



Peace River School Division

Learning Together - Success for All

2024-2029



Education Plan



1

YEAR
ONE

Message from our Board Chair

Crystal Owens

I am excited to present the first 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 28, 2024.

Crystal Owens

Crystal Owens, Board Chair

Foundation Statements

OUR MOTTO:

Pride in Public Education
Respect, Responsibility and Integrity
Student-Centered; Promoting Success and Safety
Diversity 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



21
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
Elk Island Catholic Schools Phonological Awareness Assessment (EICS PA) Data			
Reading Comprehension Assessment Tool (RCAT) Data			
Writing Assessment Tool (WAT) Data			
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 EICS PA to Grades 1-3 by the end of September and by the end of May, 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).
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.

Divisional Strategies

Goals One: Literacy Development

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.

Central Operations staff will support school-based staff in continually seeking

9. opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.



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			
Math Intervention/Programming Instrument (MIPI) Data			
Elk Island Catholic Schools Math Assessment (EICS MA)			
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 1-7 and the MIPI to Grades 8-10 students in the first three weeks of the school year, the Grades 1-7 EICS MA by mid-March, and 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 1-9 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.

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.
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.
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



Budget Highlights

For the 2024-2025 School Year



REVENUES	\$57.2M
Alberta Education	\$54.4 M
Fees and Others	\$1.7 M
External Services	\$1.1 M
PROGRAMS	\$57.7M
Instructional	\$40.4 M 70%
Plant Operations	\$8.3 M 14%
Transportation	\$6.5 M 12%
Board Governance & Administration	\$2.5 M 4%

\$0.55M DEFICIT FUNDED WITH OPERATING RESERVES

Support Staff Salaries & Benefits: \$15.2 M (26%)	Teachers Salaries & Benefits: \$25 M (43%)	Asset Amortization: \$4.8 M (8%)	Supplies & Contracted Services: \$12.7 M (22%)
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View the Board Approved 2024-2025 Budget [HERE](#)



Budget Highlights Cont.

For the 2024-2025 School Year

The PRSD Board of Trustees are committed to meeting the goals in the 2024-2029 Education Plan, Year 1 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 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

- Maintaining the Indigenous Education Coordinator to assist in 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.
- Continuing to advocate for permanent funding for mental health supports in schools.

2024-2027 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 2024-2027 Capital Plan include:

- **A Solution for Fairview:** New Joint Use K-6 Public School for the Peace River School Division and K-9 Catholic School for the Grande Prairie and District Catholic School Division, located within Fairview, Alberta.
- New Grade 7-12 Collegiate School in Fairview located on the Northwestern Polytechnic Fairview Campus that would share facilities with Northwestern Polytechnic such as shop space, a field house, the theatre, Fairview and Area Learning Store.

On May 27, 2024 the Grande Prairie and District Catholic School Division began the process of transferring their K-12 school in Fairview into the jurisdiction of the Holy Family Catholic Regional Division. As a result, changes to our capital plan as submitted are forthcoming. The Board of Trustees expect to make these changes in September, 2024.

- Pre-Planning funding for a Value Scoping Session in the town of Peace River
- Worsley Central School Modernization

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



Rendering of Manning Aurora Composite School

Plan Engagement

Student Engagement

The PRSD engaged with student engagement teams from different grade levels through a collaborative meeting structure in order to hear from them on important educational matters. Students from Grades 3 to 12 were given an anonymous Student Engagement Survey to better inform our Division's priorities.

Central Operations staff will work with school-based leaders to follow up on feedback provided by student representatives at the Board's Student Engagement Committee meetings and from their Student Engagement Surveys.

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 2023/2024 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

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](#).

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