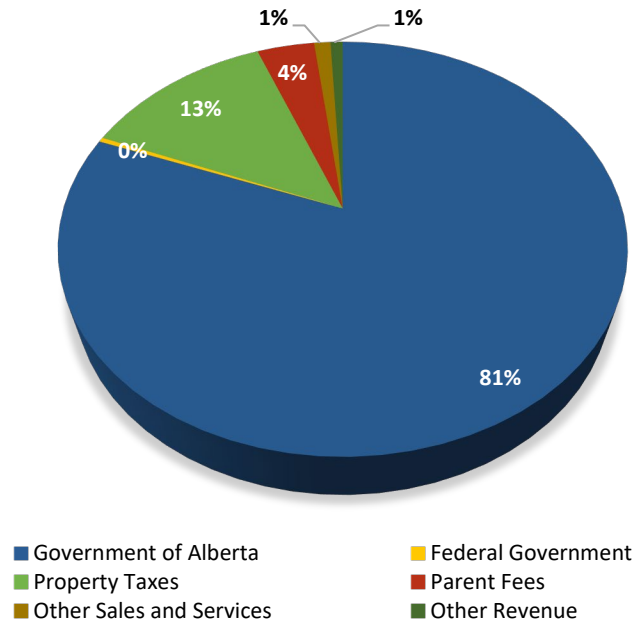
<u>Revenues</u>	<u>SPRING 21-22</u>	
Government of Alberta	\$ 54,908,545	81%
Federal Government	\$ 237,699	0.3%
Property Taxes	\$ 8,772,189	13%
Parent Fees	\$ 2,661,077	4%
Other Sales and Services	\$ 765,325	1%
Other Revenue	\$ 570,200	1%
<b>Total Revenues</b>	<b>\$ 67,915,035</b>	<b>100%</b>

<u>Expenses by Program</u>	<u>SPRING 21-22</u>	
Instruction	\$ 51,752,395	76.2%
O&M	\$ 10,181,660	15.0%
Transportation	\$ 2,857,805	4.2%
Board and System Administration	\$ 2,589,003	3.8%
External Services	\$ 534,172	0.8%
<b>Total Expenses</b>	<b>\$ 67,915,035</b>	<b>100%</b>

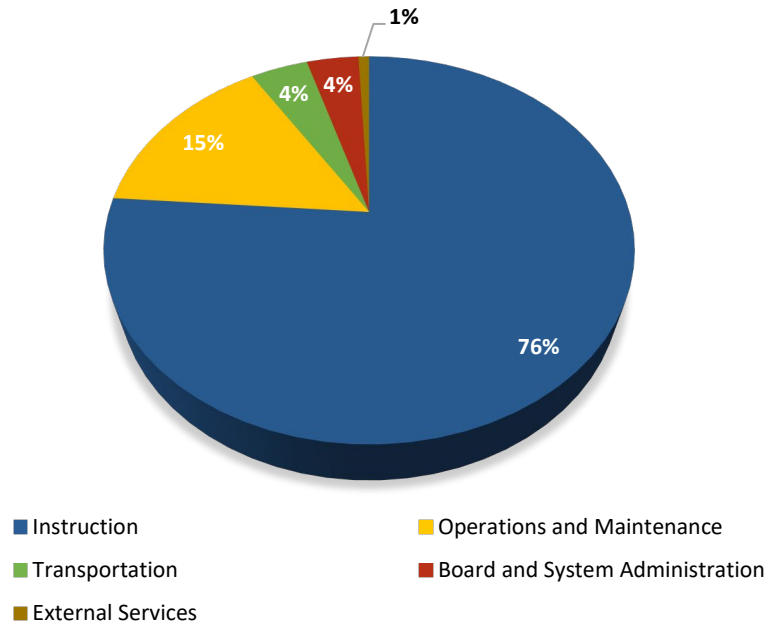
**Estimated Operating Surplus** \$ -

<u>Expenses by Object</u>	<u>SPRING 21-22</u>	
Certificated Salaries and Wages	\$ 31,160,554	46%
Certificated Benefits	\$ 7,572,916	11%
Non-certificated Salaries and Wages	\$ 8,300,156	12%
Non-certificated Benefits	\$ 2,228,227	3%
Services, contracts and supplies	\$ 14,960,815	22%
Amortization Expense	\$ 3,692,367	5%
<b>Total Expenses</b>	<b>\$ 67,915,035</b>	<b>100%</b>

**Planned Sources of Income for 2021-2022:**



**Planned Expenses by Programs for 2021-2022:**



The Budget Report, can be found at <https://www.gsacd.ab.ca/administration/financial-documents> or contact the Finance Department at (780) 459-7711.

## CAPITAL AND FACILITIES PROJECTS AND PLANNING

Division Capital Plans and Infrastructure Maintenance and Renewal Expenditure Reports can be found at <https://www.gsacrd.ab.ca/administration/plans-and-reports/capital-and-facilities-plans>.

