

**Where Are  
We Going?**



## **Education Plan 2021 - 2024**

### **Battle River School Division**



**Every Student, Every Day, A Success.**



5402-48A Avenue, Camrose, Alberta, T4V 0L3  
780-672-6131; [www.brsd.ab.ca](http://www.brsd.ab.ca)

# Who We Are . . .



- We serve about 5540 K to 12 students, along with 145 Pre-K kids.
- Our schools are mostly in small, rural, east-central Alberta communities, whose population ranges from a few hundred to a few thousand.
- The City of Camrose is the largest centre, with a population of 18,742 people.
- We have 19 “traditional” schools, in 13 different communities, plus Outreach schools and schools on 10 Hutterite Colonies.
- Battle River School Division covers about 6300 square kilometres.
- Nearly 1/2 of our students take the bus to and from school.
- Our buses travel 8420 km every single school day. That’s almost 38 trips around the world every school year!



## Our Vision

***Every Student,  
Every Day,  
A Success.***

## Our Mission

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

## Our Beliefs

- Every child can learn.
- Our fundamental purpose is to promote student learning, growth and understanding.
- Everyone will be treated with dignity and respect in a safe and caring 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.





# Our Education Plan Commitment...

## Accountability Statement For Our Education Plan

The Education Plan for Battle River School Division commencing September 1, 2021 was prepared under the direction of the Board in accordance with the 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 develop the plan and is committed to implementing the strategies contained within this plan to improve student learning and results.

The Board approved the Three Year Education Plan for 2021-2024 on May 27, 2021.

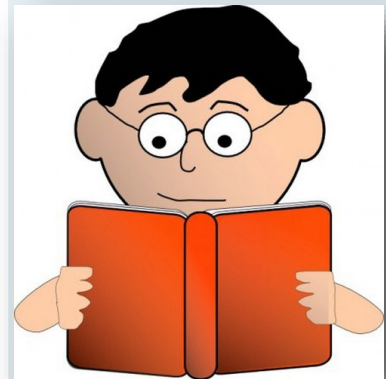


Karen Belich, Board Chair

The Battle River School Division Education Plan sets the direction for our schools across the division. Our highest priority is our Critical 2: High Quality Teaching and Optimum Learning, both foundational to our students being successful. This plan includes outcomes, performance measures and strategies, that will be used to accomplish this. This Education Plan responds to the aspirations and priorities of our communities across our division and those of Alberta Education. A variety of engagement opportunities with all of our stakeholders has supported us in fine tuning our foci. The identification of school based best practices that are having a positive impact on student learning success, research, school, division and provincial data and trends have also informed the development of this plan. We are proud of our BRSD staff that work tirelessly to ensure our plans are enacted and our students are successful.

### Resiliency & Strength...

Battle River School Division believes that through high quality teaching and optimum learning we can ensure success for all. Through safe, welcoming caring and strong relationships with our students, staff and families we build a foundation which supports our students to become their best selves. The impact of COVID on our classrooms, schools, division and community has exemplified the resilience and strength we all have as we continue to keep a focus on our future, and most precious resource, our children.



# Planning & Priorities

## Our Planning Cycle

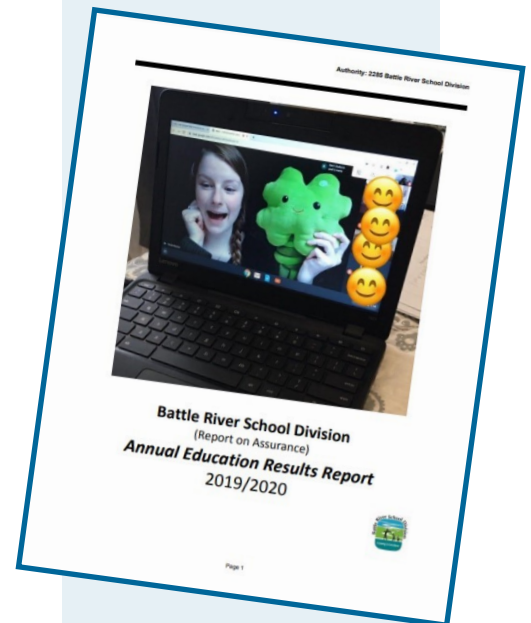
Our current Covid environment, has prompted us as a division to look for and use data that is available to us beyond provincial measures to ensure we are planning for the current needs of our students across the division.

School authority planning is an integral component of school authority accountability and assurance. The Board of Trustees, in collaboration with Senior Leadership and key stakeholders, develops a plan that sets out our educational priorities, and assurance elements within the domains of education.

The planning cycle involves the following steps:

- Developing and updating a jurisdictional Education Plan that aligns with provincial goals, outcomes and performance measures and the Battle River School Division vision, mission and values;
- Promoting community engagement;
- Preparing budgets that allocate or re-direct resources to support student learning, to achieve goals and to improve results;
- Implementing strategies to maintain or improve student learning and achievement;
- Monitoring implementation and adjusting efforts as needed;
- Using results to identify areas for improvement and to develop strategies and targets for the next plan, e.g. evidence-based decision making; and
- Communicating with stakeholders (staff, students, parents, or guardians, school councils, the public and Alberta Education) about school authority plans and results.

Battle River School Division's Education Plan is the document which guides the strategic plans for the Division and Schools for the following year. The Education Plan for 2021-2024 is currently available through our division website. During the 2021-2022 school year our goal is to feature our Education Plan, supporting documents and data primarily in a web-based format to ensure all stake holders have access.



# Stakeholder Engagement

Numerous studies on stakeholder engagement show that the sooner educators engage parents and communities in student learning, the more effective they are in increasing student engagement and performance. In Battle River School Division we want to ensure that we are engaging stakeholders and not merely involving them. To this end we have implemented the following engagement opportunities to inform the development of our Educational Plan:

- ⇒ School Councils and Council of School Councils - serve as a meaningful way for stakeholders to engage in the planning, programming and decisions made regarding student growth and achievement.
- ⇒ Parent/Teacher/Student Led Conferences—provide opportunities for parent engagement and involvement in their child's learning.
- ⇒ SAVY (Student Advocacy & Voice for Youth) - Students from across the division are involved in feedback loops to support division planning. Students also provide opportunities in their individual school settings for student voice.
- ⇒ Division Feedback Surveys—students, staff, family and community members provide perspectives on how the division is doing regarding the priorities in our Education Plan.
- ⇒ School Review Meetings—Four times a year, central office and school leadership meet to converse about instructional leadership, collaborative response work, and school results and education plans.
- ⇒ School Board Engagement—Board has plans to engage community feedback through a process beginning in fall 2021 regarding priorities and their Strategic Plan.
- ⇒ ATA Liaison Meetings—keep communication lines open between Superintendent and Local President.
- ⇒ BRSD Assurance Framework & Stakeholder Engagement Committee— This group of school and central office leaders is working to explore and create stakeholder engagement strategies that can be used throughout the division.



# Accountability Pillar

## Overall Division Summary (May 2020)

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	88.8	85.8	86.6	89.4	89.0	89.2	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	75.7	76.4	77.2	82.4	82.2	82.0	Intermediate	Declined	Issue
	Education Quality	88.5	87.3	87.9	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	2.6	2.3	2.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	81.9	76.8	78.2	79.7	79.1	78.4	Very High	Improved	Excellent
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)	49.0	53.4	54.1	56.4	56.3	55.6	Intermediate	Declined	Issue
	Rutherford Scholarship Eligibility Rate	62.4	61.2	60.3	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	58.2	58.4	57.8	60.1	59.0	58.5	High	Maintained	Good
	Work Preparation	80.7	78.1	78.9	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	79.7	77.3	78.4	83.3	82.9	83.2	High	Improved	Good
Parental Involvement	Parental Involvement	76.7	75.8	76.2	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	76.8	74.8	76.3	81.5	81.0	80.9	High	Maintained	Good

## First Nations, Métis, and Inuit Student Summary (May 2020)

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	<a href="#">Safe and Caring</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	<a href="#">Program of Studies</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Drop Out Rate</a>	6.0	3.8	3.5	5.5	5.4	5.3	Intermediate	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	49.8	53.3	60.1	55.8	56.6	54.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	55.7	54.0	59.4	54.0	51.7	51.9	Very Low	Maintained	Concern
	<a href="#">PAT: Excellence</a>	10.8	6.5	6.3	7.4	6.6	6.5	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	60.6	76.1	73.3	77.2	77.1	76.7	Very Low	Maintained	Concern
	<a href="#">Diploma: Excellence</a>	9.1	10.9	8.4	11.4	11.0	10.6	Very Low	Maintained	Concern
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	34.9	33.3	32.4	24.4	24.6	23.6	Low	Maintained	Issue
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	44.4	50.0	49.2	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	43.4	27.6	31.7	35.0	34.2	33.0	Low	Maintained	Issue
	<a href="#">Work Preparation</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	<a href="#">School Improvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



# Literacy & Numeracy

## BRSD Priority One: All students will improve in literacy and numeracy .

### Alberta Education Outcomes:

- ⇒ Alberta's students are successful.
- ⇒ First Nations, Métis , and Inuit students in Alberta are successful.

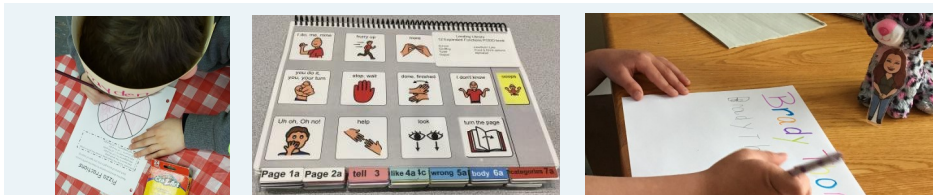
### Performance Measures:

- ⇒ Reading Literacy:
  - Percentage of students in K to 2 who demonstrate early literacy development skills (Dibels) (Target 85%)
  - Percentage of students in Grades 1 to 10 who are reading at grade level (BAS) (Target 85%)
- ⇒ Writing Literacy:
  - Percentage of student 1 to 9 achieving grade level standard of writing (HLAT) (Target 85%)
  - Percentage of students who achieve the acceptable standard in English 30-1 & 30- 2 for class awarded marks ( Target 80%)
  - Percentage of students who achieve the standard of excellence in English 30-1 & 30- 2 for class awarded mark (Target 25%/15% )
- ⇒ Numeracy:
  - Percentage of students K to 10 below the 60% benchmark on the MiPi Assessment (Target 10%)
  - Percentage of students who achieve the acceptable standard in Math 30-1 & 30- 2 for class awarded marks ( Target 80%/85%)
  - Percentage of students who achieve the standard of excellence in Math 30-1 & 30- 2 for class awarded marks (Target 15%/20% )

\* Provincial data will be incorporated into our planning when it again becomes available.

## OUTCOMES

- ⇒ Every student will be proficient in all of the components of literacy: reading, writing, speaking and listening.
- ⇒ Every student will have the “ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.” - Alberta Education



# Literacy & Numeracy

## BRSD Priority One: All students will improve in literacy and numeracy .

### Alberta Education Outcomes:

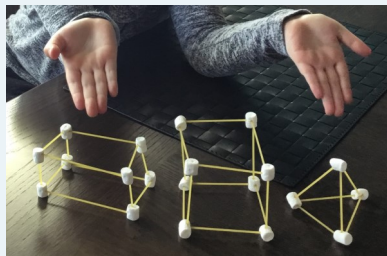
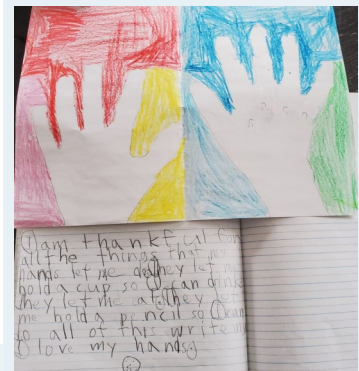
- ⇒ Alberta's students are successful.
- ⇒ First Nations, Métis , and Inuit students in Alberta are successful.

### Key Strategies:

- ⇒ Literacy
  - Division Literacy Principal to support K to 3 teachers in building capacity in literacy instruction
  - Literacy onboarding training for new teachers K to 3.
  - Literacy Foundation framework and professional learning for K to 3 teachers
  - Teacher development of division standards for writing K to 9
  - Literacy Lead teachers K to 7
  - Building bank of fluency passages for grades 6 to 8 focusing on science, social studies and math texts
  - Continued emphasis on Vocabulary development K to 12
  - Piloting the online Guided Readers program Grade 1 to 6
  - Implementation of Benchmark Assessment System Grade 7 to 9
- ⇒ Numeracy
  - Numeracy Framework provides teachers with direction and support in relation to high impact numeracy strategies
  - Implementation of the Math-Up resource K to 6 to provide significant support to teachers in overcoming the hurdles that often limited their ability to implement the practices laid out in the Numeracy Framework
  - Numeracy Cohorts - lead teachers supporting colleagues in their schools

## OUTCOMES

- ⇒ Every student will be proficient in all of the components of literacy: reading, writing, speaking and listening.
- ⇒ Every student will have the “ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.”  
Alberta Education





# High Quality Teaching & Optimum Learning

**BRSD Priority Two: All staff are working to create an optimum learning environment for students through high quality teaching.**

## **Alberta Education Outcomes:**

- ⇒ Alberta's students are successful.
- ⇒ First Nations, Métis, and Inuit students in Alberta are successful.
- ⇒ Alberta has excellent teachers, school leaders, and school authority leaders

## **Performance Measures:**

- ⇒ Parent survey satisfaction results (90%)
- ⇒ Percentage of students in Grades 1 to 10 who are reading at grade level (BAS) (Target 85%)
- ⇒ Percentage of student 1 to 9 achieving grade level standard of writing (HLAT) (Target 85%)
- ⇒ Percentage of students who achieve the acceptable standard on the cumulative composite scores of all class awarded marks (Target 85%)
- ⇒ Percentage of students who achieve the standard of excellence on the cumulative composite scores of all class awarded marks (Target 15%)
- ⇒ Overall satisfaction with the quality of basic education (Target 90%)
- ⇒ High school completion rates with three, four, and five years of entering grade 10 (Target 85%/85%/90%)
- ⇒ High school post-secondary transition rate of students within six years of entering Grade 10 (Target 60%)
- ⇒ Overall satisfaction with the opportunity for students to receive a broad program of studies (Target 85%)
- ⇒ Overall percentage of parents who feel students are prepared students are taught attitudes and behaviours that will make them successful at work when they finish school. (Target 85%)



## **OUTCOMES**

- ⇒ Our Pre-K and Kindergarten students gain the foundational skills they require to achieve a high quality education.
- ⇒ Each student in our school division will have access to challenging, comprehensive learning in all subject areas.
- ⇒ We will collect and use qualitative & quantitative data to support student achievement and personal growth.



# High Quality Teaching & Optimum Learning

**BRSD Priority Two: All staff are working to create an optimum learning environment for students through high quality teaching.**

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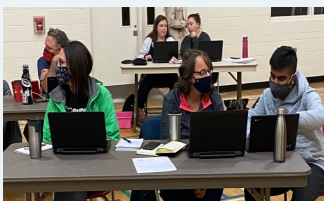
## Key Strategies:

- ⇒ Schools are deepening their use of the collaborative response approach to address key issues of practice to meet student SEL and learning needs
- ⇒ Continue to provide broad base of mental health supports and capacity building for staff
- ⇒ Refine/improve student transitional strategies to support students moving between grades and schools
- ⇒ 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 Critical 2
- ⇒ Continue to develop and support administrators' understanding and skill in using assessment data to inform school improvement efforts
- ⇒ Develop school and system leadership capacity in all aspects of the LQS through the BRSD Administrative Academies, Leading and Learning and division based professional learning opportunities
- ⇒ Deepen teacher understanding and build their capacity in relation to best practices in student assessment
- ⇒ Continue Student-Led Advocacy (for the) Voice of Youth (SAVY) Engagement project developed by students for students

\* See also strategies outlined under priorities one and three.

## OUTCOMES

- ⇒ Our Pre-K and Kindergarten students gain the foundational skills they require to achieve a high quality education.
- ⇒ Each student in our school division will have access to challenging, comprehensive learning in all subject areas.
- ⇒ We will collect and use qualitative & quantitative data to support student achievement and personal growth.



# Equity

**BRSD Priority Three: All students' unique individual and family strengths, cultural background, language(s), abilities, and experiences will be honoured through high quality teaching and optimum learning.**

## **Alberta Education Outcomes:**

- ⇒ Alberta's students are successful.
- ⇒ First Nations, Métis, and Inuit students in Alberta are successful.
- ⇒ Alberta has excellent teachers, school leaders, and school authority leaders

## **Performance Measures:**

- ⇒ Overall agreement that students are safe at school and learning the importance of caring (Target: 90%).
- ⇒ Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years (Target: 83%).
- ⇒ Overall percentage of students and parents who feel students receive the help and support they require at school (Target: 90%).
- ⇒ Overall percentage of students and parents who feel students are cared for and accepted at school (Target: 90%).
- ⇒ Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school (Target: 90%).
- ⇒ Overall percentage of students meeting grade level expectations in their core subject areas (Target: 90%).
- ⇒ Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely. (Target 90%)

## **OUTCOMES**

- ⇒ All staff will have the capacity to meet the diverse learning, social emotional, behavioural and cultural needs of all students.
- ⇒ Students will be provided with a broad base of programming and supports to meet their individual learning needs.
- ⇒ Teaching practices, relationship building, and family engagement are carried out in ways that are equally respectful, rigorous and meaningful regardless of student's background.





# Equity

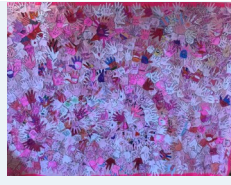
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- ⇒ Alberta has excellent teachers, school leaders, and school authority leaders

## Key Strategies:

- ⇒ Schools are deepening their use of the collaborative response approach to meeting key issues of practice to meet student SEL and academic needs.
- ⇒ Equity in action project implementation
- ⇒ Refine/improve student transitional strategies to support students moving between grades and schools.
- ⇒ Revise/refine attendance procedures and supports for students and schools.
- ⇒ Equity Coordinator will work directly with schools to: monitor First Nations, Métis and Inuit student academic progress; CRM support; transition support; literacy/numeracy support and to provide resources.
- ⇒ Equity Coordinator will support schools in providing ongoing support to First Nations, Métis and Inuit students interested in attending post-secondary institutions.
- ⇒ Equity Coordinator will provide ongoing professional learning and support to schools in cultural teachings, historical impacts and instructional strategies.
- ⇒ Equity Coordinator will advise and provides support to building administrators as they work to: develop cultural competencies, engage staff in conversations around race and equity, analyze student data, and develop action plans to ensure educational equity for all students.

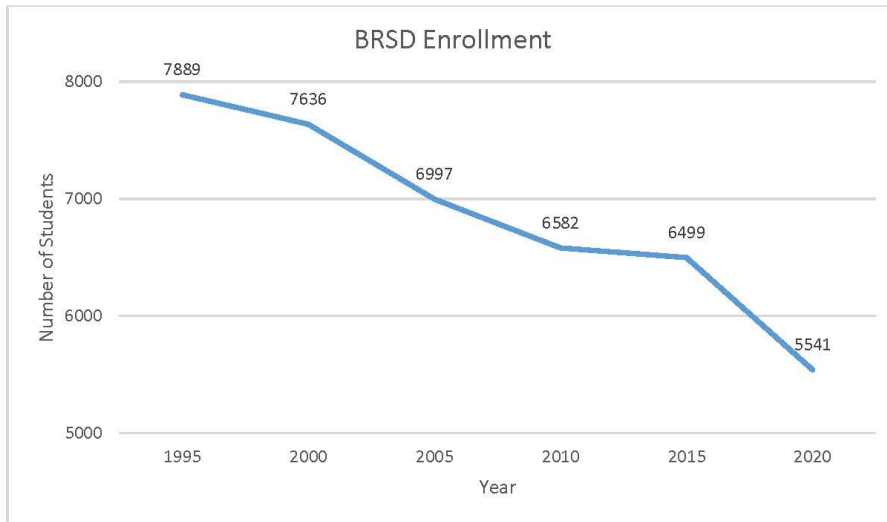


## OUTCOMES

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- ⇒ Students will be provided with a broad base of programming and supports to meet their individual learning needs.
- ⇒ Teaching practices, relationship building, and family engagement are carried out in ways that are equally respectful, rigorous and meaningful regardless of student's background.



# Challenges we face . . .



## Decreasing rural population increases challenges.

- We have 2348 fewer students than 25 years ago.
- Funding is based on student enrollment. Lower numbers mean:
  - Less funding for programs and staff;
  - Fewer dollars to cover busing;
  - Inadequate amounts to maintain school buildings.

## Students' need for mental health services is going up.

- It's tough for kids to learn when they're dealing with anxiety, depression or other mental health issues.
- It's difficult to access community-based mental health services in rural areas.

## COVID-19 has made all aspects of schooling difficult.

- More than 600 students did not attend school in person in 2020. A new program accommodated over 500 students to learn at home, but about 150 did not participate in any BRSD school or program.
- Restrictions and safety measures have limited school activities.

**97** is the average number of minutes students spend on the school bus each day.  
*It's a challenge to: keep ride times reasonable.*

**449** is the number of kids supported by BRSD Family School Liaison Workers this year.  
*It's a challenge to: serve all students' needs.*

## By the numbers:

**6/11**

BRSD high schools serve **75** students or less in Grades 10 to 12.

*It's a challenge to: provide a full range of programs to small numbers of students in each grade.*

**75%**

of our spending is on **PEOPLE**.

*It's a challenge to: make changes without impacting jobs.*

**\$300,000**

is a typical cost for a school roof repair.

*It's a challenge to: cover that cost for schools with lower student numbers.*

**\$1,400,000**

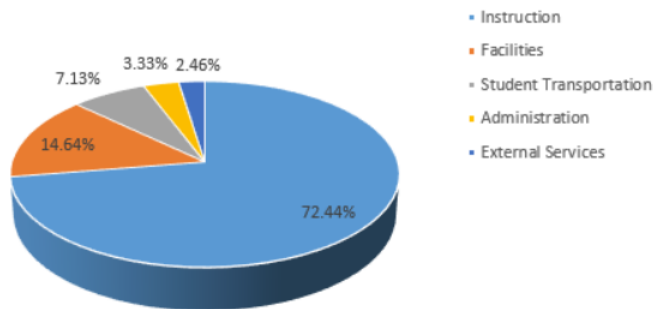
Is the amount it has cost for extra programs and teaching staff, cleaning staff, cleaning supplies and PPE.

*It's a challenge to: Ensure everyone's safety*

# Facility, Capital Plan & Budget Summary

## Where will our money go?

For the 2021-2022 school year, BRSD has an overall budget allocation of \$80,045,564.



More than 72% of our spending is directly on Instruction—for the people, programs, technology and learning resources that help ensure optimal learning can occur.

Operating and maintaining school facilities, creating positive environments in which students and staff can comfortably spend their days, accounts for another 14 percent of budgeted spending.

A further 7 percent of expenditures is budgeted to transport children to and from school each day. This includes the purchase of school buses as well as the salaries and training of the people who drive them, as well as those who schedule and maintain them.

Just under 2 percent of funding is directed to external services, which includes providing mental health and personal support programs for students, as well as promoting our schools and programs internationally, in order to welcome students from across the globe to Battle River.

The School Division is permitted to allocate 3.33 percent of its spending for Administration, which includes Board costs, providing staff to manage the payroll and benefits processes, ensure the bills are paid and the Division continues to run smoothly.

Complete Budget, IMR and Capital Plans can be found at: <https://www.brsd.ab.ca/our-division/reports-documents/reports>

## Capital Plan Priorities

### #1. Replacement of CW Sears School in Tofield



While CW Sears is among our newer schools, it has some site and structural integrity issues that require attention.

### #2. Modernization of Hay Lakes School



Hay Lakes School requires, electrical and mechanical updates, as well as increased commons spaces for students.

### #3 Replacement of Ecole Charlie Killam School, in Camrose



This 90 year old building requires replacement.





# How will we know we're getting there?

## There will be greater equity across the Division:

- In student access and programming;
- In maintaining buildings to support learning environments.

## Our partnerships will be stronger. We will be:

- Listening to stakeholder feedback;
- Working together to identify solutions to challenges.

## Our structure will be a reflection of what stakeholders have told us is important. We will be:

- Using feedback gained through collaborative processes to lead changes that support student learning;
- Supporting the collaborative voice of School Councils in lobbying government;
- Connecting with our municipalities to jointly address concerns about rural sustainability.



## Meet the BRSD Board of Trustees



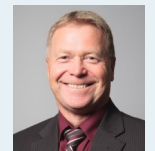
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