

**Annual Education Results Report 2018/2019  
and Three Year Education Plan 2019-2022**



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## Questions?

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## Grande Yellowhead Public School Division's Combined Three Year Education Plan 2019-2022 and Annual Education Results Report 2018/2019 is communicated to stakeholders in the following ways:

- 01.** A direct link to the Three Year Education Plan and Annual Education Results Report can be found at [www.gypsd.ca](http://www.gypsd.ca) under Our Division/ Reports & Publications.
- 02.** Copies are provided to each school and given to their school council, as well as to stakeholders within each community.
- 03.** Local municipal and provincial government officials receive a copy of the Report on an annual basis to ensure they are kept current with local educational highlights and challenges within the Division.

## Accountable to Our Community

The Annual Education Results Report for the 2018/2019 school year and the Education Plan for the three years commencing September 1, 2019, for GYPSD 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 plan. The Board has used the results reported in the documents to the best of its abilities to develop the Education Plan, and it is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

This document reflects an ongoing contribution from the Board of Trustees, central office leaders, school-based administrators, teachers, support staff, parents, and students. It provides a glimpse at where the Division has been and a plan that establishes priorities to guide Division programming and chart a path for the future. It is designed to provide all stakeholders with goals and objectives for the enhancement of educational opportunities for students and to keep school communities informed of the direction the Division is committed to implementing.

The GYPSD Board of Trustees approved this combined Annual Education Results Report for 2018/2019 and Three-Year Education Plan for 2019-2022, at the Public Board Meeting on December 18, 2019.

## Message from the Board Chair

The Board of Trustees is pleased to present the 2019-2022 Three-Year Education Plan and the 2018/2019 Annual Education Results Report. This document provides a clear, detailed picture of Grande Yellowhead Public School Division (GYPSD) students' achievements and the strategic work that is in place for student success, inclusion, and well-being.

The 2018/2019 results represent the efforts and commitment of Division staff to support all students. These results include both students' academic achievements and the work staff carry out in support of the development of the whole person. Through the Annual Education Results Report and Three-Year Education Plan, these results are presented to the Board of Trustees, the Government of Alberta and the public we serve.

The Board is proud to work collaboratively with our communities and staff to provide each student with the opportunity to fulfill their potential and pursue their dreams. As such, in the past year the Board has developed a comprehensive political advocacy plan that focuses on developing relationships with MLAs and locally elected officials to support issues specific to rural schools. The Board has also focused on ensuring student learning is a visible practice in our schools and district. GYPSD connects with other districts to address common challenges and leverage opportunities to advance the learning agenda.

We have a responsibility in public education to provide each of our students with learning environments and supports that help them excel. The Board values input from stakeholders and community members as it helps inform Board decision making for how it can better meet the needs of the students we serve.

All of the Division's strategic plans and goals align with three major areas of priority: student learning, teaching and leadership excellence, and community engagement. As elected officials, it is the Board's responsibility to ensure that these priorities are reflected when determining policies, advocating for our communities, and maintaining standards of excellence in public education.

Successful organizations are the ones that work collaboratively to overcome roadblocks and see areas for improvement as future opportunities. We live in an ever changing global community so it is important that as part of our commitment to students, parents and staff that we effectively manage all of our resources to achieve our outcomes, reach our goals and truly make Grande Yellowhead Public School Division a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

On behalf of the Board of Trustees, I would like to recognize our staff and school communities for their continued dedication to providing exemplary education for all students.

Brenda Rosadiuk  
Board Chair

## Message from the Superintendent

The 2018/2019 school year was a year of growth and positive culture shift for GYPSD. As Superintendent of Schools, I have had the wonderful opportunity to learn about the Division by working with school and central office staff, and visiting every classroom in each of the five zones that make up GYPSD. As a team, I am proud to say we have collectively nurtured each student's education and well-being within our inclusive, rural learning community.

The Board's priorities are student learning, teaching and leadership excellence, and community engagement. Each of these are foundational to the strategic work of the Division as it endeavors to provide every student with the opportunity to fulfill their potential and pursue their dreams so that they can live, compete, and succeed in a global workplace. As such, our students achieve excellence because of parent support, exemplary teaching practices, and the utilization of a series of strategic supports and services. In the 2018/2019 school year, a number of our Provincial Achievement Test results, particularly in reading and writing, were at or above the provincial average, while our three-year high school completion rate and English 30-1 results show promising improvements.

Grande Yellowhead's commitment to early years' education, Right to Read programming for kindergarten and Grade 1 students, researched-based assessment practice, a razor sharp focus on literacy and numeracy that spans from kindergarten to Grade 12, high school redesign, dual credit courses, registered apprenticeship programs, and work experience opportunities are all initiatives that allow our students to create pathways to success. With a continued commitment to delivering exemplary instructional practice, our students will participate in engaging learning every day. Teacher and leadership excellence is foundational to student success and GYPSD has committed to providing monthly leadership development sessions that align with the competencies in the Alberta Government's *Teacher Quality* and *Leadership Quality Standards*. Collaboration with stakeholders is a necessary process that helps support GYPSD as it endeavors to create a vital learning environment for students. This year the Board has committed to a variety of engagement meetings that will provide staff, students, parents, and community, opportunities to provide input and share ideas as part of the creation of the 2020-2023 Three-Year Education Plan process. In closing, I am looking forward to leading the way as we operationalize the programs, strategies and priority outcomes outlined in the 2019-2022 Three-Year Education Plan for GYPSD.

Carolyn Lewis  
Superintendent of Schools



**Grande Yellowhead Public School Division (GYPSPD)** stretches from Jasper National Park, east to Evansburg and north to the Hamlet of Grande Cache. The jurisdiction includes 17 schools, five Learning Connection Centers, approximately 4,500 students, 295 teachers and 235 support staff members. In alignment with the Ministerial Order on Student Learning (#001/2013), and in union with the community, the Division's commitment is to provide every student an inclusive education with relevant, thought-provoking, and empowering life-based learning opportunities.



TREATY 8 LANDS

GRANDE  
CACHE

FULHAM

WILDWOOD

EDSON

NITON

EVANSBURG

HINTON

TREATY 6 LANDS

JASPER



## Our Core Values:

- Integrity
- Trust
- Honesty
- Mutual Respect
- Courage
- Commitment

## Vision

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams, so that they can succeed in the global community.

## Mission

We nurture each student's education and well-being within an inclusive rural learning community.

## Beliefs

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility among students, parents, schools and communities.
- Learners are well prepared for active citizenship.

Community Served	School	Grades	ENROLLMENT AS OF SEPT. 30, 2019 (INCLUDING ECS)		
			English	French Immersion	Total
Edson	Fulham School	K-6	62	n/a	62
	Mary Bergeron Elementary School	K-5	400	n/a	400
	Parkland Composite High School	9-12	398	42	440
	École Pine Grove School	6-8	308	64	372
	École Westhaven School	K-5	178	121	299
Grande Cache	Grande Cache Community High School	K-6 Christian Program 9-12	(K-6) 61 ( 9-12) 177	n/a	238
	Sheldon Coates School	K-3	129	n/a	129
	Summitview School	4-8	225	n/a	225
	Crescent Valley School	K-7	353	n/a	353
Hinton	Harry Collinge High School	8-12	355	65	420
	École Mountain View School	K-7	190	258	448
	Jasper Elementary School	K-6	120	118	238
Jasper	Jasper Junior/ Senior High School	7-12	126	80	206
	Evansview School	K-6	111	n/a	111
Lobstick	Grand Trunk High School	7-12	194	n/a	194
	Niton Central School	K-9	151	n/a	151
	Wildwood School	K-6	86	n/a	86
	Edson and Area	1-12	92	n/a	92
The Learning Connection	Evansburg	10-12	42	n/a	42
	Grande Cache	10-12	10	n/a	10
	Hinton/Jasper	10-12	94	n/a	94

Measure Category	GYPSD			ALBERTA			MEASURE EVALUATION		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<b>SAFE AND CARING SCHOOLS</b>									
Safe and Caring	89.1	84.9	86.3	89.0	89.0	89.3	Very High	Improved Significantly	Excellent
<b>STUDENT LEARNING OPPORTUNITIES</b>									
Program of Studies	82.4	78.5	78.6	82.2	81.8	81.9	Very High	Improved Significantly	Excellent
Education Quality	89.9	86.6	87.2	90.2	90.0	90.1	Very High	Improved Significantly	Excellent
Dropout Rate	2.8	4.7	5.1	2.6	2.3	2.9	Very High	Improved Significantly	Excellent
High School Completion Rate (3 yr)	71.5	72.2	70.5	79.1	78.0	77.5	Intermediate	Maintained	Acceptable
<b>STUDENT LEARNING ACHIEVEMENT (GRADES K-9)</b>									
PAT: Acceptable	69.9	68.2	66.9	73.8	73.6	73.6	Low	Improved	Acceptable
PAT: Excellence	12.8	11.9	10.9	20.6	19.9	19.6	Low	Improved	Acceptable
<b>STUDENT LEARNING ACHIEVEMENT (GRADES 10-12)</b>									
Diploma: Acceptable	71.9	75.2	75.9	83.6	83.7	83.1	Low	Declined	Issue
Diploma: Excellence	11.4	10.6	11.5	24.0	24.2	22.5	Low	Maintained	Issue
Diploma Examination Participation Rate (4+ Exams)	34.8	40.2	38.5	56.3	55.7	55.1	Low	Declined	Issue
Rutherford Scholarship Eligibility Rate	50.6	57.7	55.9	64.8	63.4	62.2	Low	Declined	Issue
<b>PREPARATION FOR LIFELONG LEARNING, WORLD OF WORK, CITIZENSHIP</b>									
Transition Rate (6 yr)	40.9	42.0	42.4	59.0	58.7	58.7	Low	Maintained	Issue
Work Preparation	84.8	77.7	78.6	83.0	82.4	82.6	High	Improved Significantly	Good
Citizenship	82.6	76.9	78.1	82.9	83.0	83.5	Very High	Improved Significantly	Excellent
<b>PARENTAL INVOLVEMENT</b>									
Parental Involvement	84.3	81.9	81.4	81.3	81.2	81.1	Very High	Improved	Excellent
<b>CONTINUOUS IMPROVEMENT</b>									
School Improvement	81.4	78.5	79.6	81.0	80.3	81.0	Very High	Improved	Excellent





07.

# Board Priorities





Priority 01

# Student Learning



## **GYPSED believes in supporting each student to reach their potential. The Division's goal is to help each student achieve *One Year's Growth* and GYPSED utilizes a variety of supports to meet each student's needs.**

GYPSED emphasizes the importance of academic achievement. The Division strives to provide quality-learning environments through differentiated instruction, competency-based practices, and regular access to educational tools and resources. Staff review both Division and school data to identify strategies, which assist all students in successfully meeting the outcomes of the Alberta curriculum. This systematic approach ensures that every student will receive the time and support they need to be successful in their learning. School plans focus on literacy and numeracy and are utilized to improve student learning by equipping educators with the tools and strategies to enable all students to succeed.

### **Key Strategies:**

- Implement strategies at all schools that focus on the creation of inclusive, innovative, safe, healthy, and caring environments for all students and staff.
- Identify and implement best practices that align with excellent early learning pedagogy and learning environments. An excellent start to learning necessitates a focus upon developing the foundational competencies of literacy, numeracy, content, and procedural knowledge.
- Ensure that every school and department creates conditions to improve student learning and achievement.
- Engage in professional learning that aligns with the Division's focus on literacy, numeracy and learning, which in turn enhances the conversation, creativity, innovation, collaboration, and capacity of the learning community.
- Focus assessment practices on improved student learning. Assessment data gathered into a student profile leads the learning team, including the student, to a deeper understanding and greater ability to target teaching and improve learning.
- Allow schools and departments flexibility in allocating resources to meet their unique needs.
- Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.
- Review and refine assessment practices with a focus on academic excellence in every subject.
- Ensure that all students, teachers, staff and system leaders learn about Indigenous perspectives and experiences, treaties, and the history and legacy of residential schools.
- Support teachers, students, and school leaders to integrate technology effectively into the learning environment, as outlined in the *Learning and Technology Policy Framework*.







## Literacy

Literacy is a continued focus for the Division. Alberta Education defines literacy as *“the ability, confidence, and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living”* (Alberta Education, 2015). GYPSD understands the importance of building literacy skills across all grade levels and subject areas. Content area literacy is an essential part of instruction, and for the 2019/2020 school year, literacy specialists facilitate professional learning to support all GYPSD teachers in embedding literacy strategies into their daily practice. This will enhance students’ abilities to read, write, and understand the content, thereby improving academic achievement.

Literacy Interventions include:

- Right to Read Program;
- Leveled Literacy Intervention Program;
- Educational Technology to support literacy; and
- Access to literacy consultants to support all schools.

Literacy is a gateway to understanding the world. GYPSD employs a range of supports, strategies, and services to cultivate 21<sup>st</sup> Century literacy skills.

# Early Learning

GYPSPD offers junior kindergarten and full-day kindergarten programs in all communities. Early learning opportunities provide the foundation for later school success.

GYPSPD's early learning programs provide supports and services to children who have significant disabilities and have qualified for Program Unit Funding (PUF) based on the criteria set by Alberta Education. The primary goal is to provide an inclusive learning environment for children between the ages of two years, eight months and five years old, prior to entering a kindergarten program. Children identified as requiring PUF resources and who are under the age of five have access to junior kindergarten programs that offer an inclusive, literacy-rich, and play-based learning environment. Additional resources such as speech and language pathologists, occupational therapists as well as access to external consultants and agencies on an as-needed basis may be required to assist with the child's growth and development.

Junior kindergarten programs follow the *Child Care Licensing Regulation*, which sets out the minimum standards for a licensed childcare program to ensure that the health, safety and developmental needs of children are met. Junior kindergarten teachers follow Alberta's *Early Learning and Child Care Curriculum Framework*. The program is designed to increase communication skills, socialization, and learning readiness through play.

Kindergarten provides learning experiences that meet the diverse needs of children and promotes a positive attitude toward life-long learning. A child whose developmental needs have been met is more likely to grow into a self-reliant, responsible, caring, and contributing member of society. (Alberta Education, 2017)

GYPSPD offers flexible learning environments that are designed to stimulate curiosity, encourage exploration, build self-confidence and develop global citizenship skills in full-day kindergarten programs.

Students learn through play opportunities that support their emotional, social, physical, intellectual and creative development. Kindergarten teachers focus on the following learning skills that provide a strong foundation for future learning:

- early literacy and numeracy;
- citizenship;
- awareness of environment and community;
- personal and social responsibility;
- physical coordination and well-being; and
- creative expression.

For example, kindergarten students at Evansview School experience the great outdoors for portions of their day through participation in the Forest School Program. In the immense outdoor schoolyard, students learn through play and repeated experiences in nature that opens their eyes to new understandings. Time is taken to observe and make suppositions about the plants and animals students encounter. It is through these investigations that students begin to create a picture of their world and how it works. This unique experience in GYPSPD provides students with the opportunity to problem solve, develop resiliency, and collaborate in discovering and exploring the world around them. Through play, children begin investigating the environment around them.

All junior kindergarten classes use the Early Years Evaluation–Direct Assessment (EYE-DA). The EYE-DA assists in identifying children that may require further assessment or support as they prepare for and make the transition to school. The EYE-DA assesses four domains closely associated with a child's readiness to learn at school:

- awareness of self and environment;
- cognitive skills;
- language and communication; and
- physical development.

Kindergarten classes use the Early Years Evaluation-Teacher Assessment (EYE-TA). The EYE-TA provides a framework for assessing the developmental strengths and areas of growth of children at the start of school. The EYE-TA assesses five domains closely associated with a child's readiness to learn at school:

- awareness of self and environment;
- social skills and approaches to learning;
- cognitive skills;
- language and communication; and
- physical development.



GYPSPD's emphasis on balanced assessment with a particular focus on formative assessment strategies is the most effective way to help students learn.

## Assessment

Assessment is an ongoing process of gathering, analyzing and reflecting on evidence to make informed and consistent judgments to improve student learning. GYPSPD's emphasis on balanced assessment with a particular focus on formative assessment strategies is the most effective way to help students learn. This is supported with access to the Alberta Assessment Consortium; an in-depth analysis of student assessments such as Provincial Achievement Tests; Diploma Exams and Divisional student screens; provision of professional development days with assessment focus; and the meeting of the Advisory and Steering Committees for the implementation of best practices in assessment and reporting. Feedback and grades will continue to be utilized as a means to report student progress to students and parents.

# Leveraging Technology for Learning

Leveraging technology for learning in GYPSD is guided by Alberta Education's *Learning and Technology Policy Framework* to ensure that learning is student-centered, personalized, relevant, and authentic. The Framework values leadership, research, and innovation, as well as professional learning, all within a strong digital infrastructure.

A robust wireless infrastructure in every school is the backbone that allows students and staff to access an array of meaningful experiences and educational technology tools that enhance instruction and learning. GYPSD utilizes Google's GSuite for Education as its main learning platform, allowing students and staff to collaborate and engage in learning tasks in real-time from anywhere in a secure environment.

Along with providing anywhere/anytime-learning opportunities, it is critical that all teachers and students are familiar with the responsibilities of being digitally connected citizens. Grande Yellowhead ensures that all students and staff receive specific and age-appropriate resources with respect to citizenship in the digital age.

Classroom instruction is enriched and deepened when students connect with people from around the world. Web conferencing allows content providers from across North America, the Middle East, and Europe to provide first-hand global perspectives for students. Connecting globally offers students valuable opportunities for stimulated inquiries, discussions, and unique learning opportunities that would not have been available without this technology. Looking to the future, the Division intends to sustain this level of technology by making global networking a standard tool in the teaching repertoire of all teachers.

The Digital Lending Library (DLL) boasts an expansive selection of technology resources and tools, and is readily available to all schools. The library ensures timely and equitable access to technology tools such as robotics, 3D printers, 360° cameras, green screens, arduino boards, circuits, virtual reality products, and other innovative resources. The Division sustains a strong technology team to support the implementation of the DLL, including an Educational Technology Consultant who visits each school to ensure the tools are used to enhance instruction and meet curricular outcomes.

GYPSD is proud to provide a centrally located Makerspace available to all staff and students. Maker spaces—places where people come together to create, invent and learn—can have a significant impact on student learning and creativity. In the Makerspace environment, many skills are acquired through hands-on learning with an emphasis on design thinking, problem solving, and collaboration. The Education Technology Consultant promotes the use of Makerspace environments and maker mentality in schools to support deeper learning using a variety of low tech to high tech resources.





## Student Supports

The Division supports inclusive learning environments by recognizing and meeting students' diverse needs. Universal, targeted, and specialized supports and services are accessible to all GYPSD students.

GYPSD provides networks of support that work collaboratively to identify students' strengths and assist in supporting their growth.

School-Based Teams include administrators, classroom teachers, learning support teachers, Family School Liaison Counselors, educational assistants, Indigenous Liaisons, Jasper Community Outreach, and Mental Health Capacity Building - Bringing Empowered Students Together (BEST) Success Coaches who:

- help identify and reduce barriers within the curriculum, learning environment and/or instruction;
- provide individualized and targeted support for students, one on one counseling, crisis response/support, and collaboration with government agencies; and
- promote mental health and wellness by providing universal mental health programming, presentations, and events; awareness activities; staff professional development; and partnering with other community agencies based on the school's and community's needs.

School-Linked Teams include the Director of Inclusive Learning, contracted speech-language pathologists, occupational therapists, therapy aides, educational technology consultant, literacy consultant, BEST Program Coordinator, and a Divisional psychologist who:

- work with school-based teams to identify barriers that are interfering with a student's ability to be successful;
- provide ongoing opportunities to develop, strengthen, and renew teachers' understanding, skills and abilities to create flexible, innovative, and responsive learning environments;
- provide opportunities for professional development and embed research-based strategies into instructional practice;
- implement Regional Collaborative Service Delivery initiatives; and
- provide a continuum of enhanced supports for teachers and students in collaboration with the GYPSD networks of support.

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.1	87.1	87.0	84.9	<b>89.1</b>	89.6	Very High	Improved Significantly	Excellent	90.1	90.6	91.1
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.7	87.9	87.0	86.6	<b>89.9</b>	90.4	Very High	Improved Significantly	Excellent	90.9	91.4	91.9
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.	81.1	80.8	77.3	77.7	<b>84.8</b>	85.3	High	Improved Significantly	Good	85.8	86.2	86.9
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.7	81.9	80.5	81.9	<b>84.3</b>	89.3	Very High	Improved	Excellent	89.8	90.2	90.7
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.2	80.2	80.0	78.5	<b>81.4</b>	81.9	Very High	Improved	Excellent	82.4	82.9	83.4
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	66.4	67.5	65.0	68.2	<b>69.9</b>	70.4	Low	Improved	Acceptable	70.9	71.4	71.9
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.2	9.4	11.3	11.9	<b>12.8</b>	13.2	Low	Improved	Acceptable	13.7	14.2	14.7
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78.0	75.4	77.1	75.2	<b>71.9</b>	72.4	Low	Declined	Issue	72.9	73.4	73.9
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.3	10.6	13.2	10.6	<b>11.4</b>	11.9	Low	Maintained	Issue	12.4	12.9	13.4
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	72.0	72.0	67.4	72.2	<b>71.5</b>	72.0	Intermediate	Maintained	Acceptable	72.5	73.0	73.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	40.9	39.4	35.9	40.2	<b>34.8</b>	34.9	Low	Declined	Issue	35.4	35.9	36.4
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.2	5.8	4.8	4.7	<b>2.8</b>	3.2	Very High	Improved Significantly	Excellent	3.7	4.2	4.7
High school to post-secondary transition rate of students within six years of entering Grade 10.	51.5	44.7	40.6	42.0	<b>40.9</b>	41.4	Low	Maintained	Issue	41.9	42.4	42.9
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	55.0	55.0	57.7	<b>50.6</b>	51.1	Low	Declined	Issue	51.6	52.1	52.6
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.1	78.3	79.0	76.9	<b>82.6</b>	83.1	Very High	Improved Significantly	Excellent	83.6	84.1	84.6
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.	78.8	79.1	78.1	78.5	<b>82.4</b>	82.9	Very High	Improved Significantly	Excellent	83.4	83.9	84.4



## Strategies:

- Continue to identify a health and wellness lead teacher in each school to support curricular instruction and the development and implementation of strategies to create and maintain a culture of wellness for students in accordance to the *Education Act*, regulations, and the *Guide to Education*.
- Explore, develop and implement additional means to strengthen mental health services.
- Collaborate with external stakeholders to provide resources and professional development in mental health, bullying, and creating a safe, welcoming and inclusive school environment.
- Build education assistant capacity to support students within inclusive settings.
- Implement Early Learning Programming (junior kindergarten and full day kindergarten).
- Utilize data to inform numeracy interventions.
- Continue with the Division-wide literacy focus supported by a literacy consultant team.
- Engage in in-depth data analysis activities to determine targets for remediation.
- Implement professional development activities that target areas identified from the data.
- Continue to implement career pathways in partnership with parents and community.
- Continue and expand High School Redesign strategies.

# Enhanced Programming

Aligned with the Board's focus to engage all students in their learning, the Division continues to offer a diverse and broad range of enhanced programming.

## French Immersion

Edson, Hinton, and Jasper schools offer French Immersion classes from kindergarten to Grade 12. Students in the program greatly benefit from the ability to learn a second language and experience rich cultural traditions. In addition, students have the opportunity to challenge the DELF/DALF French exams in Grades 11 and 12 to attain a B1 or B2 level certification. The DELF (Diplôme d'Études en Langue Française) and the DALF (Diplôme Approfondi de Langue Française) are official diplomas awarded by the French National Ministry of Education to certify the competency of candidates from outside of France in the French language. This is a great culmination of a student's chosen program and addition to their résumé.

## Dual Credit

Funded by Alberta Education, dual credit programming is designed for Grade 10, 11, and 12 students to earn both high school credits and post-secondary credits towards a post-secondary certificate, diploma, or degree (including first period apprenticeship opportunities) with all tuitions paid for by the Division.

Since 2014, GYPSD has proudly offered a pre-employment welding option in partnership with Grande Prairie Regional College. This program helps students transition into the world of work and post-secondary career pathways.

## Locally Developed Courses

Locally developed courses are designed, acquired and authorized by school authorities to provide students with unique opportunities to explore a range of interests in subject areas that complement the provincial programs of study. GYPSD currently offers five courses that have been approved: Foundations in Industry Workplace Safety, Performing Arts, Stewardship of Protected Lands, Water Experiences, and Winter Travel. Twenty-eight other course offerings have been acquired from other jurisdictions around the province. Examples of these include a fire department course, Class V Driver Training, and Workplace Essential Skills.

GYPSD works closely with Parks Canada staff in Jasper National Park at the Palisades Stewardship Education Centre who have shared in the development and implementation of realigned locally developed courses. These include: Stewardship of Protected Lands, Winter Travel, Water Experience, Introduction to Stewardship, Outdoor Survival Skills, Leadership Fundamentals, Introduction to Wildlife, People, Culture and Wildlife, and Teachings of the Mountain People.





# High School Redesign

All high schools in GYPSD are participants in the provincial High School Redesign program.

High School Redesign is a province-wide initiative focused on:

- engaged students;
- high levels of achievement; and
- quality teaching.

Schools participating in High School Redesign are exempt from the 25 hours of instruction per high school credit requirement as this allows schools to have increased flexibility in programming for student needs.

Each school takes its own approach to High School Redesign to meet the needs of their students. The implementation of a number of key practices makes student centered learning happen.

## Personalizing learning by

- Transforming the library into a Success Centre that is able to make credit recovery a primary focus.
- Adding a new scheduled FLEX block into the timetable for the 2019/2020 school year. All regular classes cease during this block and students independently seek assistance in subjects in which they need additional help.

## Developing meaningful relationships

- Time to focus on developing meaningful relationships with students.
- Students working in family groupings to build a relationship and increase engagement in school.

## Creating rigorous and relevant learning opportunities

- Additional literacy, numeracy, and English language classes are offered.
- Students are able to work with specific teachers to address homework needs.
- Career and Technology programs that support students in developing a variety of skills.

## Supporting mastery learning

- Academic success blocks that support students to increase their understanding of curriculum outcomes.



Supporting Indigenous students with culturally responsible resources helps to create welcoming, respectful, safe, and caring learning environments for all students to be successful.

# Indigenous Relations

All school divisions with Indigenous students have the opportunity to provide transformative change not just in the Indigenous students, but in the entire student body and among the families of the student body. Supporting Indigenous students with culturally responsible resources helps to create welcoming, respectful, safe, and caring learning environments for all students to be successful. GYPSD partners with many individuals and organizations to support youth and develop Indigenous programs including local Elders, community friendship centers, the Aseniwuche Winewak Nation in Grande Cache, Alberta Education Indigenous Liaison, the Edmonton Regional Learning Consortium, and the 'Walking Together Team' from the Alberta Teachers' Association.

## Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary

[illegible]



## Elder Education Council

GYPSPD engages an Indigenous Elder Education Council to assist the Division in its offering of Indigenous protocol, programming, and resources. This council includes Elders from the Edson and Hinton zones, Indigenous Knowledge Keepers, and representatives from all five zones within the Division.

## Cree Language Program

The Division is proud to offer a Cree Language program both face-to-face with a GYPSPD Cree teacher and through web conferencing for over 100 students in kindergarten to Grade 8.

## Elder Program

Grande Yellowhead enjoys a strong partnership with local Elders in all communities. Schools are supported by their Elders to provide an understanding of Indigenous culture within Division schools, share stories and wisdom, lead smudges for events, participate in blanket exercises, lead sharing circles, and provide first-hand accounts of surviving residential schools.



## Indigenous Relations Team

The Indigenous Relations team is comprised of an Indigenous Education Manager, four Indigenous Education Coordinators, and a Teacher Consultant. The team establishes and maintains relationships and strong partnerships with community Elders, Knowledge Keepers, community friendship centers, Indigenous peoples, and schools.

The GYPSD Indigenous Manager coordinates resources for cultural teachings and supports ways of knowing within the GYPSD zones. The manager assists in communicating with Elders, the gathering of Elders, and facilitates Indigenous protocols for the Palisades Indigenous Camp, Elder Education Council, and other Divisional and school events.

The Indigenous Education Coordinators support Indigenous families as students enter school, during the transition years, and through to graduation. They help bridge communication between the school and family and assist in providing opportunities for all students and staff to learn about the histories, cultures and worldviews of Indigenous peoples.

The Indigenous Teacher Consultant liaises with teachers to assist them in using the programs of study to develop and apply foundational knowledge about Indigenous peoples for the benefit of all students. In addition, the consultant provides teachers with cultural knowledge to enable teachers to better understand the learning needs of Indigenous students.

## Indigenous Cultural Camps

Through its partnerships with both the Edmonton Regional Learning Consortium and the Palisades Stewardship Education Centre, Grande Yellowhead annually hosts a provincial Indigenous Cultural Camp for educators in Jasper National Park. This annual camp includes GYPSD educators as well as educators from around the province. Through culturally relevant experiential learning, educators learn Indigenous history, cultural ways of knowing, worldviews, and how to collaborate on best practices to support Indigenous students. Attendance at the camp aligns with competency five of the *Teacher Quality Standard* and the *Leadership Quality Standard*.





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).	55.0	46.6	58.3	56.3	<b>54.1</b>	54.6	Very Low	Maintained	Concern	55.1	55.6	56.1
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).	7.2	4.3	5.5	6.4	<b>5.6</b>	6.1	Very Low	Maintained	Concern	6.6	7.1	7.6
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	79.3	72.6	72.7	73.5	<b>65.2</b>	65.7	Very Low	Maintained	Concern	66.2	66.7	67.3
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	6.0	6.5	1.0	5.1	<b>5.2</b>	5.7	Very Low	Maintained	Concern	6.2	6.7	7.2
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	65.8	68.6	60.2	55.5	<b>66.6</b>	67.1	Intermediate	Maintained	Acceptable	67.6	68.1	68.6
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	31.0	34.3	14.2	16.4	<b>29.9</b>	30.4	Very Low	Maintained	Concern	30.9	31.4	31.9
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.7	6.8	4.1	5.0	<b>3.4</b>	3.9	High	Maintained	Good	4.4	4.9	5.4
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	38.8	22.7	32.9	32.9	<b>37.9</b>	38.4	Very Low	Maintained	Concern	38.9	39.4	39.9
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	44.4	33.3	42.0	<b>48.5</b>	49.0	Low	Improved	Acceptable	49.5	50.0	50.5

## Strategies:

- Assist students to identify with their culture within their school environments.
- Support communication among families, students and school through Indigenous Education Coordinators.
- Solicit student, family, school and Elder voice in identifying and reducing barriers to school success.
- Locate Legends Rooms in each high school to provide a welcoming, respectful, safe, and cultural setting to complete work, receive supports, and meet with parents.
- Engage the Elder Council to guide supports for Indigenous students.
- Support teachers and leaders in developing capacity around the new professional practice standards Competency 5: Developing, Applying and Supporting First Nations, Métis and Inuit Foundation Knowledge for the benefit of all students.
- Support and employ Truth and Reconciliation Commission of Canada awareness initiatives.

Priority 02

# Teaching and Leadership Excellence



## Early Career Mentorship

GYPSPD welcomes a number of early career teachers each year. The rationale for a formal mentorship program is to help early career teachers become comfortable within the profession and to grow professionally. In GYPSPD, the Director of Curriculum and Assessment assists in promoting the professional and personal well-being of teachers beginning their careers. The Director helps to enhance teaching practice and student learning, provides opportunities of collegial sharing and reflective practice, and increases the transmission of school and district culture. This role supplements the existing mentorship, established at each school by principals, for early career teachers and experienced mentors.

## Supporting Instructional Leaders

GYPSPD is proactive in supporting leadership development and succession planning. The role of the GYPSPD instructional leader has expanded to incorporate a shift away from a purely administrative approach, moving towards a balanced school leadership perspective that requires an emphasis on instructional leadership. Quality of instruction is the top priority of an instructional leader, which is demonstrated through a commitment to the core business of teaching and learning. GYPSPD provides monthly leadership development sessions that align with the competencies in Alberta Government's *Teacher Quality Standard* and *Leadership Quality Standard* for directors, assistant principals and principals.

The Division further supports assistant principals and principals in their development as instructional leaders so they understand how to:

- purposely allocate resources to promote student learning;
- build and enhance communication skills using the generative dialogue process;
- be visible and accessible by participating in daily instructional walkthroughs to support teacher growth; and
- set clear school improvement and learning goals based on school data.





## Professional Learning

Ongoing professional learning is a critical pathway to teaching and leadership excellence. GYPSD supports staff continuous learning through the addition of six full day professional learning days throughout the year. These days are purposefully designed to build the capacity of all staff in targeted areas identified through extensive data analysis. Goals, measures, and evidence of success drive professional growth planning for all staff and ongoing conversations among staff contribute to a culture of learning in all GYPSD learning sites.

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 satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.8	79.1	78.1	78.5	<b>82.4</b>	82.9	Very High	Improved Significantly	Excellent	83.4	83.9	84.0

### Strategies:

- Support professional practice based upon the new *Teacher Quality Standard* and *Leadership Quality Standard*.
- Build the capacity of school leaders (principals and assistant principals) through Division Leadership Team professional development programs.
- Expand professional development for teachers to enhance their expertise in literacy instruction (writing assessment standards setting).
- Implement monthly school/classroom visits protocol focused on building instructional leadership that utilize a *Generative Dialogue* model.



Priority 03

# Community Engagement

**GYPSPD is committed** to open, honest and ongoing communication with its stakeholders. The Division believes that maintaining a two-way conversation with stakeholders is essential for building strong relationships. Relationships are the cornerstone of a strong public school system. This daily work also supports the GYPSPD Board of Trustees' mission, vision, values and beliefs.

Annual communications strategies align with the Division's goals, and the Board's three priorities of student learning, teaching and leadership excellence, and community engagement. These may include strategic advice and planning for the GYPSPD Board of Trustees, Superintendent of Schools and senior administration; media promotion for major school events and student learning achievements; crisis/ issues management; and marketing and public relations supports. In addition, effective and consistent engagement with its stakeholders about both the Division's and individual schools' performance, including information on areas of success and potential challenges, is an important part of the accountability process. GYPSPD is proud to collaborate with its parents and community members to provide a broad program of studies for all children so that each student can succeed.





## Community

The GYPSD Board of Trustees is actively engaged in the community—with levels of government and with community partners—to ensure that all its stakeholders have an opportunity to share their voice about learning needs. The Division works to ensure students have opportunities to develop the skills and competencies they will need to become global citizens. The Director helps to enhance teaching practice and student learning, provides opportunities of collegial sharing and reflective practice, and increases with staff to develop meaningful plans and reports that align the unique needs of school communities under the direction and guidance of Alberta Education. This collaboration involves trustee attendance at school council meetings, the Council of School Councils' meetings, an annual Board retreat, professional group meetings, and planning sessions. GYPSD is committed to engaging the education community to offer input and advice on key education issues.

GYPSD will facilitate additional engagement opportunities for school communities. Community engagements are planned for each community in early 2020. During these sessions, staff, students and community members will have an opportunity to provide ideas and input into the development of the next

## Student

Engaging student voice in the Division planning and improvement is vital. Students in Grades 10 – 12 from each of GYPSD's high schools and The Learning Connection centers, along with students who serve on the GYPSD Superintendent's Youth Council, provide their perspectives on a variety of educational issues. GYPSD prepares students for success and the decisions that affect them require their voice.

Youth Council members meet three times each year to discuss issues that matter to them. They have the opportunity to interact with senior leadership and the Superintendent of Schools to share their ideas and perspectives. These leaders also have the opportunity to participate in additional leadership activities throughout the year including stakeholder engagement sessions, provincial and national organizations such as the Student Voice Conference (Public School Boards Association), and Encounters with Canada at the Terry Fox Centre in Ottawa.

## Parent

Each school in GYPSD is required to have a school council according to provincial legislation. A school council is a collaborative collection of parents, school staff, and community representatives who take on an advisory role to the school principal in matters that range from school programs, policies, and budgeting. Members of the Board of Trustees attend monthly school council meetings and host an annual Council of School Councils' meeting.

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.8	79.2	80.2	80.0	<b>78.5</b>	79.0	High	Declined	Acceptable	79.5	80.0	80.5
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.2	80.7	81.9	80.5	<b>81.9</b>	82.4	High	Maintained	Good	82.9	83.4	83.9
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.6	86.7	87.9	87.0	<b>86.6</b>	87.1	Intermediate	Maintained	Acceptable	87.6	88.1	88.6

### Strategies:

- Increase community engagement activities that contribute to school/jurisdiction improvement.
- Implement a new GYPSD website to improve overall access to information.
- Improve communication strategies between school and home.
- Employ increased opportunities for parents to provide input into student program plans.

29.

# Student Transportation





**2,962**  
students

**53**  
school  
bus routes

**8,000**  
kilometers

**GYPSD transports 2,962 students on 53 school bus routes traveling over 8,000 kilometers each day. Drivers and staff of the transportation department are under the supervision of the Director of Transportation Services.**

## Transportation Services

GYPSD works hard to provide the best transportation services for families. The Division continues to support transportation services for ineligible riders. Ineligible riders are those students who reside less than 2.4 kms from their designated schools and thus are not eligible for transportation funding under the provincial requirements. Much care and attention is placed on ensuring students are transported in a timely and efficient manner, and Division drivers provide a safe and caring environment on the bus.

## Professional Driver Training

All bus drivers are trained to the Alberta School Bus Driver Improvement Program standards (S Endorsement) required by provincial regulation. Division drivers attend ongoing refresher training and safety presentations to ensure professional driving skills and knowledge remain current, and drivers are updated with provincial or federal regulations pertaining to commercial vehicles. All drivers that have obtained their license between October 11, 2018 and March 1, 2019, must take the new provincial Mandatory Entry Level Training.

## Safety Initiatives

Transportation Services focuses on school bus safety, which includes the promotion of pedestrian, and traffic safety in local school zones and bus lanes. The department annually collaborates with Alberta Traffic Safety to distribute traffic and pedestrian safety information to parents, schools and bus operators in a consistent ongoing manner. Every student is also given the opportunity to participate in the School Bus Safety and Evacuation program, which educates students, staff, and drivers on traffic safety and school bus school safety and emergency evacuation procedures.



## Inclusive Supports for Transportation

Most student transportation requests can be accommodated on the regular school bus route. In some cases, students with special transportation needs may be transported on one of the Division's inclusive supports transportation routes. These school bus routes operate with a bus monitor on board who provides assistance and support for students while riding on the school bus. Equipment needs for students vary from integrated car seats, support mechanisms to wheel-chair accessibility.

## Cooperative Busing Practices

Rural divisions continue to seek solutions to the challenges of declining enrollments. The ongoing decline in rural areas has a significant impact on student transportation and GYPSD has been successful in securing Cooperative Transportation Agreements with several other boards. Cooperative Transportation Agreements allow one board to transport students of another board, within one transportation system, as opposed to having each board operate their own transportation system.

## Transportation Communication Consultation Action Plan

The Transportation Community Consultation Action Plan (TCCAP) is released to communities on an ongoing basis using newspapers, radio and other promotional items. TCCAP reports are presented to the Board on a quarterly basis and available for review on the Division's website under <https://gypsd.ca/departments-services/transportation/community-consultation>.

Transportation Services strives to ensure that communication regarding operational services is shared with all its stakeholders. Regular transportation updates are available on the GYPSD website including current and historical school bus routes and information regarding "The Bus Link", which is a notification system that allows stakeholders to sign up for email notifications when school bus routes are delayed or cancelled.

"The Bus Link", is a notification system that allows stakeholders to sign up for email notifications when school bus routes are delayed or cancelled. For more information visit [www.gypsd.ca](http://www.gypsd.ca).



# Capital and Facilities Projects

All scheduled Infrastructure Maintenance Renewal (IMR) projects for the 2018/2019 school year have been completed or are currently in progress:

- Roofing at Parkland Composite High School, École Pine Grove and École Westhaven Elementary School in Edson.
- Flooring at Harry Collinge High School in Hinton, Westhaven and Pine Grove in Edson, Jasper Elementary School, Wildwood School, and Niton Central School.
- Heating and ventilation upgrades at Summitview School in Grande Cache.
- Installation of LED lighting in gymnasiums at École Mountain View and Crescent Valley Schools in Hinton, Jasper Elementary School, and Summitview School and Sheldon Coates School in Grande Cache.
- Installation of classroom LED lighting at Fulham School.
- Upgrading of the fields at Sheldon Coates School in Grande Cache and Mountain View.
- Stucco repairs at Mountain View.

## Grande Yellowhead's 2020-2023 Three Year Capital Plan:

- Grand Trunk High School – Amalgamate Evansview and Wildwood Schools into a modernized K-12 School.
- Crescent Valley School – Gym modernization.
- Pine Grove School – Addition to gym.
- Fulham School – Replace four existing portables with three new modulars.
- École Westhaven School – Portable replacement and address accessibility concerns.
- Sheldon Coates – Gymnasium modernization to address accessibility concerns.

The GYPSD Three Year Capital Plan is available for review on the Division's website at <https://gypsd.ca/departments-services/facility-services/operations>



# Finance





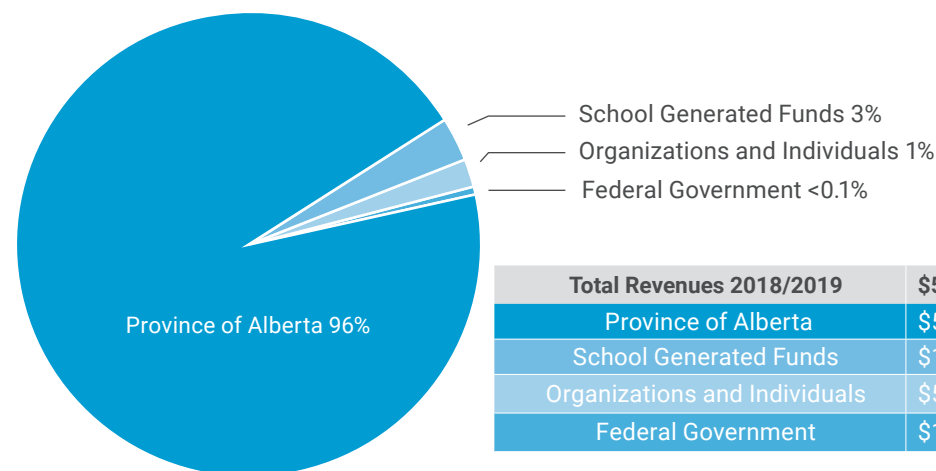
# Financial Summary for the 2018/2019 School Year

GYPSED's revenues exceed expenses in the 2018/2019 school year, resulting in an operating surplus of \$0.7 million.

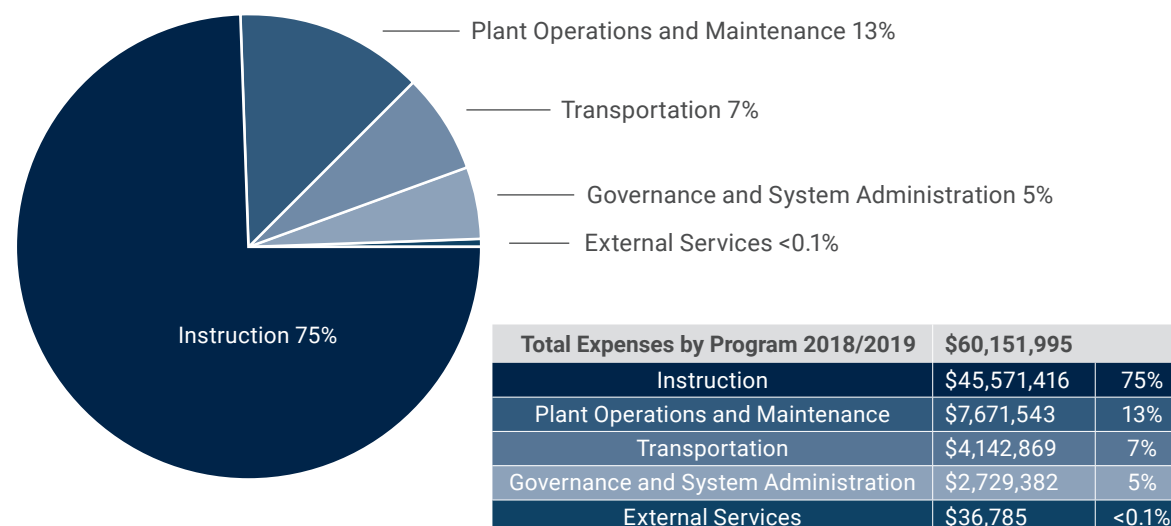
Electronic copies of all GYPSED's Audited Financial Statements are available on the Division's documents section of the website at [www.gypsd.ca](http://www.gypsd.ca), under Explore/ Documents/ Financial Documents.

Audited Financial Statements for all jurisdictions are also posted on Alberta Education's website.

## Revenues 2018/2019



## Expenses by Program 2018/2019



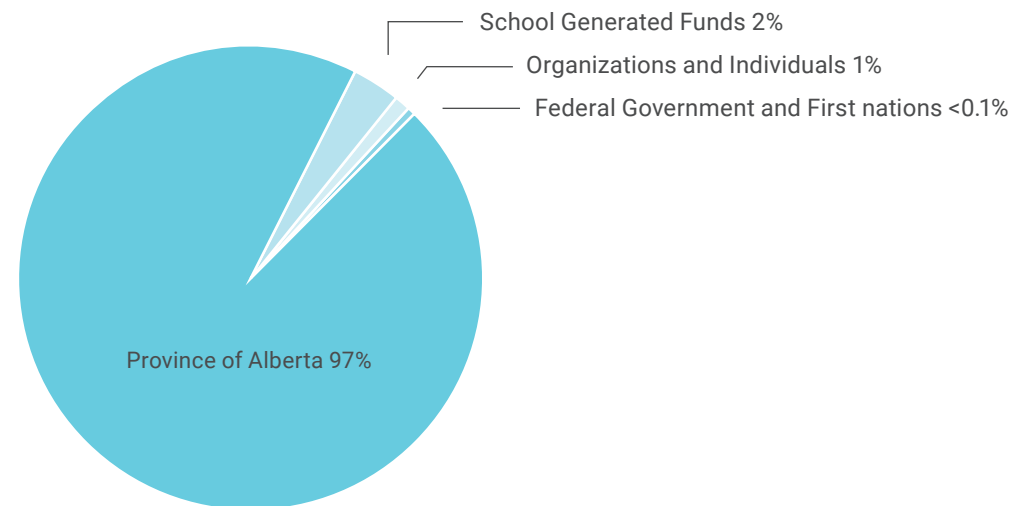
# Budget Summary for the 2019/2020 School Year

The GYPSD Board of Trustees approved the 2019/2020 budget with a projected deficit of \$1.3 million dollars. With reduction in grant funding from Alberta Education, the projected deficit has been updated to \$1.7 million dollars. The Division employs a decentralized budgeting approach, which distributes the majority of funding to schools and departments to meet the goals and outcomes of the Division.

## Budget Highlights, Plans and Assumptions

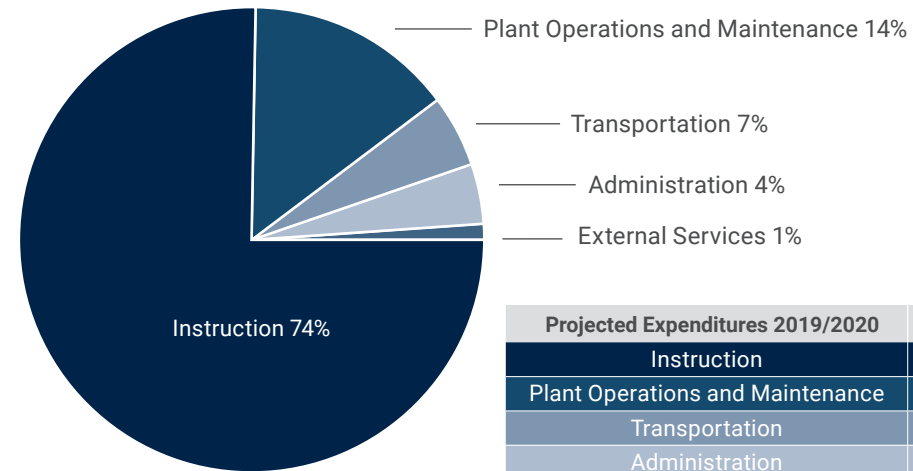
- Funding allocation provides equity so that each school and student is treated fairly relative to other schools and students.
- The funding allocation model distributes funds to schools based on the needs of all students, while demonstrating fiscal responsibility.
- School-based leadership is provided with the capacity and flexibility to accommodate students' needs.
- Standard cost of teachers is \$100,700, including salary and benefit premiums.
- Standard cost of school-based support staff is \$31.90 per hour, including salary and benefit premiums.
- Centrally managed functions, including Technology, Transportation, Learning Services, and Facility Management are budgeted at the central level based on the services required to support the Board's priorities.
- Implementation of transportation cost efficiency plan including route reviews as well as an increase in ineligible transportation fees.
- Transportation continues to experience cost pressures due to increasing fuel costs and funding shortfall for rural transportation.
- Indigenous programs are supported through centralized services and school allocations directed at local needs.
- Nutrition programs are expanding to all schools within the Division.

## Projected Revenues 2019/2020



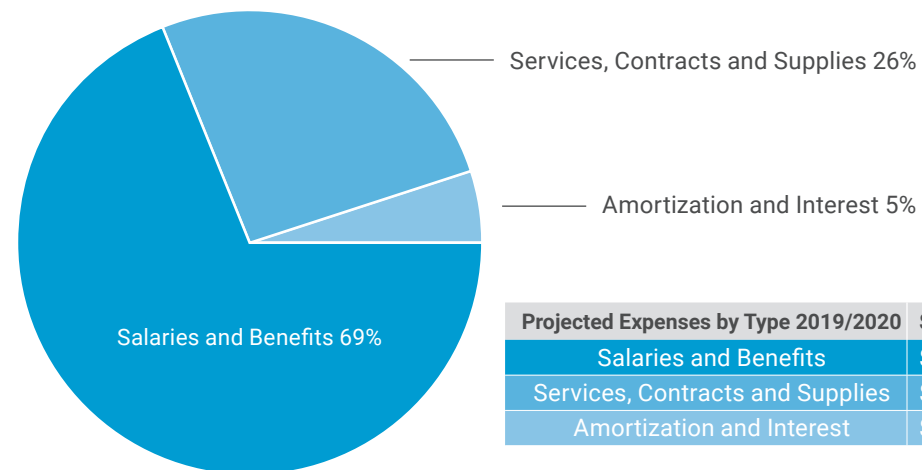
Total Projected Revenues 2019/2020		\$60,341,910
Province of Alberta	\$58,490,226	97%
School Generated Funds	\$1,444,184	2%
Organizations and Individuals	\$394,500	1%
Federal Government and First Nations	\$13,000	<0.1%

## Projected Expenses 2019/2020



Projected Expenditures 2019/2020	\$62,079,268	
Instruction	\$45,978,498	74%
Plant Operations and Maintenance	\$8,961,943	14%
Transportation	\$4,064,443	7%
Administration	\$2,671,272	4%
External Services	\$403,112	1%

## Projected Expenses by Type 2019/2020



Projected Expenses by Type 2019/2020	\$62,079,268	
Salaries and Benefits	\$42,806,492	69%
Services, Contracts and Supplies	\$16,027,888	26%
Amortization and Interest	\$3,428,734	5%



# Whistleblower Protection

The Division is committed to the highest standard of ethical and accountable conduct and recognizes the importance of working to deter and detect wrongdoing within the operations of the Division, and to promote public confidence in the administration of the Division. To ensure this, the Division is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place. The Division expects that all employees will notify their Supervisor or the Deputy Superintendent of any potential wrongdoing within the operation of the Division and that the Supervisor or Deputy Superintendent will investigate such reports without impedance, providing a summary of their findings to the Superintendent, Board Chair or the Commissioner of Public Interest as appropriate. *Under the Public Interest Disclosure (Whistleblower Protection) Act (PIDA)*, an employee of the Division may make a disclosure of wrongdoing, which the Division will investigate in accordance with these procedures. Under PIDA, no person may make reprisals against an employee for making a disclosure, seeking advice about making a disclosure, or taking any other steps under PIDA, so long as the employee is acting in good faith.









*Create... Achieve... Succeed!* 

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