



Battle River School Division
Three-Year Education Plan /
Annual Educational Results Report
2019/2020 – 2021/2022



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Message from the Board Chair

It's a pleasure for us to share our school division story with you through this Three-Year-Plan and Annual Education Results Report.

Battle River School Division is proud of the work of staff and students, and proud of the results we are achieving.



Our division-wide focus on the “Everyday 4” fundamental aspects of learning, such as Literacy, Numeracy, Teaching and Learning are paying dividends, as is our strong emphasis on ensuring all students feel safe and welcome at school.

As this report outlines, we are moving to a focus on “the Critical 2.” This focus on Optimal Learning and High Quality Teaching encompasses all aspects of the students’ experience, while incorporating additional emphasis on the new Leadership and Teacher Quality Standards.

No examination of our school division would be complete without acknowledging the difficult realities we face, in terms of declining enrollment and fiscal challenges.

It is clear that, as we move into the future, our Board of Trustees must have difficult conversations and make difficult decisions. All of our deliberations will be based on our priority of ensuring all BRSD students have access to the best quality education we can provide.

Respectfully,

A handwritten signature in black ink, appearing to read 'N. Erickson'.

Norm Erickson, Chair
BRSD Board of Trustees

Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Battle River School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019-2022 on December 12, 2019.

Norm Erickson, Chair – BRSD Board of Trustees

Foundation Statements

Vision

Every Student, Every Day, A Success

Mission

"The Battle River School Division, in collaboration with our communities, will support every student to be a lifelong learner and contributing member of society."

Beliefs

We believe:

- Every student can learn.
- Our fundamental purpose is to promote student learning, growth and understanding.
- Everyone will be treated with dignity and respect in a safe, caring and inclusive environment.
- Positive relationships build healthy, resilient students and staff.
- When a student is in need we will provide support.
- All staff must be skilled, committed and dedicated to their own continuous learning.
- Optimal learning occurs when it is engaging, meaningful and active.

A Profile of the School Authority

By the end of the 2018/2019 school year Battle River School Division (formerly the Counties of Beaver, Camrose and Flagstaff, and Camrose School District) had completed its 24th full year of operation.

During the 2018/2019 school year Battle River schools served approximately 6,089 students in 37 schools/programs including 10 Hutterite Colony Schools, Battle River Online

School, Camrose Outreach School, the Women's Shelter, and French Immersion for grades K-12. BRSD celebrated the first French Immersion Program graduating class in 2015/2016.

In Battle River School Division, the majority of our students come from farms, acreages, villages and small towns in a predominantly rural setting which has a total population of about 110,226 people (2016

Census). Within our midst we also serve approximately 2,473 students within the City of Camrose. In 2018/2019 the division employed about 350 full-time teachers, 66 part-time teachers, and 421 full/part-time non-teaching staff. We operated a fleet of system-owned buses.

Approximately 3,958 students were safely transported over 12,870 kilometers of roads per day during the 2018/2019 school year.

Summary of Accomplishments

Accountability Pillar Summary

The October 2019 Accountability Pillar Overall Summary for Battle River School Division identifies consistent (within 2%) maintained or improved results from the previous year in the following categories:

- Safe and Caring
- Education Quality
- Drop Out Rate (consistently low for previous 5 years)
- PAT Acceptable/Excellence
- Transition Rates
- Work Preparation
- Citizenship
- Parent Involvement

We have much to celebrate in Battle River School Division. Parents, students and staff have strong beliefs that our schools are safe and caring; our students are more involved in leadership programs and giving back to their communities becoming quality citizens; and more of our students are transitioning to post-secondary institutions. It is important to note that only a small number of BRSD parents (approximately 10%) respond to the Accountability Pillar survey.

We are keenly aware that we still have areas which we need to work on to improve. The strategies outlined in this document emphasize our commitment to our vision "Every Student, Every Day, A Success" and our commitment to ensure this is achieved with the highest of standards. Our PAT and Diploma Exam results and participation continue to be a focus. We know that student's foundational skills in literacy and numeracy need to continue to be a priority. We look forward to working with our diverse communities. As we all know: "It takes a village to raise a child!"

Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Battle River School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	85.8	86.6	87.1	89.0	89.0	89.3	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	76.4	76.5	77.6	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	87.3	87.6	88.1	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	2.3	1.7	2.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	76.8	79.5	78.0	79.1	78.0	77.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	70.3	70.1	74.0	73.8	73.6	73.6	Intermediate	Declined	Issue
	PAT: Excellence	14.6	13.7	16.6	20.6	19.9	19.6	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	78.0	74.9	76.6	83.6	83.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	12.9	12.8	13.8	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	53.4	55.7	53.6	56.3	55.7	55.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	61.2	59.9	59.3	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	58.4	59.3	57.2	59.0	58.7	58.7	High	Maintained	Good
	Work Preparation	78.1	78.5	79.0	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	77.3	78.2	79.2	82.9	83.0	83.5	Intermediate	Declined	Issue
Parental Involvement	Parental Involvement	75.8	75.6	76.9	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	74.8	75.7	77.1	81.0	80.3	81.0	Intermediate	Declined Significantly	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure	Battle River School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	3.8	5.1	3.5	5.4	4.8	5.6	High	Maintained	Good
	High School Completion Rate (3 yr)	53.3	77.3	59.2	56.6	53.3	52.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	55.7	54.0	59.4	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	10.8	6.5	6.3	7.4	6.6	6.5	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	60.6	76.1	73.3	77.2	77.1	76.7	Very Low	Maintained	Concern
	Diploma: Excellence	9.1	10.9	8.4	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	33.3	36.1	33.9	24.6	24.4	22.3	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	50.0	47.6	49.2	37.1	35.9	34.0	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	27.6	39.9	27.8	34.2	33.0	32.8	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Division Goals for 2019/2020

Every Student, Every Day, A Success

Moving to the Critical 2

At the CORE of the new SLQS, LQS and TQS is the belief that all involved are working to create an “optimum learning environment” for students through “high quality teaching”. This plan is designed to align with Alberta Education requirements ensuring the four focus areas have been identified and will drive plans for the division and our schools for several years.

TQS - “Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, results in optimum learning for all students.” p.3

LQS - “Quality leadership occurs when the leader’s ongoing analysis of the content, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.” p.3

SLQS - “Quality superintendent leadership occurs when the superintendent’s ongoing analysis of the context, and the superintendent’s decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.” p.3

What About the Everyday 4?

The new Critical 2, will replace the “Everyday 4”. The reasons for this are:

- ✓ The Critical 2 are directly tied to the Quality Standards which inform BRSD’s areas for professional growth/learning
- ✓ Feedback from staff is that four focus areas of the Everyday 4 can be overwhelming
- ✓ There is an overlap of quality teaching and optimum learning in all aspects of the Everyday 4
- ✓ We need to refine our focus for the best results
- ✓ Less is more

The Plan for the 2019-20 school year:

- ✓ Work with all stakeholders to create a Battle River School Division definition for:
 - Optimum Learning
 - High Quality Teaching
- ✓ Through division-based professional learning series strengthen staff’s understanding and abilities in areas that are foundational to optimum learning and high quality teaching.

Moving forward to 2020-21:

- ✓ Use the Battle River School Division definitions for optimum learning and high quality teaching to continue to build and refine staff’s professional knowledge and abilities to have students learn at high levels.

Alberta Education Outcome One: Alberta's students are successful.

1 Battle River School Division students are successful.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.0	74.5	77.3	70.1	70.3	78	Intermediate	Declined	Issue	78	84	86
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.9	17.1	19.1	13.7	14.6	19	Intermediate	Declined	Issue	19	21	23

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.5	77.1	77.9	74.9	78.0	84	Low	Maintained	Issue	84	86	88
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	14.9	13.7	15.0	12.8	12.9	18	Intermediate	Maintained	Acceptable	18	20	22

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	76.9	76.1	78.4	79.5	76.8	80	High	Maintained	Good	80	82	84
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	52.1	52.0	53.1	55.7	53.4	56	Intermediate	Maintained	Acceptable	56	58	60
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.8	2.2	2.1	1.7	2.3	1.6	Very High	Maintained	Excellent	1.4	1.2	1.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	63.1	56.8	55.6	59.3	58.4	64	High	Maintained	Good	62	64	66
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	58.3	59.9	59.9	61.2	60	Intermediate	Maintained	Acceptable	63	64	66

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.2	79.9	79.6	78.2	77.3	84	Intermediate	Declined	Issue	86	88	90

Battle River School Division Colony School Summary

Measure Category	Measure	Battle River Reg Div No. 31 (Colonies)			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Safe and Caring Schools	Safe and Caring	96.5	90.4	94.4	89.0	89.0	89.1
Student Learning Opportunities	Program of Studies	79.5	59.4	75.0	82.2	81.8	82.0
	Education Quality	93.4	91.6	93.2	90.2	90.0	90.1
Student Learning Achievement (Grades K-6)	PAT: Acceptable	94.8	77.0	87.8			
	PAT: Excellence	2.0	5.4	5.4			
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	100	100	100	83.0	82.4	82.7
	Citizenship	91.6	85.5	89.0	82.9	83.0	83.2
Parental Involvement	Parental Involvement	94.2	100	95.4	81.3	81.2	81.2
Continuous Improvement	School Improvement	81.4	85.6	84.2	81.0	80.3	80.9

BRSD PERFORMANCE MEASURES

Outcome 1: All BRSD students are successful.

Measure:	(In percentages)					
	Results			Targets		
	2017	2018	2019	2020	2021	2022
Using Fountas and Pinnell Spring Result: Percentage of Grade 3 students reading at grade level.	Baseline data to be collected this year	63%	67%	90%	95%	100%
Using the D.O.R.A. (Diagnostic Online Reading Assessment): Percentage of Grade 4- 10 students who are at grade level.	73%	71%	85%	Changing to a new diagnostic assessment		
Percentage of Grade 2 students below the 60% benchmark on the MiPi Assessment.	8.98%	9.68%	10.4	8	6	4
Percentage of Grade 3 students below the 60% benchmark on the MiPi Assessment.	27.22%	19.77%	18.8	16	14	12
Percentage of Grade 4 students below the 60% benchmark on the MiPi Assessment.	30.46%	29.35%	26.1	20	18	16
Percentage of Grade 5 students below the 60% benchmark on the MiPi Assessment.	33.20%	37.75%	35.6	30	28	26
Percentage of Grade 6 students below the 60% benchmark on the MiPi Assessment.	44.42%	36.26%	36.3	34	32	30
Percentage of Grade 7 students below the 60% benchmark on the MiPi Assessment.	42.78%	50.495	45.1	40	38	36
Percentage of Grade 8 students below the 60% benchmark on the MiPi Assessment.	55.39%	47.77%	53.8	48	46	44

Percentage of Grade 9 students below the 60% benchmark on the MiPi Assessment.	65.96%	62.40%	52.8	48	46	44
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Did you know?

- * This is our third year of collaboration days! During this time school staff work in collaborative teams which seek to ensure ALL of our students have the supports required to achieve at their highest level. This year we are working with JigSaw Learning to go deeper with the CRM.
- * Twenty BRSD teachers representing Elementary, Junior and Senior high have developed educational technology digital competencies to support their peers in using technology to deepen student learning. The use of these competencies will begin in the 2019/20 school year.

Strategies Outcome One:

2018-2019	2019-2020	2020-2021
Welcoming and Caring		The Critical 2
Schools are supported to use a collaborative response approach to meeting student needs.	Working with JigSaw learning to deepen school use of the CRM.	
Refine/improve student transitional strategies to support students moving between grades and schools.	Refine student transitional strategies to support students moving between grades and schools.	
Revise/refine attendance procedures and supports for students and schools.	Develop division wide attendance resource repository to support schools.	
Implement and refine attendance procedures and supports.	Implement attendance procedures and supports.	
Literacy		
Lead literacy teacher provides targeted support in each school to build capacity in high quality literacy instruction.		
Literacy committee made up of one Literacy Lead and twelve teaching staff who are working on BRSD Literacy Framework.		
Continued collection of Literacy and Numeracy Data from Pre K-9 (EYE Assessment, BAS, DORA, ELL Benchmarks, MiPi).	Train Division 2 teachers in the use of Jerry John's Reading Assessment to replace DORA.	
Reading University – intensive supports in July for identified Grades 2-3 students.	Reading University – revised to offer in Spring of 2020	
Numeracy		
BRSD Numeracy Framework guides the selection of purposeful and effective professional learning and practice.		

Investigate the possibility of Numeracy University for BRSD students.		
Numeracy Cohorts....	Numeracy Leads meet 3 times in the year and continue to lead the work in their individual schools.	
Teaching and Learning		
Google Template used for school based Three-Year planning. Updates are made regularly. Reviewed by Assistant Superintendent – Learning. Discussed at School Review Team visits and shared annually with School Board Members.		Will transition to a new Google Doc for the 2020-21 school year focussing on the Critical 2.
Directors of Learning meeting with individual Diploma exam teachers to discuss results and supports required to ensure all students are achieving at high levels.		
Three school-based collaboration days and professional development days embedded into the calendar. A Google planning template is completed by school administration outlining their plans for each of the days. Plans and results of these days are shared during School Review Team visits.	Six school-based collaboration days and professional development days embedded into the calendar. A Google planning template is completed by school administration outlining their plans for each of the days. Kurtis Hewson from JigSaw Learning participating in these days to model the CRM process for schools.	
Professional Learning Day and 2 Cohort learning days embedded into the calendar.	Four division based professional learning series days. Teachers organized into cohorts that focus on their main areas of teaching and learning.	
Principal Academy focused on developing the leadership competencies in the new LQS.	Principal Academy focused on developing their ability to provide teachers with support and supervision; conflict resolution and parent relationships.	
Diploma Exam perusal sessions.		
Teacher Mentorship program (first and second year of their career).		
School Review Team visits four times per year to discuss progress in relation to the Everyday 4.	School Review Team visits four times per year to discuss progress in relation to LQS: Competency 6 and its indicators.	
Support the implementation of the BRSD Career Scope n’ Sequence.		
Continue to develop and support administrators’ understanding and skill in using assessment data to inform school improvement efforts.	New BRSD Assessment Framework developed intentional focus with administrators on Formative Assessment practices.	
Expand Dual Credit opportunities.		
In-house online course development for Battle River Online.		
BRSD teachers engaged in provincial marking and item writing.		

Continue to expand BRSD student opportunities to explore life after high school (High School Plus).		
Summer school program which supports high school course delivery and achievement.		
Develop school and system leadership capacity in all aspects of the new LQS through the BRSD Principal Academy, Leading and Learning and our Alberta Research Network project.		
Deepen practice in relation to the BRSD Assessment and Reporting Guide and current practices in student assessment.	New BRSD Assessment Framework being developed.	
Continue Student-Led Advocacy (for the) Voice of Youth (SAVY) Engagement project developed by students for students.		
BRSD Digital Competencies will be piloted in classrooms K to 12 with revisions made for full implementation 2019-20.	Full implementation of BRSD Digital Competencies K to 12.	
Working with K to 4 teachers to understand the “WHY” of the New Alberta Curriculum.	Work with K to 4 Cohorts to collaboratively plan in preparation for full implementation of the new Alberta K to 4 curriculum.	

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

2 First Nations, Métis and Inuit students are successful.



Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	67.9	68.2	56.0	54.0	55.7	72.0	Very Low	Maintained	Concern	70	72	74
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).	17.3	7.0	5.5	6.5	10.8	12	Low	Maintained	Issue	12	14	16
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	82.6	76.2	67.7	76.1	60.6	80	Very Low	Maintained	Concern	80	82	84
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	8.7	4.8	9.7	10.9	9.1	12	Very Low	Maintained	Concern	12	14	16

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	33.2	50.4	49.8	77.3	53.3	80	Very Low	Maintained	Concern	78	80	82
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	16.6	37.8	27.7	36.1	33.3	39	Low	Maintained	Issue	39	41	43
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	9.8	4.0	1.5	5.1	3.8	4	High	Maintained	Good	4	3.5	3
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	26.5	15.8	27.7	39.9	27.6	30	Very Low	Maintained	Concern	30	32	34
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	50.0	50.0	47.6	50.0	60	Low	Maintained	Issue	60	65	70

BRSD PERFORMANCE MEASURES						
Outcome 2: First Nations, Métis and Inuit students are successful.						
Measure:	(In percentages)					
	Results			Targets		
	2017	2018	2019	2020	2021	2022
Self-identified FNMI students in BRSD.	3.57(223)	4.43(262)	5.0(299)	n/a	n/a	n/a
FNMI students with learning/behavioural codes.	28.2(63)	30.2(81)	28.0(84)	n/a	n/a	n/a
Using Fountas and Pinnell Spring Result: Percentage of FNMI Grade 3 students reading at grade level.	Baseline data Collection		60%	86	88	90
FNMI students completing MiPi.	113	114	172			
FNMI students scoring below MiPi Benchmark.	68	61	58			
Using the D.O.R.A. (Diagnostic Online Reading Assessment): Percentage of FNMI Grade 4 to 9 students who are at grade level.	Baseline data collection		62	Changing to a new assessment tool for 2020-21		
Percentage of FNMI students enrolled in Alternate programs in BRSD.	7.17	14.6	15.5	5	3	1



Did you know?

- * Battle River has a plethora of resources available to teaching staff to build their knowledge of FNMI history, culture and ways of knowing which are circulate to our schools as part of our daily IMC van run.
- * Schools have worked to indigenize their three-year plans.

Strategies Outcome Two:

2018-2019	2019-2020	2020-2021
Welcoming and Caring		The Critical 2
Recognition of Treaty 6 Territory at all BRSD Events in and out of school.		
Teaching and Learning		
FNMI facilitator will work directly with schools to: monitor student academic progress; CRM support; transitioning support; literacy support and to provide resources.	Director of Learning-Instruction will continue to: monitor student academic progress; CRM support; transitioning support; literacy support and to provide resources.	
FNMI Outreach Facilitator will support schools in providing ongoing support to FNMI students interested in attending post-secondary institutions.	Division Counsellors will support schools in providing ongoing support to FNMI students interested in attending post-secondary institutions.	
FNMI Outreach Facilitator will provide ongoing professional learning and support to schools in cultural teachings, historical impacts and instructional strategies.	LiveBinders created and in-service support provided for these resources.	
Enhance leadership capacity through explicit professional development with school-based administrators and division leadership related to foundational knowledge about First Nations, Metis and Inuit culture and perspectives (Leading and Learning presentations).	Enhance leadership capacity through explicit professional development with school-based administrators and division leadership related to foundational knowledge about First Nations, Metis and Inuit culture and perspectives (IMC support & resources).	
Increased indigenous content and resources in BRSD libraries, in our Instructional Media Centre, and through our division portal.		
Lesson plans, unit and edu-kits will support the development of FNMI perspectives for all students.		
Continue to partner with Augustana and Camrose Arts Society in hosting National Aboriginal Days.		



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

3 Battle River School Division has excellent teachers, school leaders, and school authority leaders.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.1	77.4	78.8	76.5	76.4	78	Intermediate	Maintained	Acceptable	78	80	82

BRSD PERFORMANCE MEASURES - Outcome 3: Battle River School Division has Excellent Teachers, School and School Authority Leaders						
Measure:	(In percentages)					
	Results			Targets		
	2017	2018	2019	2020	2021	2022
Percentage of year one and two teachers that report cohort professional learning opportunities and mentorship are effective in enhancing their professional growth and development as teachers.	Baseline data to be collected this year	100	91	100	100	100
Percentage of Principals who report the BRSD Principal Academy professional learning opportunity is effective in enhancing their professional growth.	84	96	96	100	100	100
Percentage of Aspiring Leaders seeking leadership positions in Battle River School Division.	70	86	70	100	100	100

Did you know?

- * Battle River School Division is participating in an Alberta Partnership Research project which looks at the impact of the effectiveness of high quality collaborative professional learning in addressing Alberta's LQS.
- * This is the fourth year of our Battle River School Division Principal Academy. This year we are going deeper into Principal's understanding of high quality teaching and optimum learning.



Strategies Outcome Three:

2018-2019	2019-2020	2020-2021
Teaching and Learning		The Critical 2
BRSD Principal Academy, Leading and Learning and Alberta Research Network project focus on the new TQS, LQS to ensure quality learning for ALL BRSD students.		
Deepening division focus on classroom walk-throughs, quality feedback and supports for growth.		
Student-Led Advocacy (for the) Voice of Youth (SAVY) student group to elicit student perceptions on programming and quality of education.		
Partner with CARC and regional school jurisdictions to provide timely and cost effective professional learning for all staff (i.e. EA Conference).	Hosting 2nd Annual Educational Assistance conference.	
Every BRSD teacher, administrator and division leadership member will complete, discuss and reflect on his or her annual professional growth plan.		
Responsive mentorship program for new teachers.		
School and program alignment is continually evolving in response to student needs and demographics.		
Cohort opportunities provide support teacher efficacy in best practices in our Everyday 4.	Division Professional Learning Series (4 sessions) focussed on teacher professional learning needs.	
BRSD Principal Academy, Division Leadership Academy and Leading and Learning sessions as well as regular School Review Team visits will be used to further develop and support instructional leadership.		
Revised Leadership Supervision and Evaluation process intended to support leadership growth.		
Continue to improve our process for recruiting, hiring and transferring staff.		
Continue partnering with Zone 4 divisions for our Aspiring Leadership Program year 1 cohort.		

Alberta Education Outcome Four: Alberta's K – 12 education system is well governed and managed.

4 Battle River School Division's education system is well governed and managed.

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.0	87.2	87.5	86.6	85.8	95	High	Declined	Acceptable	95	97	98
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.5	88.0	88.7	87.6	87.3	90	High	Maintained	Good	92	94	96
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.0	78.4	80.1	78.5	78.1	-	High	Maintained	Good	80	82	84

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	69.4	68.9	67.6	68.3	67.2	-	n/a	n/a	n/a	70	75	80
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.2	77.8	77.2	75.6	75.8	80	Intermediate	Maintained	Acceptable	80	82	84
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	75.0	77.1	78.5	75.7	74.8	82	Intermediate	Declined Significantly	Issue	82	84	86

BRSD PERFORMANCE MEASURES						
Outcome 5: Battle River School Divisions' education system is well governed and managed.						
Measure:	(In percentages)					
	Results			Targets		
	2017	2018	2019	2020	2021	2022
Percentage of BRSD School Councils that participate in the Board Collaboration Day.	Baseline data to be collected	75	95	100	100	100
Percentage of staff who have completed the Hour Zero training.		100	100	100	100	100

Did you know?

- * All school leaders have had Level I VTRA training.
- * All school Administration have been trained in NVCI and will receive refresher training as needed.



Strategies Outcome Four:

2018-2019	2019-2020	2020-2021
Welcoming and Caring		The Critical 2
Ongoing communication from Superintendent’s Office, linked to each aspect of our Everyday 4: Essential Reading for Administrators, Essential Reading for Staff and As the River Flows.		
Ensure all schools are consistently utilizing a variety of contemporary tools and approaches to engage their school council and parent community to provide input into district and school decisions/directions.		
Review of BRSD Webpage and internal portal.	New website design.	
Contact Us access points on BRSD homepage.		
BRSD Board-Admin, School Council representatives and high school	Community Engagement process to garner stakeholder voice and next steps in moving BRSD forward.	

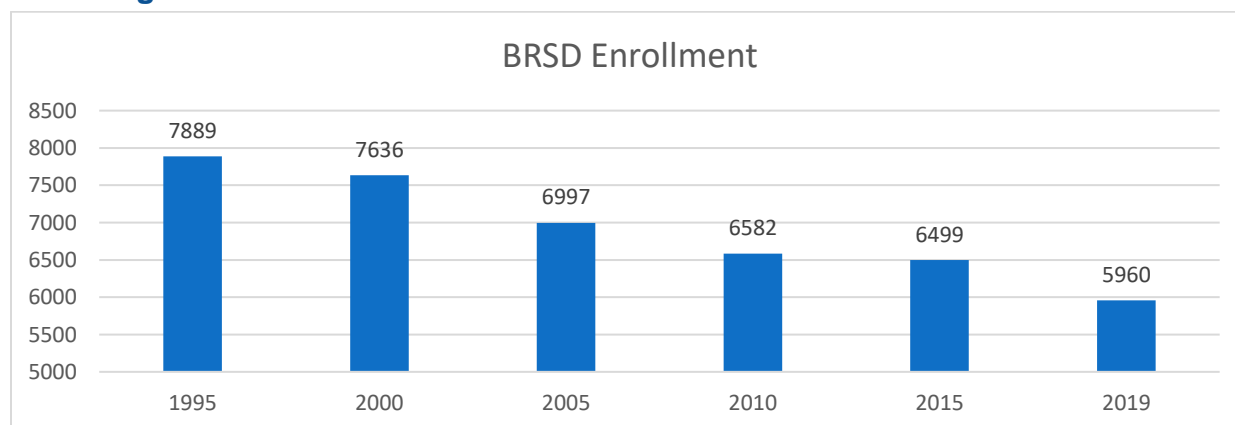
students participate in an annual collaboration day.		
Student success presentation at each Board meeting.		
Continue to deepen the work in developing school climates and cultures through Principal Academy work with Tom Hierck.	Continue to focus on school climate and culture through School Review Team Visits.	
Teaching and Learning		
Participation of Battle River leadership team members on provincial committees such as: School Technology Advisory Council, Jurisdictional Technology Coordinators, Student Transportation Association of Alberta, International Education Advisory Council, ERSCD, Alberta Information Reporting Committee, Curriculum Development, and CASS Board of Directors.		
Student-led Advocacy (for the) Voice of Youth (SAVY) student group.		
Continued support of BRSD Council of School Councils.		
Continue to deepen the work in developing school climates and cultures using programs such as: Student Leadership, Circle of Courage, Olweus; and “Seven Keys to Positive Learning Environment” work.	Continue to build on school culture and climate work through use of CRM, Reconnecting Youth PD and Leading and Learning sessions	
Continue to deepen the work in support of healthy living programs for students and staff in BRSD with AHS partners.		

Future Challenges

Trends, Issues and Challenges

There are specific trends and issues which continue to create significant challenges for Battle River School Division. As we look to the future, the Board and school division leadership are aware that difficult decisions will have to be made, in order to ensure that students are able to continue receiving the high quality educational service they deserve, even in light of challenging circumstances.

Declining Enrollment



Like many rural school divisions, Battle River School Division continues to experience significant declines in student enrolment. This is caused by a number of factors related to larger farming operations and fewer rural families, and has been exacerbated by recent socio-economic factors such as downturns in the agriculture and resource sectors. As most funding for education is calculated on a per-student basis, declines in enrolment significantly impact division revenue, and in some cases threaten the viability of school operations.

Transportation

Student transportation is a very important aspect of our school division's service to students.

Given our geography, BRSD school buses travel about 12,000 kms each and every school day.

As school enrollment declines, our buses continue to travel long distances to ensure that students from all corners of the division get to school and home again. Average student ride times are 80 minutes a day.



Rising costs for the purchase of buses, diesel fuel, ongoing maintenance and the new training requirements for drivers all impact our transportation budget.

Our school division has created a transportation partnership with the two other local school organizations – Elk Island Catholic and Centre-Nord Francophone – in order to create both routing and financial efficiencies within the City of Camrose.

Facilities

Battle River has been fortunate to open two new schools in the last six years, and also receive approval for the replacement of a third school building, for which planning is in process.

However, with the exception of these replacement facilities, the average age of school buildings in Battle River School Division is more than 50 years. Many building systems, such as electrical and heating, have reached or exceeded their life expectancy. We are challenged to keep up with maintenance and repair of these aging buildings. Particularly in rural communities, where enrollment is not growing at the same rate as in some urban centres of the province, we find that the current funding model does not adequately support the cost of ensuring all students, regardless of their geographic location, have a quality environment in which to learn.

As we look to the future, we believe our ability to maintain schools appropriately will be even further compromised. A five-year roofing plan indicates several schools and office buildings will require major roofing repair. Our school division is also facing a 274% increase in building insurance, which represents an additional cost of about \$830,000.

Recruitment for Teaching Positions

We continue to have challenges in filling speciality positions like French Immersion and math/science positions and find the number of applicants is low for many positions. Access to quality substitute staff is also a challenge. This is a difficulty faced by most rural school divisions. In the 2018-19 school year, BRSD started actively recruiting outside of Alberta (in Quebec and the Maritimes) in order to meet our needs. This results in an increased recruitment cost to the division.

Funding for Rural School Divisions

BRSD is working with other rural school divisions, through the Alberta School Boards Association (ASBA) to lobby provincial legislators to revisit education funding models so that they more accurately reflect the true costs associated with providing educational services in rural Alberta, rather than ineffective per-student funding models.

We have been fortunate to have strong support from our school councils for this message and our BRSD Council of School Councils put forward two resolutions to the Alberta School Councils Association spring conference. One of those resolutions was in support of a different funding model for rural schools, while the other was championing the need for mental health program support in schools.



Summary of Financial Results

Budget Information

Table 1 - Expenditure Plan
For September 1, 2019 - August 31, 2020

Program	2019 - 2020				2018 - 2019			
	Total Expenditures (1)	Number of Students (FTE) (2)	Spending per Student (3)	% (4)	Total Expenditures (1)	Number of Students (FTE) (2)	Spending per Student (3)	% (4)
Student Instruction Expenditures (Grades K-12)								
Instruction	\$61,468,540	5844	\$10,518	75.29%	\$62,601,921	5881	\$10,645	76.68%
Support Expenditures								
Schools - Operations & Maintenance	\$9,960,972	5832	\$1,708	12.20%	\$10,293,683	5869	\$1,754	12.61%
Student Transportation	\$5,452,163	4111	\$1,326	6.68%	\$5,463,697	3531	\$1,547	6.69%
School Board Governance & System Administration	\$2,818,398	5844	\$482	3.45%	\$3,008,856	5881	\$512	3.69%
Support Expenditures - Sub Total	\$18,231,533	5844	\$3,120	22.33%	\$18,766,236	5881	\$3,191	22.99%
Total Student Instruction & Support Expenditures	\$79,700,073	5844	\$13,638	97.62%	\$81,368,157	5881	\$13,836	99.67%
External Services	\$1,940,536	5844	\$332	2.38%	\$1,663,318	5881	\$283	2.04%
Total School Board Expenditures	\$81,640,609			100.00%	\$83,031,475			101.70%

A copy of our annual budget can be obtained from any of the following sources:

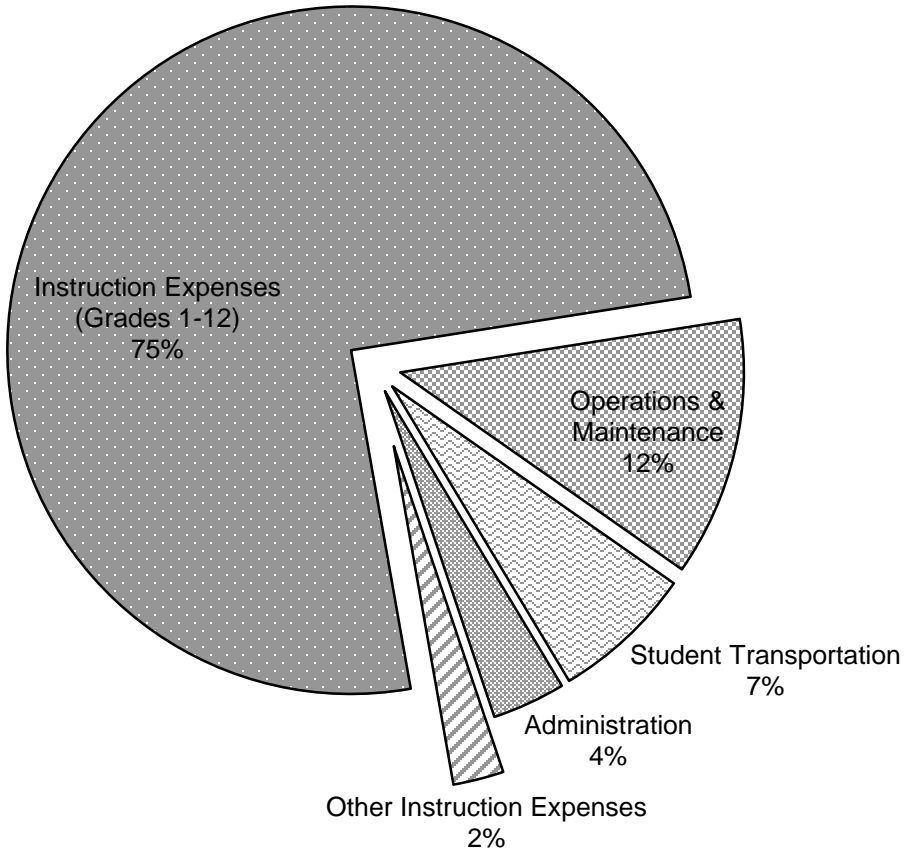
- Battle River School Division, 5402 48A Ave., Camrose, Alberta, T4V 0L3
- Our website <https://www.brsd.ab.ca/services/finance>
- Any of the schools in Battle River School Division

The provincial roll up of all school jurisdiction's financial statements can be found at the following link:

<https://open.alberta.ca/publications/1927-4610>

For more detailed information on School Generated Funds and their uses, or any other financial information, contact Imogene Walsh at 780-672-6131 Ext. 5235

Battle River School Division Expenditures



Summary of Reserves

		Balance August 31, 2018	Motions & Budget Transactions 2018/2019	Surplus(Deficit) 2018-2019	Balance August 31, 2019	% of Revenue	Recommended YE Motion	Adjusted Balance August 31, 2019	Revenue	
Res - Instr	IMC Van	28,825.65			28,825.65			28,825.65	*	
Res - Instr	Technology Operating	208,169.86	(45,000.00)		163,169.86			163,169.86		
Res - Instr	Technology Equipment	86,686.02			86,686.02			86,686.02		
Res - Instr	Technology Van	45,112.11	(20,765.79)		24,346.32			24,346.32	*	
Res - Instr	Technology WAN/Lan	107,666.23	60,000.00		167,666.23			167,666.23		
Res - Instr	Technology VOIP	67,001.42	18,000.00		85,001.42			85,001.42		
Res - Instr	Inclusive Ed Operating	119,220.55	118,800.00	78,482.64	316,503.19	4.32%		316,503.19		7,327,921.15
Res - Instr	Colonies	601,997.00	(368,797.00)		233,200.00			233,200.00		
Res - Instr	School Generated Funds	658,656.49		(106,091.22)	552,565.27			552,565.27		
Res - Instr	School Budgets	528,826.73		222,533.69	751,360.42		(617,216.33)	134,144.09		
Res - Instr	School Capital	23,403.18			23,403.18			23,403.18	*	
Res - Instr	Board Innovation Fund	7,153.87	(7,153.87)		-			-		
Instructional	Operations	3,033,114.02	447,348.05	(796,134.59)	2,684,327.48	4.96%	617,216.33	3,301,543.81		54,134,144.85
		5,515,833.13	202,431.39	(601,209.48)	5,117,055.04		-	5,117,055.04		61,462,066.00
Res - Facilities	Playgrounds Unallocated	8,753.40	(8,753.40)		-		-	-		
Res - Facilities	Playgrounds Unexpended	7,500.00			7,500.00		-	7,500.00		
Res - Facilities	Vehicles	10,596.20			10,596.20			10,596.20	*	
Res - Facilities	Capital Equipment	20,784.50	(15,850.62)		4,933.88			4,933.88	*	
Res - Facilities	Building	5,000.00			5,000.00			5,000.00	*	
Res - Facilities	Land		26,000.00		26,000.00			26,000.00	*	
Facilities	Operations	362,363.12	251,901.38	(651,715.93)	(37,451.43)	-0.40%	24,603.50	(12,847.93)		9,315,524.00
		414,997.22	253,297.36	(651,715.93)	16,578.65		24,603.50	41,182.15		
Res - Trans	Equipment	750.00			750.00			750.00	*	
Res - Trans	Bus Purchases	464,089.65	(31,861.61)		432,228.04			432,228.04	*	
Res - Trans	Bus Barns	359,550.39	100,000.00		459,550.39			459,550.39	*	
Res - Trans	Vehicles	20,633.33			20,633.33		-	20,633.33	*	

Transportation	Operations	23,377.83	(90,473.60)	167,064.02	99,968.25	1.80%	24,603.50	124,571.75	5,557,644.00
		868,401.20	(22,335.21)	167,064.02	1,013,130.01		24,603.50	1,037,733.51	
Res - Admin	Equipment	20,000.00			20,000.00			20,000.00	
Res - Admin	Capital Equipment		20,000.00		20,000.00			20,000.00	*
Res - Admin	Building Repair	50,000.00	50,000.00		100,000.00			100,000.00	
Res - Admin	Capital Building	50,000.00			50,000.00			50,000.00	*
Admin	Operations	117,054.59	(94,945.68)	102,674.67	124,783.58	4.14%	(49,207.00)	75,576.58	3,014,376.00
		237,054.59	(24,945.68)	102,674.67	314,783.58		(49,207.00)	265,576.58	
External	International Program	111,703.25		(26,161.29)	85,541.96			85,541.96	
External	Operations	111,703.25	-	(26,161.29)	85,541.96		-	85,541.96	
Total Reserves		7,147,989.39	408,447.86	(1,009,348.01)	6,547,089.24		-	6,547,089.24	
Accumulated Operation Surplus (AOS)		-	-	-	-		-	-	
Total Reserves and Surplus		7,147,989.39	408,447.86	(1,009,348.01)	6,547,089.24		-	6,547,089.24	

Explanation of Operating Reserves

INSTRUCTION RESERVES

Technology Operating Reserve – supports overall operation of the technology department.

Technology Equipment Reserve – Used to purchase sound field systems and projectors which enhance students' classroom experience.

Technology WAN/LAN – Used to purchase technology wide-area/local-area network equipment.

Technology VOIP – Used to purchase replacement telephone system equipment.

Inclusive Education Operating Reserve – supports overall operation of the Inclusive Education service.

Colonies Reserve – supports the educational services agreement that is in place with the 10 Hutterite Colonies within BRSD's boundaries.

School Generated Funds – A fund that is made up of the balances in school bank accounts, which are raised by schools to support student activities at the school level.

School Budget Reserve – Used to support educational expenses within the school's budgets.

Instructional Operating Reserve – Used to provide focused instructional support to schools and to students.

FACILITIES RESERVES

Facilities Playgrounds Unexpended – Funds that have been allocated to school playgrounds projects that have not yet been completed.

Facilities Operating Reserve – Supports the overall operations of the Facilities department.

TRANSPORTATION RESERVE

Transportation Operating Reserve – Used to support the overall operation of the transportation department.

ADMINISTRATION RESERVES

Administration Equipment Reserve – Used for the purpose of replacing equipment.

Administration Building Repair Reserve – Used to fund non-capital repairs on the Division's Administration office building (Division Office).

Administration Operating Reserve – Used to support the overall operation of the administration department.

EXTERNAL RESERVES

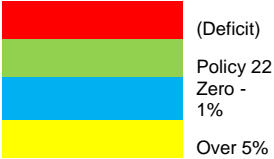
International Program Reserve – Used to support the recruitment and programs for International students.

Summary of School Generated Funds Balances

School	School Budget Surplus (Deficit) Aug 31 2018	Total Revenue Aug 31/2018	School Budget Surplus (Deficit) Aug 31 2019	Total Revenue Aug 31/2019	% Balance Budget of Revenue Aug 31/18	% Balance Budget of Revenue Aug 31/19	SGF Balance Aug 31/18	SGF Balance Aug 31/19	Student Count Sept 30 2018	Per Student Amount
Allan Johnstone	3,464.16	69,674.22	1,161.21	23,224.23	4.97%	5.00%	22,917.82	22,066.83	48	477.45
Bashaw	27,763.15	243,793.10	5,738.02	114,760.35	11.39%	5.00%	38,619.36	35,333.98	254	152.04
Bawlf	22,205.23	308,261.08	5,441.74	108,834.82	7.20%	5.00%	38,149.01	27,875.90	307	124.26
BR Online	6,792.76	63,617.89	1,369.02	27,380.42	10.68%	5.00%	-			
Camrose Outreach	74,046.67	260,099.04	4,819.69	96,393.85	28.47%	5.00%	15,068.60	17,836.60	124	121.52
CCHS	(3,514.25)	808,892.84	27,640.99	552,819.78	-0.43%	5.00%	56,488.69	50,856.29	707	79.90
Charlie Killam	47,819.29	414,796.77	12,007.53	240,150.66	11.53%	5.00%	60,223.78	38,525.63	510	118.09
Chester Ronning	37,412.09	267,203.30	4,758.08	95,161.63	14.00%	5.00%	16,271.82	19,197.72	303	53.70
CHSPS	57,141.84	436,150.04	10,325.09	206,501.77	13.10%	5.00%	21,885.46	22,096.01	435	50.31
CW Sears	(1,668.96)	306,718.71	4,828.45	96,568.96	-0.54%	5.00%	13,672.31	15,979.59	323	42.33
Daysland	49,793.18	237,488.81	4,581.86	91,637.29	20.97%	5.00%	32,860.23	43,963.64	229	143.49
Forestburg	6,180.78	289,991.84	4,462.49	89,249.81	2.13%	5.00%	55,410.46	100,674.85	220	251.87
Hay Lakes	45,397.55	307,362.13	4,462.62	89,252.33	14.77%	5.00%	42,510.68	51,783.10	239	177.87
Holden	17,982.83	133,401.57	2,409.84	48,196.71	13.48%	5.00%	19,353.33	23,251.28	136	142.30
Jack Stuart	2,927.72	197,542.06	4,504.44	90,088.87	1.48%	5.00%	16,299.59	7,086.92	266	61.28
Killam	23,620.56	136,345.80	3,131.15	62,623.08	17.32%	5.00%	20,977.90	16,806.16	172	121.96
New Norway	14,746.56	313,225.91	6,033.64	120,672.77	4.71%	5.00%	26,654.93	32,519.78	257	103.72
Round Hill	8,696.60	70,444.68	1,383.48	27,669.53	12.35%	5.00%	9,124.30	6,294.78	66	138.25
Ryley	7,340.99	139,327.50	2,957.71	59,154.25	5.27%	5.00%	39,707.64	23,631.89	98	405.18
Sifton	13,914.53	375,531.62	5,678.65	113,572.97	3.71%	5.00%	12,744.53	8,743.77	332	38.39

Sparling	21,369.95	154,779.92	2,971.06	59,421.21	13.81%	5.00%	9,920.30	12,705.15	171	58.01
Tofield	11,909.20	295,202.00	8,249.65	164,992.97	4.03%	5.00%	17,627.44	21,086.62	378	46.63
Viking	33,484.30	330,676.28	5,227.67	104,553.46	10.13%	5.00%	73,399.14	69,117.32	354	207.34

\$528,826.73	\$6,160,527.11	\$134,144.09	\$2,682,881.72	\$ 664,398.63	\$ 667,433.81
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Capital and Facilities Projects

The capital highlights for the 2017-2018 school year were:

During this past year, the jurisdiction added a modular classroom to C.W. Sears School in Tofield, Alberta. A replacement school project was approved for Chester Ronning School that is located in Camrose, Alberta.

Summary of Facility and Capital Plans

The following is a list of our Capital Plan Priorities as submitted to Alberta Education in March, 2019:

C.W. Sears School, 5716 47 St.
Tofield, AB T0B 4J0

A masonry structure built in 1979 with 2 portables added in 1978, 4 in 1986, 2 more in 1995 and 1 in 2017. No major modernizations have taken place at this school to date. The plasticity of the soil causes recurring slab and wall movement throughout the school. At present a geotechnical study is being conducted.

- **Complete modernization of the building, including replacement of current modularity is the Board's second priority.**
- **Estimated Project Cost - \$12,202,700 (2016 Estimate)**

Hay Lakes School, 3rd Ave 1st St.
Hay Lakes, Alberta T0B 1W0

The Hay Lakes School is a wood structure built in the 1950's which was modernized in 2003. Single story additions occurred in 1962, 1966 and 1981, consisting of masonry wall/wood structure and slab-on-grade floor. Modest modification have occurred over the years with the largest in 2010/11, consisting of a new electrical service and branch panels, fire alarm, emergency lighting and architectural to the 1966 section and 1981 corridor in addition to a library upgrade.

- **Complete modernization of the mechanical system, exterior upgrade, and interior upgrade to the junior and senior high area as well as the addition of a CTS classroom is the Board's third priority.**
- **Estimated Project Cost - \$5,876,529 (2016 Estimate)**

Charlie Killam School, 4809 46 St.
Camrose, AB T4V 1G8

The current structure was built in 1930, with additions in 1941, 1952, 1954, 1957 and 1984. Parts of the facility were modernized in 2003. Portables were added in 1995 and 2003.

- **Request for a replacement school.**
- **Estimated Project Cost - \$28,368,126 (2019 Estimate)**

A copy of our facility and capital plan may be obtained at the following link:

<https://www.brsd.ab.ca/services/facilities>

Parental Involvement

Battle River School Division continues to support a Division-wide Council of School Councils. School Council members also participated in our BRSD Collaboration Day, along with Administrators, Division Leadership, Board members and students from our BRSD Student Voice committee.

We are very fortunate to have a strong and supportive Council of School Councils, who have lobbied for a rural funding formula and championed mental health programming in schools.

The school division meets regularly with the CoSC group, to both share information and receive feedback about local issues. As we look to future changes, we believe this group will be a key driver of information sharing and input.

All schools in Battle River School Division are required to prepare a Three-Year Education Plan/AERR that aligns with the Division's plan/report. The template that schools use is based on the BRSD goals and priorities. Schools are required to share their plans with Division Leadership, School Councils and at the Leading and Learning (Administrator) meetings. School plans and the results from the school's provincial assessments and other provincial measures, and an interpretation of those results and measures are consistently reviewed at the School Council.

Parents can access the Divisional Three-Year Plan/AERR via our website at www.brsd.ab.ca along with the posted plans of all of our schools. Throughout the course of the year BRSD capitalizes on many community events to bring the messages of the Three-Year Plan/AERR to our communities. Some of these opportunities include: satisfaction surveys, liaison meetings, distribution of an annual report to the community, awards nights, graduations, staff meetings, extracurricular events and more.

Timelines and Communication

Battle River accesses the services of a Director of Communications to inform and promote work that is happening in our school division. Bi-weekly publications *Essential Reading for All Staff* and *As the River Flows* go to all staff; while articles in the local newspapers and on the Division's social media feeds are also examples of how communication takes place throughout the course of the school year. All stakeholders have also been afforded the opportunity to speak directly to the Superintendent and Board of Trustees via email, through links on our website.

Whistleblower

The Whistleblower Protection Act requires that we state the number of disclosures we have received for the 2018/19 year. BRSD has received zero disclosures for the 2018/19 year.