



Grande Yellowhead

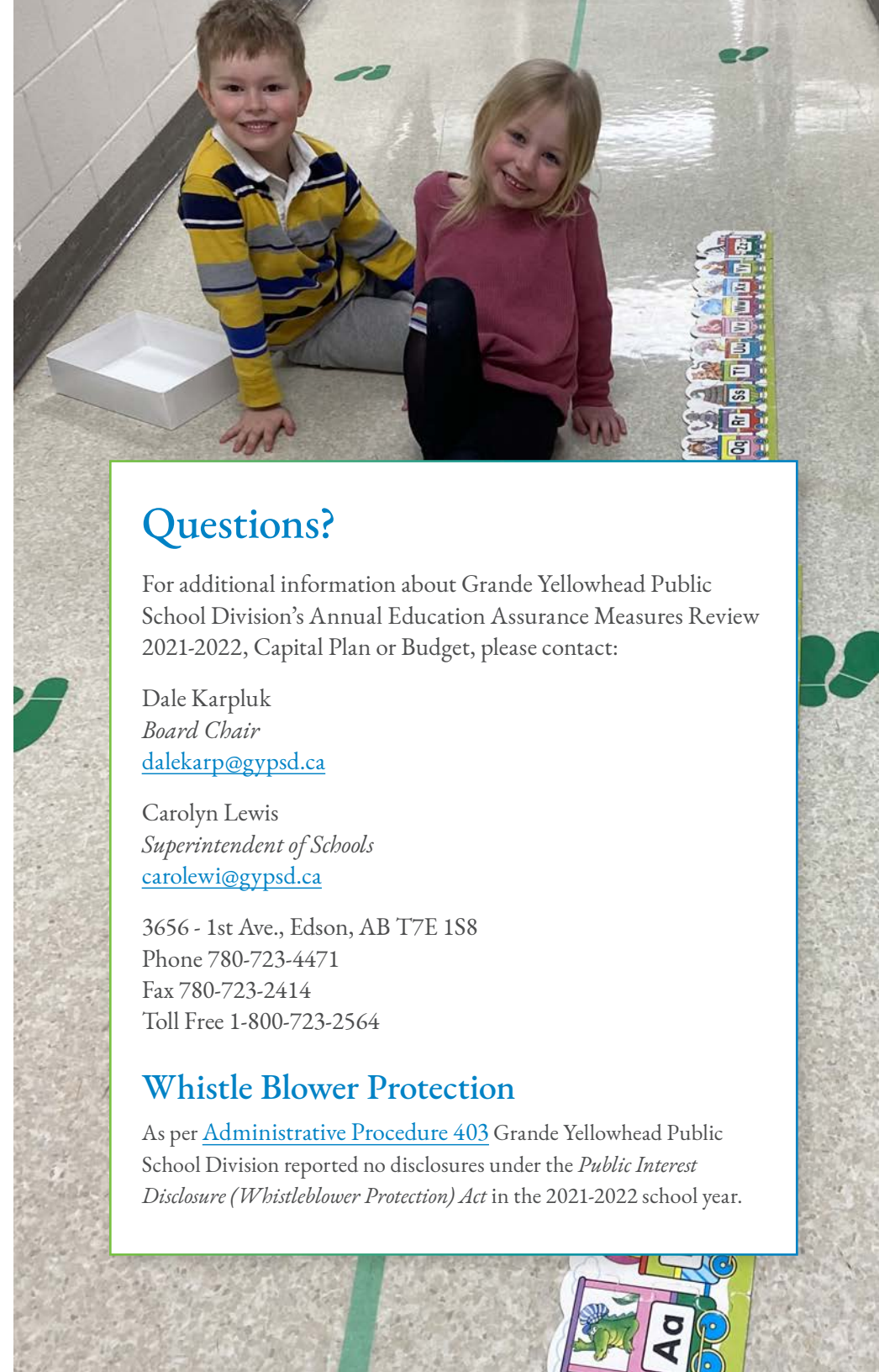
Public School Division

Annual Education Assurance Measures Review 2021-2022

www.gypsd.ca

Table of Contents

Local and Societal Context	2
Division Profile and Map	3
Our Schools	4
Priorities	5
Communication and Accountability	6
Student Achievement and Growth	7
Student Engagement	8
Citizenship	9
High School Completion: All	10
High School Completion: First Nation, Métis, and Inuit	11
High School Completion: English as a Second Language	12
Local Measures	13
Learning Supports	14
Literacy and Numeracy	15
Specialized Learning Supports	16
Early Learning	17
Supporting Student and Staff Wellness	18
Safe and Caring Schools	19
Indigenous Pathways	20
Teaching and Leading	21
Mentorship and Leadership Development	22
Education Quality	23
Supporting Teachers and Instructional Leaders	24
Governance	25
Community Engagement	26
Parent Involvement	27
Superintendent's Youth Council / Student Councils	28
Facilities	29
Transportation	30
Financial Services	31
Financial Summary for the 2021-2022 School Year	32
Budget Summary for the 2022-2023 School Year	34
Appendix	35
Appendix 1: Provincial Achievement Test (PAT) Results and Diploma (DIP) Exam Results	36



Questions?

For additional information about Grande Yellowhead Public School Division's Annual Education Assurance Measures Review 2021-2022, Capital Plan or Budget, please contact:

Dale Karpluk
Board Chair
dalekarp@gypsd.ca

Carolyn Lewis
Superintendent of Schools
carolewi@gypsd.ca

3656 - 1st Ave., Edson, AB T7E 1S8
Phone 780-723-4471
Fax 780-723-2414
Toll Free 1-800-723-2564

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 2021-2022 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 4,546 students, 270 teachers and 135 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.



Our Schools

Community Served	School	Grades	Enrollment as of Sept. 30, 2022 (including ECS)		
			English	French Immersion	Total
EDSON	Fulham School	K-6	53	n/a	53
	Mary Bergeron Elementary School	K-5	427	n/a	427
	Parkland Composite High School	9-12	528	56	584
	École Pine Grove School	6-8	302	42	344
	École Westhaven School	K-5	159	107	266
GRANDE CACHE	Grande Cache Community High School	9-12	200	n/a	200
	Sheldon Coates School	K-3	179	n/a	179
	Summitview School	4-8	223	n/a	223
HINTON	Crescent Valley School	K-7	313	n/a	313
	Harry Collinge High School	8-12	401	81	482
	École Mountain View School	K-7	214	236	450
JASPER	École Jasper Elementary School	K-6	147	98	245
	Jasper Junior/ Senior High School	7-12	119	66	185
LOBSTICK	Evansview School	K-6	109	n/a	109
	Grand Trunk High School	7-12	219	n/a	219
	Niton Central School	K-9	109	n/a	109
	Wildwood School	K-6	86	n/a	86
THE LEARNING CONNECTION	Edson and Area	1-12	1	n/a	1
	Evansburg	10-12	8	n/a	8
	Grande Cache	10-12	0	n/a	0
	Hinton	10-12	50	n/a	50
	Jasper	10-12	13	n/a	13

Priorities

Student Learning | Teaching and Leadership Excellence | Community Engagement



Our Vision

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



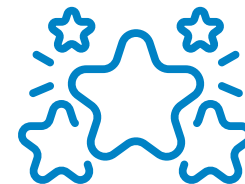
Our Mission

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.

ANNUAL EDUCATION ASSURANCE MEASURES REVIEW

Accountability Statement

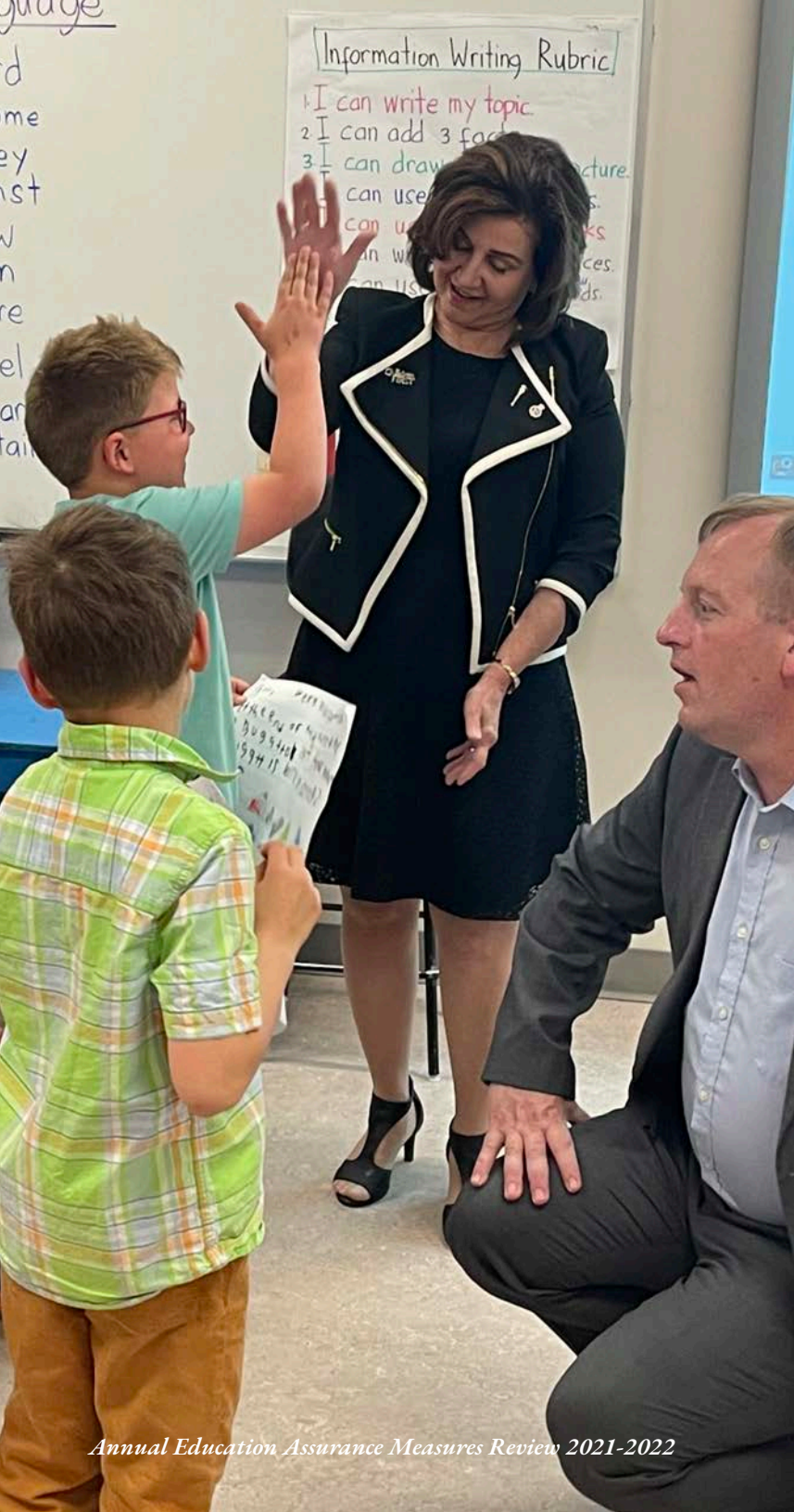
The Board approved the Annual Education Assurance Measures Review (AEAMR) on November 23, 2022.

The AEAMR 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.

D. Karpluk
Dale Karpluk, M.Ed
Board Chair

The AEAMR for Grande Yellowhead Public School Division for the 2021-2022 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.

C. Lewis
Carolyn Lewis, MAEd.
Superintendent of Schools





Student Growth and Achievement



Student Engagement

TEACHERS, PARENTS, AND STUDENTS

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

Commentary

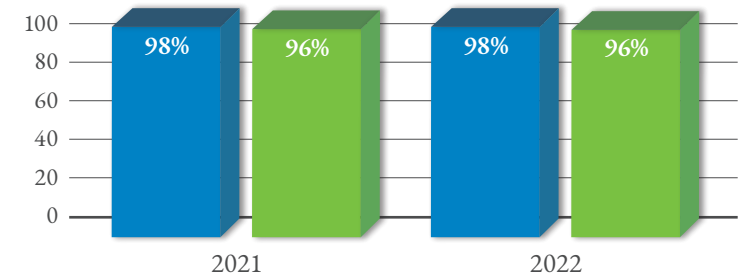
- The Division results reflect the pandemic-related challenges experienced by students such as mandatory masking during the first half of 2021-2022 as well as mandatory isolations when ill.
- Student results demonstrated the most significant decrease for the 2021-2022 school year; therefore, teachers will continue to incorporate a visible thinking and learning digital resource called Hapara to better engage students in their learning, both at school and at home, as required.

STUDENT GROWTH AND ACHIEVEMENT

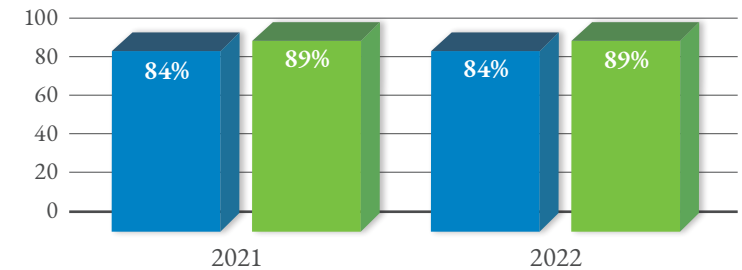
Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.

■ GYPSD Results ■ Alberta Results

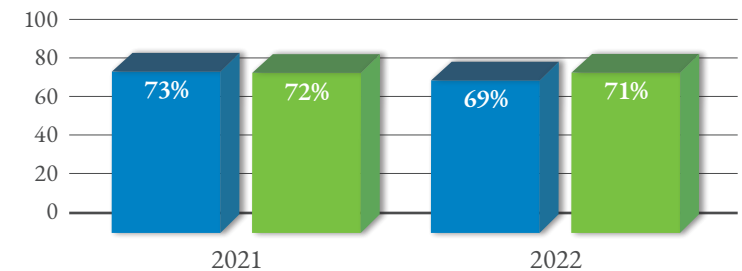
STUDENT ENGAGEMENT: TEACHERS



STUDENT ENGAGEMENT: PARENTS



STUDENT ENGAGEMENT: STUDENTS

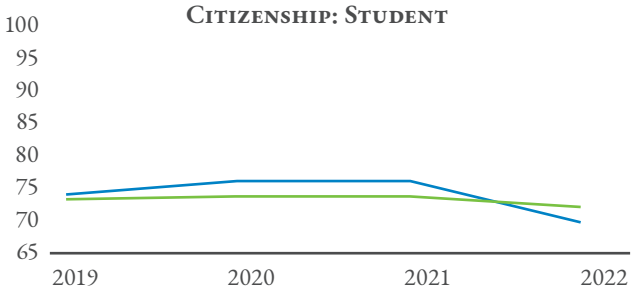
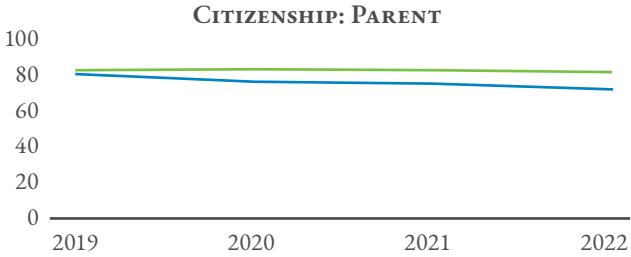
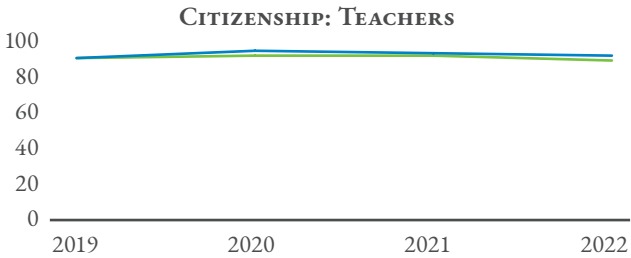




STUDENT GROWTH AND ACHIEVEMENT

Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

■ GYPSD Results ■ Alberta Results



GYPSD Citizenship Measure Evaluation of Achievement and Improvement

Teachers: Achievement is high and improvement is maintained.
Parents: Achievement is high but improvement declined significantly.
Students: Achievement is high but improvement declined significantly.

Citizenship

TEACHERS, PARENTS, AND STUDENTS

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

Commentary

- Overall, Citizenship Assurance Survey achievement results over the past five years have been high; however there has been a downward trend for students.
- The Covid-19 context and associated challenges will have also impacted these results through the perspective of personal safety as caused by the pandemic.
- In support of students, the Division continues to focus on universal strategies for building healthy relationships, developing interpersonal skills, and fostering positive community norms through the Bringing Empowered Students Together (B.E.ST.), the GYPSD Mental Health Capacity Building In-School Initiative program.



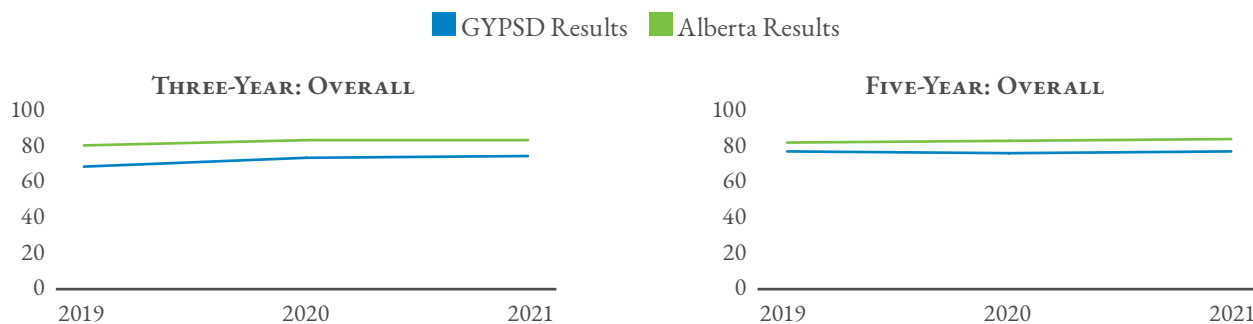
Commentary

- For the past five years, the GYPSD achievement results for the three-year completion rate increased.
- Factors that affect the overall average are students who did not move from the province and did not graduate from high school.
- The Learning Connection attached to each zone high school has a goal to connect with students at-risk to help them achieve the goal of graduation.
- GYPSD five-year completion rate has also improved over the previous year and although this is an improvement, the goal is to have all students graduate.
- Division high schools use a variety of strategies including:
 - Ensure that students have created, in collaboration with a career counsellor, a plan for success to graduate.
 - Meeting with students regularly to discuss current accomplishments, future plans, and to make adjustments to goals as needed.
 - Ensuring that students have a myPass account at Alberta Education, which allows students to self-monitor their progress.

High School Completion

OVERALL

Percentage of students completing high school in three and five years.



GYPSD Citizenship Measure Evaluation of Achievement and Improvement

Three-Year Completion: Completion rates are low however improvement is maintained.

Five-Year Completion: Completion rates are low however improvement is maintained.

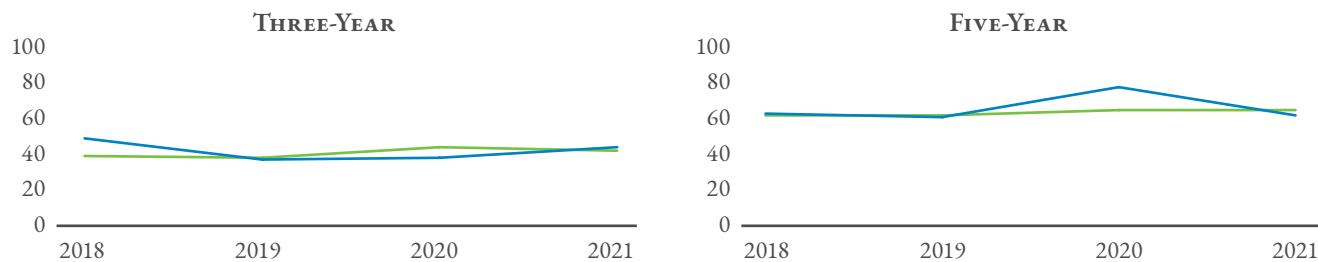


High School Completion

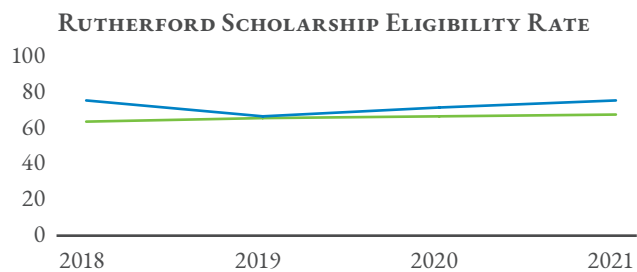
FIRST NATION, MÉTIS, AND INUIT

■ GYPSD Results ■ Alberta Results

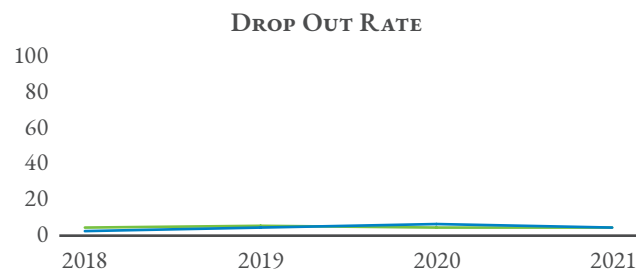
Percentage of First Nation, Métis, and Inuit students completing high school in three and five years.



Percentage of First Nation, Métis, and Inuit students eligible for the Rutherford Scholarship.



Percentage of First Nation, Métis, and Inuit students dropping out before completing high school.



GYPSD High School Completion Measure Evaluation of Achievement and Improvement

Three-Year and Five-Year Completion: Achievement is very low and the improvement is maintained.

Commentary

- Over the past two years, GYPSD First Nation Métis Inuit three-year high school completion rate has been higher than the provincial average.
- The slight drop in the five-year completion rate is due to the increase in the three-year completion rate.
- GYPSD is striving to improve this by focusing specifically on the Indigenous students who struggled with learning online during Covid-19 and the academic gaps which occurred as a result.
- TLC outreach teachers are working with community organizations such as local Friendship Centres, to make connections with this student population in alternative locations to create an individualized plan to help students reach the goal of graduation.
- The Drop Out Rate achievement for First Nation, Métis, and Inuit students has improved over the previous year
- The rate of eligibility for Rutherford Scholarships for First Nation, Metis, and Inuit students in GYPSD exceeded the province; work continues on fostering a sense of belonging.

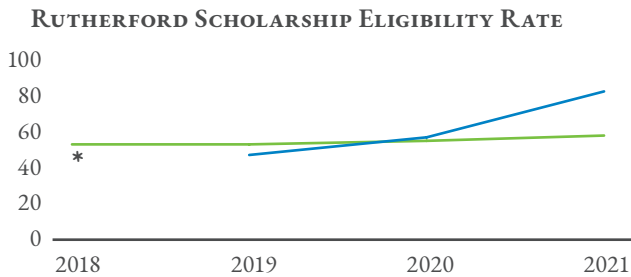


High School Completion

ENGLISH AS A SECOND LANGUAGE

■ GYPSD Results ■ Alberta Results * Data Suppressed

Percentage of English as a second language students eligible for the Rutherford Scholarship.



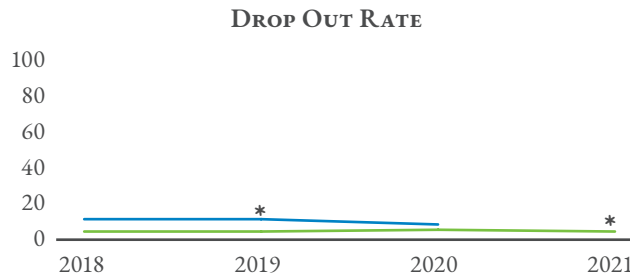
GYPSD Percent Eligible for Scholarship Evaluation of Achievement and Improvement:

Achievement is very high and improved from the previous year.

GYPSD Drop Out Rate Evaluation of Achievement and Improvement:

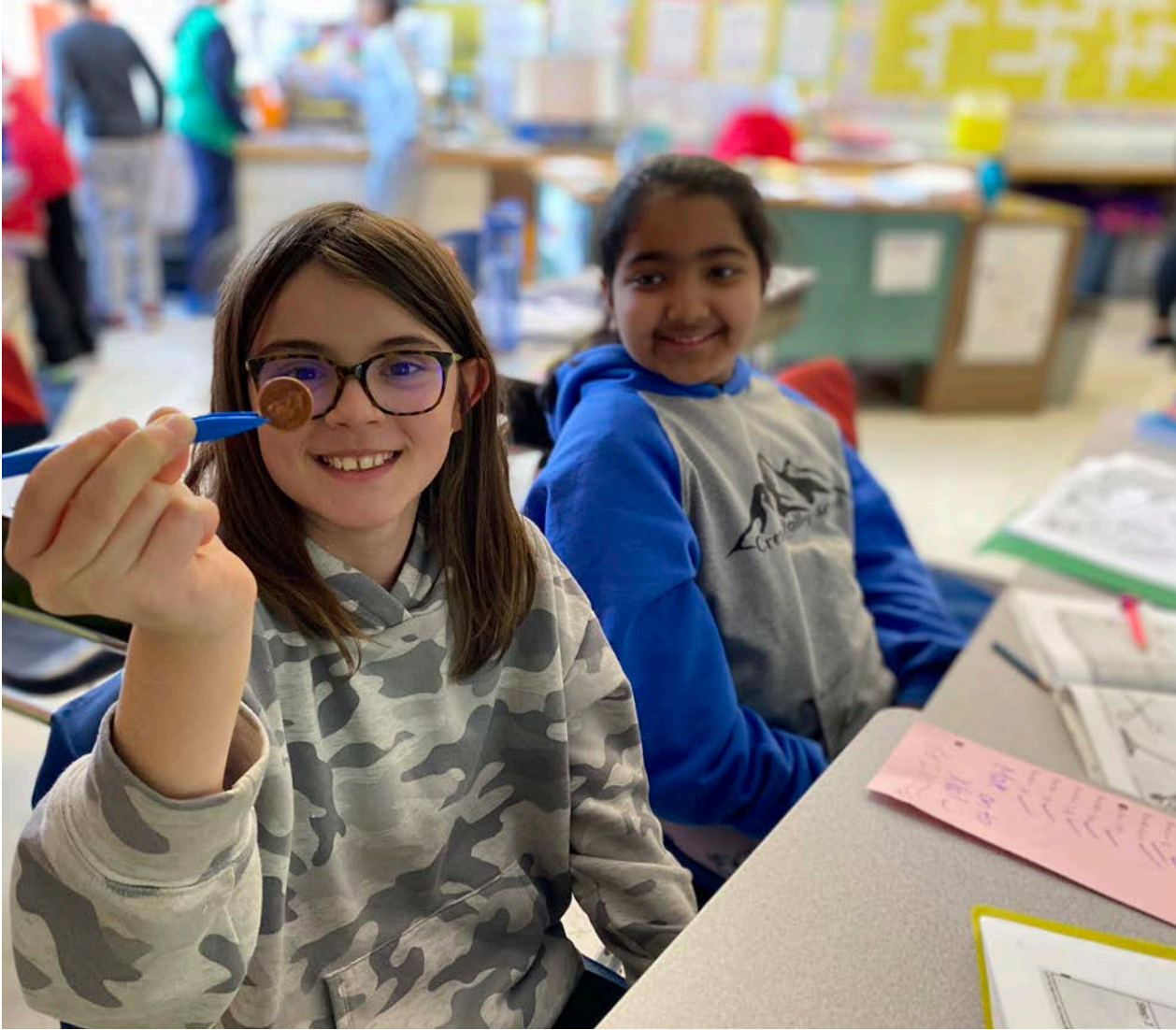
Achievement is very high and improvement was maintained.

Percentage of English as a second language students dropping out before completing high school.



Commentary

- Overall results are encouraging.
- The current result for both the three- and five-year high school completion rates have been suppressed due to fewer respondents than six.
- Students are experiencing success and are achieving the milestone of high school completion, as demonstrated by:
 - ESL numbers for The Rutherford Scholarship eligibility achievement rating is very high.
 - The drop out rate improvement reflects a provincial achievement of very high with a current result of zero.
- Alberta K-12 ESL English Language Proficiency Benchmarks are a standard assessment tool used in GYPSD to determine how well English Language Learners are progressing as they develop English. The Benchmarks are used to report progress to students and parents. English Language Learners are assessed yearly using the benchmarks.
- Teachers make recommendations for Community English Language Classes, Conversation Circles and one on one tutoring as needed.



Local Measures

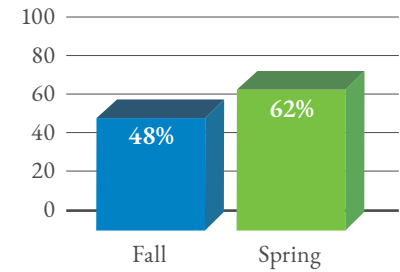
GYPSSD students participate in Divisional Screens for both literacy and numeracy for benchmarking to identify students' academic strengths and weaknesses. The data is used to guide future instruction, and support success. The 3Rs and HLAT screens are an examination of both reading comprehension and writing.

STUDENT GROWTH AND ACHIEVEMENT

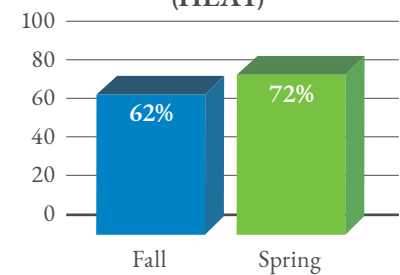
Percentage of GYPSSD students meeting or exceeding student performance levels.

■ GYPSSD Fall ■ GYPSSD Spring

RETELL RELATE REFLECT (3Rs)



HIGHEST LEVEL OF ACHIEVEMENT (HLAT)



Commentary

- There has been growth of 10% on the reading comprehension assessment (3Rs) and a growth of 14% on the writing assessment (HLATs).
- There has been substantial disruption to student learning during the pandemic.



Learning Supports



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.

Commentary

- GYPSD continues to focus on improving all students' learning by deepening teacher understanding and implementation of literacy and numeracy environments, teaching practices and assessment practices.
- 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 elementary, junior high and high school financial literacy program.
- Incorporation of literacy and numeracy strategies in all subjects.

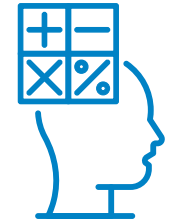
Teacher and Parent Survey Results

■ Teachers ■ Parents



100%

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



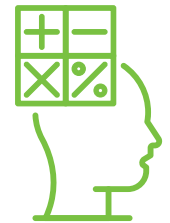
99%

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.



88%

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

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.

Commentary

- Overall, the AEAM survey results indicate high levels of satisfaction that students are receiving specialized supports and services at their school.
- These positive results are a reflection of the work accomplished by the Division's specialized learning supports, school-linked teams in partnership with school staff and families.

Pyramid of Supports

GYPSD's approach to the provision of specialized supports and services is best described through the Pyramid of Supports. The Pyramid of Supports is a framework that is designed to address learning, social/emotional and behavioural growth and development by systematically delivering a range of instruction, support and interventions based on student need. For the Division, this work is framed through an evidence-based tiered approach resembling a pyramid:

■ Universal

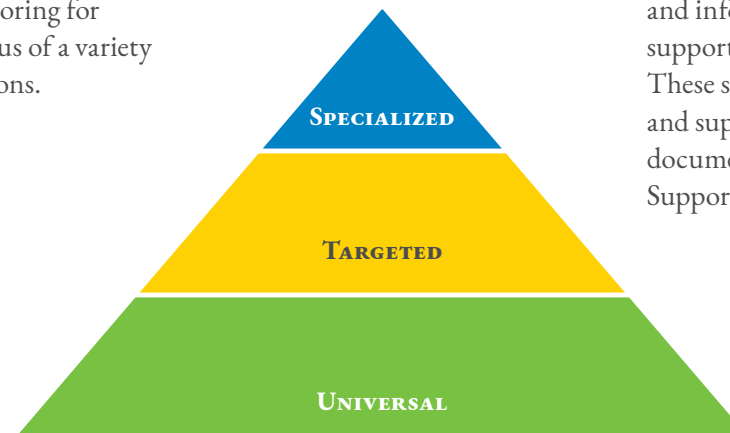
The majority of students thrive within the programming at the base of the pyramid; this universal work reflects the efforts of teachers and school staff in collaboration with families and is the first step in identifying students' strengths and those who may be at risk. Universal strategies include high quality instruction, research-based interventions, school-wide screening, monitoring for growth, and the use of a variety of accommodations.

■ Targeted

These strategies are intended for small groups of students whose learning needs extend beyond the universal strategies and approaches. These are identified in collaboration with school staff, learning support teachers and families and might include additional assessment, instructional accommodations and/or adaptations, supplemented or differentiated supports, and small-group instruction.

■ Specialized

These strategies and supports address the unique needs of individual students. Learning support teachers, school staff and families work together to determine the intensity of support needed for a student to experience success. Students supported at this tier of the pyramid often receive additional assessments that help provide a deeper understanding of the student's learning needs and inform strategies and supports going forward. These specialized strategies and supports are often documented in Individual Support Plans (ISPs).



Early Learning

Early learning opportunities provide the foundation for later school success.

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

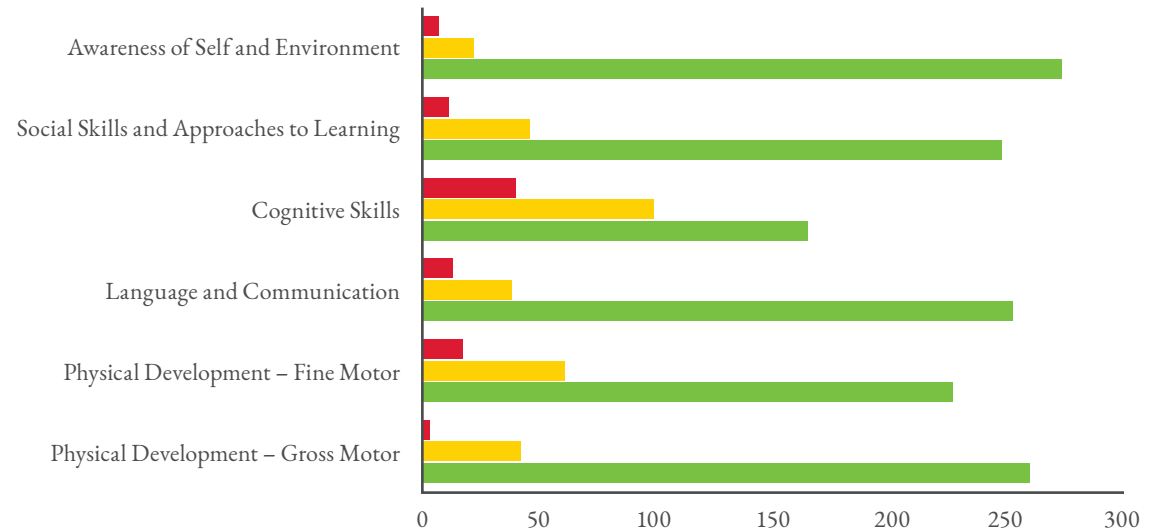
Commentary

- GYPSPD recognizes the value of early intervention with students in awareness of self and others, social skills, cognitive skills, language and communication, and physical development.
- GYPSPD offers junior kindergarten and full-day kindergarten programs in all communities.
- GYPSPD offers Montessori programs which focus on hands-on learning and developing real-world skills.
- Provide support and services to children such as speech and language pathologists, occupational therapists as well as access to external consultants and agencies.

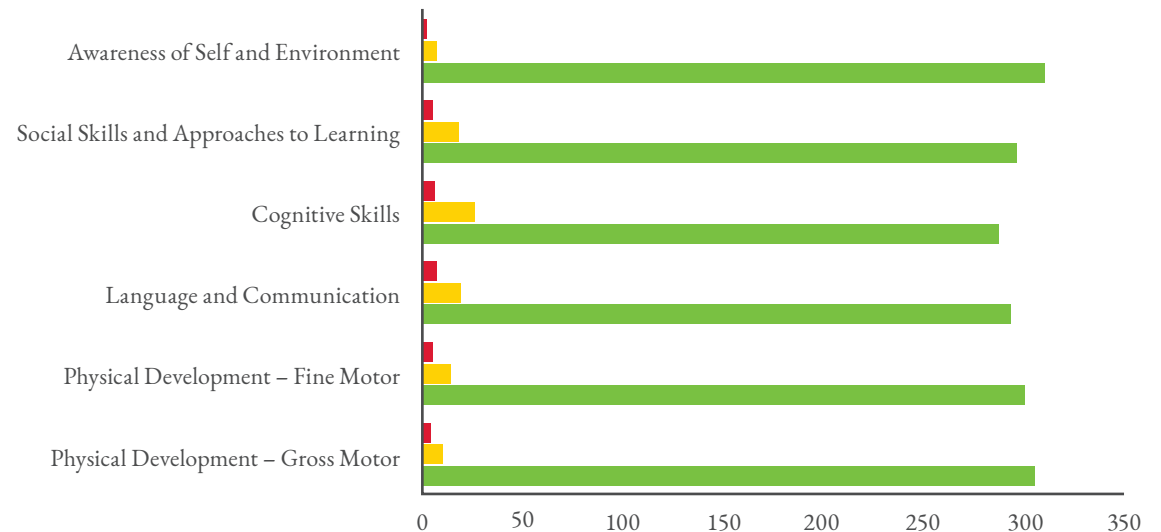
Early Years Evaluation Results

■ Experiencing significant difficulty ■ Experiencing some difficulty ■ Appropriate development

OVERVIEW OF EYE-TA RESULTS OCT. 11, 2021 - NOV. 10, 2021



OVERVIEW OF EYE-TA RESULTS MAY. 2, 2022 - JUNE 10, 2022





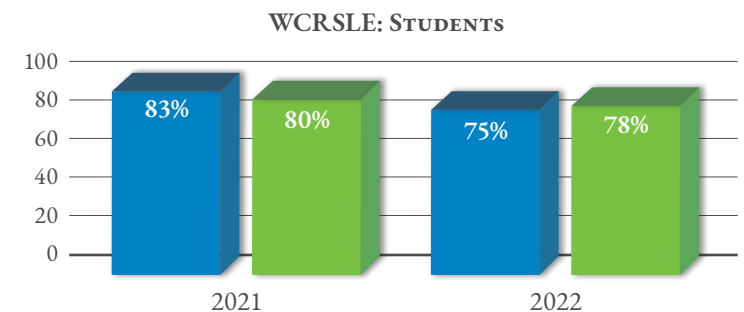
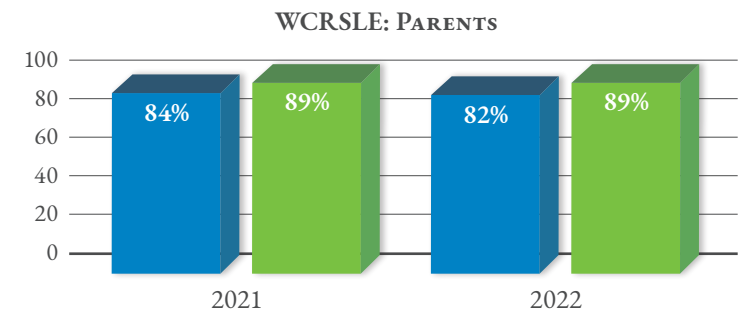
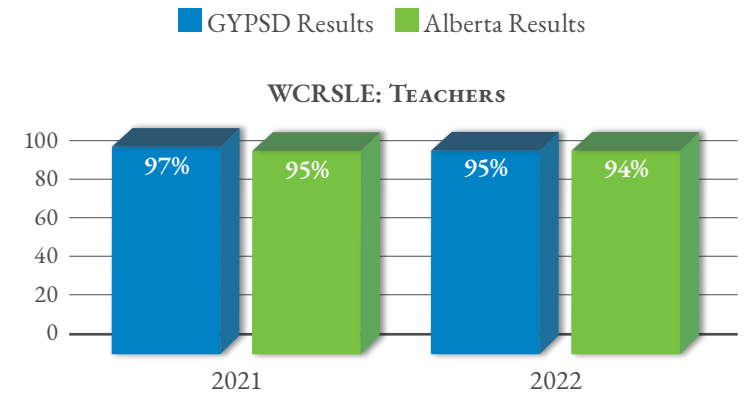
Supporting Student and Staff Wellness

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

Commentary

- Overall, results for Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) have shown a slight decline for parents and students.
- This change is reflective of the concern expressed about students respecting each other and treating each other well.
- The Division continues to focus on strategies for building healthy relationships and is implementing a program called, “Dare to Care” a bully prevention program for stakeholders.

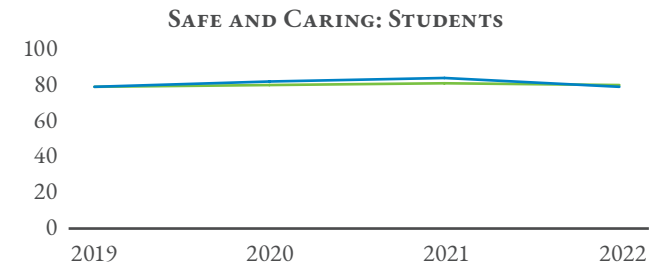
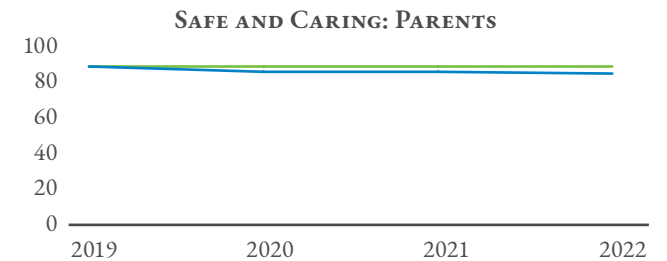
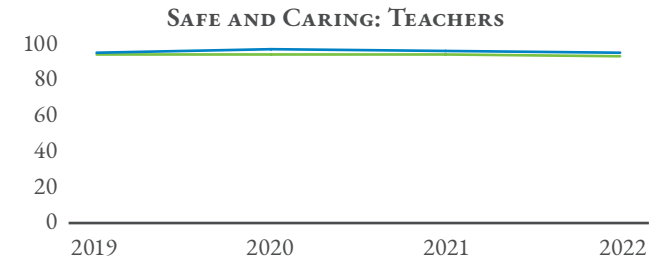
Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful and safe.





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 at school.

■ GYPSD Results ■ Alberta Results



Safe and Caring Schools

Commentary

- The Safe and Caring supplemental survey achievement results over the past four years have been greater than the province for parents, students, and teachers with a minor decrease in the 2022 year.

GYPSD Safe and Caring Measure Evaluation of Achievement and Improvement

Teachers: Achievement is very high and improvement was maintained.

Parents: Achievement is high and improvement was maintained.

Students: Achievement is very high and improvement was maintained.

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.



Commentary

- GYPSD continues to recognize the necessity to offer culturally responsive supports for our First Nation Métis, and Inuit students in order to achieve high school completion. Student success is also contingent upon developing holistic relationships.
- The Division is dedicated to supporting the success of every student and GYPSD is working with the University of Alberta's, Dr. Dwayne Donald.
- Every school's Indigenous Pathway lead teacher is engaged with Dr. Donald in face to face PDs to learn about histories of Indigenous peoples, and to work on their understanding of the effects of colonization.
- Positive relationships are fostered by Indigenous Pathways lead teachers in each school and their role is also to encourage school staff and students to demonstrate knowledge and respect for diverse cultures.



Teaching and Leading



Mentorship and Leadership Development

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

Commentary

- Schools benefit from thoughtful and deliberate planning for both early career teachers and leadership development.
- GYPSSD continues to focus on:
 - 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.

Commentary

- Our results confirm the importance of high quality teaching and learning environments which are at the heart of student success.
- The AEAM results on Education Quality demonstrate a slight decline overall and in particular, students in Grades 10 - 12. The landscape for high school students has been very different as a result of the pandemic.
- The quality of education measures the readiness of students to enter the world of work and/or post-secondary education. GYPSD parents and teachers expressed that students are prepared as indicated by scores that exceeded the provincial scores.
- GYPSD is focused on continuing the implementation of Instructional Rounds (City & Elmore, 2009) a network approach to improving teaching and learning, in every school. This focus remains an opportunity to improve the overall quality of education.

GYPSD Education Quality Measure Evaluation of Achievement and Improvement

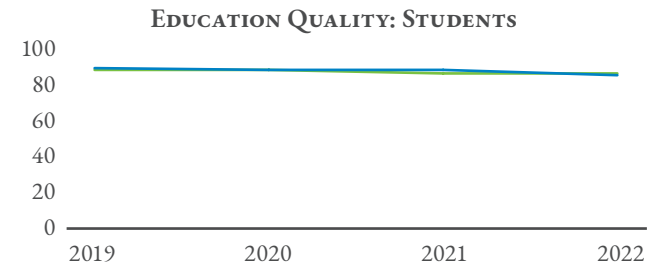
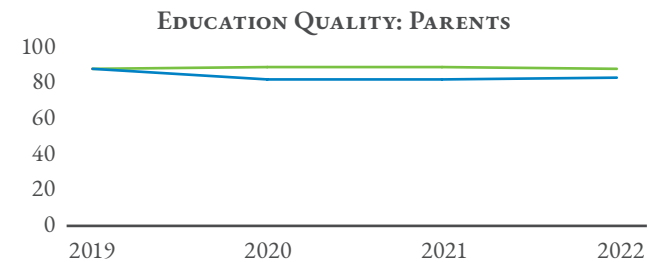
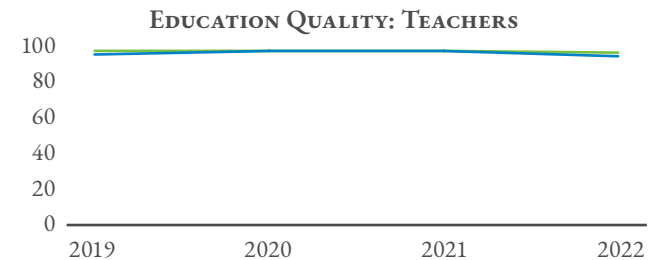
Teachers: Achievement is intermediate and improvement is maintained.

Parents: Achievement is intermediate but improvement is maintained.

Students: Achievement is intermediate but improvement declined significantly.

Percentage of teachers, parents, and students satisfied with the overall quality of basic education.

■ GYPSD Results ■ Alberta Results



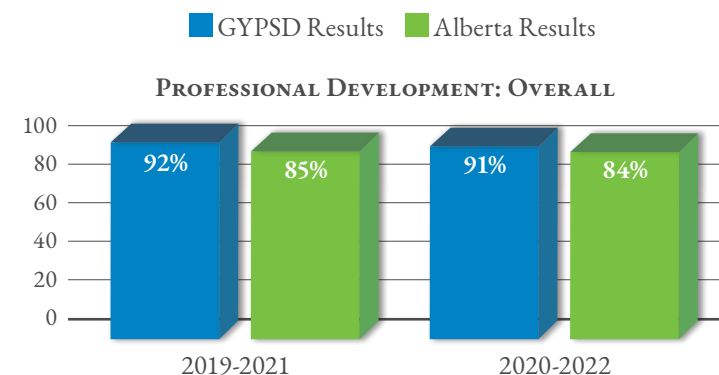


Supporting Teachers and Instructional Leaders

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, 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.

Percentage of staff reporting that professional development is focused and contributes to ongoing professional growth.



Commentary

- Over the past five years, teachers and leaders in GYPSPD reported that professional development has made a significant difference, especially the focus on instructional leadership.



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 offered multiple opportunities in a variety of ways for stakeholders to be actively involved with educational matters in GYPSD.

In 2021-2022, GYPSD hosted five virtual stakeholder engagements, one in each of the five communities. One in-person stakeholder engagement session was held in Evansburg to provide opportunity for the public, students, and staff to provide ideas on a school modernization project. This was followed by a digital survey to gain feedback from those unable to attend in person.

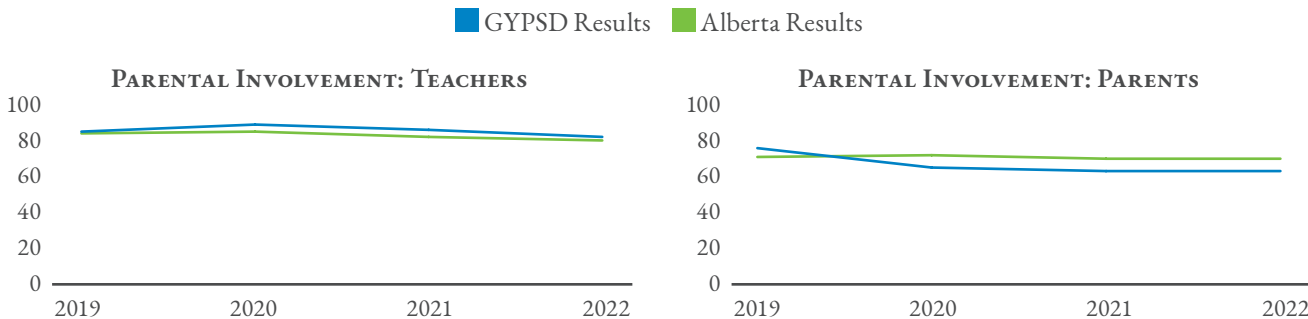
A division-wide survey was also conducted, which provided a time to reflect on the draft AERR and provide feedback and input for the GYPSD Three-Year Education Plan. There was a total of 874 respondents including parents, teachers, and students.





Parent Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.



GYPSD Parent Involvement Measure Evaluation of Achievement and Improvement

Teachers: Achievement is intermediate and improvement is declined.

Parents: Achievement is intermediate but improvement declined significantly.

Commentary

- The challenges of the pandemic made engagement difficult in face-to-face settings. The restrictions faced by our schools provided the opportunity for virtual connections.
- Limitations of rural connectivity presented a constant challenge and are reflected in the slight decline of parental involvement satisfaction.
- The Division offers multiple opportunities such as in person engagements, virtual engagements, surveys, and school council meetings for parents to engage in decisions about their child’s education.

Superintendent's Youth Council

The Superintendent's Youth Council members meet monthly to discuss and address issues of importance to students. Students carry out, under the guidance of their leadership teachers, Youth Participatory Action Research (YPAR) as a means of collecting data from their peers, analyzing the data, and creating solutions to share with trustees, as well as with school and division leaders. The purpose of YPAR is to affect change in schools and ensure student voice is represented in policy and procedure.

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.



SHELDON COATES ELEMENTARY SCHOOL

11080 SWANN DR.

Grande Yellowhead's 2022-24 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.

Facilities

All scheduled Infrastructure Maintenance Renewal (IMR) and Capitalized Maintenance Renewal (CMR) projects for the 2021-22 school year have been completed or are currently in progress:

Flooring has been completed at the following schools:

- Niton Central in Niton
- École Westhaven in Edson
- École Pine Grove in Edson
- École Mountain View in Hinton
- Harry Collinge High in Hinton
- Grande Cache Community High in Grande Cache
- Summitview in Grande Cache
- Sheldon Coates in Grande Cache

LED lighting upgrades:

- École Westhaven in Edson
- École Mountain View in Hinton
- Sheldon Coates in Grande Cache
- Summitview in Grande Cache

Upgrades:

- Crescent Valley blue interior doors and frames were replaced with birch doors to match the rest of the school.
- Grande Cache Community High School had the roof replaced over the Elite shop.
- Eye wash stations were added to 10 schools that did not meet standards.
- Grande Cache Community High student and staff parking area was resurfaced.
- Summitview basketball and play area was resurfaced.
- Ecole Jasper Elementary had all four main bathrooms upgraded.
- Ecole Jasper gym roof top unit will be replaced.
- Ecole PineGrove had 11 older windows and frames replaced.
- Niton Central school fire alarm panel was upgraded.

Transportation

GYPSPD transports 2,040 students on 49 school bus routes including ineligible students, traveling over more than 7,500 kilometers each day. The Division has 29 parent-provided agreements for those eligible for transportation in areas where bussing services are not available.

Commentary

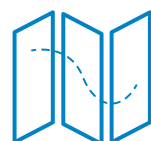
- Within the 2021-22 school year, Transportation Services updated the Driver Training program, hired a new Senior Driving Instructor and trained a new driving instructor.
- The department conducts ongoing and continuous recruitment and training of new drivers in MELT 2S and SBDIP.
- The Board of Trustees approved updates to Board Policy 17 to address access to fee-based transportation services, and in light of the pandemic, maintained fees in Appendix A, the fee schedule for fee-based services, to ensure the Policy reflected the regulations, and that the unfunded services offered by Transportation Services would not create a deficit position for the department.
- In response to stakeholder requests, the department met with the employees of the Jasper Park Lodge (JPL) to discuss transportation challenges. GYPSPD agreed to pilot a school bus model for the JPL.



2,040
Students



49
School Bus
Routes



7,500+
Kms Daily



29
Parent-Provided
Agreements





Financial Services

Financial Summary for the 2021-2022 School Year

GYPSPD's revenues exceed expenses in the 2021-2022 school year, resulting in an operating surplus of \$276,000.

Electronic copies of all GYPSPD's Audited Financial Statements are available at <https://www.gypsd.ca/download/404621>. Audited Financial Statements for all jurisdictions are also posted on the Alberta Education's website.

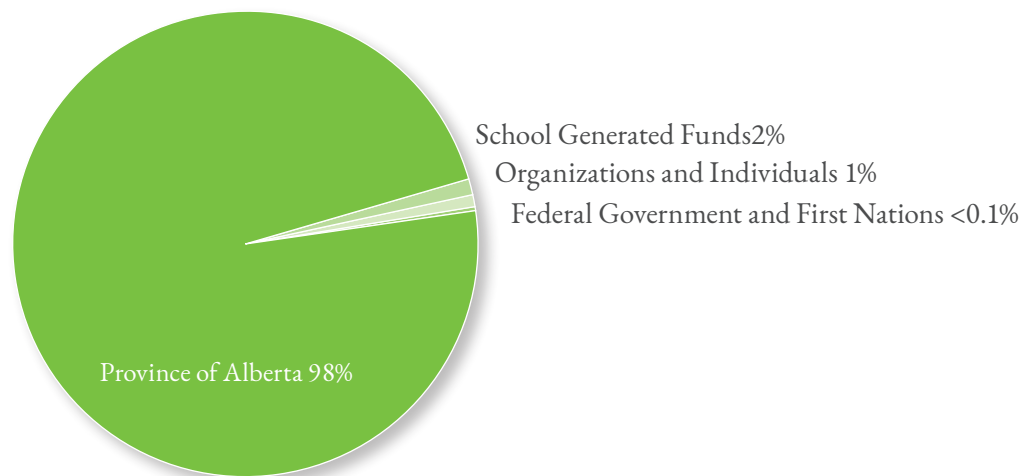
Total expenses for the 2021-2022 school year were \$63.7 million vs budgeted \$61.7 million. This difference of 2.0 million or 3 percent is explain as follows:

- Increased usage of Infrastructure Maintenance and Renewal funds to catch up on delayed projects from Covid-19 supply chain issues in prior year and to support various construction cost escalations.
- A results of current economic conditions, the division has seen a substantial increase in utilities.
- Transportation Services has seen an unexpected increase in gas prices, which has led to increased costs to transport Division students to their schools.
- Increased staffing costs to support the division Junior Kindergarten programs.



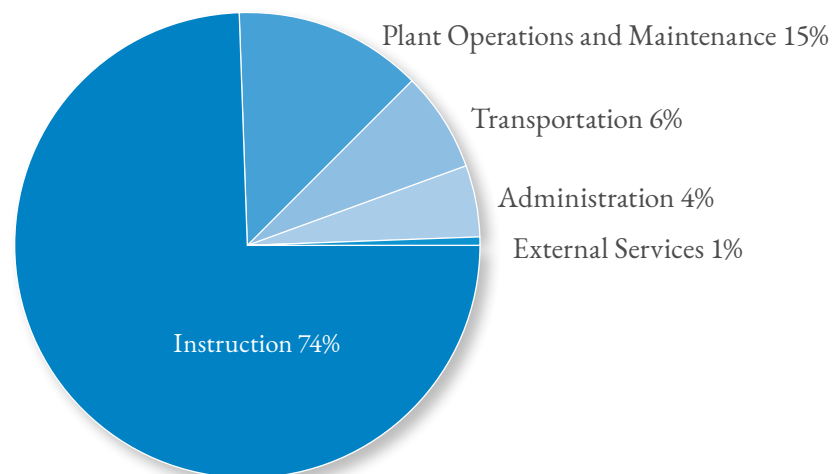
Financial Summary for the 2021-2022 School Year (continued)

Revenues 2021-2022



Total Revenues 2021-2022	\$63,981,988	
Province of Alberta	\$61,961,501	97%
School Generated Funds	\$1,464,085	2%
Organizations and Individuals	\$441,735	1%
Federal Government and First Nations	\$114,667	0.1%

Expenditures by Program 2021-2022



Total Expenses by Program 2021-2022	\$63,705,464	
Instruction	47,254,958	74%
Plant Operations and Maintenance	9,172,107	15%
Transportation	4,412,071	6%
Administration	2,291,162	4%
External Services	575,166	1%

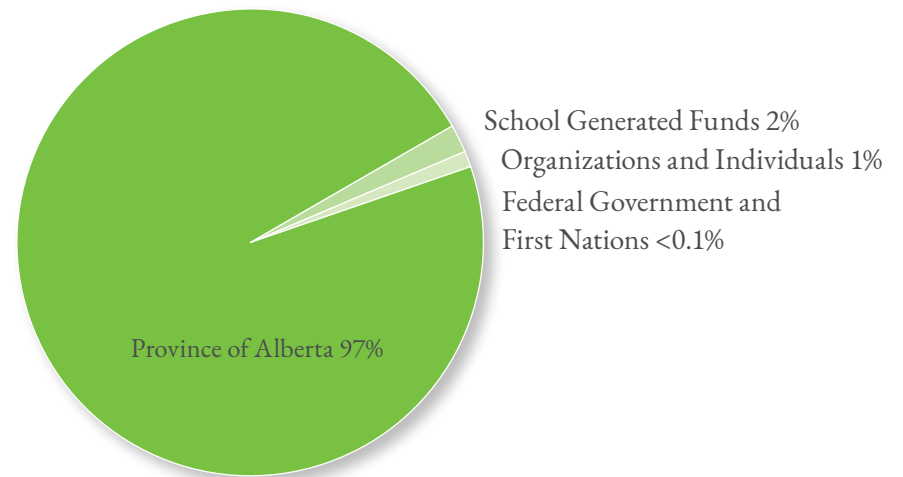
Budget Summary for the 2022-2023 School Year

The GYPSD Board of Trustees approved the 2022-2023 budget with a projected deficit of \$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.
- 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.

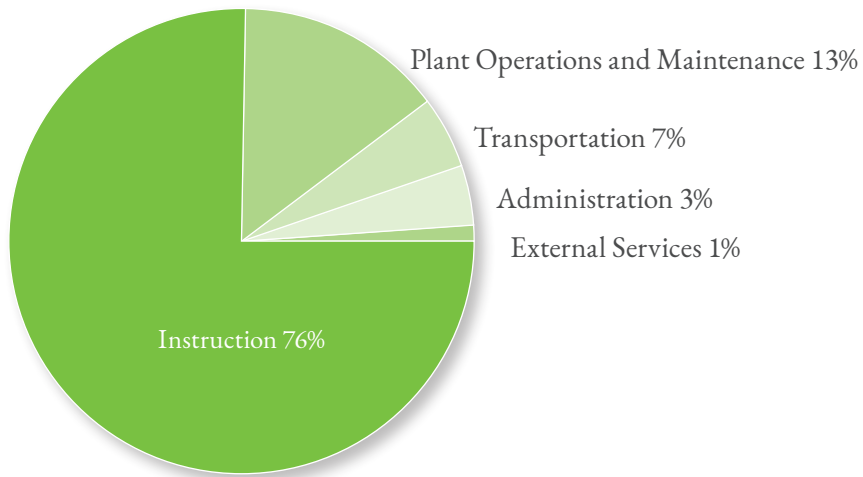
Projected Revenues 2022-2023



Project Expenditures 2022-2023		\$60,537,185
Province of Alberta	\$58,662,534	97%
School Generated Funds	\$1,040,709	2%
Organization and Individuals	\$665,092	1%
Federal Government and First Nations	\$168,850	0.1%

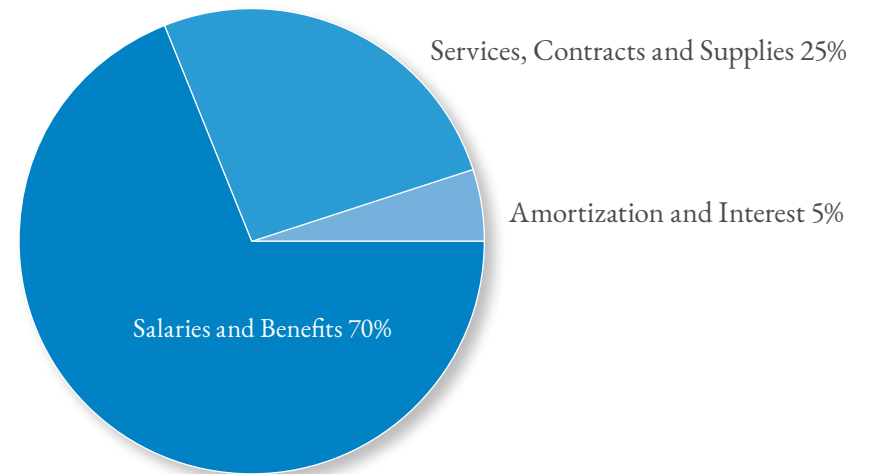
Budget Summary for the 2022-2023 School Year (continued)

Projected Expenditures 2022-2023



Project Expenditures 2022-2023	\$62,280,498	
Instruction	\$46,515,959	76%
Plant Operations and Maintenance	\$8,434,994	13%
Transportation	\$4,450,259	7%
Administration	\$2,333,946	3%
External Services	\$545,340	1%

Projected Expenses by Type 2022-2023



Project Expenses by Type 2022-2023	\$62,280,498	
Salaries and Benefits	\$44,132,967	70%
Services, Contracts and Supplies	\$14,920,568	25%
Amortization and Interest	\$3,205,963	5%



Appendix

Provincial Achievement Test (PAT) Results and Diploma (DIP) Exam Results

[GYPSD 2021 - 2022 PAT Results All Students](#)

[GYPSD 2021 - 2022 PAT Results First Nation Métis and Inuit Students](#)

[GYPSD 2021 - 2022 PAT Results English as a Second Language Students](#)

[GYPSD 2021 - 2022 DIP Results All Students](#)

[GYPSD 2021 - 2022 DIP Results First Nation Métis and Inuit Students](#)

[GYPSD 2021 - 2022 DIP Results English as a Second Language Students](#)

PAT Commentary

- The Grade 6 PAT results indicate that GYPSD students are doing well as they meet or exceed the provincial average in all subject areas.
- The number of First Nation Métis and Inuit students achieving the PAT Acceptable Standard, in all subjects, is on par or above the provincial average.
- The number of First Nation Métis and Inuit students achieving the Standard of Excellence in the majority of PAT subjects is higher than the provincial average.
- The Grade 6 PAT results identified that the number of English as a Second Language students achieving the Acceptable Standard are on par with the province.
- The number of English as a Second Language students achieving the standard of excellence in Grade 6 PAT subjects is significantly higher than the province.
- The Grade 9 PAT subjects and the English as a Second Language students achieving the Acceptable Standard are for the most part on par with the province with Math 9.
- The English as a Second Language Math 9 results are significantly higher than the province.

DIP Commentary

- PATs and one page for DIPs that is good as well)
- GYPSD students performed well in Social Studies 30-1 and Biology 30
- GYPSD students exceeded the provincial average in Chemistry 30 for both the Acceptable Standard and Standard of Excellence.
- First Nation Métis and Inuit students exceeded the provincial Acceptable Standard in English Language Arts 30-2.
- The number of First Nation Métis and Inuit Students students achieving the Standard of Excellence in English Language Arts 30-2, Social Studies 30-2, and Chemistry 30 exceeded the provincial average

Notes

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the Covid-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the Covid-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

