



2025 - 2028 Education Plan: (Year 2)

Accountability Statements

Message from the Board Chair

On behalf of the Board of Trustees for Grande Yellowhead Public School Division, I am pleased to present the 2025-2028 *Education Plan (Year 2)*. Over the past two years, more than half of GYPSD's students and staff have been displaced and scattered by wildfires from the east to the west end of the Division. During the Jasper summer of 2024 wildfire, 40% of our staff and many of our families lost their homes and all their possessions. Despite these challenges, the single focus from staff continues to be our students: their wellness, their academic success, and engagement in their learning. We thank all GYPSD staff for their commitment to student achievement while creating safe, welcoming, caring, respectful, and inclusive learning spaces. The 2025-2026 school year brings an exciting chapter for GYPSD as we welcome a new superintendent of schools, Mr. Kurt Scobie, in July, and a new Board of Trustees in October. The 2025-2028 *Education Plan (Year 2)* continues to support:

Goal 1: Every GYPSD student will graduate with the knowledge and skills to pursue their goals beyond high school.

Goal 2: First Nations, Métis, and Inuit students are successful.

Goal 3: Increase parental satisfaction in Education Quality and Engaged Student Learning in GYPSD by improving parental engagement.

Dale Karpluk

Dale Karpluk, Board Chair

Message from the Superintendent

Education is a human enterprise involving people working in service to others, where “learning is the work,” and the work to be achieved is detailed in the division's three year education plan.

Foundational to building the education plan is student performance as captured in our division's Annual Education Results Report (AERR), Provincial Achievement Test results (PATs), Diploma Exam results, and results from other data sources. The plan takes into account public stakeholder engagement and is brought before the GYPSD Board of Trustees for review and approval.

Inherently, the district's Education Plan is much more than a compliance document, in reality it serves as a roadmap for the division. A roadmap that outlines the division's goals, the strategies to achieve them, expected outcomes, and the resources needed to implement the plan. As such, schools throughout the division are expected to align their school level education plans with the division's three year Education Plan. Working together, to achieve our shared goals, is our best chance at making today's student aspirations tomorrow's reality.

Dennis Parsons

Dr. Dennis Parsons,
Superintendent of Schools



Left: Jackie Mines (Grande Cache), Melodie Bobilek (Lobstick), Jocelyn Pettitt (Edson & Area), Shirley Caputo (Hinton), Dale Karpluk (Jasper), Fiona Fowler (Edson & Area), and Dr. Dennis Parsons, Superintendent of Schools

Prepared under the direction of the Board in accordance with the responsibilities under the *Education Act*, the *Fiscal Planning and Transparency Act*, and Section L of the *2025/26 Funding Manual for School Authorities* 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 *2025-2028 Education Plan (Year 2)* on May 21, 2025.

Grande Yellowhead Public School Division (GYPSD) begins in the Hamlet of Evansburg, situated to the west of the Pembina River, along the Yellowhead Highway. From there, the school jurisdiction continues west through Yellowhead County to serve students in Wildwood, Niton Junction, Fulham, Edson, Hinton, Jasper, and Grande Cache.

VISION

Our Division endeavours to provide each Grande Yellowhead Public School Division (GYPSD) student with the opportunity to fulfill their potential and pursue their dreams.

MISSION

Every GYPSD student will graduate with the knowledge and skills to pursue their post-secondary goals.

OUR BOARD PRIORITIES

- Student Learning
- Teacher, Support Staff, and Leader Excellence
- Community Engagement
- System Health and Wellness

OUR CORE VALUES

- Rigour
- Integrity
- Courage
- Compassion

GYPSD provides educational programming and early learning opportunities for approximately 4,500 students, and employs approximately 600 staff across 17 school sites, five outreach centres, the Education Services Centre located in Edson, and the Hinton Learning Services Centre.

Program Options include:

- Flexible Learning Programs:
 - Outreach Centres in all five zones
 - Distance Learning and Specialized Course Access through paper or digital platforms
- Outdoor Classrooms
- Career Pathways: Aviation, Science and Technology, and Trade Exploration
- Off-Campus Experiences: Green Certificate, Work Experience, Registered Apprenticeship Program
- Supervised Home Education
- French Immersion
- Montessori
- Forest School Kindergarten
- Indigenous Culture and Language Partnership with the Hinton Friendship Centre
- International Student Program (in hiatus for Year 2 and 3)

STAKEHOLDER INPUT

Engaging with stakeholders – staff, parents, students and community members – serves as a meaningful way in which everyone can have a role in supporting education program decisions, student achievement and well-being. During the first two years of a Three-Year Education Plan, stakeholders are invited to provide feedback on the three local goals. A more extensive engagement plan in the third year helps to inform the next Three-Year Education Plan. GYPSD employs processes for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation.

Engagement at the Division occurs through multiple means and stakeholders are able to provide feedback on a range of issues, concerns and topics; this work includes:

School Councils

Schools engage with families through school councils which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing dialogue regarding student growth and achievement.

Teacher Advisory Groups

These conversations bring together teachers from across the Division around a strategic topic. Feedback from the conversation helps to inform next steps in support of student learning. Examples of these groups include Ed Tech Lead Teachers, Indigenous Leads, and Numeracy and Literacy Leads.

Leadership Groups

Conversations bring together principals from across the Division around a strategic topic. Feedback from the conversations help to inform next steps in support of student learning, teaching, and leadership. The outcomes from these conversations inform needed PD, which is facilitated by a District Leadership Team Professional Learning Committee. Additionally, monthly meetings with Senior Leadership occur between school and central office teams.

Health and Wellness Committee

The Health and Wellness Committee has representatives that include teachers, support staff, school and central leaders. The objective of the committee is to co-construct a culture where all employees enjoy and contribute to a welcoming, caring, respectful, and safe work environment.

Superintendent's Youth Council (SYC)

The SYC meets four times each year to discuss issues of importance to our youth. The students have the opportunity to interact with the Superintendent of Schools, Board of Trustees, and senior leadership to share their ideas and perspectives. They also have the opportunity to participate in additional leadership activities throughout the year including stakeholder engagement sessions.

Division-Wide Education Survey

Each year, GYPSD supplements stakeholder engagements with an online survey for parents/guardians, teachers, and high school students. The data helps to inform the Three-Year Education Plan. The GYPSD 2025 – 2028 *Education Plan* was informed by 593 respondents.

GOAL ONE:

Students are Successful



Local Goal: Every GYPSD student will graduate with the knowledge and skills to pursue their goals beyond high school.

Insights from local data and the 2024 AERR Results that inform this goal include:

- High school completion within five years is a needed focus and three-year completion has improved.
- PATs/DIPs have improved in both the acceptable and excellence measures but require attention.
- **Citizenship** shows a decline, especially within the grade 10 grouping.
- **Student Learning Engagement** is an essential focal point, especially with the grade 10 students.

Strategies

- Schools collect and review their data, and identify gaps through root-cause analysis. School improvement plans reflect the needs of students' learning and well-being and the actions the staff will take to attain the plan's goals.
- Principals regularly communicate the school's improvement goals and actions staff are taking.
- School administrators discuss the ongoing implementation of their targeted actions and share their school's progress toward their improvement goal(s) at regular principal meetings.
- GYPSD K-12 teachers receive one-on-one literacy and numeracy training with consultants.
- Principals provide observation feedback and coaching to support effective practice and continuous teacher growth.
- Professional development is specific to the new K-6 curriculum, aligned with assessment, evaluation, and reporting processes.
- High schools maintain a responsive student-at-risk document that tracks students at at-risk and intervention efforts.
- Capture information in a digital student dashboard to ensure awareness and follow-through.
- Staff, Family School Liaison Counselors, and mental health workers bring awareness to individual choices, behaviours, and attitudes required for personal wellness and success.
- Provide full-day/full-week kindergarten wherever possible.

Measures

- PATs
- Diploma Exams
- High School Completion Results
- Citizenship
- Student Learning Engagement
- Early Years Literacy & Numeracy Assessments
- HLATs

Outcomes

- Every GYPSD student graduates.
- Every high school student will know how to access their next pathway, and will have the skills and knowledge for success.

GOAL TWO:

First Nations, Métis, and Inuit Students in Alberta are Successful



Local Goal: The achievement gap between the results of self-identified First Nations, Métis, and Inuit and Division-wide results is closed.

Insights from local data and the 2024 AERR Results that inform this goal include:

- High school completion within three and five years is a needed focus, although it is greater than the province.
- Raising awareness of the opportunities afforded by post-secondary education.
- PATs/DIPs continue to require significant focus although Grade 9 PATs in both the acceptable and excellence measures are greater than the province.

Strategies

- Centralized Indigenous Pathways Team Consultant locates and provides culturally appropriate resources and facilitates professional development across the division.
- One Indigenous Pathways lead teacher in every school.
- Annual Jasper Indigenous Education Event for Alberta teachers.
- Deepen and expand Indigenous Foundational Knowledge in curricula.
- High school course selection aligns with diploma requirements and options for a career plan.

Support Community Partnerships

- Grande Cache Youth Connections
- Hinton Friendship Centre Society (this program is reliant on Federal funding)
- Edson Friendship Centre
- Relationships with local Elders and Knowledge Keepers

Measures

- PATs
- Diploma Exams
- Participation in 3 or more Diploma Exams
- High School Completion
- Rutherford Scholarship

Outcomes

- Indigenous students' results match their non-Indigenous peers.
- Indigenous students and their families feel welcomed and respected.

GOAL THREE:

Alberta's K-12 education system is well governed and managed.

Local Goal: Increase parental satisfaction in Education Quality and Engaged Student Learning in GYPSD by improving parental engagement.

Insights from local data and the 2024 AERR Results that inform this goal include:

- In both the Assurance and Division surveys, a disconnect is noted between what students and teachers reported and what parents perceived.
- **Education Quality** data indicated that parents of grade 10 students are concerned about transitions to high school.
- **Student Learning Engagement** data showed that this is an area of focus for Year 2.
- **Parental Involvement** data highlighted a need for greater participation in Year 2.

Strategies

- Digital access to attendance, grades, and assignments.
- GYPSD Good News Stories highlight the learning happening in schools.
- Principals consistently message their school vision and mission.
- The School Continuous Improvement Plan (SCIP) is communicated in parent-friendly language and identifies target specific actions.
- Parents receive regular updates on literacy and numeracy accomplishments and improvements.
- Board advocacy topics are informed by stakeholders.
- Board engagements are designed to inform stakeholders on advocacy efforts, priorities, and accomplishments, to demonstrate their responsiveness to local concerns.

Measures

- Education Quality
- Student Learning Engagement
- Parental Involvement
- Participation in Board Engagement Events
- Division - Wide Education Survey

Outcomes

- Parents will know the school's educational goals and strategies to achieve them.
- The disconnect between student/teacher results with parent results will decrease.



Resource Allocation

The initiatives in the *2025-2028 Education Plan (Year 2)* reflect the strategies developed by schools and central staff in support of student success. These are informed by the Division's Strategic Plan, the 2023-2024 Alberta Education Results Review (AERR) and the Education Ministry's 2025-2028 Business Plan along with ongoing engagement with students, families, staff and other stakeholders.



Key Initiatives

Budgetary decisions are constructed upon the four priorities of GYPSD with principal focus given to student learning. In 2025-2028, allocations in support of key initiatives include:

- Additional resources for full-day/full-week kindergarten where possible;
- Additional resources for literacy and numeracy from Kindergarten to Grade 12;
- A targeted allocation to allow for a continued emphasis on student mental health and resiliency;
- A specific allocation to address recommendations to education in the *Truth and Reconciliation Commission's 94 Calls to Action*; and
- Allocations in support of Instructional Leadership.



Implementation Plan

The key strategies in the *2025–2028 Education Plan (Year 2)* are informed by the Division's Strategic Plan, the 2023–2024 AERR, Education Ministry's 2025–2028 Business Plan, and on-going feedback from engagement with educational stakeholders. The process for monitoring progress and making adjustments to the *2025–2028 Education Plan (Year 2)* include:

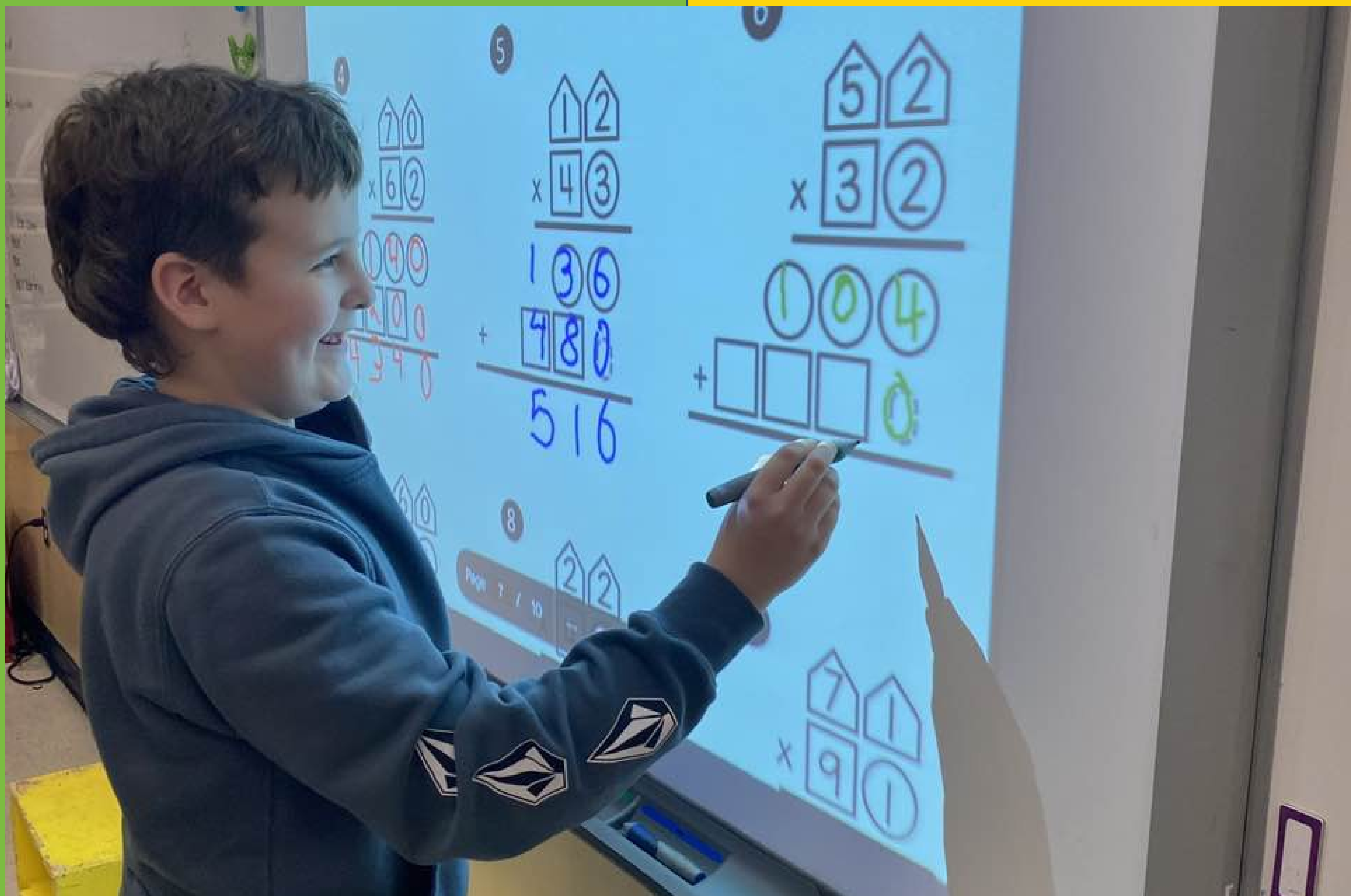
- **May 2025:** Transition plans are identified for all students; in particular, schools identify specific processes for students with special needs and students at risk.
- **August 2025:** School leaders review and adjust their **School Continuous Improvement Plan** (SCIPs) based on gap analysis of 2023–2024 data with school staff and School Councils.
- **September 2025:** High school leadership communicates processes for orientation, career pathway planning, and the criteria for attaining a high school diploma or certificate of achievement.
- **September 2025:** Principals begin to develop and communicate their ongoing **action plan** based on available data.
- **October 2025:** Complete a review and analysis of the data from the 2024–2025 Assurance Measures Survey with June 2025 Diploma Exams and PAT results, and the results from local measures.
- **October 2025 to February 2026:** SCIP presentation to the Board of Trustees.
- **May 2026:** Complete a review of local achievement measures including the Division-Wide Education Survey.
- **June 2026:** Complete a review of early literacy and numeracy at-risk results.

Budget

See GYPDS's [Budget](#) - also posted on the Division website at www.gypsd.ca.

Facilities

Please see GYPDS's [Capital Plan](#) - also posted on the [Division website](#).





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