



# RALSTON SCHOOL EDUCATION PLAN 2025- 2026

# Principal's Message

Ralston School is located on the Canadian Forces Base Suffield and has a diverse student population made up of British Military, Canadian Military, and Civilian children. Our students come from many different countries of origin including the UK, Ghana, Nepal, Nigeria, and Thailand as well as students from all across Canada. We celebrate the diversity and culture that our school has through various events and presentations that help us to get to know and appreciate each other more. Relationships are a key component of Ralston School.

We strive to create a Safe and Caring Environment for all of our students so that they feel a sense of belonging and community while they are with us. Ralston School works toward developing students that are respectful, make decisions with integrity and aspire for growth as a well rounded person. Our small class sizes allow for teachers and students to know each other and to support learning so that each student is meeting their potential through engaging learning opportunities.

Ralston Village offers big city facilities in a small, rural community setting. Our community partners help us to access various facilities such as the swimming pool, bowling alley, theatre, fitness center, and skating rink for all of our students. These facilities are embedded in our curriculum and are used on a regular basis.

Ralston School endeavors to provide a wide range of learning opportunities for our students that includes the outdoors and real-world experiences. Making learning meaningful through hands-on activities for our students helps them to feel engaged and motivated. We attempt to bring the Southern Alberta Experience to our students so they feel pride in where they are living and learning.

Principal, Jason Duchscherer

*Jason Duchscherer*



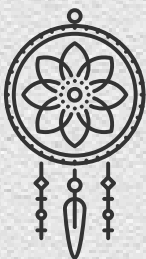
School Address: 17 Dugway Road Ralston, Alberta

School Phone Number: 403-544-3535



**54**

Student enrollment  
Junior Kindergarten to Grade 9



**4**

Self identified First Nations Metis Inuit  
students



**4**

English language learners (ESL)



**6**

Full-time equivalent certified teachers



**7**

Full-time equivalent support staff



**1**

Number of buses to the school

## **Vision**

Prairie Rose Public Schools sees a world where everyone is a learner and students & staff achieve more than they thought possible

## **Mission**

To unleash potential through a culture of learning

## **PRPS Core Principles**

-  **Connect**
-  **Create**
-  **Communicate**
-  **Care**
-  **Contribute**
-  **Challenge**



# Our Vision

Ralston School strives to create a safe and caring environment so that the child can develop to their full potential. With community collaboration, our sense of belonging helps children to celebrate their accomplishments. Together we are diverse, driven, and dynamic!

# Our Mission

Promoting skills such as independence, cooperation, resilience, and self-assurance helps children to become lifelong learners with high expectations wherever their journey takes them. Supporting students to become engaged and motivated in their own learning builds a strong foundation in which to build academic skills. Together our school grows to new heights!

# School Values

- Safe and Caring Environment
- Respect
- Growth
- Integrity



# Land Acknowledgement

## Treaty 4 and 7

Prairie Rose Public Schools acknowledges that we are situated on Treaty 7 and Treaty 4 territory, traditional lands of the Siksika, Kainai, Piikani, Stoney-Nakoda, and Tsuu T'ina as well as the Cree, Sioux, and the Saulteaux bands of the Ojibwa peoples. We also honour and acknowledge that we are on the homelands of the Métis Nation within Region 3.

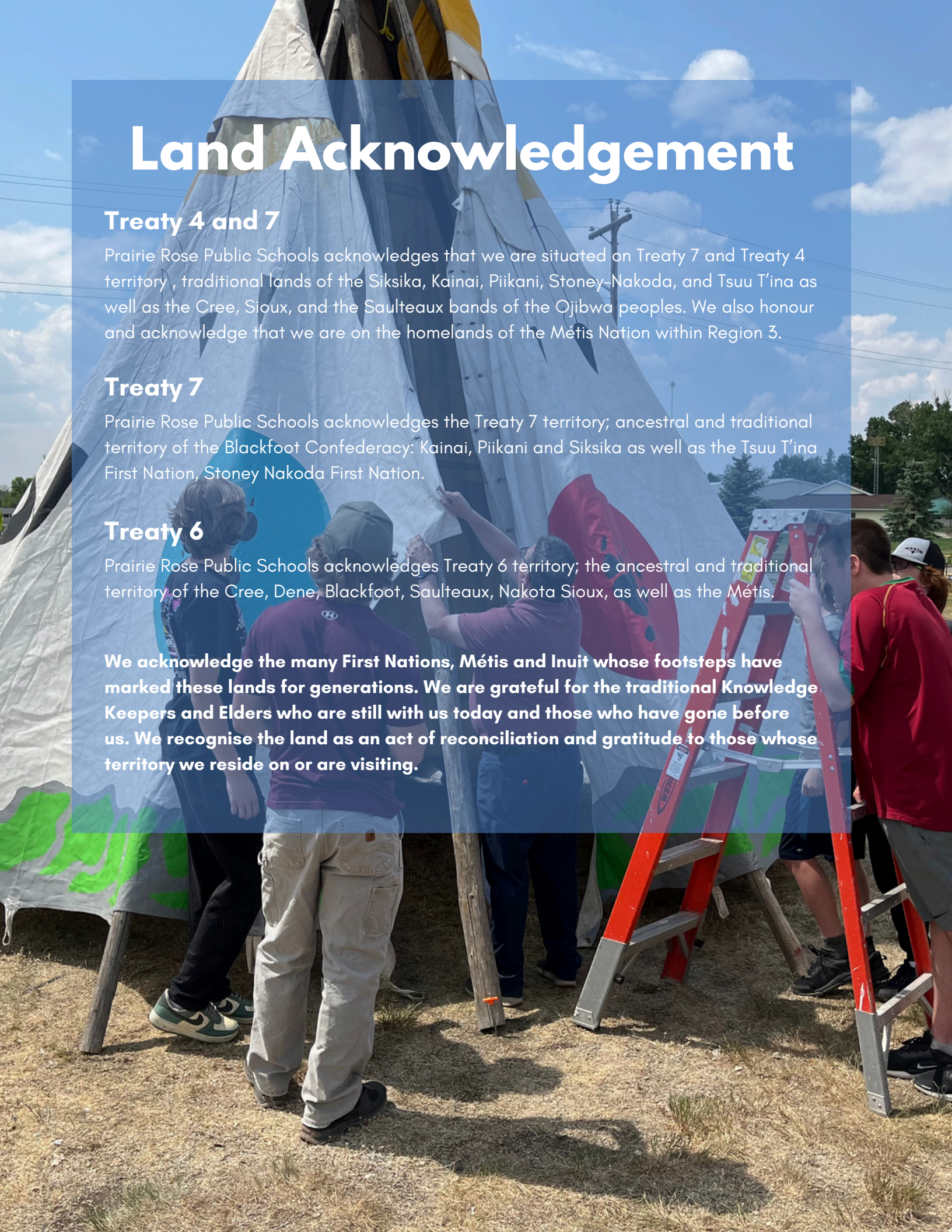
## Treaty 7

Prairie Rose Public Schools acknowledges the Treaty 7 territory; ancestral and traditional territory of the Blackfoot Confederacy: Kainai, Piikani and Siksika as well as the Tsuu T'ina First Nation, Stoney Nakoda First Nation.

## Treaty 6

Prairie Rose Public Schools acknowledges Treaty 6 territory; the ancestral and traditional territory of the Cree, Dene, Blackfoot, Saulteaux, Nakota Sioux, as well as the Métis.

**We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognise the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.**



## DOMAIN 1: Student Growth and Achievement

85.9% Student Learning Engagement

96.1% Citizenship

n/a 3-Yr High School Completion Rate

n/a 5-Yr High School Completion Rate

% PAT Acceptable

% PAT Excellence

n/a Diploma Acceptable

n/a Diploma Excellence

## DOMAIN 2: Teaching and Leading

95.9% Education Quality

## DOMAIN 3: Learning Supports

95.9% Welcoming, Caring, Respectful and Safe Learning Environments

90.7% Access to Supports and Services

## DOMAIN 4: Governance

100% Parental Involvement

## DOMAIN 5: Local and Societal Context

### Prairie Rose Possibilities

Our Learning from the Land project aims at supporting student learning through outdoor education experiences that link to the real world.

# Stakeholder Engagement



## Parents and School Council

- Yearly Parent Surveys to provide feedback
- Parent Council Meetings to maintain connection and an opportunity for feedback directly to the principal
- Participation in CTF / Options
- Volunteer opportunities within the school in a variety of Grades
- Participation in a wide variety of school events both in and out of the classroom (Mother's Day Tea, Welcome Back Breakfast, classroom learning showcases, Exhibition of Learning etc.)

## Teachers

- Monthly staff meetings to maintain communication
- Individual meetings to support and build lines of communication
- Regular informal visits to classrooms to see the wonderful learning that is happening
- Professional Growth Plan meetings to instill life long learning for all
- Conversations around curriculum and pedagogy
- Professional Learning opportunities with a focus on numeracy and literacy

## Support Staff

- Monthly staff meetings to maintain communication
- Individual meetings to support and build lines of communication
- Professional learning opportunities sought to build capacity
- Yearly feedback procedure in place

## Students

- Participation in yearly surveys
- Students on Ralston School and Community Small Farm Board and Jr. Beekeeper and Chicken Farmers
- Leadership Skill Development
- Monthly Assemblies focusing on our Values

## Community Groups

- Shared community events such as School Dances, The Terry Fox Run, Remembrance Day Ceremony, etc.
- Volunteer opportunities within the school
- Monthly Welfare Meetings with Key Community Partners
- Principal to have weekly tea at the Base for communication and connection

## Other

We have a wonderful partnership with both Canadian Forces Base Suffield and BATUS where the lines of communication are open. We work closely with both in regard to the use of community facilities, etc.

# Strategic ENGAGEMENT 24/25

UNLEASHING POTENTIAL



**OCT**

**TRUSTEE & SCHOOL  
LEADER SESSIONS**

OCT 9-11, 2024

**SCHOOL BASED  
ENGAGEMENT**

SI DAY NOV 8/STUDENT ROUND TABLES

**NOV**



**FEB**

**SCHOOL COUNCIL  
ENGAGEMENT**

FEB SCHOOL COUNCIL MEETINGS



**ENGAGE COMMUNITY  
PARTNERS**

CONNECT WITH STAKEHOLDERS

**MAR**



**MAY**

**LAUNCH NEW  
EDUCATION PLAN**

MAY 16, 2025



# What we learned from Stakeholder Engagement



## IGNITE MINDS

- Forward-thinking instruction has been implemented.
- Science of reading has helped close learning gaps.
- High-yield instructional strategies are effective.
- Curriculum implementation and support remain priorities.
- As a parent, strong core subject instruction matters most.
- Early numeracy support is essential for future success.

## KINDLE HEARTS

- Teach students the value of service and rural community roots.
- Increased SWC time is appreciated—student support is vital.
- Staff wellness leads to student success.
- Social-emotional learning is key to academic and personal growth.
- Connect learning to student and teacher interests—it supports well-being.



## FORGE FUTURES

- Continue Prairie Rose Possibilities—real-world, hands-on learning is impactful.
- Provide PD for all staff to support ongoing innovation.
- Ensure all students have support to access PRPS programming.
- We appreciate exciting programs reaching rural schools.
- Expand access to dual credit, career options, and financial literacy in all rural areas.

## TRUTH & RECONCILIATION

- Our students understanding already surpasses our own
- Land Based Learning in Prairie Possibilities is a great opportunity to incorporate Indigenous expertise
- Continued Board support addressing Calls to Action.
- More training and resources are needed.
- We have more to do, but it's good to see progress.





**Ignite  
MINDS**

## **OUTCOME:**

**We will ignite minds by creating cultures of academic excellence**

### **Strategy 1:**

**Vertical Curriculum Mapping using student work samples**

Vertical and horizontal curriculum maps using the Five In and Five Out strategy will be created by teachers across grade and subject levels at Ralston school. Student work samples will be collected and examined for degree to which outcomes are demonstrated. Instructional steps to improve student work to the next level of mastery will be identified and will include the development of assessments. This strategy is in response to the divisions previous AERR results and designed to ensure continuous improvement.

**Measures:** LENS, CC3, numeracy assessments, PAT's, Diplomas, teacher, school and division assessments

### **Strategy 2:**

**Use case study method to examine & drive instructional practice**

The Harvard case study method will be used to articulate classroom conundrums to help school staff solve academic achievement problems of practice. Colleagues will discuss problems of practice in subject matter groups to design exceptional learning environments for students.

**Measures:** LENS, CC3, numeracy assessments, PAT's, Diplomas, teacher, school and division assessments

### **Strategy 3:**

**Instructional rounds will be used to improve student academic outcomes**

Instructional rounds will be implemented to increase teacher collaboration and to leverage collective strengths to improve student academic achievement.

**Measures:** LENS, CC3, numeracy assessments, PAT's, Diplomas, teacher, school and division assessments

# FORGE

## FUTURES

**Futures will be forged by cultivating wonder and possibilities**

### **OUTCOME:**

#### **Strategy 1:**

**Aerospace, agriculture, trades, and community services and health career pathways will be refined and enhanced through program design**

Enhanced opportunities will be embedded into program design across the division. All students in the school will participate in the Agriculture Program and students in grades 6-9 have the chance to be on the Ralston School and Community Small Farm Board. Students in the younger grades have leadership opportunities through Jr. Beekeeper and Chicken Farmers. All students have the opportunity to participate in the VEX robotics program learning valuable coding and technology skills.

**Measures:** Alberta Assuurance School Surveys, student, parent, community and staff feedback through consultation and collaborative feedback sessions (surveys and round tables).

#### **Strategy 2:**

**Develop a portrait of a graduate that includes the PRPS 6C's identifying skills that assist students with securing future prospects**

Identifiable skills such as speaking, listening, financial management, career planning, job interviewing, social media, post-secondary applications, emotional and social intelligence will be integrated at age appropriate levels across the school experience and make up our division portrait of a graduate.

**Measures:** Alberta Assuurance School Surveys, student, parent, community and staff feedback through consultation and collaborative feedback sessions (surveys and round tables).



## OUTCOME:

**We will kindle hearts by prioritizing wellbeing, belonging and service**

### Strategy 1:

**School staff will intentionally design classroom experiences to include positive childhood experiences**

Positive Childhood Experiences (PCE's) act as an inoculation against adult adversity and can help counter the impact of Adverse Childhood Experiences (ACES). Further, PCE's are foundational to optimal childhood development and to adults who thrive (Bethall et al, 2019) and schools can have an instrumental impact in ensuring PCE exposure.

Ralston School is committed to intentionally cultivating Positive Childhood Experiences (PCE's) by designing exceptional learning experiences that capitalize on community partnerships and facilitate specific knowledge, expert skill development and broader conceptual transfer. Through deep respect for student strengths and research based responsive instruction, future prospects are enhanced.

The four of seven PCE's our work focuses on include: (1) enjoys participating in community traditions; (2) feels a sense of belonging in school; (3) feels supported by friends; and (4) has at least two non parent adults who took genuine interest in them. PCE's will be identified and named in every classroom and every school.

**Measures:** Alberta Assuurance School Surveys, student, parent, community and staff feedback through consultation and collaborative feedback sessions (surveys and round tables).

### Strategy 2:

**We will cultivate executive functioning skills from JK to grade twelve**

Improved executive functioning enhances the Prairie Rose Core Principles; connect, care, contribute, communicate, create and challenge. A continuum of age-appropriate skills will be implemented into classroom practices and procedures.

**Measures:** Alberta Assuurance School Surveys, student, parent, community and staff feedback through consultation and collaborative feedback sessions (surveys and round tables).

# Implementation Plan 2025/2026

## Ignite Minds

### Vertical and horizontal curriculum mapping

- Introduce the 5 in 5 out strategy at the division PD day on May 16th
- In August and September two school improvement days will be dedicated to the 5 in/5 out mapping for grade and subject levels which includes sharing a PD pack for school school leaders to guide implementation
- In October staff will bring student work samples that include below, at and above achievement criteria and identify instructional steps to move students to the next level based on the 5 in/5 out maps. Division staff will attend schools to support roll out.
- Throughout the school year Instructional Leads showcase best practice for teachers, professional learning opportunities and celebrations of high quality work (<https://bit.ly/prsd8newsletters> )
- Review of vertical and horizontal mapping and student exemplars will occur monthly in staff meetings, school improvement days, CRM meetings and IEP meetings
- Strategy progress will be updated during the committee board meetings

### Case Study Method

- Case studies depicting relevant problems of practice will be reviewed in each school leader meeting.
- PD packs will be created for administrators to utilize in staff meetings and SI days that include protocols guiding the use of the case study method with staff
- Review of case study method will occur a minimum of four times per year at each school in staff meetings, school improvement days, CRM meetings or IEP meetings
- Strategy progress will be updated during the committee board meetings

### Instructional Rounds

- Instructional Rounds will be organized at schools to further high quality instruction
- Staff will utilize an instructional round protocols to facilitate reflection and application to classroom practice
- Review of instructional rounds will occur in staff meetings, school improvement days, CRM meetings and IEP meetings
- Strategy progress will be updated during the committee board meetings

# Implementation Plan 2025/2026

## Kindle Hearts

### Positive Childhood Experiences (PCEs)

- Brain Story training from the [PALIX Foundation](#) will be completed by school leaders; training is available to all staff
  - Four of seven PCE's will be intentionally named and cultivated in every classroom and every school:
    - (1) enjoys participating in community traditions;
    - (2) feels a sense of belonging in high school (projects like Timeless Tales contribute to a sense of purpose and belonging);
    - (3) feels supported by friends; and
    - (4) has at least two non-parent adults who took a genuine interest in them (2x10 strategy to connect with students on a deeper level)
  - In professional growth plans teachers will share how PCE's will be incorporated into their year plans
  - PD packs will be shared at school leader meetings to provide a template for school leaders to roll out this strategy in their buildings
  - Review of PCE execution will occur monthly in staff meetings, school improvement days, CRM meetings and IEP meetings
  - Strategy progress will be updated monthly in the committee board meeting by school

### Executive Functioning Skills JK-12

- A continuum of age-appropriate skills will be implemented into routine classroom practice and procedures through the development of PD packs that include playbooks by division. PD packs and playbooks will be shared at school leader meetings to provide a template for school leaders to roll out this strategy in their buildings
- A review of executive functioning skill development will happen in staff meetings, school improvement days, CRM meetings and IEP meetings
- Strategy progress will be updated monthly in the committee board meeting by school

# Implementation Plan 2025/2026

## Forge Futures

### Career Pathways

- Junior High students will have access to job interviewing skills, and internship and mentorship opportunities through the AgPro program.
  - Hockey Academy option along with Sports Academy options
  - Drone Program in partnership with PRPS
- Junior high students will have the opportunity to complete six week mini courses to provide students with the opportunity to explore career opportunities.
  - AgPro Series: AgPro Business; AgPro Beef - From Conception to Consumption; AgPro Crops; AgPro Machinery & Technology; AgPro Farm Safe;
  - CTF Aerospace; CTF VEX Robotics; REIN
- Skills Alberta participation by all junior high schools
- Elementary students will be exposed to skills and opportunities that enhance future prospects.
  - Students to form Board of Directors for Ralston School and Community Small Farm
  - Ralston to join Isabel F Cox School for “Try New Things,” options
- Host festivals and Exhibition of Learning around the farm theme to display how the curriculum is tied into all farm activities.

### Portrait of a Graduate

- Introduce a Portrait of a Graduate. Identifiable skills such as speaking, listening, financial management, career planning, job interviewing, social media, post-secondary applications, emotional and social intelligence will be integrated at age appropriate levels across the school experience and make up our division portrait of a graduate. A digital dashboard of resources for skill implementation by grade level will be shared district-wide.

# Budgeting Priorities

## 2025-2026 Budget Summary

Ralston School creates a budget in alignment with division priorities to drive academic excellence, social and emotional wellbeing and deeper learning, while addressing the operational needs of the school. Teaching and Learning is the area the majority of our resources our utilized with the following priorities guiding our budgetary process:

## Ralston School Budget 2025-2026

		Total Amount	
	Staffing Purchased	\$290,229	
	Professional Development	\$1,500	
	Sub Costs	\$2,910	
	Supplies	\$19,200	
	Text Books and Library Books	\$1,500	
	Field Trips	\$5,000	
	Other (technology, daycare, agriculture program, miscellaneous)	\$76,390	
	Total Expenses Budgeted	\$396,729	



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