



**Peace River School Division**

*Learning Together - Success for All*

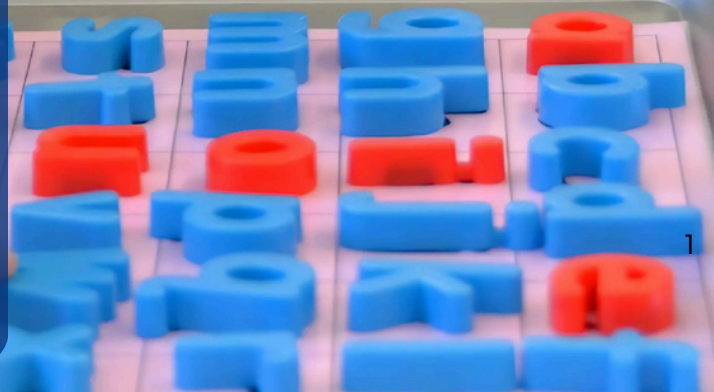
**2024-2029**



# *Education Plan*



YEAR  
TWO



# Message from our Board Chair

Crystal Owens

I am excited to present the second year of the 2024-2029 Education Plan. The Peace River School Division's goals, strategies, performance measures, budget, Capital Plan, and general information can be found within this well thought out plan.

Our Board of Trustees are committed to providing exceptional educational experiences and inclusive learning environments throughout all PRSD schools, and place a high priority on ensuring all students' mental and emotional wellness needs are met. Through face-to-face conversations, various committee meetings, and analyzing important results from both the Alberta Government's Student Assurance Survey and our own PRSD Student Assurance Survey, we have captured the voices of our students, parents, staff and community members throughout this document. Our strategies and performance measures reflect the stakeholder feedback we have received, and student academic performance on various internal and external assessments over time. This collective data has allowed us to aim more closely to our mission statement, "Learning together – Success for all."



I would like to extend appreciation to our entire school community for their input into this education plan, and for all their hard work towards ensuring our students are successful. Overall, I would like to thank our students, families, staff, and community members for their support, generosity, and involvement throughout the past year. We are looking forward to having more opportunities of engagement and are grateful for the strong community ties we have established.

*Crystal Owens*

Peace River School Division Board Chair

## Accountability Statement

The Education Plan for the Peace River School Division commencing September 1, 2024 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 Five-Year Education Plan for 2024-2029 on May 29, 2025.

A handwritten signature of Crystal Owens in black ink.

Crystal Owens, Board Chair

# Foundation Statements

## OUR MOTTO:

**P**ride in Public Education  
**R**espect, Responsibility and Integrity  
**S**tudent-Centered; Promoting Success and Safety  
**D**iversity Celebrated; Differences Embraced



## OUR VISION:

First Choice for Students:  
We are a dynamic learning community focused on student success.

## OUR MISSION:

Learning Together -  
Success for All

# Principles & Beliefs

- Our core values include: honesty, integrity, respect, fairness, compassion, responsibility, and caring.
- We have expectations of high standards.
- We strive to foster attitudes and habits necessary to work effectively and productively.
- We organize programs and resources to maximize students' potential for success.
- We believe in collaboration between home, school and community for effective schooling.

# Quick Facts



3,000 +  
STUDENTS



69  
BUS ROUTES



19  
SCHOOLS



500 +  
STAFF

# Our Priorities



## Goals and Outcomes

### Literacy Development

Goal One ► All Students are literate

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

### Numeracy Development

Goal Two ► All Students are numerate

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

### Inclusionary Culture

Goal Three ► All students are successful through inclusionary practices

Outcome: All students' academic, physical, and social-emotional needs are met within a culture of inclusion.



# Performance Measures:

## Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching Expectations	Meeting Expectations
Phonological Awareness Screening Test (PAST) for Grades K-1			
Random Automatized Naming (RAN) Screening Test for Grades K-1			
Letter Name-Sound (LeNS) Test for Grades K-2			
Castles and Coltheart 3 (CC3) Screening Test for Grades 1-3			
Reading Comprehension Assessment Tool (RCAT) for Grades 4-12			
Writing Assessment Tool (WAT) for Grades 1-9			
Fountas & Pinnell (F&P) Benchmark Data from Grades 4-9			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

# Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.



# Divisional Strategies

## Goals One: Literacy Development

1. Central Operations staff will continue to support school-based leaders in fostering high-quality teaching to improve literacy knowledge and skills.
2. Central Operations staff will facilitate professional development for school-based staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices in literacy.
3. Central Operations staff will work with school-based staff to develop professional development plans that align with the Division's literacy goals.
4. As part of the Division's Literacy Assessment Framework (LAF), Central Operations staff will provide support to school-based staff to administer the Alberta Education Early Literacy assessments according to Alberta Education's timelines; the RCAT to Grades 4-12 students by the beginning of October, by the end of January/beginning of February, and by the beginning of June; and to analyze the results to inform teaching practices that best support literacy learning.
5. As part of the Division's LAF, Central Operations staff will provide support to school-based staff to administer, in the Fall and Winter, the Fountas and Pinnell BAS I and II assessments to Grades 4-9 students who are achieving less than 50%, and to analyze the results to inform teaching practices that best support literacy learning. The assessments will be completed by the second week of October (Fall Assessment) and the third week of February (Winter Assessment).

# Divisional Strategies

## Goals One: Literacy Development

6. As part of the Division's LAF, Central Operations staff will provide support to school-based staff to administer the Division's WAT for Grades 2-9 students by the end of September (Fall Assessment) and for Grades 1-9 by the end of January (Winter Assessment), and to analyze the results to inform teaching practices that best support literacy learning.
7. Central Operations staff will continue to support working committees of teachers to collaborate on instruction and assessment practices of core learner outcomes in English Language Arts across grade levels.
8. Central Operations staff will work with school-based leaders to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' literacy skills.
9. Central Operations staff will support school-based staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school supporting the calls to action in Truth and Reconciliation.



# Performance Measures:

## Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data for Grades 5-9			
Provincial Numeracy Screening Assessment (PNSA) for Grades K-4			
Elk Island Catholic Schools Math Assessment (EICS MA) Data for Grades 5-10			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

## Additional Performance Measures

Educators will also use disaggregated numeracy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.



# Divisional Strategies

## Goal Two: Numeracy Development

1. Central Operations staff will continue to support school-based leaders in fostering high quality teaching to improve numeracy knowledge and skills.
2. Central Operations staff will facilitate/provide professional development for school-based staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices in numeracy.
3. Central Operations staff will work with school-based staff to develop professional development plans that align with the Division's numeracy goals.
4. As part of the Division's Numeracy Assessment Framework (NAF), Central Operations staff will provide support to school-based staff to administer the EICS MA to Grades 5-10 in the first three weeks of the school year, and again by mid-March, and the PNSA to Grades K-4 students three times per year to analyze the results to inform teaching practices that best support numeracy learning.
5. As part of the Division's NAF, Central Operations staff will provide support to school-based staff to administer the NCAT in Grades 5-9 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
6. As part of the Division's NAF, Central Operations staff will provide support to school-based staff for the implementation of the instruction and assessment schedule for Grades 1-9 mathematics.
7. Central Operations staff will continue to support working committees of teachers to collaborate on instruction and assessment practices of core learner outcomes in Mathematics across grade levels.
8. Central Operations staff will work with school-based leaders to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' numeracy skills.
9. Central Operations staff will support school-based staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school supporting the calls to action in Truth and Reconciliation.



# Performance Measures:

## Goal Three: Inclusionary Culture

Student Attendance and Engagement (Quantitative/Numerical Data)
PowerSchool/Dossier attendance Data
Data regarding participation in PATs
Data regarding participate in DIPs
Data regarding High School Completion Rates
Province of Alberta Student Assurance Survey Data - Overall Summary Results
PRSD Student Assurance Survey Data

## Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:

- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual PBSPs
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:

- Use of appropriate universal strategies as outlined in the Continuum of Supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students



# Divisional Strategies

## Goal Three: Inclusionary Culture

1. Central Operations staff will support school-based staff in deepening their foundational knowledge about First Nations, Métis and Inuit by providing appropriate professional development opportunities and connecting schools with Indigenous Elders, Knowledge Keepers and community members who can enrich the learning of all staff and students, supporting the calls to action in Truth and Reconciliation.
2. Central Operations staff will continue to support school-based staff in developing relationships with local Indigenous Elders, Knowledge Keepers, families, communities and organizations that enrich the educational experience of all students, supporting the calls to action in Truth and Reconciliation.
3. Central Operations staff will continue to support school-based staff in providing a broad range of engaging and informative learner-centered programming and supports that best meets our students' diverse learning needs.
4. Central Operations staff will work with school-based leaders to develop school-wide attendance plans and continue to promote the importance of attendance through Divisional Attendance Matters information campaigns.
5. Central Operations staff will work with school-based leaders to act on feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving inclusive education practices in schools.
6. Central Operations staff will continue to support the Alternative Education Program including Peace Regional Outreach Centre, Fairview and Area Learning Store, the Virtual Education Program for Grades 7 through 12 and the Peace Home Learning Connection.
7. Central Operations staff will promote and support opportunities to improve health and wellness among students and staff.
8. Central Operations staff will continue to foster community partnerships to support school-based staff in effectively responding to student health and wellness needs.



# Divisional Strategies

## Goal Three: Inclusionary Culture

9. Central Operations staff will continue to provide and promote equitable access to universal social-emotional program and collaborative wrap-around services with community partners that support safe and caring schools.
10. Central Operations staff will promote the Division's anti-racism policy.
11. Central Operations staff will facilitate professional learning for school-based staff on inclusionary education practices





# Supporting Student Success

## Strategies specific to Indigenous Students

School authorities must include in their education plans outcomes, measures and strategies that address:

- improving education outcomes for First Nations, Métis and Inuit students through system, program, and instructional supports; and
- the systemic education gap for self-identified First Nations, Métis, and Inuit students; and
- supporting the implementation of Truth and Reconciliation Commission recommendations.



During the 2024-2025 school year, self-identified Indigenous students comprised 27% of the student population within the Peace River School Division. Our commitment to fostering the success of Indigenous students and addressing the systemic education gap through comprehensive strategies involves deepening the foundational knowledge of staff regarding First Nations, Métis, and Inuit cultures. This is achieved by providing targeted professional development opportunities and facilitating connections between schools and Indigenous Elders, Knowledge Keepers, and community members. These relationships are crucial for enriching the educational experiences of all students and directly supporting the calls to action outlined by the Truth and Reconciliation Commission.

To further enhance these efforts, the Division will welcome a K-6 Indigenous Education Coordinator in September 2025. This additional team member will work collaboratively with the Grades 7-12 Indigenous Education Coordinator. Together, these dedicated Divisional staff members will work closely with school personnel to address the unique and individualized educational needs of our Indigenous students.

# Budget Highlights

For the 2025-2026 School Year

REVENUES	\$60.0M	
Alberta Education	\$56.9 M	
Fees and Others	\$2.36 M	
External Services	\$0.74 M	
PROGRAMS	\$60.0M	
Instructional	\$41.5 M	69%
Plant Operations	\$9.0 M	15%
Transportation	\$6.9M	12%
Board Governance & Administration	\$2.6 M	4%
\$0.55M DEFICIT FUNDED WITH OPERATING RESERVES		

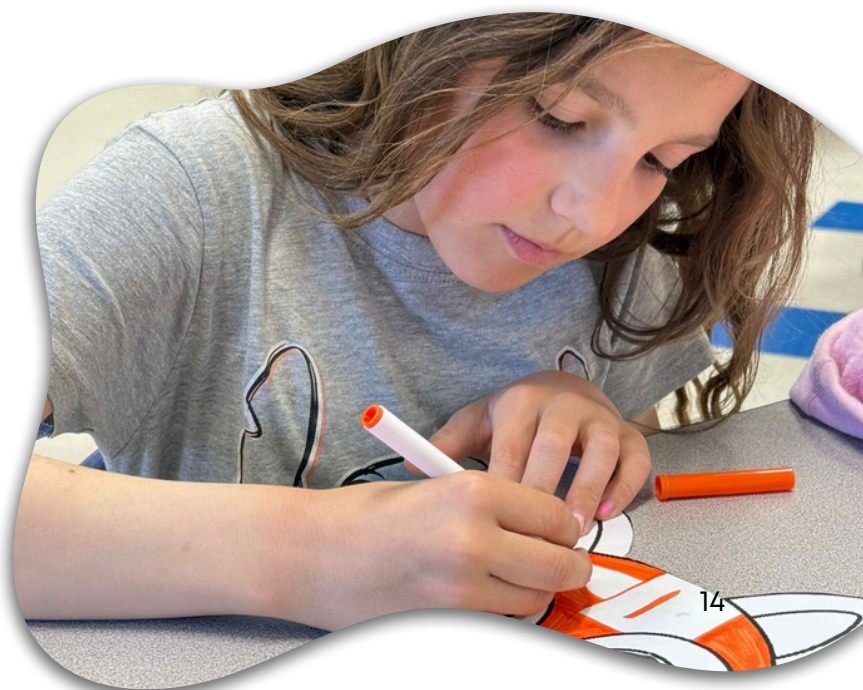
Support Staff Salaries  
& Benefits:  
**\$15.6 M (26%)**

Teachers Salaries &  
Benefits:  
**\$25.4 M (42%)**

Asset  
Amortization:  
**\$5.2 M (8%)**

Supplies &  
Contracted Services:  
**\$13.8 M (23%)**

[View the Board Approved 2025-2026 Budget HERE](#)



# Budget Highlights Cont.

## For the 2025-2026 School Year

The PRSD Board of Trustees are committed to meeting the goals in the 2024-2029 Education Plan, Year 2 through the following advocacy measures:



### Literacy and Numeracy Development

- Maintaining Central Operations coordinators to support teachers with the curriculum, literacy, numeracy, Collaborative Response, and instructional leadership.
- Maintaining student support workers and Indigenous education support workers.
- Maintaining Indigenous support workers in schools to assist with learning.
- Continuing with Collaborative Response and assessments to ensure all students receive the supports needed to be successful.

### Inclusionary Culture

- Creating a Grade K-6 Indigenous Education Coordinator position to work collaboratively with the Grades 7-12 Indigenous Education Coordinator and with the Literacy and Numeracy Coordinators to better support the needs of our Indigenous students.
- Maintaining a focus on developing relationships with Local Indigenous Elders; to support school-based staff with their foundational knowledge about the First Nations, Metis, and Inuit; to further Indigenous Education with Land Based Learning opportunities; to continue the Elders in Schools program to further sharing of knowledge.
- Continuing the work of the Board's Policy 21: Anti-Racism Policy.
- Supporting the Alternative Education Program.
- Promoting the Board's Policy 19: Welcoming, Caring, Respectful and Safe Learning Environment.
- Maintaining Divisional social workers and universal programming to support students.
- Maintaining student support worker positions in schools.
- Continuing to advocate for permanent funding for mental health supports in schools.



# 2025-2028 Capital Plan

The Peace River School Division's Capital Plan outlines the Division's top priorities with respect to school building and modernization projects.

Priorities in the 2025-2028 Capital Plan include:

- Pre-Planning Funding for a Value Scoping Session in the Town of Fairview
- Pre-Planning Funding for a Value Scoping Session in the town of Peace River
- Pre-Planning Funding for Value Scoping regarding the Modernization of Worsley Central School

[View the complete Capital Plan Summary HERE](#)





# Plan Engagement

## Student Engagement

The Peace River School Division Board of Trustees will reimagine and redevelop its Engagement process for the 2025-2026 school year. In the interim, the Board of Trustees chose not to host a centralized Student Engagement session in 2024-2025, opting instead to meet with smaller groups of students at individual schools to hear directly from students on important educational matters.

## Parent Engagement

The board engaged with parents during the bi-annual PRSD Council of School Councils meeting held in the Fall and Spring of the 2024-2025 school year. Parents were shown results from our Student Engagement Survey and were asked questions to better position the Division's priorities for the next school year.

## Community Engagement

The PRSD will engage with community representatives on an annual basis through meetings between the Board of Trustees and local municipalities to foster effective relationships and to ensure collaboration on educational matters that are both meaningful to the Division and the municipalities. The Board of Trustees will continue to engage with stakeholders on the topic of anti-racism to ensure the Division is safe and caring for all students.



# Whistleblower Protection

The Peace River School Division is committed to maintaining a positive and supportive environment whereby employees are provided with clear guidance for seeking advice and, if necessary, disclosing wrongdoing without fear of reprisal, knowing that such disclosures will be taken seriously.

On June 1, 2013, The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act (“the Act”) in order to:

- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards, which an employee believes may be unlawful, dangerous to the public, or injurious to the public interest;
- Protect employees who make those disclosures;
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals;
- Promote public confidence in the administration of public bodies.

In accordance with the Act, Peace River School Division developed and enacted Administrative Procedure 403 Public Interest Disclosure in December 2013.

To view Administrative Procedure 403 [CLICK HERE](#).

## Connect With Us



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