



Grande Yellowhead

Public School Division



Three-Year Education Plan 2021-2024 and Annual Education Results Report 2020/2021

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Questions?

For additional information about Grande Yellowhead Public School Division's Three-Year Education Plan 2021-2024 and Annual Education Results Report 2020/2021, Capital Plan or Budget, please contact:

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Whistle Blower Protection

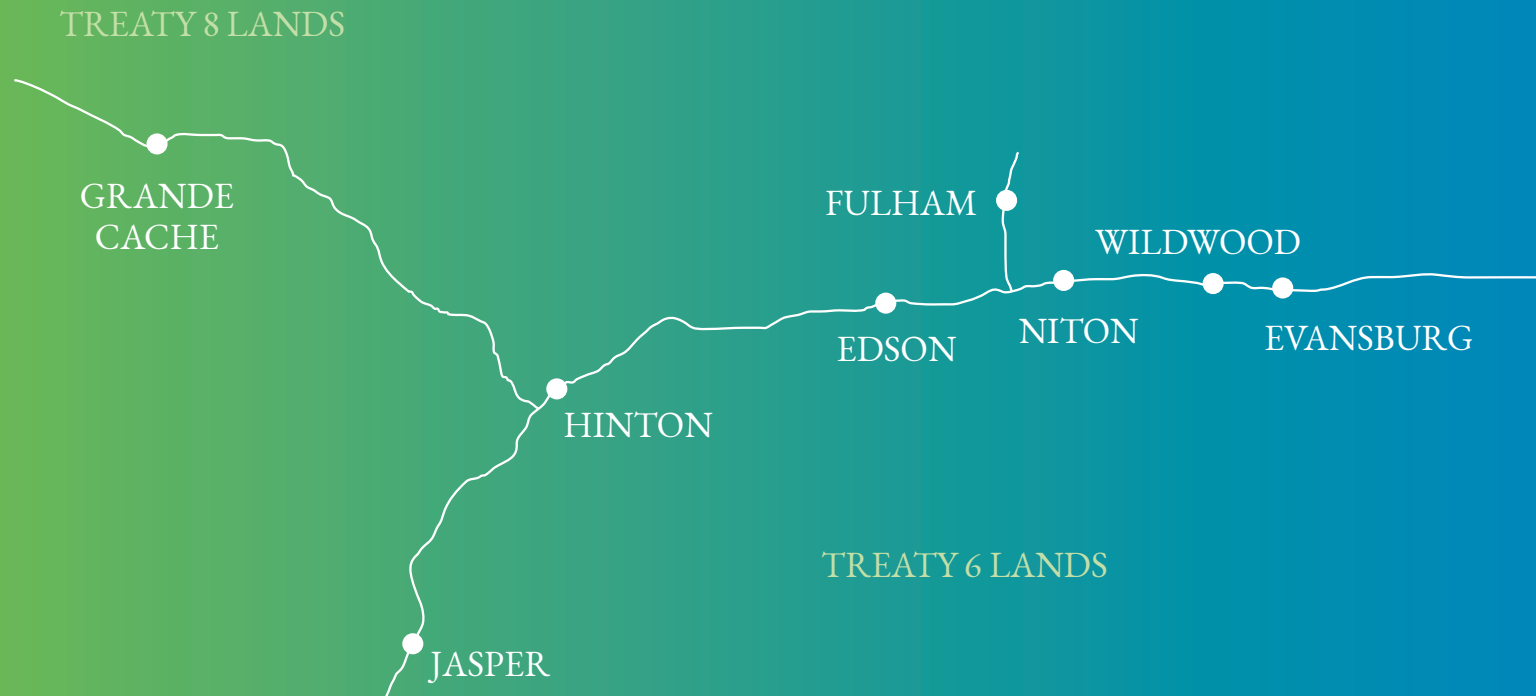
As per [Administrative Procedure 403](#) Grande Yellowhead Public School Division reported no disclosures under the *Public Interest Disclosure (Whistleblower Protection) Act* in the 2020/2021 school year.

Local and Societal Context



Serving Our Communities

Grande Yellowhead Public School Division 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 100 support staff members. In alignment with the Ministerial Order on Student Learning (028-2020), 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.



Community Served	School	Grades	ENROLLMENT AS OF SEPT. 30, 2021 (INCLUDING ECS)		
			English	French Immersion	Total
EDSON	Fulham School	K-6	52	n/a	52
	Mary Bergeron Elementary School	K-5	414	n/a	414
	Parkland Composite High School	9-12	516	44	560
	École Pine Grove School	6-8	325	48	373
	École Westhaven School	K-5	157	109	266
GRANDE CACHE	SonRise Christian Program	K-6	46	n/a	293
	Grande Cache Community High School	9-12	247		
	Sheldon Coates School	K-3	132	n/a	132
HINTON	Summitview School	4-8	213	n/a	213
	Crescent Valley School	K-7	322	n/a	322
	Harry Collinge High School	8-12	415	97	512
JASPER	École Mountain View School	K-7	205	223	428
	École Jasper Elementary School	K-6	129	112	241
LOBSTICK	Jasper Junior/ Senior High School	7-12	110	68	178
	Evansview School	K-6	110	n/a	110
	Grand Trunk High School	7-12	234	n/a	234
	Niton Central School	K-9	120	n/a	120
THE LEARNING CONNECTION	Wildwood School	K-6	92	n/a	92
	Edson and Area	1-12	0	n/a	0
	Evansburg	10-12	3	n/a	3
	Grande Cache	10-12	0	n/a	0
	Hinton	10-12	0	n/a	0
	Jasper	10-12	7	n/a	7

Priorities

Student Learning | Teaching and Leadership Excellence | Community Engagement



Our Vision

Our Division endeavors to provide each student with the opportunity to fulfill their potential and pursue their dreams.



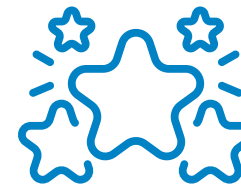
Our Mission

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



Our Values

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



Our 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 between students, parents, schools, and communities.
- Learners are well prepared for active citizenship.

The Three-Year Education Plan Accountability Statement

The Education Plan for Grande Yellowhead Public 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 the plan to improve student learning and results.

The Board approved the Education Plan for 2021-2024 on November 24, 2021.

D. Karpluk

Dale Karpluk, M.Ed.
Board Chair

Annual Education Results Report Accountability Statement

The Annual Education Results Report for Grande Yellowhead Public School Division for the 2020/2021 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020/2021, was approved by the Board on November 24, 2021.

C. Lewis

Carolyn Lewis, MAEd.
Superintendent of Schools



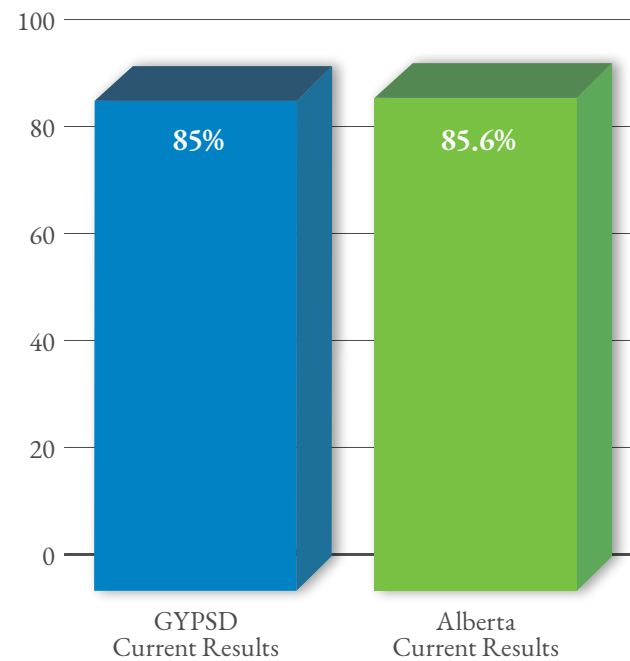
Student Growth and Achievement



Student Engagement

Engagement is the measure of successful learning experiences and includes being active in learning, motivated and inspired.

Student Learning Engagement

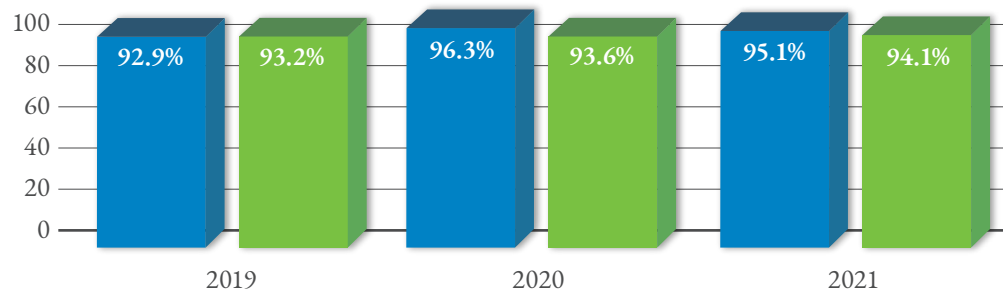


Citizenship

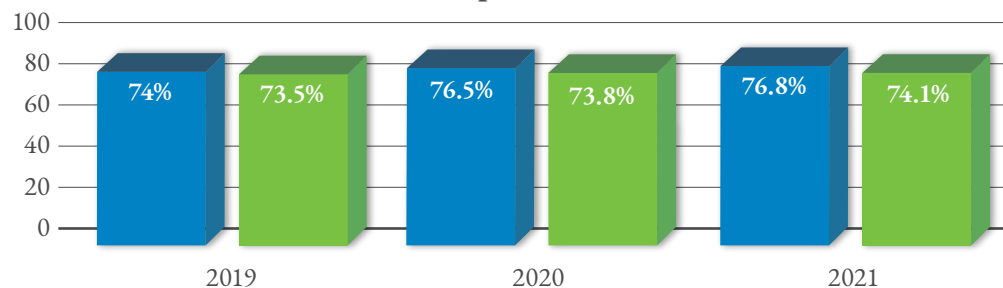
Citizenship is an indication of being a responsible and contributing member of the community.



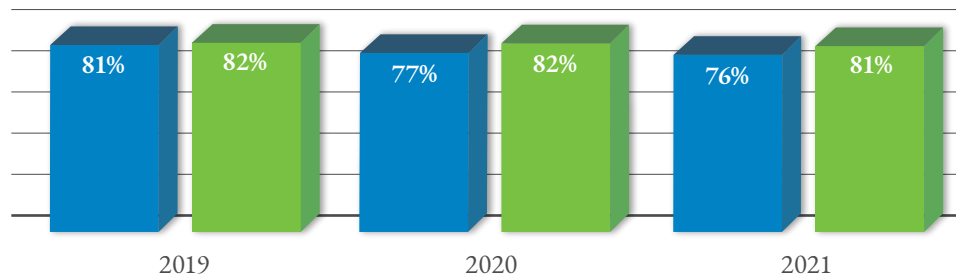
Citizenship: Teacher Data



Citizenship: Student Data



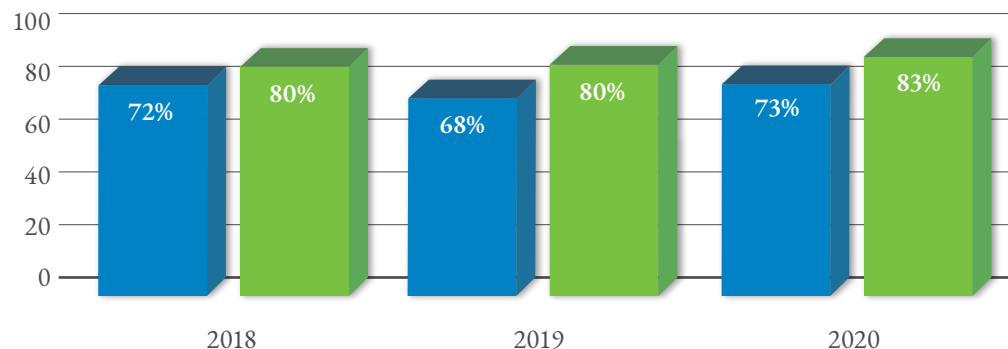
Citizenship: Parent Data



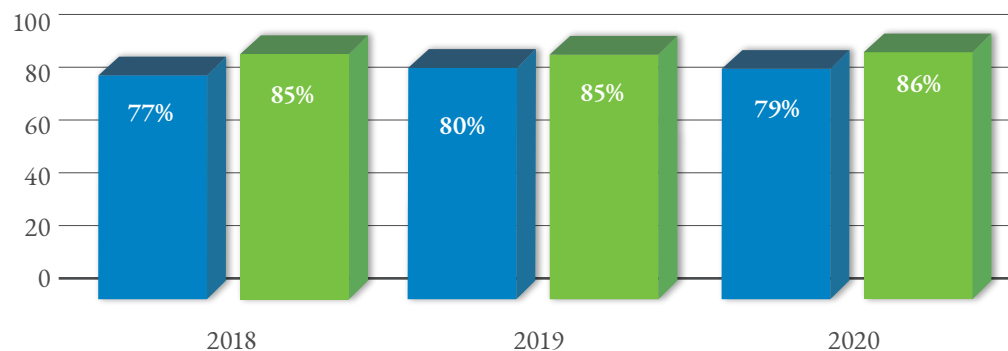
■ GYPSD Current Results ■ Alberta Current Results

High School Completion: All

Three-Year Completion



Five-Year Completion



■ GYPSD Current Results ■ Alberta Current Results

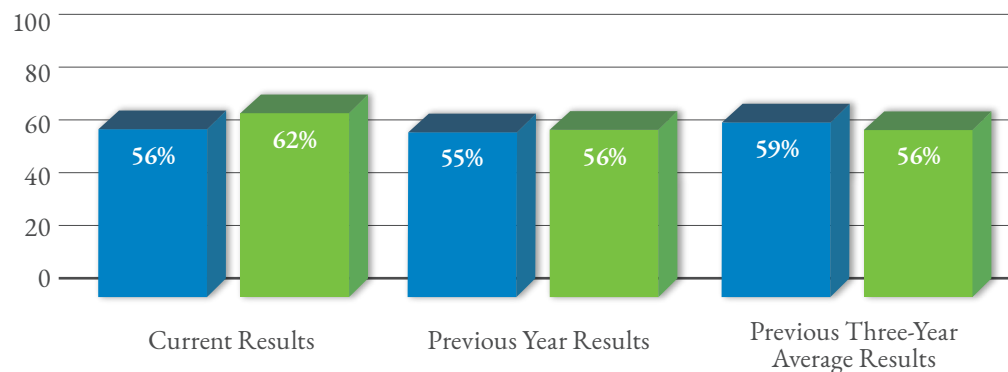
ALBERTA EDUCATION ASSURANCE MEASURES

	Achievement	Improvement
GYPSD Three-Year	Low	Maintained
GYPSD Five-Year	Low	Maintained

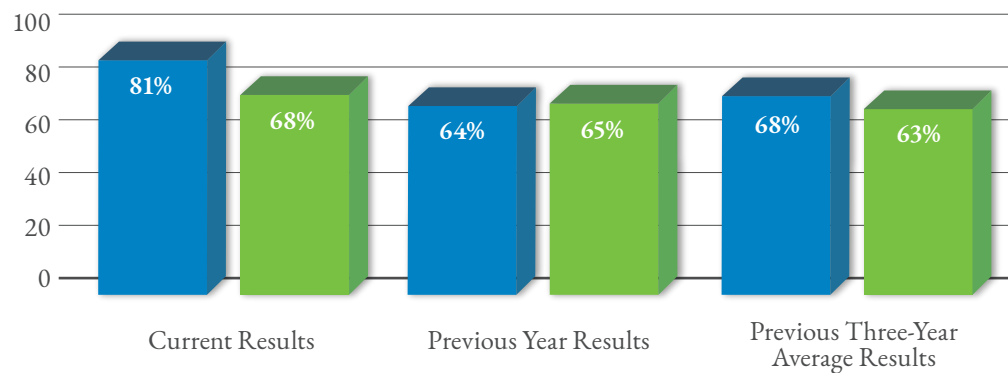


High School Completion: First Nation, Métis, and Inuit

Three-Year Completion



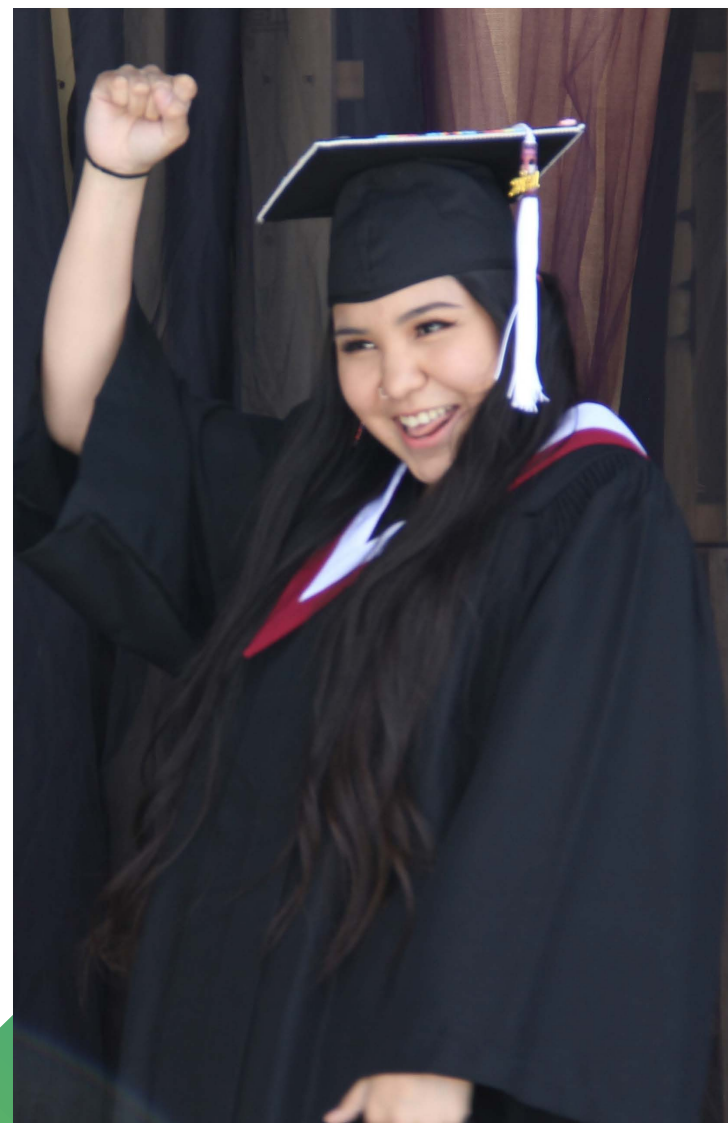
Five-Year Completion



■ GYPSD Current Results ■ Alberta Current Results

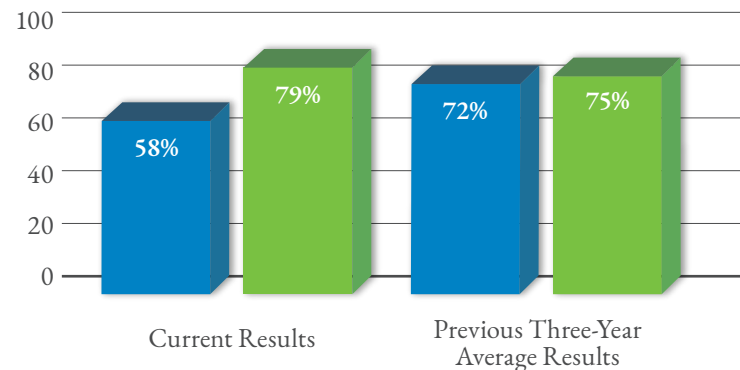
ALBERTA EDUCATION ASSURANCE MEASURES

	Achievement	Improvement
GYPSD Three-Year	Very Low	Maintained
GYPSD Five-Year	Intermediate	Improved



High School Completion: English as a Second Language

Three-Year Completion



Note: Data was suppressed for the previous year results and five-year High School Completion where the number of respondents/students was fewer than six.

■ GYPSD Current Results ■ Alberta Current Results

ALBERTA EDUCATION ASSURANCE MEASURES

	Achievement	Improvement
GYPSD Three-Year	Very Low	Maintained

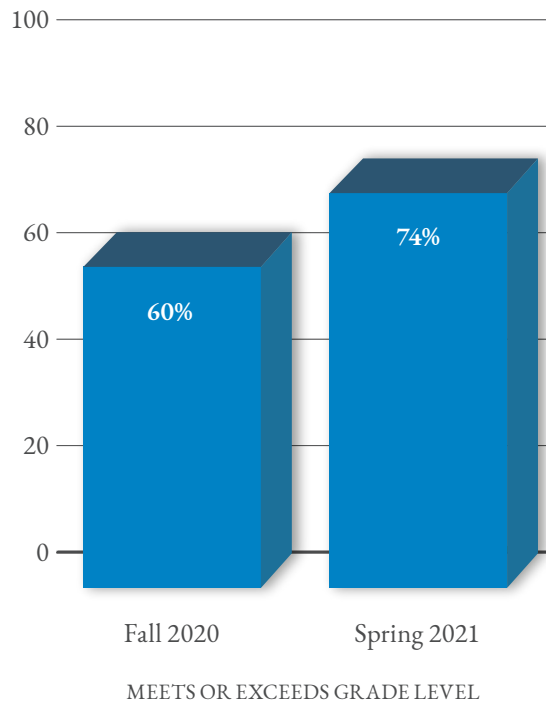


Local Measures

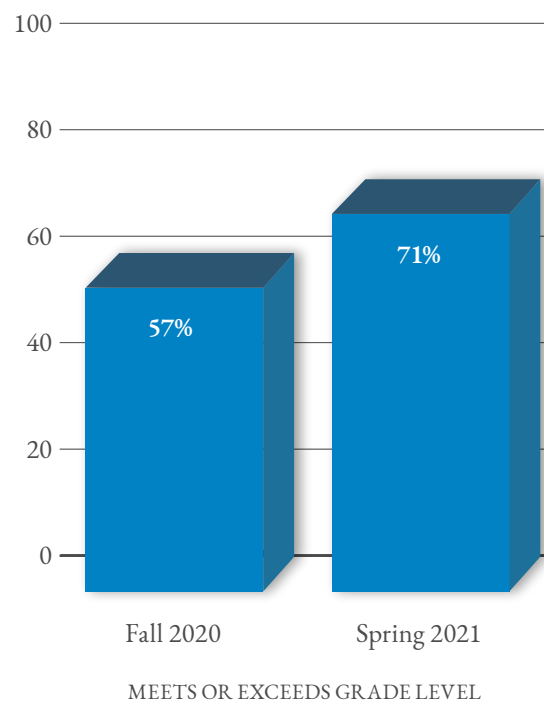
GYPSED students participate in Divisional Screens for both literacy and numeracy for benchmarking to identify students’ academic strengths and weaknesses. The data is used to guide future instruction, and support success.

The 3Rs and HLAT screens are an examination of both reading comprehension and writing. The Mathletics screens are an examination of student understanding of the Alberta Program of Studies in Math. These local measures are key as Provincial Achievement Test and Diploma data were not available due to the cancellation of these exams.

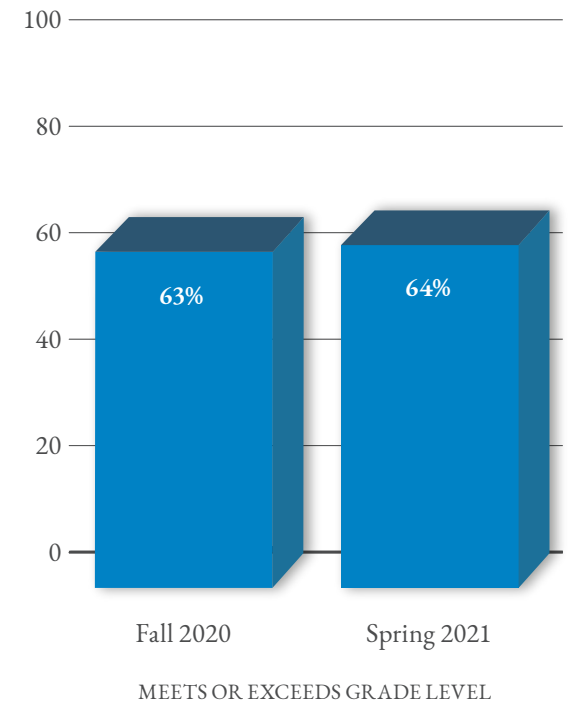
**Retell Relate Reflect (3Rs)
Student Performance Levels**



**Highest Level of Achievement (HLAT)
Student Performance Levels**



**Mathletics Student
Performance Levels**





Learning Supports

John Meyer Citizenship Award
Presented to
Brad Dixon
John Meyer Citizenship Award
Grade 5th
2021-2022

JOHN MEYER MEMORIAL AWARD CITIZENSHIP GRADE #		
JAY 2021-2022	BARRETT 2021-2022	ALEX ANDREA 2021-2022
...

Literacy and Numeracy

Strong literacy and numeracy foundations ensure that students are able to understand and interpret information, determine how information relates to them, and the ability and confidence to engage with quantitative and special information.

Having the capacity to use literacy and numeracy skills purposefully in a variety of contexts, enables students to make informed decisions in all aspects of daily living.

Strategies

- GYPSD K-12 staff receive one-on-one literacy and numeracy training with consultants. Staff are provided a range of strategies and coaching as they integrate these best practices in to their teaching.
- Literacy and numeracy lead teachers are identified in each school to build capacity with teachers.
- Participation in junior high and high school financial literacy program.
- Incorporation of literacy and numeracy strategies in all subjects.



99%

of teachers surveyed agree or strongly agree the literacy skills students are learning at your school are useful.



99%

of teachers surveyed agree or strongly agree the numeracy skills students are learning at your school are useful.



87%

of parents surveyed agree or strongly agree the literacy skills their child is learning at school are useful.



93%

of parents surveyed agree or strongly agree the numeracy skills their child is learning at school are useful.



Early Learning

Early learning opportunities provide the foundation for later school success. GYPSD offers flexible learning environments that are designed to stimulate curiosity, encourage exploration, build self-confidence, and develop global citizenship skills.

Strategies

- GYPSD offers junior kindergarten and full-day kindergarten programs in all communities.
- Learn through play opportunities that support their emotional, social, physical, intellectual and creative development.
- Experience the great outdoors and experiences in nature.
- Provide support and services to children such as speech and language pathologists, occupational therapists as well as access to external consultants and agencies.

*“Even though you’re growing up,
you should never stop having fun.”*

— Nina Dobrev

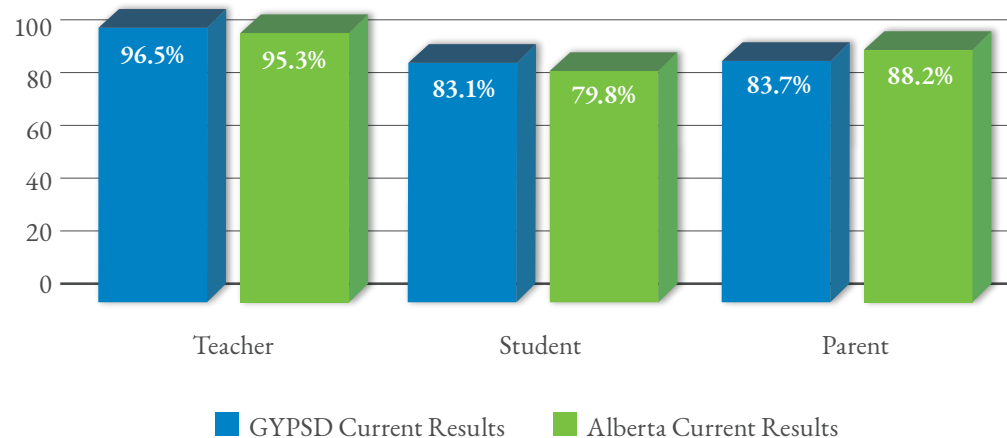
Supporting Student and Staff Wellness

Healthy school communities support the wellness of all members and strive to be healthy settings for living, learning, and working.

Strategies

- A Family School Liaison Counselor (FSLC) is assigned to each school.
- FSLCs offer students and families targeted and specialized support, as well as individual counseling services.
- A Divisional psychologist provides support and training of professional practice for FSLCs.
- Alberta’s Mental Health Capacity Building (MHCB) program provides BEST coaches which all schools have access to, in order to promote positive mental health through prevention efforts.
- Targeted professional development on health and performance optimization for all Divisional staff.
- Trauma response teams support provide counselling for students and staff as required.
- A trauma expert facilitates work with staff regarding understanding trauma and the impacts on bodies, in addition to providing

GYPSD Schools are Welcoming, Caring, Respectful and Safe Learning Environments (2021)



Orange Shirt Day

Kihci-itō
(Nēhiyaw
Every Child)



Indigenous Pathways

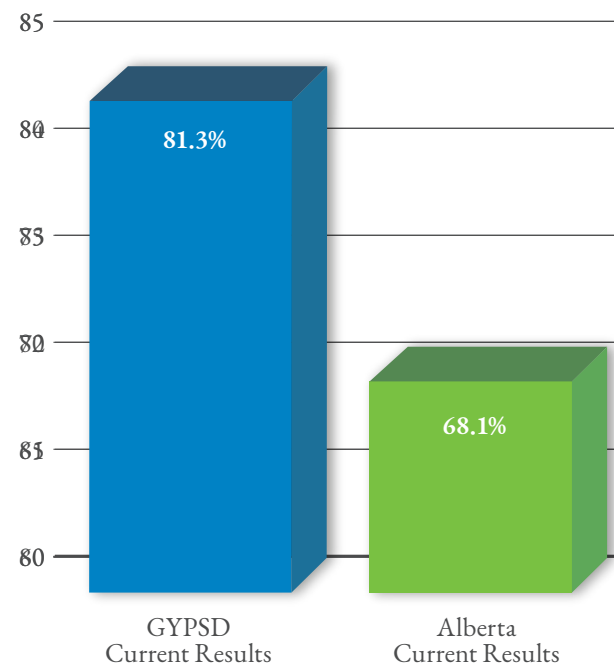
Supporting cultural growth and interconnection for all students, staff, and families in a culturally responsible manner to create a welcoming, respectful, safe, and caring learning environment.

Strategies

- Schools provide a welcoming environment for Elders and Indigenous community members to share teachings and cultural programming.
- Cree and Michif language programs are offered for Grades 1-8.
- Connections between schools, Friendship Centers, and the Indigenous community are encouraged.
- Indigenous Education Lead teachers in each school.
- Positive relationships are fostered through Indigenous Education Lead Teachers.
- Consultants work with current researchers and academics in schools to enhance high school completion.
- A full day Indigenous Camp for teachers and staff of GYPSD and the Province is offered annually.



First Nation, Métis, and Inuit Five-Year High School Completion Rate



Specialized Learning Supports

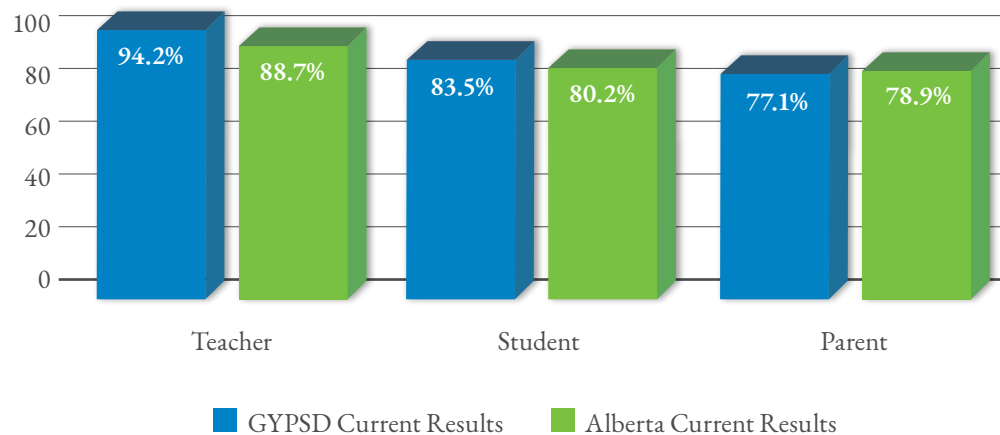
The Division supports our students by working as a team to identify and support their diverse learning needs. Teams are developed at both the school and Divisional level to provide wraparound support to encourage student growth and achievement.

Strategies

- School teams collaborate to identify and reduce barriers within classrooms.
- Individualized and targeted supports for students are provided.
- Collaboration with external stakeholders to provide resources and professional development.
- Professional development opportunities with embedded research-based strategies for instructional practice is provided.
- Opportunities are offered to develop and strengthen educational assistants' capacity to support all students within inclusive settings.
- Implementation of Tier 2 individual or small group support for literacy and numeracy grades 1-3.



Access to Supports and Services (2021)



A photograph of a classroom scene. A female teacher with glasses and a black face mask is leaning over a desk, assisting a young student. The student is wearing large blue and yellow headphones and is looking at a laptop screen. The laptop displays a video conference with multiple participants. In the background, there is a calendar for December 2020, a 'NOEL' sign, and motivational posters like 'Invincible Grit' and 'Brainy Creativity'.

Teaching and Leading



*“A mentor is someone
who allows you to see
the hope inside yourself.”*

— Oprah Winfrey

Mentorship and Leadership Development

GYPSED maintains a formal two year mentorship program to help early career teachers become comfortable within the profession and to grow professionally. A professional leaning program, “Aspiring Leaders” targets educators already in a position of leadership or teachers who are aspiring to move into an administrative leadership role.

Strategies

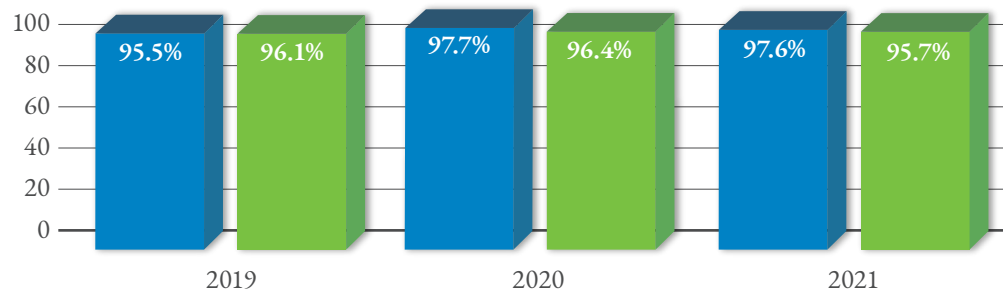
- Two full days of orientation and professional development is provided prior to the start of the school year.
- An inclusive nurturing culture is built through on-site mentors and a Divisional mentor.
- Early career teachers have access to evenings of reflective conversations with a Divisional mentor.
- Learning models aligned with research-based leadership themes are implemented.
- Aspiring and emerging leaders are immersed in real-life scenarios, case studies and a capstone project.

Education Quality

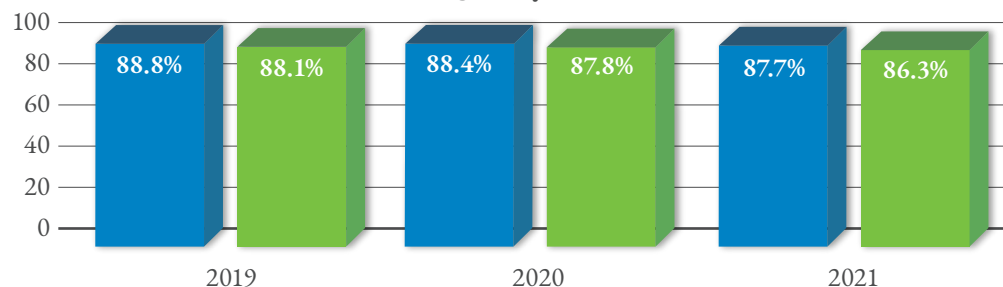
Education quality is a focus on high quality outcomes that impact learning and achievement to ensure students achieve their potential. The Education Quality measure is a demonstration of teaching and leadership quality.



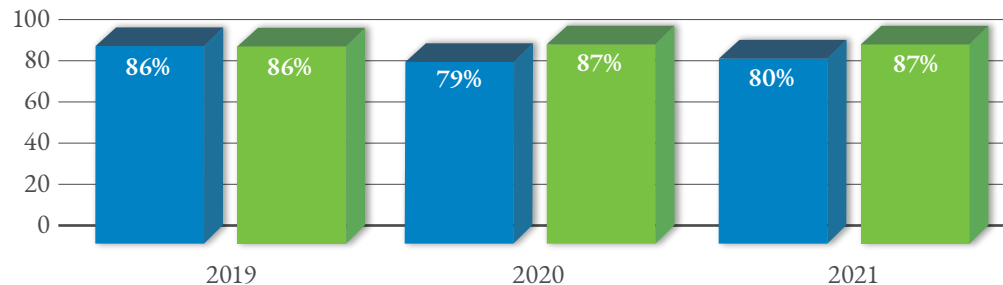
Education Quality: Teacher Data



Education Quality: Student Data



Education Quality: Parent Data



■ GYPSD Current Results ■ Alberta Current Results

Supporting Teachers and Instructional Leaders

GYPSPD is proactive in supporting teachers and leaders because research demonstrates that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices.

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.

Strategies

- GYPSPD provides monthly leadership development sessions that align with the competencies in the Teacher Quality Standard and the Leadership Quality Standard for directors, assistant principals, and principals.
- Teaching is strengthened through the provision of six professional development days.
- Communication skills are enhanced through the use of the generative dialogue process.
- Regular meetings are held of the Teacher Advisory Group and the Principal Advisory Group.
- Instructional Leaders are visible and accessible through participation in daily instructional walkthroughs to support teacher growth.
- Clear school improvement and learning goals are established based on school data.



“Leadership is not about titles, positions or flowcharts. It is about one life influencing another.”

— John C. Maxwell



Governance

Community Engagement

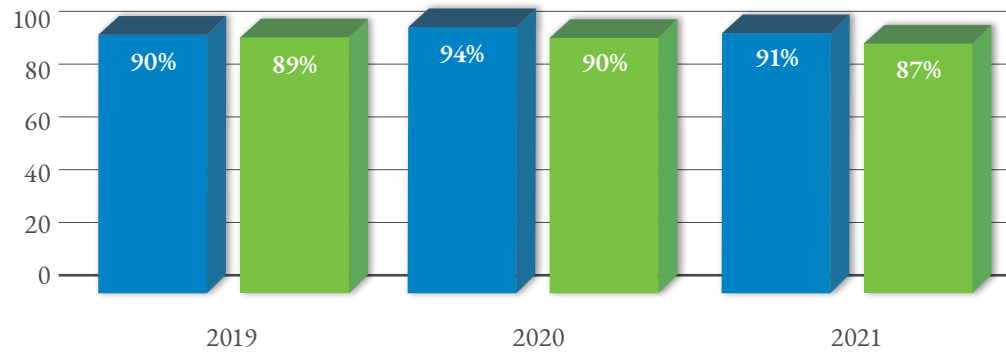
The GYPSD Board of Trustees is actively engaged in the community, developing positive relationships with other elected officials and community partners, to ensure that all stakeholders have an opportunity for input into public education. The trustees prioritize attendance at school council meetings in their communities, communicate regularly with locally elected officials at the municipal, provincial and federal levels, host an annual Council of School Councils' meeting and have active representation in professional group meetings such as the Alberta School Boards Association, Public School Boards' Association of Alberta and the Rural Caucus of Alberta School Boards. The Board is committed to engaging education stakeholders and the wider community to gather input and advice on key governance and advocacy issues.

The Division works to ensure students have opportunities to develop the skills and competencies they will need to become global citizens. GYPSD facilitates engagement opportunities within each community as well as across the Division. During these sessions, staff, students, and community members have an opportunity to reflect on the Annual Education Results Report and provide ideas and input into the development of the Three-Year Education Plan. Engagement sessions for the modernization of Grand Trunk High School which includes the amalgamation of the Evansburg and Wildwood Elementary Schools will ensure the Lobstick community has many opportunities to share their vision of a dynamic and exciting K-12 school.

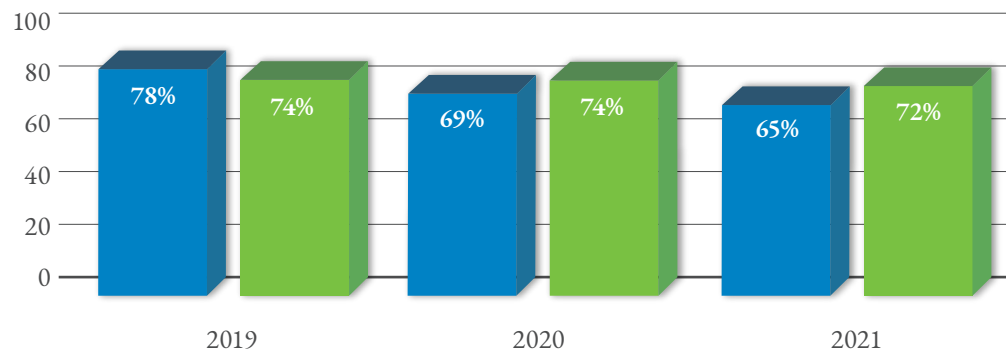


Parental Involvement

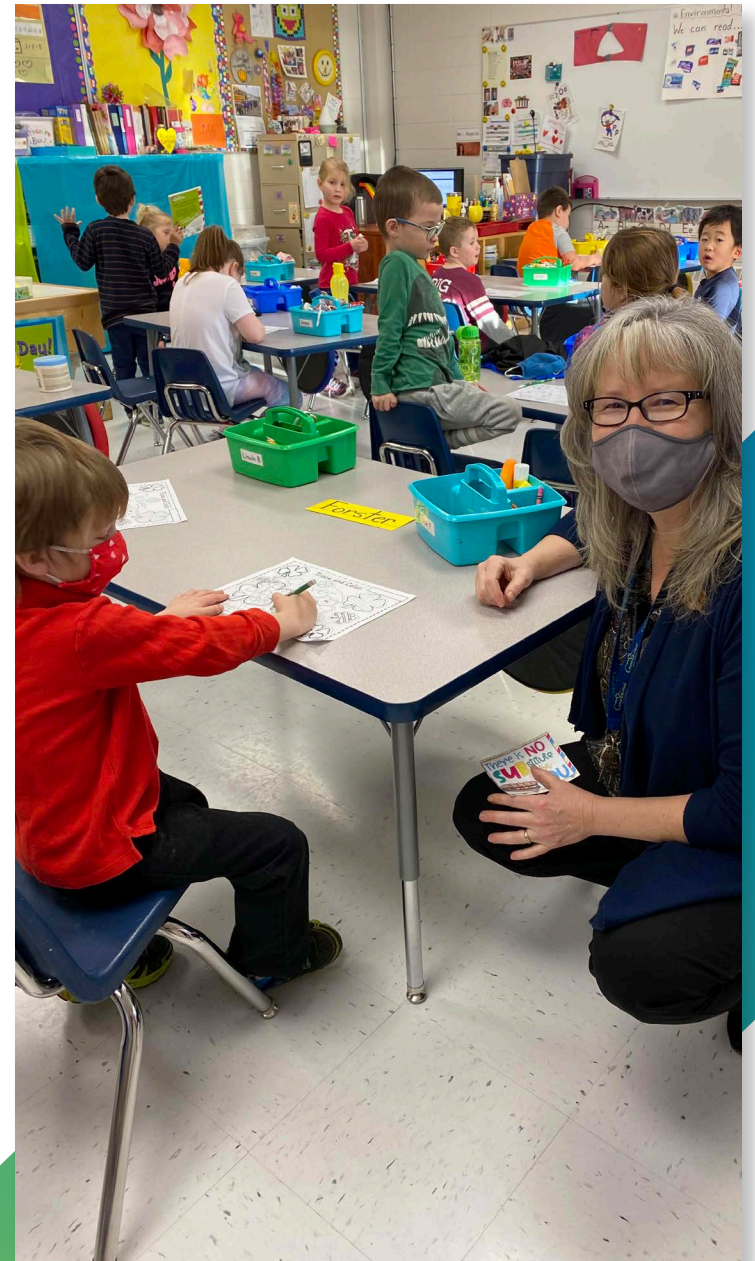
Parental Involvement: Teacher Data



Parental Involvement: Parent Data



■ GYPSD Current Results ■ Alberta Current Results



Superintendent's Youth Council

Superintendent's Youth Council members meet three times each year to discuss issues of importance. The students have the opportunity to interact with senior leadership and the Superintendent of Schools to share their ideas and perspectives. They 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.



School Councils

A school council is a collaborative collection of parents, school staff, high school students, and community representatives who provide support and advice to the school principal in matters that range from school programs, policies, and budgeting.



Facilities

All scheduled Infrastructure Maintenance Renewal (IMR) projects for the 2020/2021 school year have been completed or are currently in progress:

- Flooring has been completed at the following schools:
 - École Jasper Elementary in Jasper
 - Summitview Middle School in Grande Cache
 - École Mountain View in Hinton
 - Harry Collinge High in Hinton
 - École Westhaven School in Edson
 - École Pine Grove Middle School in Edson
 - Parkland Composite High in Edson
 - Fulham School
 - Niton Central School
- Installation of LED lighting in classrooms, admin areas, and libraries at École Jasper Elementary, Sheldon Coates, and Crescent Valley.
- Capitalized Maintenance Renewal (CMR) projects for the 2020/2021 school year have been completed.
- Replacement of two boilers (heating systems), modernization of three boys and three girls washrooms, and full school-wide LED lighting upgrade at Harry Collinge High School in Hinton.
- Replacement of two heating and cooling systems, as well as full school, LED lighting upgrade at Parkland Composite High School in Edson.
- Addition of new exterior wall insulation and wall covering as well as all-new exterior windows at Summitview Middle School in Grande Cache.
- Full LED lighting upgrade at École Pine Grove in Edson.

Grande Yellowhead's 2022-2024 Three-Year Capital Plan:

Grand Trunk High School – Amalgamate Grand Trunk High, Evansview, and Wildwood schools into a modernized K-12 School.

Crescent Valley School – Gym modernization.

École Pine Grove Middle 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 Elementary School – Gymnasium modernization to address accessibility concerns.



Transportation

GYPSED transports 1,828 students on 50 school bus routes including ineligible students, traveling over 8,000 kilometers each day. The Division has 24 parent-provided agreements for those eligible for transportation in areas where bussing services are not available.

Strategies

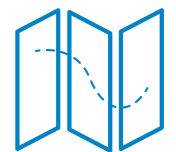
- Safety Initiatives
 - Promotion of pedestrian and traffic safety in local school zones and bus lanes.
 - Student participation in the School Bus Safety and Evacuation program.
- Inclusive Supports
 - Implement accommodations for students to ride a regular bus route.
 - Provide special transportation with a bus monitor on board who provides assistance and supports for students.
- Cooperative Busing Practices
 - Secure and maintain Cooperative Transportation Agreements with other school boards to allow one board to transport students from other school boards within on transportation system.
- Transportation Services Communication
 - Ensuring communication regarding operational services is shared and available.
 - Utilizing continual updates and notifications found on the Bus status icon on the GYPSED site when school bus routes are delayed or canceled.



1,828
students



50
school
bus routes



8,000
kilometres

Financial Summary for the 2020/2021 School Year

GYPSED's revenues exceed expenses in the 2020/2021 school year, resulting in an operating surplus of 2.2 million.

Electronic copies of all GYPSED's Audited Financial Statements are available at <https://www.gypsd.ca/download/374961>. Audited Financial Statements for all jurisdictions are also posted on Alberta Education's website.

Budget-Actual Comparison: School authorities (school boards and charter schools only) report the "Total Expenses" line from the Variance Analysis schedule comparing and explaining the difference in the amount budgeted for 2020/2021, the actual spent and the variance (in both amount and percent).

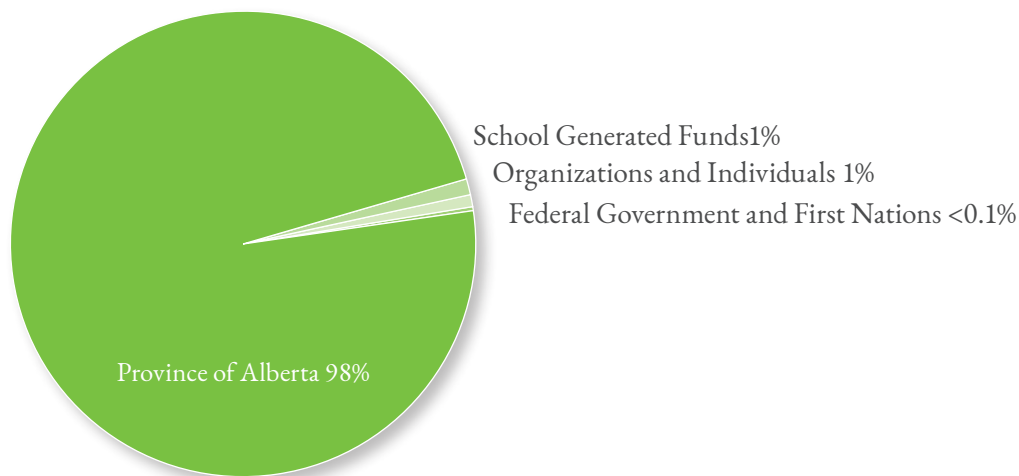
Total expenses for the 2020/2021 school year were \$57.5 million vs a budgeted \$63.1 million.

This difference of 5.6 million or 9 percent is explained as follows:

- Because of COVID-19 the Division saw a reduction in enrollment by 5 percent and this resulted in a reduction of the offsetting costs. Major supply chain issues reduced the Division's ability to procure supplies for projects and resources for schools in a timely manner.
- Both because of COVID-19 and the introduction of Capital Maintenance and Renewal Stimulus there were lower Infrastructure Maintenance and Renewal (IMR) costs than budgeted.
- The Division has been a part of starting a new insurance consortium called Alberta Risk Management Insurance Consortium (ARMIC) and saw a large reduction from projected insurance costs.
- Also as a result of COVID-19 the Division charged less school fees, collected less Donation, and participated in less fundraising as many extra activities were put on hold as the Division built plans to combat many of the difficulties COVID-19 present in ensure staff and student safety
- With limited traveling because of COVID-19 the Division also saw reduced travel, professional services and professional development across the Division.

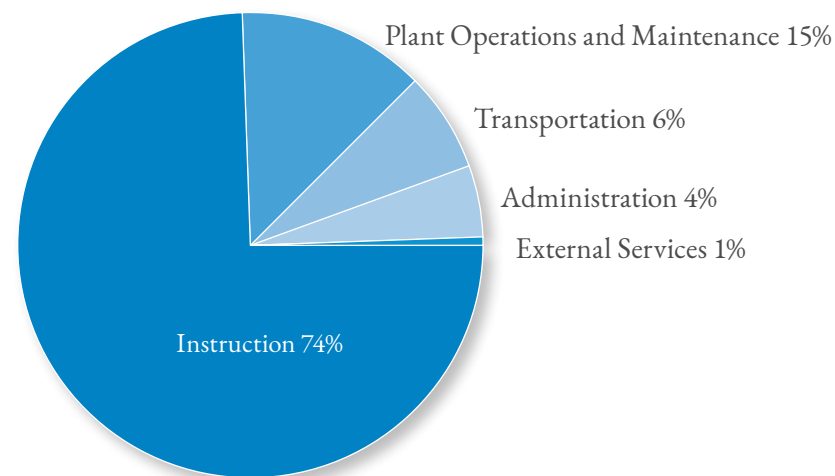
Financial Summary for the 2020/2021 School Year (continued)

Revenues 2020/2021



Total Revenues 2020/2021	\$59,733,241	
Province of Alberta	\$58,660,284	98%
School Generated Funds	\$789,146	1%
Organizations and Individuals	\$282,738	1%
Federal Government and First Nations	\$1,073	<0.1%

Expenditures by Program 2020/2021



Total Expenses by Program 2020/2021	\$57,541,905	
Instruction	\$43,169,294	75%
Plant Operations and Maintenance	\$8,020,121	14%
Transportation	\$3,843,302	7%
Administration	\$2,039,692	3%
External Services	\$469,496	1%

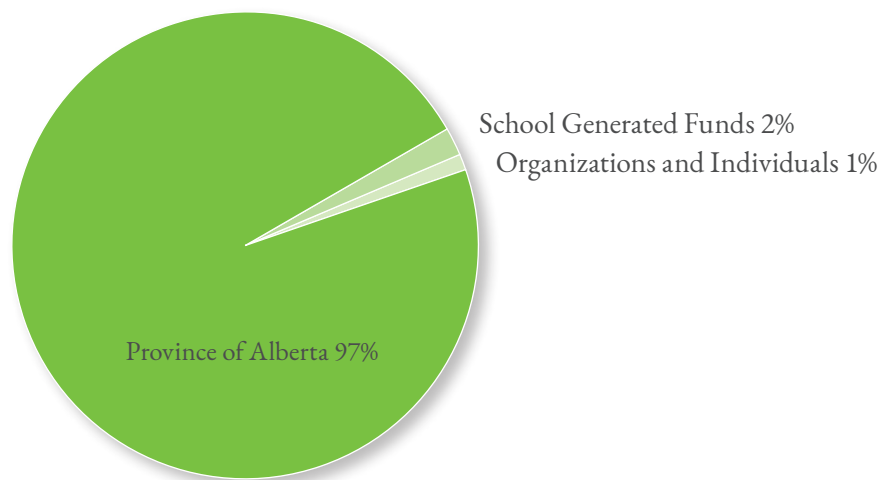
Budget Summary for the 2021/2022 School Year

The GYPSD Board of Trustees approved the 2021/2022 budget with a projected deficit of \$2.0 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.
- 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.
- Transportation continues to experience cost pressures due to increasing operational costs and funding shortfalls for rural transportation.
- Indigenous programs are supported through centralized services and school allocations directed at local needs.
- Nutrition program is operating in all schools within the Division.

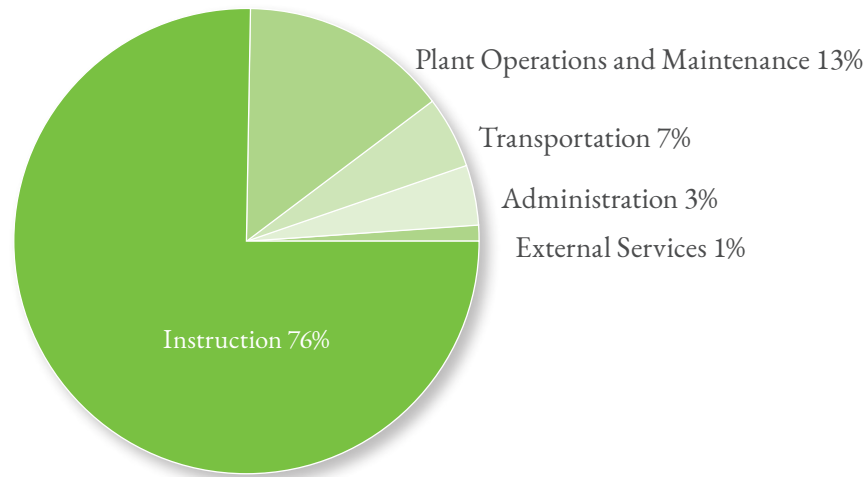
Projected Revenues 2021/2022



Project Revenues 2021/2022		\$59,749,794
Province of Alberta	\$58,233,046	97%
School Generated Funds	\$1,179,748	2%
Organization and Individuals	\$337,000	1%

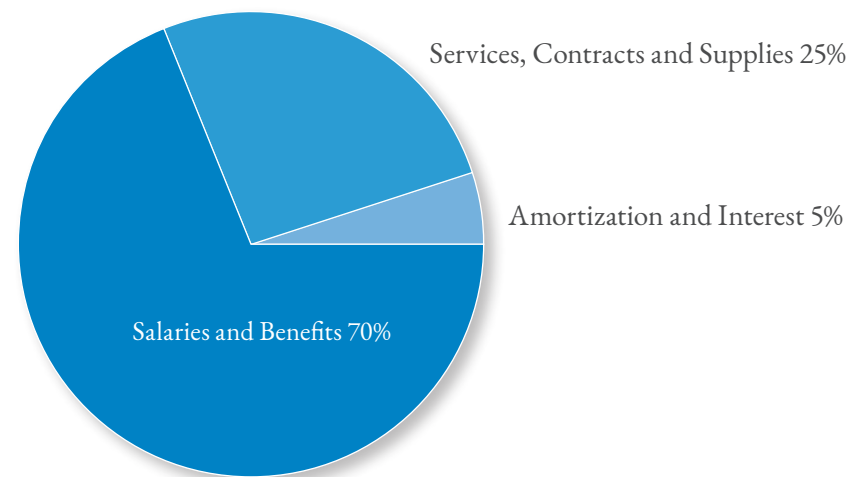
Budget Summary for the 2021/2022 School Year (continued)

Projected Expenditures 2021/2022



Project Expenditures 2021/2022	\$61,742,111	
Instruction	\$46,782,962	76%
Plant Operations and Maintenance	\$8,088,107	13%
Transportation	\$4,287,474	7%
Administration	\$2,284,200	3%
External Services	\$299,368	1%

Projected Expenses by Type 2021/2022



Project Expenses by Type 2021/2022	\$61,742,111	
Salaries and Benefits	\$43,332,547	70%
Services, Contracts and Supplies	\$15,333,165	25%
Amortization and Interest	\$3,076,399	5%

