Grasslands
Public Schools



Division Education Plan

2026-2027
Year Three

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Grasslands Public Schools

Grasslands Public Schools serves nearly 3,300 students across southeastern Alberta, spanning the city of Brooks, several rural municipalities, and seven Hutterite colony schools. Our division is defined by a rich cultural tapestry, and we remain dedicated to providing inclusive, responsive programming tailored to our diverse student body.

Our Diverse Learning Communities

- Brooks: Supporting a vibrant population where up to 30% of students are English as an Additional Language (EAL) learners.
- Rural & Colony Schools: Offering flexible, high-quality education for our Hutterite colonies and specialized programming for Low German-speaking Mennonite students.
- Indigenous Partnerships: Collaborating closely with the Siksika Nation through Bassano School to ensure excellence in First Nations, Métis, and Inuit (FNMI) education.

While every school maintains its unique local character, the division is united by a shared commitment to evidence-based teaching and collaborative growth. This year's Education Plan focuses on three pillars to ensure every student thrives:

- Student Learning: Strengthening foundational literacy and numeracy through targeted, data-driven initiatives.
- Social-Emotional Well-being: Expanding mental health supports and fostering inclusive environments that prioritize student wellness.
- Career Pathways: Enhancing career exposure and high school programming that aligns with modern workforce demands and individual student passions.

By bridging innovative instruction with deep community roots, Grasslands continues to prepare students for success within our classrooms and as global citizens.

Division Profile

Anticipated Student Enrollment 2026-2027	Teaching Staff FTE 2026-2027	School Support Staff FTE 2025-2026
3244 FTE	201 FTE	129 FTE

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Mission, Vision & Values

Grasslands Public Schools

Vision

A community of learners dedicated to student success.

Mission

To provide opportunities that inspire students to achieve and succeed as resilient learners who positively impact their communities

Values



Key Areas of Action

Student Learning

Everything we do in Grasslands supports student learning and achievement. Success for all students starts with exemplary classroom teachers and support staff who are supported in their professional growth in order to meet each student's unique needs. Grasslands strives for 100% high school completion.

Inclusive & Healthy Environments

Grasslands strives to create welcoming, caring, safe and respectful learning environments that foster a sense of belonging for all students, staff and community members. In order for this to occur, the social and emotional well-being and the physical safety of people must be thoughtfully and purposefully addressed.

School & Community Relationships

Effective relationships that promote student success are at the core of our division. In order for students to be successful, relationships and engagement are fostered, nurtured and valued.

Stakeholder Engagement



Stakeholder engagement is a key component of our work. The voices of our community informed this plan through

Staff & Superintendent Discussions
All GPSD Staff
Informing Student Learning, Career Pathways & Wellness Goals

Parent information sessions including
Council of Councils
Informing Student Learning & Career Pathways Goals

Provincial Government engagement
Premier & MLA
Informing Career Pathways Goal

Municipal Government engagement
County & City Councils
Informing Career Pathways Goal

Student Engagement
Grasslands Student Survey
Informing Student Learning, Wellness & Career Pathways Goals

Staff Engagement sessions
EAL and Literacy Committees
Informing Student Learning Goal

Grasslands Outcomes 2026-2027

Year Three

Outcome One

Student Learning

Grasslands students are numerate, literate and engaged in their learning.

Assurance Domain

Student Growth & Achievement

Assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

GPSD Key Area of Action

Student Learning

Success for all students starts with exemplary classroom teachers and support staff who are supported in their professional growth in order to meet each student's unique needs.

Outcome Two

Staff & Student Social Emotional Wellbeing

Grasslands students and staff will have the knowledge, skills and attributes to respond to their emotional needs and the needs of others.

Assurance Domain

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.

GPSD Key Area of Action

Inclusive & Healthy Environments

Grasslands aims to foster inclusive, respectful learning environments by prioritizing the social and emotional well-being and safety of all students, staff, and community members.

Outcome Three

Career Pathways

Grasslands students will have access to innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary or their chosen fields in the workforce.

Assurance Domain

Student Growth & Achievement

Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

GPSD Key Area of Action

Student Learning - School & Community Relationships

Relationships are at the core of our division. In order for students to be successful, relationships at all levels must be fostered, nurtured and valued. Grasslands strives for 100% high school completion.

Understanding the Grasslands Division Education Plan

Achievement target & year

Our progress & latest data

ABED	GPSD	Measures and Evidence of Success		
X		**Student Growth & Achievement: Academic Engagement:** Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	**2027** 65%	**2024** 62.9%

Data source
Alberta Education (ABED) or Grasslands (GPSD)

Description of the measure - how we are measuring our progress towards the outcome

Student Learning

Grasslands students are numerate, literate and engaged in their learning.

Successes

GPSD met and exceeded our goal of 69% acceptable standard on the PATs overall in the past school year and met our goal of 70% acceptable on our diploma examinations. This achievement is a direct reflection of the hard work of our teachers, leaders and, most importantly, our students.

Opportunities for Growth

Grasslands students continue to improve their overall academic achievement in Grades 6,9 & 12 though an opportunity for growth continues to present itself in our Early Years literacy and numeracy programming as well as closing the gap between our students and the province.

To learn more about how Grasslands is improving student achievement, consider reading our Annual Education Results Report

Measures and Evidence of Success

ABED	GPSD	Measures and Evidence of Success		
X		**Student Growth & Achievement: Provincial Achievement Test Acceptable Standard:** Overall percentage of students in Grades 6 & 9 who achieved the **acceptable** standard on the grade 6 and grade 9 PAT.	**2027** 75%	**2025** 70%
X		**Student Growth & Achievement: Provincial Achievement Test Standard of Excellence:** Overall percentage of students in Grades 6 & 9 who achieved the standard of excellence on the grade 6 and grade 9 PAT.	**2027** 20%	**2025** 18.5%
X		**Student Growth & Achievement: Diploma Examination Acceptable Standard:** Overall percentage of students who achieved the acceptable standard on the diploma examinations.	**2027** 70%	**2025** 70%
X		**Student Growth & Achievement: Diploma Examination Standard of Excellence:** Overall percentage of students who achieved the standard of excellence on the diploma examinations.	**2027** 10%	**2025** 11.2%
X		**Student Growth & Achievement: Achievement - First Nations, Metis and Inuit Students:** Overall percentage of students who achieved the standard of excellence on provincial examinations.	**2027** 60%	**2025** 56.9%
X		**Student Growth & Achievement: Achievement - English as Additional Language Students:** Overall percentage of students who achieved the acceptable standard on provincial examinations.	**2027** 40%	**2025** 31%
X		**Student Growth & Achievement: Academic Engagement:** Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	**2027** 85%	**2025** 84.3%
	X	**Student Growth & Achievement: Student Engagement:** Percentage of students who agree that they are interested in their learning at school.	**2027** 85%	**2025** 78.7%

Student Learning

Strategies & Implementation

Strategies

Collaborative Response to support teachers and leaders in making sound decisions about student learning.

Intervention for at-risk students in all grades, especially in early years and in literacy and numeracy.

Curriculum implementation sessions for all Jr. High subjects to prepare teachers.

Targeted teacher professional learning in writing and numeracy.

Targeted implementation support for resource development and collaboration.

Implementation - Resources

Embedded Collaborative Response Processes and Professional Learning on Friday Afternoons.

Embedded time for English as an Additional Language, Literacy committees to meet.

Mathology as primary numeracy resource for elementary and junior high numeracy.

Instructional coach support division wide. Teacher collaboration time (0.5 day per teacher).

Division memberships to Alberta Assessment Consortium, TC2 and planned support from APLC and other high-quality resource banks to support teacher pedagogy and curriculum implementation.

Implementation - Professional Learning Plan

Instructional coaching in literacy, numeracy and effective teaching.

Divisional and school data use to inform professional learning and resource allocation.

Each school implements PL plans, aligned to division and school priorities for each Friday afternoon.

Teacher collaboration time across the division to focus on literacy, numeracy and assessment.

Teacher and Support Staff Professional Development funds in place.

Monthly Administrator Professional Learning Community.

Contracted professional learning from APLC, AAC and other high-quality providers to support teacher pedagogy in the areas of teaching reading, writing, numeracy and assessment.

Monitoring

Fall Screening - Alberta Education Grades 1-5

GPSD Literacy and Numeracy Screens Grades 6-10

Professional learning surveys

Grasslands Student Survey Administration

Course enrollments in high school academic courses

Staff & Student
Social-Emotional Wellbeing

Grasslands students and staff will have the knowledge, skills and attributes to respond to their emotional needs and the needs of others.

Successes

The heart of Grasslands is stronger than ever. We celebrate the continued trust of our families as our safety and care ratings remain consistently exceptional. Our strategic committement to wellness continues with an eye towards improving staff and student experience each day.

Opportunities for Growth

Classroom complexity continues to be a concern across the division and especially in our lower elementary grades. Working within existing structures as a division will continue to be key to ensuring all students and staff have a positive experience in GPSD.

To learn more about how Grasslands is supporting student and staff wellness, consider reading our Annual Education Results Report

Measures & Evidence of Success

AB ED	GP SD	Measures and Evidence of Success		
X		**Alberta Assurance Survey: Safe & Caring Schools** Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	**2027** 90%	**2025** 87.9%
	X	**Local & Societal Context: Sense of Belonging** Percentage of students in grades 4-12 who agree that they feel welcome at school.	**2027** 90%	**2025** 81.6%
	X	**Local & Societal Context: Sense of Connection** Percentage of students in grades 4-12 who agree that they feel connected to their school or community.	**2027** 80%	**2025** 76.5%

Student & Staff
Social-Emotional Wellbeing

Strategies & Implementation

Strategies

Continuation of the Social-Emotional Wellbeing Committee to support the creation of common language for student regulation.

Development of Workplace Wellness Plans.

Development and implementation of Complexity Teams within Eastbrook Elementary, Griffin Park Elementary and Uplands Elementary Schools to reduce complexity in classrooms.

Commitment to reducing systemic demand through coherence of system planning and school planning.

Professional learning on Social Emotional Wellness, Physical Education and Wellness and Wellbeing.

Promotion of available supports for all staff and students.

Continuation of wellness programs and supports for all students.

Implementation - Resources

Mental Health Capacity Building Project.

College of Alberta School Superintendents Resources - Workplace Wellness.

Mental health literacy resources.

ASEBP - It Takes a Village

EdCan Well @ Work

Piloting resources related to Physical Education, Wellness and CALM.

Division memberships to Alberta Assessment Consortium, The Consortium and other high-quality resource banks to support teacher pedagogy.

Implementation - Professional Learning Plan

Workplace wellness education for staff as schools create their individualized wellness plans.

Social-emotional learning support for schools as a focus within school education plans.

Ongoing professional learning through Physical Education and Wellness implementation at the Junior High levels.

Monitoring

Wellness Mentor caseloads and response to student need.

Staff Wellbeing plan implementation - monitoring through Workplace Wellness Committee.

Student and Staff surveys and feedback.

Student attendence at school.

Career Pathways

Grasslands students will have access to innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary or their chosen fields in the workforce.

Successes

GPSD Dual Credit Enrollment has blossomed with 39 students completing courses, including 17 enrolled in Prairie Sky Collegiate programming.

Opportunities for Growth

Ensuring that students in Grades 5-12 all have equitable access to career-pathways programming through the Career Education and Financial Literacy and Physical Education and Wellness curricula will be key to sustaining growth in this outcome.

Measures & Evidence of Success

AB ED	GP SD	Measures and Evidence of Success		
X		**Student Growth & Achievement - 6-Year High School Transition Rate** High school to post-secondary transition rate of students within six years of entering Grade 10.	**2027** 60%	**2024** 49%
	X	**Local & Societal Context: Grasslands Student Survey** All Career Pathways programming indicators at 90% by 2027	**2027** 90%	**2025** 76%
	X	**Local & Societal Context: Grasslands Student Survey** First Nations, Metis and Inuit High school to post-secondary transition rate of students within six years of entering Grade 10.	**2027** 60%	**2025** 93.5%

Strategies

Continued development of Career Pathways system within GPSD including developing career paths beginning in elementary.

Engagement with local industry to support dual credit programming and internships for local students.

Professional learning for all GPSD Career Pathways Teachers and secondary staff on Career Pathways, trades education and dual credit programming.

Continued development of partnerships with post-secondary partners to provide dual credit and CTF programming to all students in GPSD.

Piloting of CEFL curriculum at Rolling Hills School.

Career Pathways

Implementation

Resources

Continuation of layers of support for Career Pathways from schools to division level including dedicated FTE for Career Pathways programming in each building, grades 7-12.

Alberta Education grants and Collegiate support.

Partnership with multiple school divisions to provide efficient trades programming for students.

Lethbridge Polytechnic, Medicine Hat College, Northern Lakes College, RCMP partnerships to support career programming.

Collaborative Response Model to support Career Pathways Teachers in their work with our students.

Pilot support for CALM and Financial Wellness outcomes.

Professional Learning Plan

Career Pathways Teachers 2x per year professional learning.

Division Wide Professional Learning for secondary teachers on Career Pathways.

Ongoing professional learning as teachers pilot CALM and Financial Wellness outcomes in grades 7-10.

Data-dive related to career pathways programming completed by all Jr/Sr staff.

Monitoring

Highschool attendance data for students on identified pathway.

Dual credit tracking - grades and number of course enrollments.

Number of student internships.

Number of students achieving employment post-certification in their chosen field.

Attendance at parent engagement sessions.

Grasslands Student Survey Data - Career Pathways.

Governance

Assurance occurs when the public has trust and confidence that the Grasslands School Division is responsible, equitable and effective in its allocation of resources.

Budget Guiding Principles

We are committed to...

- Fiscal responsibility, stewardship & efficiency in upholding provincial priorities
- Aligning decisions with Board strategic direction
- Evidence-informed decision-making
- Considering all division operations
- Allocating resources equitably, contextually & responsively

To learn view the 2026-2027 Grasslands Budget Summary and the Grasslands 3-Year Capital Plan visit
https://www.grasslands.ab.ca/page/division
and follow the links to the Budget Summary and 3-Year Capital Plan.

Accountability Statement

Under the direction of the School Board, the Education Plan for the Grasslands Public School Division commencing August 25, 2026 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 2026-2027 Year Three Education Plan on June 8, 2026.

Pat Connor - Board Chair
Original, signed copy on file

June 8, 2026