Three Year
Education Plan
BATTLE RIVER SCHOOL DIVISION

2025-28

Learning Success for All

Well-Being

Student Success

Enhance High Quality Learning and Working Environments

Every Student, Every Day, a Success.
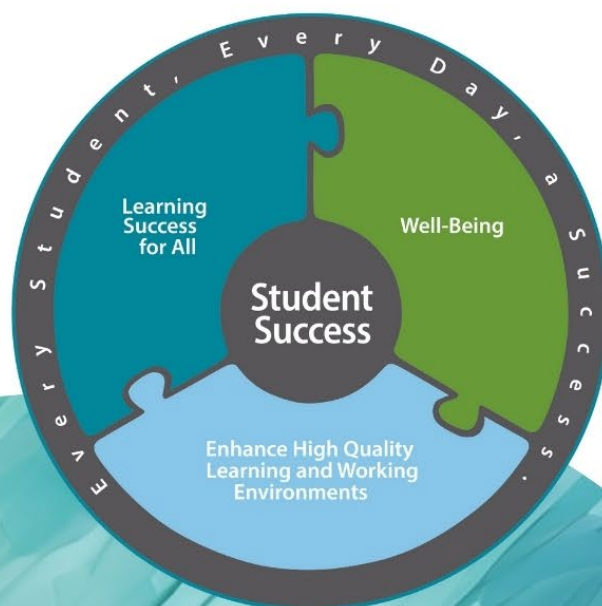
Every Student, Every Day, a Success.

Vision

Every Student, Every Day, a Success.

Mission

The Battle River School Division, in collaboration with our communities, will support every student to be a lifelong learner and contributing member of society.

The order of our priorities is not indicative of their importance.

Beliefs

We believe

- Every student can learn.

- Our fundamental purpose is to promote student learning, growth and understanding.

- Everyone will be treated with dignity and respect in a safe and caring environment.

- Positive relationships build healthy, resilient students and staff.

- When a student is in need we will provide support.

- We will support every student to the best of our ability every day.

- All staff must be skilled, committed and dedicated to their own continuous learning.

- Optimal learning occurs when it is engaging, meaningful and active.

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This plan is a reflection of priorities identified by the stakeholders of Battle River School Division for student success: Learning Success for All, Enhance High Quality Learning and Working Environments, and Well-Being.

The Battle River Education Plan connects each employee to our vision of Every Student, Every Day, a Success. The Education Plan is embedded not only in schools but throughout all our departments.

Accountability Statement

Under the direction of the School Board, the Education Plan for Battle River School Division, commencing September 1, 2025, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The School 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 School Board reviewed and approved the 2025/2026 Education Plan on May 27, 2025.

Sincerely,

Patrick McFeely
Board Chair
(original signed)

Board of Trustees

As the corporate body elected by the electors that support Battle River School Division (BRSD), the Board of Trustees is responsible for the development of goals and policies to guide the provision of educational services to students in keeping with the requirements of government legislation and the values of the electorate (Policy 3, Role of the Board).

The Board of Trustees believes that all students are individuals. Students have unique skills and abilities, backgrounds and realities—academically, socially and emotionally, the definition of success is different for each of them. Battle River School Division exists to ensure each student receives the support they need to succeed at school. We are a progressive school division with many opportunities for students.

Division Office

The BRSD senior administrative team is responsible for the daily operations of the school division. The senior administration team oversees strategic planning, resource allocation, and policy implementation to ensure optimum learning and high quality teaching can occur. In Battle River, the division office provides the following services: Inclusion Services, Education Services, Student Services, Human Resources, Business and Financial Services, Maintenance and Facility Services, Transportation and Technology.

Business Plan Review

BRSD has carefully reviewed the Alberta Education Business Plan (2025-28) and ensured alignment between provincial priorities and local planning. BRSD's Education Plan reflects Alberta Education's strategic outcomes, particularly in supporting student success through strengthened literacy and numeracy foundations, improved mental health supports, and diverse post-secondary and career pathways. The division has prioritized evidence-based instruction, early years screening, targeted interventions, and robust assessment tools to monitor progress and identify learning gaps. Through stakeholder engagement and assurance measures, BRSD ensures that its strategies are responsive to both Ministry direction and community needs. This coherent alignment promotes a unified approach to enhancing student achievement and well-being across the division.

Time Frame

BRSD has developed a three-year Education Plan rooted in our strategic purpose and informed by provincial and local measures, as well as robust stakeholder engagement. Now, in the second year of implementation with our updated priorities—Learning Success for All, Enhancing High Quality Learning and Working Environments, and Well-Being—our plan reflects a division-wide commitment to continuous improvement. The plan is reviewed and adjusted annually based on emerging data, including Alberta Education Assurance Measures and local assessment tools, as well as insights gathered through extensive consultation with students, staff, families, and community partners. This ongoing cycle of evidence-based evaluation ensures that outcomes, strategies, measures, and implementation efforts remain responsive to student needs and aligned with our vision: Every Student, Every Day, a Success.

Education Plan Accessibility

The Education Plan for 2025-28 is currently available through our division website. Our Education Plan, supporting documents and data are available primarily in a web-based format to ensure all stakeholders have access.

Who We Are

BRSD serves approximately **5,850** students in **32** schools/programs including **10** Hutterite Colony Schools, Battle River Alternative Centre for Education (BRACE), the Women's Shelter, Pre-K and French Immersion for Grades K-12.

In BRSD, the majority of our students come from farms, acreages, villages and small towns in a predominantly rural setting which has a total population of about **47,961** people (based on 2021 population estimates from Alberta Municipal Affairs, 2023).

Students

5,850 students

Self-identified Indigenous Students

449 students with self-declared First Nations, Métis and Inuit status

English as an Additional Language

EAL

395 EAL students

Busing

Transporting **3,700** students (including EICS), traveling 11.37 km each school day for the 2024-25 school year.

55 languages spoken at BRSD in 2024-25
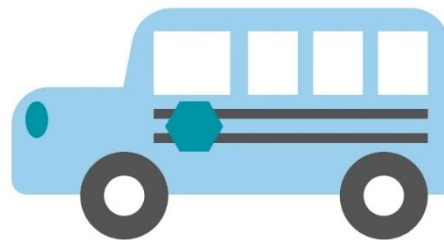
During the 2024-25 school year, there were 55 languages spoken in BRSD families' homes.

Afrikaans, Albanian, Amharic, Arabic, Azerbaijani, Bengali, Bisaya, Cantonese, Chinese, Cree, Croatian, English, Filipino, French, German, Greek, Gujarati, Hindi, Iloco, Italian, Japanese, Korean, Low German, Lithuanian, Malayalam, Mandarin, Mongolian, Nepali, Plautdietsch, Polish, Portuguese, Punjabi, Russian, Serbian, Spanish, Tagalog, Tamil, Thai, Tigrinya, Turkish, Twi, Ukrainian, Urdu, Vietnamese, Visaya

LEGEND
- ⭐ School
- 🟩 Town
- ⚫ Village
- 🔺 Hamlet
- — County Boundary
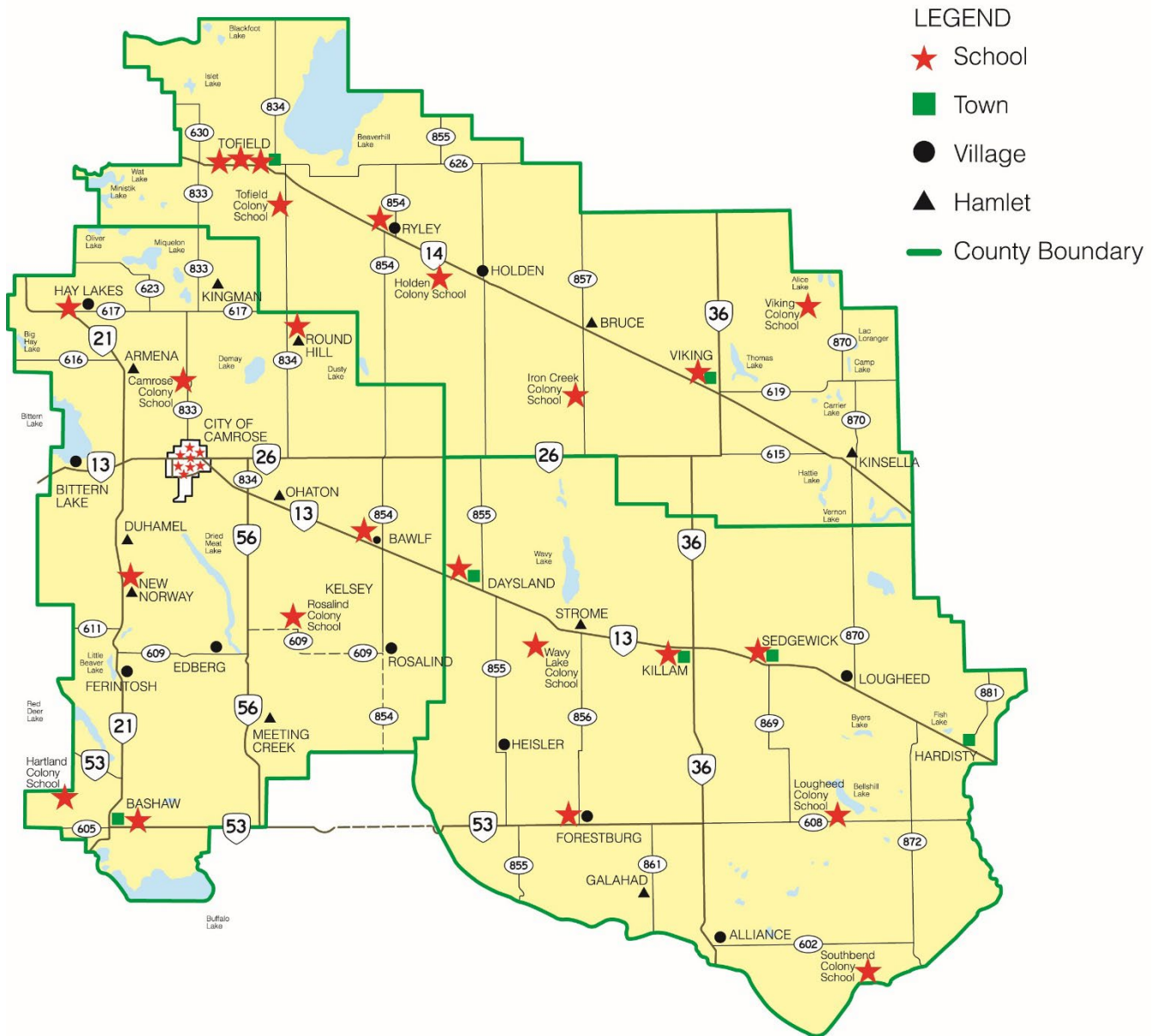
Battle River School Division Office
4302 38 Street, Camrose, AB T4V 4B2   phone 780-672-6131 website www.brsd.ab.ca

Our Schools

| School Name	Grades	Location	Principal	Assistant Principal
Bashaw	K-12	Bashaw	Craig Dimond	Chelsea Niederlag
Battle River Alternative Centre for Education (BRACE)	1-12	Camrose	Mark Chanasyk	
Bawlf	K-12	Bawlf	April L'Heureux	Adam Troitsky
C.W. Sears	PreK-4	Tofield	Adam Madsen	Corina Doyle
Camrose Composite High (École)	9-12	Camrose	Shane Gau	Chad Kendall Paula Neuman Sandra Wills
Camrose Women's Shelter	1-12	Camrose	Mark Chanasyk	
Central High Sedgewick	1-12	Sedgewick	Richard Cowan	Madison Nickel
Charlie Killam (École)	6-8	Camrose	Andrea Gutmann	Donna Elaschuk Sabrina Heydorn
Chester Ronning	K-5	Camrose	Reid Lansing	Nathan Pederson
Daysland	K-12	Daysland	Wes Wilson	Jennifer Thomas
Forestburg	K-12	Forestburg	Calvin Anhorn	Janna Freadrich
Hay Lakes	1-12	Hay Lakes	Lloyd MacKenzie	Karla Koleba
Jack Stuart	PreK-5	Jack Stuart	Todd Sieben	Erica Easton
Killam Public	K-9	Killam	Keely Nelson	
New Norway	K-12	New Norway	Kelly Arial	Steven Searle
North Star Outreach	10-12	Tofield		
Round Hill	K-9	Round Hill	Brian Horbay	
Ryley	K-9	Ryley	Maria Schaade	
Sifton (École)	PreK-5	Camrose	Kathleen McLennan	Terry Kennedy
Sparling	PreK-5	Camrose	Jonathan Skinner	Denise Read
Tofield	5-12	Tofield	Gordon Thompson	Karen Gartner Clayton Roe
Viking	K-12	Viking	Tracy Doerksen	

Colony Schools	K-10	Brock Bartlett / Margaret Carlson
Camrose Colony		Rosalind Colony
Hartland Colony		Southbend Colony
Holden Colony		Tofield Colony
Iron Creek Colony		Viking Colony
Lougheed Colony		Wavy Lake Colony

Our Planning Cycle

The Alberta government has a system for schools and school authorities to consistently assess progress and demonstrate success called the Assurance Framework. The framework has 5 assurance measures:

- Student Growth and Achievement: The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.
- Teaching and Leading: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.
- Learning Supports: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
- Governance: Processes that determine strategic direction, establish policy and manage fiscal resources.
- Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.
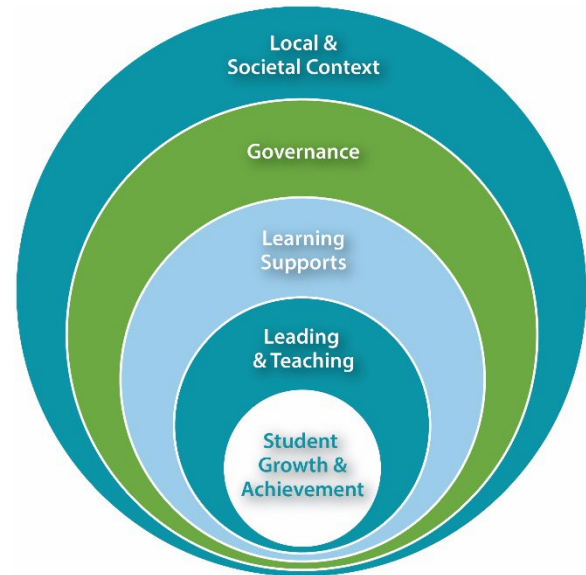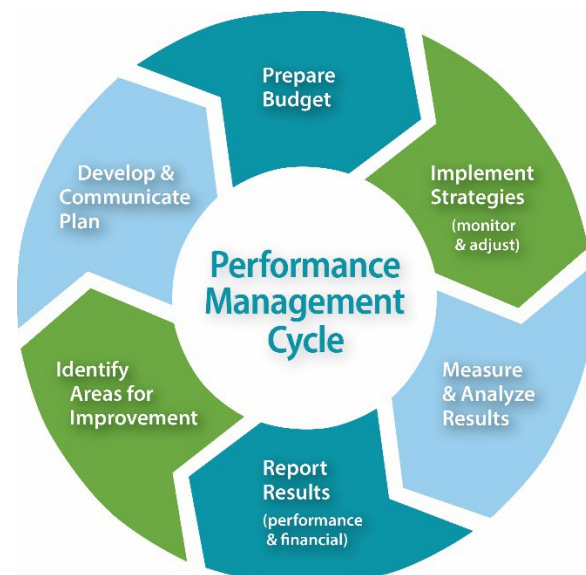
Assurance

During the current school year, BRSD has used Alberta Education data and division data to ensure that we are planning for the current needs of all of our students across the division.

School authority planning is an integral component of school authority accountability and assurance. The Battle River Board of Trustees, in collaboration with Senior Leadership and stakeholders, develops a plan that sets out our educational priorities, and assurance elements within the domains of education.

School authority planning and results reporting is a continuous improvement cycle that involves:

- Developing plans based on results from provincial and local measures, contextual information and provincial direction
- Incorporating stakeholder input based on engagement at various points throughout the process
- Preparing budgets that allocate resources to achieve priorities and meet responsibilities
- Implementing research and practice-informed strategies to improve performance
- Monitoring implementation and adjusting efforts as needed
- Measuring, analyzing and reporting results
- Using results to identify areas for improvement and to develop strategies for the next plan
- Communicating and engaging with stakeholders about school authority plans and results

Alberta Assurance Measures

Overall BRSD Summary (Fall 2024)

Assurance Domain	Measure	Battle River School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.9	82.3	82.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	77.3	76.8	78.0	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	83.5	75.6	82.5	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	87.7	90.0	88.4	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	64.0	60.7	60.7	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	13.8	9.6	9.6	19.8	18.0	18.0	Intermediate	Improved	Good
	PAT9: Acceptable	61.7	57.5	67.5	62.5	62.6	62.6	Very Low	Improved	Issue
	PAT9: Excellence	12.2	10.4	10.4	15.4	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	67.9	67.6	67.6	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	7.9	7.7	7.7	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	86.8	87.0	86.9	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.4	83.3	84.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.5	75.2	75.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	76.3	75.2	74.3	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

First Nations, Métis, Inuit Student Summary (Fall 2024)

Assurance Domain	Measure	Battle River School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	54.5	63.7	71.8	58.6	57.0	59.5	Very Low	Declined	Concern
	5-year High School Completion	72.9	75.5	67.6	69.4	71.3	69.1	Low	Maintained	Issue
	PAT6: Acceptable	48.4	37.5	37.5	48.7	45.3	45.3	Very Low	Maintained	Concern
	PAT6: Excellence	6.5	12.5	12.5	7.3	6.5	6.5	Very Low	Maintained	Concern
	PAT9: Acceptable	52.3	34.6	34.6	41.4	39.4	39.4	Very Low	Improved	Issue
	PAT9: Excellence	9.4	6.7	6.7	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	59.3	64.6	64.6	76.9	74.8	74.8	Very Low	Maintained	Concern
	Diploma: Excellence	1.8	6.2	6.2	11.8	11.3	11.3	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

English as an Additional Language (EAL) Student Summary (Fall 2024)

Assurance Domain	Measure	Battle River School Division			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	66.7	16.9	34.3	72.0	72.8	76.7	Low	Improved	Acceptable
	5-year High School Completion	*	35.3	53.1	88.1	88.7	87.2	*	*	*
	PAT6: Acceptable	38.5	59.3	59.3	64.6	65.4	65.4	Very Low	Declined	Concern
	PAT6: Excellence	0.0	7.4	7.4	16.5	15.7	15.7	Very Low	Declined	Concern
	PAT9: Acceptable	60.0	46.4	46.4	52.7	55.3	55.3	Very Low	Maintained	Concern
	PAT9: Excellence	7.1	3.6	3.6	10.1	11.0	11.0	Very Low	Maintained	Concern
	Diploma: Acceptable	43.1	31.8	31.8	66.3	67.1	67.1	Very Low	Maintained	Concern
	Diploma: Excellence	7.8	0.0	0.0	14.0	13.8	13.8	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Stakeholder Engagement

At BRSD, we value stakeholder engagement as a collaborative process. Through the active involvement of parents, students, teachers, staff, and community members, we seek to enhance opportunities for student success by fostering a culture of inclusion and partnership. Our approach ensures that diverse perspectives are heard and considered in decision-making, aiming to create optimum learning experiences and uphold standards of high-quality teaching. Together, we are committed to continuous improvement and collective efforts towards achieving our shared educational goals.

BRSD engagement opportunities include:

- **BRSD Stakeholder Survey** – Online surveys were shared with BRSD stakeholders to gather feedback on the division's progress toward its Education Plan priorities. Stakeholders include Grades 4–6 students, Grades 7–12 students, parents and staff. We received 3,460 responses, an increase of elevenfold over last year. Each survey aligned with the Education Plan and provided valuable insights into areas of strength and opportunities for growth. Across all groups, strong alignment emerged around five key focus areas:
    1. **Promoting Belonging, Inclusion, and Mental Health** – Feelings of connection and safety vary widely among students, with notable declines in older grades. Students and parents identify that there is a disconnect between belonging and wanting to attend school.
    2. **External Partnerships** – Stakeholders are interested in knowing what other options are available to better support our students.
    3. **Strengthening Foundational Skills in Literacy and Numeracy** – Across all stakeholder groups, confidence in reading, writing, and math support is high, but consistent monitoring, clear communication of progress, and targeted interventions remain critical.
    4. **Attendance** – Stakeholders identified student attendance as an area of interest and are seeking greater understanding of the supports and strategies that can effectively improve it.
    5. **Improving Transitions and Future Readiness** – Students, parents, and staff emphasized a need for stronger transitions between grades, better promotion of post-secondary and career pathways, and clearer communication about off-campus and dual-credit student opportunities.

    These survey results will help guide purposeful actions that support BRSD's priorities: Learning Success for All, Enhance High Quality Learning and Working Environments, and Well-Being.

- **2024-25 Priority Feedback** – Throughout the 2024-25 school year, BRSD actively engaged Trustees, Directors, School Administrators, and the local ATA Executive to gather thoughtful input on divisional priorities. Across all groups, strong alignment emerged around five key focus areas:
    1. **Student Support and Interventions** – All stakeholder groups emphasized the importance of addressing students' academic, social, and emotional needs, underscoring a shared commitment to creating responsive, supportive learning environments where every student can thrive.
    2. **Supporting Teachers and Instruction** – There is a collective understanding that student success depends on strong instructional practices, with stakeholders prioritizing teacher support through resources, professional learning, and implementation of new curriculum and tools.
    3. **Promoting Well-being and Inclusivity** – Stakeholders share a deep commitment to well-being and inclusive practices, promoting environments that value diversity, foster resilience, and support the social-emotional health of both students and staff.
    4. **Equity and Access** – Ensuring equitable access to learning opportunities, resources, and support is a common priority, reflecting a united effort to remove barriers and help all students reach their potential.
    5. **Collaboration and Partnerships** - There is strong agreement on the value of collaboration, with stakeholders recognizing that building meaningful partnerships within the division and with external organizations.

    This shared vision helps ensure BRSD continues moving forward with purpose and unity.

- **Student Survey -The Developmental Assets Profile (DAP)** – The Developmental Assets Profile (DAP) survey provides reliable insights into the strengths and supports in the lives of BRSD Grade 7–12 students, helping guide efforts to improve student success and well-being; key themes have emerged from the aggregate and school site reports:
    1. **Strengths** – Thirty percent of participants are rated as "Thriving" or "Adequate" overall, with many feeling loved, accepted, and valued—especially by their families—providing a foundation to address existing gaps.
    2. **Vulnerable Populations and Developmental Times** – Grade 10 students and those identifying as First Nations, Métis, or Multiracial consistently fall within the "Challenged" or "Vulnerable" ranges across multiple life categories and contexts.
    3. **Areas for Growth** – Many students struggle with self-worth, agency, and purpose, and lack opportunities outside school to build skills and community connections—especially among vulnerable youth.
    4. **Collaboration: Schools, Students, Families, and Communities** – All participating school sites can benefit from engaging students, families, and community partners in using their DAP data to co-create targeted strategies that support student well-being.

    The DAP survey highlights that many BRSD students feel loved and supported—especially by their families—while also providing valuable insights that will guide collaborative efforts among schools, families, and communities to strengthen student well-being and address areas of need.

- **Leading and Learning Meetings** – Once a month, school administrators meet with division leadership to discuss strategic educational topics. The information from these conversations helps guide the school division's work with the Education Plan. Administrators reviewed and provided feedback in their own survey about our Education Plan.
- **Calendar Survey** – This year, BRSD provided parents, guardians and staff with the opportunity to provide input on the 2025-26 calendar options.
- **Director Meetings** – Once a month, BRSD Directors meet with Senior Leadership to discuss strategic topics and have opportunities to provide feedback on the Education Plan.
- **School Council Meetings** – Members of the school community consult with and offer advice to the principal and school board about matters which relate to BRSD school operations.
- **Council of School Council Meetings** – School council members from across Battle River meet three times during the year to collaborate with school division trustees and division office staff to engage in the planning, programming and decisions made regarding student growth and achievement. In February, the Council of School Councils was presented with information about our Assurance Plan.
- **Board of Trustee Meetings** – Each month, a group of BRSD students attend the Board meeting and share a success story. This opportunity provides the Board with timely information about what is happening in our communities. The Board has reviewed the 2023-24 Annual Education Results Report, the 2024-2025 Three Year Education Plan, and 2021-25 Strategic Plan prior to the 2025-28 Three Year Education Plan.
- **SAVY (Student Advocacy & Voice for Youth)** – Grades 4–12 students from across the division are involved in feedback loops to promote student leadership, develop skills to gather data from their peers and develop projects to address identified needs specific to their schools. The information gathered supports division planning.
- **MLA/Municipal Meetings** – We believe in working collaboratively with all levels of government to create interdependent relationships for the benefit of our students and our communities.
- **AERR and Education Plan Video** – In February, Battle River shared a video explaining our results and reporting process.
- **Unique School Activities** – Events such as Numeracy and Literacy Evenings, Meet-the-Teacher drop-ins, Holiday Concerts, and Welcome Back breakfasts or BBQs provide opportunities for stakeholders to informally share their thoughts and ideas.
- **School Review Meetings** – During the year, division and school leadership formally meet to discuss instructional leadership, school results and education plans.
- **ATA Liaison Meetings** – Senior Leadership, the Board of Trustees, and the Local ATA Executive meet during the year to keep communication lines open.

- **Administrator Inclusion Committee** – Collaborative process with school administrators and consultative team to discuss and define tiered profiles for student presentation (critical needs to universal strategies).
- **Consultative Meetings with Staff** – We meet with staff groups to discuss initiatives such as Administrative Procedures, Report Cards, Assessments. These meetings are an opportunity for teachers and administrators to discuss and share timely information and feedback.
- **Mental Health Capacity Builder (MHCB) Engagement Initiatives** – Initiatives like MHCB Family Connection Nights, Adulting 101 Fairs for high school students and families, and lunchtime mental health programming for high school students further support engagement and connection within the school community. Additionally, promotional wellness materials are distributed to schools throughout the year, including weekly connection activities.
- **Human Resources and Wellness Committee** – Promote staff access to ASEBP information and wellness resources.
- **Ongoing**
  - Throughout the year, BRSD and individual schools review the progress of education plans, making necessary adjustments and integrating stakeholder feedback gathered from engagement feedback and activities.
  - BRSD publishes bi-monthly staff newsletters.
  - BRSD Finance team distributes an administrative assistant monthly newsletter.
  - BRSD has shared four radio ads using student voices and five student videos this year.
  - Weekly leadership bulletins are shared with school administrators.

Evidence

Battle River reviews the following data to help support the development of the Education Plan:

- Provincial Achievement Tests (PATS)
- Diploma Examinations (DIPS)
- Alberta Education Assurance Measure Survey (AERR)
- BRSD Stakeholder Engagement Survey
- Alberta Education Early Year Numeracy Assessment
- Castles and Coltheart 3 (CC3) Literacy Screening Assessment
- English Letter-Name-Sound (LeNS) Literacy Screening Assessment
- DIBELS Literacy Screener Assessment (Optional)
- Elk Island Catholic Screener - Numeracy Screener Assessment (Optional)
- English as an Additional Language (EAL) Benchmark 2.0
- Attendance data
- Dual Credit enrolment and completion data
- Student Voice Feedback - SAVY groups
- Technology Installations/Evergreening statistics/Device to student ratio
- Technology / Finance / Facilities service request statistics
- Transportation data on ride times
- Monthly financial monitoring by each department
- Use attendance and completion rate data for Indigenous students to identify possible risks. Apply these insights to develop targeted mental health supports and goals for our FNMI students.
- MClass Screener - Indigenous student-specific data
- Student Wellness Facilitator – caseload statistics, community referrals, and mental health/behavioural trends by grade level.
- Mental Health Capacity Builder – annual report to Recovery Alberta with monthly data, program planning informed by student and teacher feedback, and input from student-led mental health committees.
- Career Counselor data
- Alberta School Employee Benefits Program (ASEBP) Recommendations Data
- Ages and Stages Questionnaire (ASQ)
- Professional Learning Feedback (Qualitative Data)
- The Developmental Assets Profile (DAP) - student survey data
- Behavioural data, incidents, suspensions and expulsions, and transportation misconduct

Priorities, Outcomes, Strategies and Measures

Battle River's Education Plan serves as the guiding framework for all schools and departments within the division, outlining clear outcomes, performance measures, and strategies for achievement.

Shaped by stakeholders' input and aligned with Alberta Education's priorities, this plan reflects a collaborative effort to optimize educational outcomes. Through engagement opportunities and analysis of best practices and data at various levels, including school, division, and provincial, BRSD has refined its focus areas to ensure effectiveness and improve student learning.

We commend the dedication of our BRSD staff in implementing these plans and fostering the success of our students.

Sharing priorities, outcomes, strategies, and measures provides a roadmap for the Assurance process, allowing stakeholders of Battle River to understand goals, actions, and how progress will be tracked.

Priority	Outcomes	Strategies	Key Measures
Our priorities outline the goals of our division.	Our outcomes are the focus of our priorities. Our outcomes provide a shared understanding of what success looks like to ensure Every Student, Every Day, a Success.	Our strategies will progress each year as we update our Education Plan. Strategies outline the approaches, methods and resources that will be used to help students succeed.	Our Education Plan uses measures to assess progression in achieving outcomes. Measures provide important data to determine the impact of our strategies.

Summary of Our Priorities

- Priority 1: **Learning Success for All**
- Priority 2: **Enhance High Quality Learning and Working Environments**
- Priority 3: **Well-Being**

Assurance Domain: Student Growth and Achievement, Teaching and Leading, Learning Supports, Local and Societal Context

Rationale

A strong foundation in literacy and numeracy is key to student success in today's complex world. Over the past year, BRSD has noted improved student outcomes in literacy and numeracy; with data-driven support strategies in place, we've seen measurable improvements in student performance. Many students are achieving key milestones that signify growth and readiness for subsequent grade levels.

BRSD uses local and provincial data to identify gaps, particularly in Math and English Language Arts, and responds with targeted assessments, curriculum alignment, and interventions. By nurturing critical thinking, collaboration, and future-ready skills, BRSD empowers all students to thrive. To strengthen numeracy outcomes across the division, BRSD will focus on improving vertical curriculum alignment from Kindergarten to Grade 12. By deepening this understanding, teachers will be better equipped to identify student learning gaps and deliver targeted instruction that meets individual student needs.

Outcome
Achieve learning outcomes and demonstrate growth through a focus on numeracy and literacy

STRATEGIES
- Promote the use of evidence-based literacy and numeracy instruction strategies.
- Implement and support division-wide use of comprehensive assessment tools, including enhanced early years foundational literacy and numeracy screening, to effectively monitor student progress, identify learning gaps, and inform targeted instructional practices.
- Optimize and strengthen curriculum implementation through identifying, developing, and applying high-impact instruction and assessment practices.
- Provide support for First Nations, Metis and Inuit students to improve educational outcomes.

Outcome
Recognize and support the diverse and unique learning needs of all students

STRATEGIES
- Ensure all learners succeed through a Continuum of Supports (Universal, Targeted, Individualized), offering the support and services they may need.
- Enhance programs addressing socio-economic diversity to ensure equitable education and inclusivity.
- Enable all staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit.

Outcome
Engage and develop skills that enable students to adapt to and thrive in a rapidly changing society

STRATEGIES
- Strengthen and expand partnerships with post-secondary institutions and industry to facilitate program access to Green Certificate, Registered Apprentice Program, work experience, dual credit, and collegiate pathway opportunities.
- Support students in navigating transitions by providing access to resources, information, and opportunities.

KEY MEASURES

Provincial Measures	Local Measures
Provincial Achievement Tests **Diploma Examinations** *Percentage of all students achieving acceptable standard and standard of excellence.*	**Assessments** *Percentage of all students achieving the benchmark.* • Alberta Education Early Year Numeracy Assessment • Castles and Coltheart 3 (CC3) Literacy Screener • Letter Name and Sound (LeNS) Screener • Phonological Awareness Screening Test (PAST) • Rapid Automatized Naming (RAN) • DIBELS Screener (Optional) • Elk Island Catholic Screener - Numeracy (Optional) • English as an Additional Language (EAL) Benchmark 2.0
Alberta Education Assurance Measure Survey • Program of Studies • Lifelong Learning • Access to Supports and Services • Work Preparation • Student Learning Engagement • Citizenship *Percentage of respondents expressing satisfaction with educational content, support systems, and preparatory initiatives.* • High School Completion Rate • High School to Post-Secondary Transition Rate • Rutherford Eligibility • At-Risk Students *Percentage of students demonstrating progress and performance.*	**Attendance data** *Study and compare attendance data across the division to better understand trends and inform proactive, targeted strategies for improvement.* **BRSD Annual Stakeholder Survey feedback data** **Off-Campus enrollment and completion data** *Increase in the percentage of students who are enrolled in Off-Campus programming.*

Assurance Domain: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance

Rationale

BRSD recognizes that a positive school culture is essential for both student and staff success. The insights gained from our Results Analysis have shown that we need to focus on fostering a collaborative and supportive environment for staff, promoting effective teaching practices, and gathering student voices to inform school improvement. BRSD is prioritizing targeted professional learning to close achievement, enhance instructional strategies, and deepen teacher capacity in areas such as literacy, numeracy, French Immersion, and Visible Learning.

By prioritizing the enhancement of facilities, resources, and support systems, we cultivate an atmosphere conducive to growth and innovation. Creating welcoming and inclusive spaces that support a diverse school division that ensures access to quality learning environments and resources for all students and staff.

Outcome
Prioritize resources to support student and system success

STRATEGIES

- Provide professional learning that supports optimum learning, high-quality teaching and instructional leadership.
- Invest in digital resources and tools that support student learning, ensuring equitable access to technology for all students.
- Support maintenance and enhancements that create safe, welcoming, and conducive learning environments for all.
- Optimize routes and schedules, ensuring that all students have access to reliable, equitable and efficient transportation to and from school.
- Promote strategies for recruiting and retaining staff who are committed to student success.

Outcome
Foster Welcoming, Caring and Equitable Learning and Working Environments

STRATEGIES

- Leverage stakeholder voice to gather information that informs school and system actions.
- Cultivate a positive culture of inclusion, respect, and belonging that supports diversity and equity.
- Enhance attendance protocols to improve regular attendance.

KEY MEASURES

Provincial Measures	Local Measures
Provincial Achievement Tests **Diploma Examinations** *Percentage of all students achieving acceptable standard and standard of excellence.*	**BRSD Annual Stakeholder Survey Feedback** **Student Voice Feedback - SAVY** *The percentage of satisfied respondents highlighting the effectiveness of this feedback mechanism in fostering a responsive and student-centered learning environment.*
Alberta Education Assurance Measure Survey • Drop-out rate *Percentage of students that demonstrate progress and performance.* • Education Quality • In-service Jurisdiction Needs • School Improvement • Satisfaction with Program Access *The percentage of satisfied respondents indicating how well these areas are meeting expectations, serving as a gauge for the effectiveness of current educational strategies and accessibility of programs.* • Citizenship • Parental Involvement • Welcoming, Caring, Respectful and Safe Learning Environments • Safe and Caring *The percentage of satisfied respondents providing a measure of how effectively these key aspects are being implemented and perceived in creating supportive and engaging educational settings.*	**Technology Installations/Evergreening** **Device to student ratio** *The percentage of satisfied respondents reflecting how well these initiatives meet the needs of the educational community, ensuring effective integration and use of technology in learning environments.* **Transportation data** **Facility data** *The percentage of satisfied respondents providing insights into how well these critical support systems are meeting the needs of the community.* **DAP** *The Developmental Assets Profile (DAP) is a survey that examines young people's own sense of their strengths, supports, and skills that are essential for success in school and life.*

Assurance Domain: Student Growth and Achievement, Learning Supports, Local and Societal Context

Rationale

BRSD is committed to creating inclusive, welcoming, and respectful learning environments where all students and staff feel safe, supported, and valued. While our Results Analysis highlights strengths, it also shows a need to further model active citizenship and enhance school culture.

To support well-being and inclusion, BRSD is expanding initiatives such as the CASA mental health classroom, a middle years outreach program, and cultural programming through our Cree Knowledge Keeper and Indigenous Support Worker. Mental Health Capacity Building Coaches and Student Wellness Facilitators are also leading wellness initiatives, including monthly staff collaboration days focused on well-being.

These efforts are strengthened by data-informed strategies, such as monitoring Indigenous student attendance and identifying gaps in support services. Through evidence-based practices and strong partnerships, BRSD is fostering a culture of resilience and belonging where every learner can thrive.

Outcome
Prioritize and enhance well-being and positive mental health for all

STRATEGIES

- Promote and enhance school and division programs that will support the well-being of all.

Outcome
Promote inclusive environments that celebrate diversity and support all

STRATEGIES

- Champion and promote the integration of diverse perspectives and voices.

Outcome
Students who self-identify as Indigenous are supported to achieve success

STRATEGIES

- Collaborate with Indigenous partners to support strategies for Indigenous student success and well-being.
- Develop knowledge and understanding among all students and staff of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of the First Nations, Métis, and Inuit people.
- Support students who self-identify as Indigenous to bridge the systemic education gap.

KEY MEASURES

Provincial Measures	Local Measures
• **Provincial Achievement Tests - First Nations, Métis, Inuit data** • **Diploma Examinations - First Nations, Métis, Inuit data** *Percentage of First Nations, Métis and Inuit students achieving acceptable standard and standard of excellence.* *Completion rates of First Nations, Métis and Inuit students.* *Drop-out rates of First Nations, Métis and Inuit students.* **Alberta Education Assurance Measure Survey** • Citizenship • Parental Involvement • Safe and Caring *The percentage of satisfied respondents providing a measure of how effectively these key aspects are being implemented and perceived in creating supportive and engaging educational settings.*	**BRSD Annual Stakeholder Survey Feedback** **Indigenous data** *Use school-based attendance data to help identify areas where Indigenous students are experiencing successes and challenges.* **Student Voice data - SAVY** *The percentage of satisfied respondents highlights the effectiveness of this feedback mechanism in fostering a responsive and student-centered learning environment.* **The Developmental Assets Profile (DAP)** *A survey that examines young people's own sense of their strengths, supports, and skills that are essential for success in school and life.* **Student Wellness Facilitator data** *Number of students serviced, number of students referred to community resources, qualitative data from student voice, and trending mental health and behavioural challenges.* **Alberta School Employee Benefits Program (ASEBP) Recommendations data** *Percentage of staff who are proactively using well-being supports.* **MHCB data** **Career Counselor data** **Mental Health supports** *The percentage of satisfied respondents indicating the impact of these resources in supporting students' career development and mental health within the educational environment.*

First Nations, Métis, and Inuit Student Success

BRSD continues to see both progress and challenges in educational outcomes for Indigenous students. The three-year high school completion rate is 54.5 per cent, below the provincial FNMI average of 58.6 per cent, highlighting the need for targeted graduation supports. Encouragingly, more students are continuing beyond three years, contributing to a strong five-year completion rate of 72.9 per cent, which exceeds the provincial average of 69.4 per cent.

Achievement in Grades 6 and 12 remains an area of concern, particularly in reaching both the Acceptable Standard and the Standard of Excellence. However, Grade 9 Indigenous students are outperforming their provincial peers on Provincial Achievement Tests, with 52.3 per cent meeting the Acceptable Standard (vs. 41.4 per cent) and 9.4 per cent reaching the Standard of Excellence (vs. 6.1 per cent).

Dropout rates have declined significantly from 2.7 to 1.3 per cent, reflecting success in student retention. Yet, the transition to post-secondary remains low at 13.5 per cent, compared to the provincial average of 22.8 per cent. To address this, BRSD will strengthen culturally responsive supports, promote scholarships and grants, and build pathways to post-secondary success.

BRSD will continue to support Indigenous students by directing First Nations, Métis, and Inuit funding from Alberta Education toward targeted initiatives. This includes staffing a First Nations Métis, and Inuit Consultant, Knowledge Keeper, Indigenous Support Worker, Educational Assistants, and hosting Elder visits. In 2024–25, over 70 Indigenous-led, student-centered activities—such as drum-making, moccasin-making, and Ribbon Skirt workshops— have strengthened cultural connections and embedded traditional knowledge in learning. Ongoing efforts will focus on improving attendance, literacy, and numeracy, while deepening students' identity and belonging in alignment with Call to Action 63.

Goals moving forward include:

1. Supporting Indigenous learners through targeted, in-class assistance.
2. Infusing Indigenous perspectives into lessons, aided by curriculum resources and a curriculum scan.
3. Building connections with diverse Indigenous communities, including engaging Métis and off-reserve First Nations educators for professional development.
4. Expanding Elder and Knowledge Keeper support to bring varied perspectives to students and staff.
5. Hiring an Indigenous Support Worker and Knowledge Keeper to support cultural activities in five schools through Jordan's Principle funding.

Implementation Plan

The strategies outlined in the 2025-26 Education Plan are implemented in schools and across the system through planning, direction and support. The identified strategies are guided by the [Ministry Business Plan](#), Alberta Education Assurance Framework, the division's priorities, the Board of Trustees Strategic Plan and ongoing feedback from our stakeholders.

Developing and updating a jurisdictional Education Plan that aligns with provincial goals, outcomes and performance measures and the Battle River School Division's vision, mission and values includes:

- Promoting community engagement;
- Priority-based budgeting;
- Implementing strategies to maintain and improve student learning and achievement;
- Monitoring implementation of our Education Plan and adjusting strategies as needed;
- Using results to identify areas for improvement and to develop strategies and targets for the next plan, e.g. evidence-based decision making; and
- Communicating with stakeholders (staff, students, parents, or guardians, school councils, the public and Alberta Education) about school authority plans and results.

Our implementation plan follows the steps below:

Gather & Analyze Evidence: Review existing data and gather new evidence to inform the plan.
Predict & Plan: Based on the evidence, implement strategies that will move our outcomes forward.
Monitor & Measure: Regularly assess progress towards our outcomes using our pre-determined measures. This ongoing monitoring allows for identifying areas where the plan needs to be adjusted.
Evaluate & Refine: Analyze the data collected through monitoring to determine the effectiveness of the implemented strategies. This data-informed evaluation helps refine the plan and ensure it continues to achieve its intended outcomes.

Resources Required to Implement the Strategies

Professional Learning

To deliver on our commitment to our vision: Every Student, Every Day, a Success, Battle River will prioritize professional learning that equips educators with the skills to meet the diverse needs of all students. This includes targeted programs that align with our three main priorities: Success for All, Enhance High Quality Learning and Working Environments, and Well-Being. We will foster a culture of continuous learning and collaboration among educators, creating a positive and supportive work environment.

During the 2025-26 school year, professional learning in Battle River will focus on:
- Numeracy and Literacy
- Curriculum
- Assessment
- Well-Being
- Indigenous Support
- Visible Learning and Professional Learning Communities

Resource allocation will be targeted to provide meaningful professional learning.

Human Resources

Our staff are integral to the success of our Education Plan. BRSD is committed to mentorship, developing teacher capacity in curriculum, supporting staff with Supporting Individuals through Valued Attachments (SIVA) training, and developing cultures and programs that will allow our staff to support students to be successful.

Moving Forward

Building on the foundation of strong literacy and numeracy skills, BRSD remains dedicated to student success through ongoing assessments and targeted interventions. We will address identified areas of improvement, particularly in Mathematics and English Language Arts, by providing high quality resources (field-tested and supported by teachers) and differentiated instruction.

Beyond core skills, BRSD fosters critical thinking, collaboration, and future-focused pathways, empowering students to navigate a changing world. Recognizing the importance of positive school cultures, we will prioritize a collaborative and supportive environment for educators, effective teaching practices, and student voice in shaping improvements. This goes hand-in-hand with enhancing facilities, resources, and support systems, cultivating an atmosphere that celebrates diversity, inclusivity, and innovation.

Furthermore, BRSD is committed to promoting active citizenship, fostering safe and respectful learning environments, and prioritizing mental health and well-being for all students and staff. By implementing evidence-based practices and collaborating with Indigenous partners, we will create a learning environment where everyone feels valued, respected, and empowered to reach their full potential.

Budget

The Division's full budget can be found on the Division's website using the following link:
https://www.brsd.ab.ca/our-division/reports-documents/reports

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
REVENUES			
Government of Alberta	$ 76,550,866	$76,082,060	$77,523,403
Federal Government and First Nations	$ -	$0	$476,396
Property taxes	$ -	$0	$0
Fees	$ 1,038,234	$959,795	$1,062,036
Sales of services and products	$ 1,686,943	$1,378,057	$1,673,604
Investment income	$ 300,000	$300,000	$485,604
Donations and other contributions	$ 1,027,874	$860,540	$1,028,601
Other revenue	$ 202,408	$207,434	$231,255
TOTAL REVENUES	$80,806,325	$79,787,886	$82,480,899
EXPENSES			
Instruction - ECS	$ 2,668,800	$2,963,050	$2,673,739
Instruction - Grade 1 to 12	$ 57,124,202	$56,596,940	$59,443,148
Operations & maintenance	$ 11,822,545	$11,659,615	$10,819,074
Transportation	$ 6,344,714	$6,437,411	$6,399,407
System Administration	$ 3,044,836	$2,732,040	$2,651,530
External Services	$ 2,282,094	$2,611,901	$2,610,020
TOTAL EXPENSES	$83,287,191	$83,000,957	$84,596,918
ANNUAL SURPLUS (DEFICIT)	($2,480,866)	($3,213,071)	($2,116,019)

Capital Plans

The Board of Trustees approved the division's Three-Year Capital Plan in March 2025. The following school capital projects are the division's priorities:

1. C.W. Sears School/Tofield School: Kindergarten to Grade 12 Replacement school (prioritized modernization of C.W. Sears School since 2019)
2. New Kindergarten to Grade 9 Camrose School to replace École Charlie Killam School (ÉCKS) and École Sifton School (ÉSS)
3. Hay Lakes School: Modernization/Replacement school
4. Kindergarten to Grade 9 addition for Chester Ronning School to replace Jack Stuart School and Sparling School

The full report can be accessed on the division's website: https://www.brsd.ab.ca/download/246187

Budget, Capital Plan and Facility Summary

The BRSD Facility, Capital Plan & Budget prioritizes student success in numeracy, literacy, well-being, and high-quality learning environments. To achieve this, we are directing funding and resources directly to schools, where they can have the most positive impact. This aligns with our belief that optimal learning happens when it's engaging, meaningful, and active, allowing every student to thrive.

References

Alberta Education: Funding Manual for School Authorities 2025-26
Alberta Education: Ministry Business Plan Education 2025-28
BRSD: Policy 3, Role of the Board
BRSD: Strategic Plan 2021-25

Links

BRSD Reports
- Three Year Plans/Annual Education Results Review
- Enrolment Reports
- Facilities Reports
- Finance Reports
- General Reports