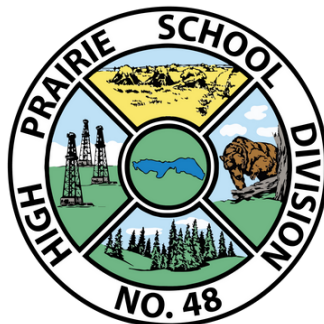


PRAIRIE VIEW OUTREACH SCHOOL 2024-27 EDUCATION PLAN (YEAR 2)



Mission

We provide secondary students an alternative learning environment that allows for flexible, individual pathways to success.

Vision

We support students in unlocking their personal potential and finding direction in life.
We measure success on an individual basis.

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MESSAGE FROM THE PRINCIPAL

At Prairie View Outreach School, we are committed to creating a joyful and flexible learning environment where students are encouraged to explore and develop their unique strengths and talents. Our goal is to foster a culture of flexible academic excellence, personal growth, and a strong sense of community, empowering students to take ownership of their learning, build self-confidence, and acquire the skills necessary to succeed academically, socially, and emotionally.

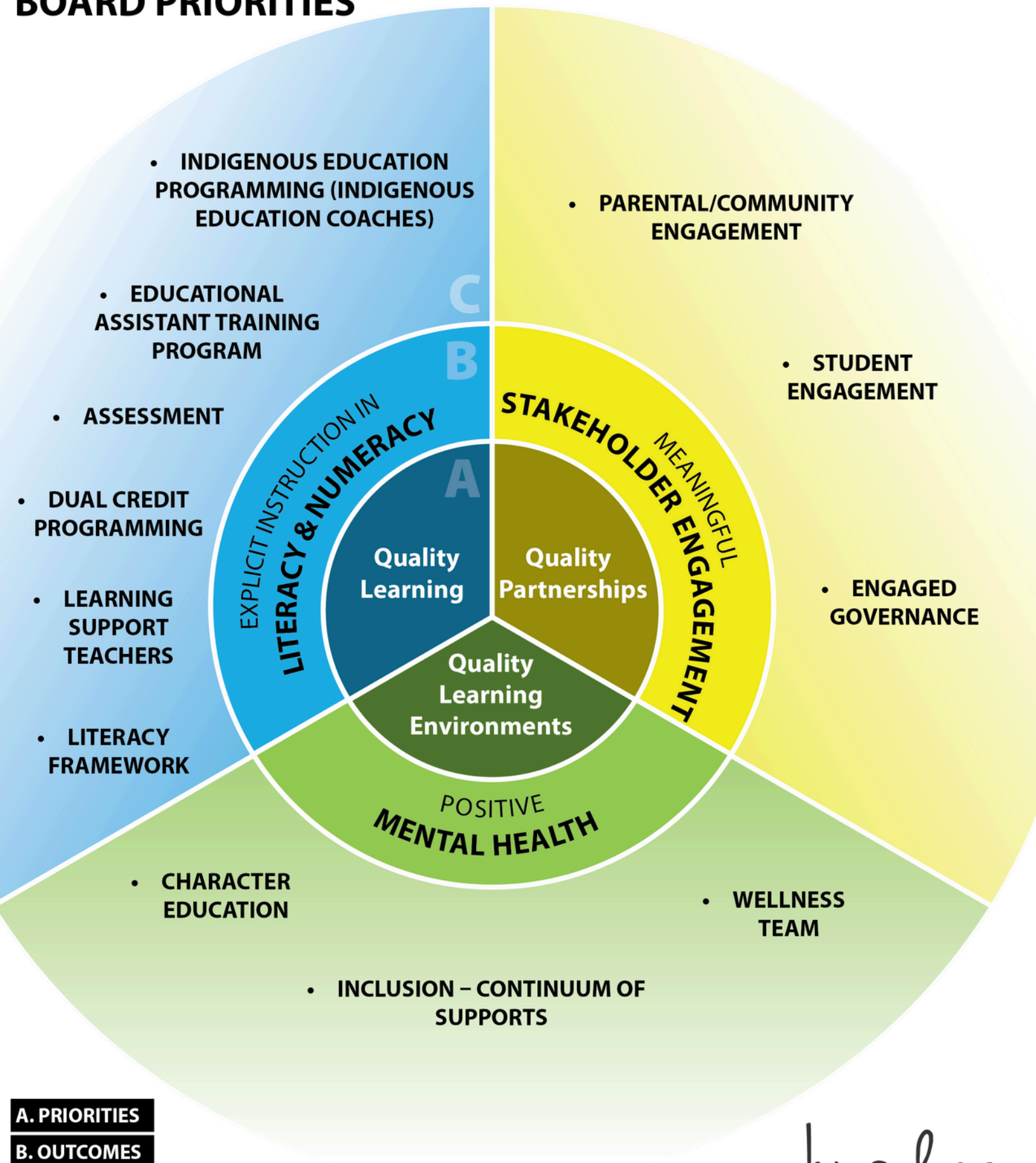
We pride ourselves on offering an alternative learning environment tailored to students whose needs are not fully met by a traditional school setting. Our approach is centred on providing flexible pathways to success that are designed to accommodate the unique circumstances and diverse learning needs of each student. Whether through personalized schedules, targeted support, or adaptable coursework, we ensure that every student has the opportunity to thrive in a way that suits them best. In our efforts to foster a deep sense of connection and belonging, we collaborate closely with our Indigenous Education Coaches and Elders, integrating Indigenous knowledge and teachings into our programs. This collaboration helps our students feel grounded in their cultural heritage, connected to the land, and supported by their community. By incorporating traditional wisdom and modern educational practices, we aim to create a holistic learning environment where students not only grow academically but also spiritually and emotionally. Our commitment to collaborative learning extends beyond our school, as we work closely with E.W. Pratt High School to offer our students additional learning opportunities. We blend our students into E.W. Pratt's options classes, providing access to a broader curriculum and helping those who need additional courses that may not fit within their regular schedules. In turn, we also support E.W. Pratt students who may face scheduling conflicts by helping them enroll in classes at Prairie View Outreach, ensuring that all students have the opportunity to pursue their academic goals without barriers.

For preparing students for success in post-secondary education, careers, and beyond, students have access to a diverse range of academic programs and support services that meet the varied needs and interests of our students. Our dedicated staff takes pride in cultivating a sense of unity and belonging, working diligently to ensure that every student feels valued and connected within a supportive, inclusive school environment.

At Prairie View Outreach School, we are a community of learners, educators, and families, committed to respect, appreciation, inclusivity, and excellence. With our focus on individualized, culturally responsive education, we strive to create a supportive, flexible, and inclusive environment where every student feels empowered to succeed, and that students leave our school ready to embrace the opportunities and challenges of the future.

Hassan Bouakir, Principal
Jaime Erasmus, Vice Principal

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



- A. PRIORITIES**
- B. OUTCOMES**
- C. STRATEGIES**

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**PRINCIPAL / VICE-PRINCIPAL
HASSAN BOUAKIR / JAIME ERASMUS**

ABOUT US

PRAIRIE VIEW OUTREACH, A PART OF HIGH PRAIRIE SCHOOL DIVISION, IS LOCATED IN THE TOWN OF HIGH PRAIRIE IN NORTHERN ALBERTA WITHIN BIG LAKES COUNTY. IT IS LOCATED AT THE JUNCTION OF HIGHWAY 2 AND HIGHWAY 749, APPROXIMATELY 371 KILOMETRES NORTHWEST OF EDMONTON AND 118 KILOMETRES WEST OF SLAVE LAKE.

OUR SCHOOL OFFERS AN ALTERNATIVE LEARNING ENVIRONMENT TO A STUDENT POPULATION OF APPROXIMATELY 109 STUDENTS IN GRADES 9 TO 12 AS WELL AS APPROXIMATELY 27 STUDENTS WHO BLEND WITH PVO FROM EW PRATT, KINUSO, AND ROLAND MICHENER SCHOOL. PROGRAMMING IS INDIVIDUALIZED, FLEXIBLE, AND OFFERED WITHIN A SMALL, PERSONAL SETTING. THE COMMUNITY OFFERS A WIDE VARIETY OF AMENITIES AND OUR SCHOOL TAKES ADVANTAGE OF THE ACCESS WE HAVE TO THOSE AMENITIES INCLUDING AN INDOOR POOL, CURLING RINK, AND SKATING RINK. THIS IS IN ADDITION TO FACILITIES LOCATED IN OTHER SCHOOLS OPERATED BY HIGH PRAIRIE SCHOOL DIVISION.

ABOUT THE PLAN

THIS PLAN HAS BEEN DEVELOPED IN CONSULTATION WITH TEACHERS, COACHES, SUPPORT STAFF AND STUDENTS. WE HAVE CONTINUED TO HAVE LESS CONSULTATION AND COLLABORATION OPPORTUNITIES WITH FAMILIES AND COMMUNITIES THIS YEAR. ENGAGING OUR SCHOOL COMMUNITY IN THE PLANNING IS BUILT INTO STRATEGIES IN THE UPCOMING SCHOOL YEAR.

SUCSESSES

- STAFF RESILIENCE, PROFESSIONAL LEARNING AND FLEXIBILITY
- MOST COURSES EXCEPT FOR MATH AND A FEW CTS NOW FULLY ONTO GOOGLE CLASSROOM.
- WERE ABLE TO VISIT OTHER OUTREACH SCHOOLS THROUGH PD TO GET NEW IDEAS AND FIND WAYS TO IMPROVE.
- WORKED COLLECTIVELY TO OVERCOME CHALLENGES AS THEY AROSE.
- VERY COLLABORATIVE GROUP, ABLE TO SPEAK OPENLY AND MAKE DECISIONS TOGETHER.



- STUDENT RESILIENCE, PERSEVERANCE AND ACADEMIC ACHIEVEMENT
- HIGH LEVEL OF PARTICIPATION IN EDUCATIONAL EVENTS INCLUDING INDIGENOUS EDUCATION EVENTS AND FIELD TRIPS.
- SKATING, SWIMMING, SKIING, BOWLING, CURLING AND GOLFING TRIPS HAVE HELPED BUILD COMMUNITY AND STRENGTHEN RELATIONSHIPS AS WELL AS ADDING VARIETY TO PE.
- CHANGING TO A QUARTERS SYSTEM HAS RESULTED IN BETTER STUDENT PACING.
- DEVELOPMENT OF STUDENT TRACKING SHEETS TO HELP STUDENTS PACE THEMSELVES.
- MOVEMENT OF ACADEMIC 30 LEVEL TO EWP HAS RESULTED IN HIGHER STUDENT SUCCESS IN DIPLOMA COURSES.
- SEVEN GRADUATES THIS YEAR!!! FOR PVO, THIS IS A HUGE NUMBER SO WE ARE VERY PROUD.



CONTINUED STUDENT SUPPORTS

CONSISTENCY IN PROGRAM DELIVERY INCLUDING WELLNESS, INDIGENOUS EDUCATION COACHES (IEC), CAREER COACH, DIVISIONAL PSYCHOLOGIST WHO PROVIDES STUDENT ASSESSMENT AND COUNSELLING, AND SUPPORT FOR TEACHERS IN ADDRESSING STUDENT NEEDS

- **SHARING CIRCLES, SMUDGING**
- **BOWLING, GOLF, BASKETBALL, SKATING, SWIMMING, SKIING**
- **HOT BREAKFASTS, COOKING CLASSES**
- **EDUCATIONAL AND CAREER PLANNING**
- **BUILDING STRONG RELATIONSHIPS WITH STUDENTS**
- **HAND GAMES TEAM PRACTICE AND COMPETITION**
- **JOINING WITH EW PRATT TO HAVE MORE BLENDED STUDENTS TO INCREASE COURSE AND OPTION AVAILABILITY. MANY STUDENTS WENT TO EWP FOR PHYS ED AND OTHER OPTIONS.**



INDIGENOUS EDUCATION FOR RECONCILIATION

- WITH THE SUPPORT OF THE IEC, THE SCHOOL HAS CONTINUED TO HAVE SMUDGING/SHARING CIRCLES WITH TEACHERS TAKING THE LEAD ON OCCASION, AND STUDENTS EARNING CREDITS IN A SMUDGING COURSE.
- CHARACTER EDUCATION OF TIPI TEACHINGS COMPLETED (3 CREDITS) HAS HELPED US BUILD A MORE HARMONIOUS CLASSROOM WITH HIGH ACADEMIC AND BEHAVIOURAL EXPECTATIONS.
- HIDE SCRAPING, TANNING, AND MOCCASIN MAKING WITH AN ELDER.
- ORANGE SHIRT DAY AND MMIP TEACHING, RECOGNITION AND ACKNOWLEDGMENT.
- MEDICINE GATHERING (RAT ROOT), MEDICINE WALK.
- TRAPPING LESSON, SKINNING A BEAVER WITH AN ELDER.
- HAND GAMES PRACTICE AND COMPETITION REALLY BROUGHT US TOGETHER AS A TEAM AND BUILT RELATIONSHIPS BETWEEN STUDENTS AND WITH STUDENTS AND STAFF.
- LAND TO TABLE COOKING MAKING ELK LASAGNA.



SAFE AND CARING ENVIRONMENT

BREAKFAST AND LUNCH PROGRAM - FOOD IS ALWAYS AVAILABLE TO ANY STUDENT.

RELATIONSHIP BUILDING - INCREASED CLARITY ABOUT WHAT A STUDENT NEEDS TO HAVE IN PLACE IN ORDER TO LEARN.

FLEXIBLE WITH INDIVIDUAL CIRCUMSTANCES AND WORK AROUND THE STUDENT'S SITUATION. THIS IS WHERE WE EXCEL THE MOST, WITH ALL PARENTS AGREEING TEACHERS CARE ABOUT THEIR CHILD AND THAT THE CHILD IS SAFE AT SCHOOL.

CHALLENGES

STUDENT ENGAGEMENT, ATTENDANCE AND ACADEMIC PROGRESS/SUCCESS

- **ENROLLMENT OF STUDENTS WHO HAVE BEEN OUT OF SCHOOL FOR A SIGNIFICANT TIME; LARGE SKILL DEFICITS AND DIFFICULTY RE-ENGAGING IN ACADEMIC WORK.**
- **MEETING THE EDUCATIONAL NEEDS - PARTICULARLY OF BASIC LITERACY AND NUMERACY SKILLS - OF EACH OF OUR STUDENTS WHO COME TO US IN MULTIPLE GRADES WITH A BROAD RANGE OF SKILL LEVELS, AND DIVERSITY OF LEARNING NEEDS.**
- **OBVIOUS AND CONTINUED INCREASE IN STUDENT MENTAL HEALTH ISSUES AND ADDICTION.**
- **NEED TO MAKE BETTER USE OF OUR WELLNESS COACH.**

STAFF RESILIENCE, PROFESSIONAL LEARNING AND FLEXIBILITY

- **DELAY IN RECEIPT OF JORDAN'S PRINCIPLE FUNDING MEANT WE DID NOT HAVE OUR SECOND EA THIS YEAR.**
- **LACK OF PD OPPORTUNITIES FOR OUTREACH SETTINGS.**

PARENT ENGAGEMENT

- **FEW PARENTS ARE RESPONDING TO THE SURVEY, ALTHOUGH MORE THAN LAST YEAR.**
- **CHALLENGES IN CONTACTING PARENTS WHO ARE NON-RESPONSIVE. WE HAD MANY PARENTS ATTEND DURING ENROLLMENT, BUT PTI ATTENDANCE IS EXTREMELY LOW AND CONTACTING PARENTS IS VERY DIFFICULT.**

RESULTS OF THE SUCCESSES/CHALLENGES

- **STRONGER RELATIONSHIPS AND SENSE OF COMMUNITY AND PRIDE IN OUR SCHOOL.**
- **PLAN TO GET BETTER CONTACT INFORMATION UPON STUDENT REGISTRATION TO ENSURE WE CAN CONTACT PARENTS, INCLUDING NUMBERS THAT CAN RECEIVE TEXT MESSAGES.**
- **OUR PACING AND QUARTERS SYSTEM RESULTED IN 7 GRADUATES THIS YEAR.**
- **GREATER COLLABORATION WITH EW PRATT SCHOOL TO ALLOW FOR BROADER OPTIONS COURSE OFFERINGS.**
- **MOVEMENT OF 30 LEVEL ACADEMIC COURSES TO EW PRATT TO ALLOW FOR BETTER CLASS DISCUSSION AND PREPARE STUDENTS TO RE-ENTER THE CLASSROOM IN POST SECONDARY.**
- **THIS WAS THE FIRST YEAR WITH NO JUNIOR HIGH STUDENTS. WE DID HAVE SEVERAL ASKING ABOUT COMING, WE NEED CLEARER GUIDELINES FOR WHAT JUNIOR HIGHS CAN DO AS AN ALTERNATIVE.**

EFFECTIVE COMMUNICATION

STRATEGIES

- Messaging out:
 - a. Update and distribute PVO's Handbook each year; post on our website and provide links to the handbook on the school's Facebook page.
 - b. Push pertinent information about school activities, student successes and invitations to students and families using Messenger (email, text and phone), and the school's Facebook page.
 - c. Celebrate successes publicly using HPSPD's communication officer, South Peace News, and the school's FB page.
- Inviting in:
 - d. Invite families to participate in PVO events such as Thanksgiving, Christmas and family awards night.
 - e. Find alternative more attractive alternatives to Parent Teacher Interviews which have extremely low attendance (0-2 parents per night).
 - f. Work with the IEC to invite Elders and Knowledge Keepers into the school to share cultural knowledge and traditions.
- Student Involvement in the Community:
 - g. Actively seek out opportunities for students to volunteer/work in the community accessing the skills and resources of the Wellness Coach, the Indigenous Education Coach and the Career Coach.
 - h. Work with elementary school to find opportunities for mentorship or volunteering with the younger students.

• ACCOUNTABILITY PILLAR SURVEY MEASURES

- INCREASE THE NUMBER OF PARENTS WHO COMPLETE THE SURVEY TO A LEVEL WHERE THE RESULTS WILL BE REPORTED.

SUCCESS FOR EVERY STUDENT

STRATEGIES

- Meet students where they are; provide an individualized plan for each to reach their goals. Differentiate plans to suit each student's preferred pace, skills, and personal life situation.
- Develop specific Success Plans and Individual Educational Plans for students who need extra support, accessing the expertise of the LST.
- Ensure students are successful in their first few assignments to build confidence.
- Use Knowledge & Employability courses (K&E) as skill-building courses to develop a growth mindset and build upon success.
- Apply formative assessment strategies, particularly in giving timely, specific and descriptive feedback to all students but in particular those who are working offsite.
- Connect regularly with offsite students and families to keep them connected to the school and engaged in schoolwork and activities.
- Offer condensed academic and CTS workshops to support course completion (Red Cross First Aid; Fashion (ribbon skirts, and other one-day projects) for example.
- Support blending with E.W. Pratt for students to access CTS courses we are unable to deliver (Industrial Arts and Cosmetology, and Art for example).
- Address student needs at Collaborative Response Team meetings.
- Make referrals to the HPSD Student Services Team and external student support and mental health experts, as needed.
- Promote the use of the library to encourage reading for pleasure.
- Continue focus on vocabulary development, summarization and goal setting.
- Staff continue to develop professionally to support student learning.

PERFORMANCE MEASURES

- ACCOUNTABILITY PILLAR SURVEY
 - MAINTAIN THE PERCENTAGE OF TEACHERS, PARENTS AND STUDENTS SATISFIED WITH THE OVERALL QUALITY OF BASIC EDUCATION AT 90% OR HIGHER.
- SCHOOL MEASURE
 - INCREASE COURSE COMPLETIONS/CEUS PER STUDENT TO RESTORE TO 2019-2020 LEVELS OF 900 CREDITS PER YEAR..
 - INCREASE LIBRARY CIRCULATION WITH A FOCUS ON READING FOR PLEASURE FROM 2022-2023 LEVEL OF ONLY 12 ITEMS CHECKED OUT TO ONE ITEM FOR EVERY STUDENT REGISTERED.

BOARD OUTCOME: MENTAL HEALTH

INCLUSIVE, WELCOMING, CARING, RESPECTFUL AND SAFE ENVIRONMENT

STRATEGIES

- Meet with each family upon registration to develop plans.
- Work closely with Wellness Coach to address all aspects of student wellness with particular emphasis on mental health education and support.
- Access divisional support as needed (psychologist, etc).
- Access and deliver professional development on mental health with a particular focus on effects of trauma on learning and behaviour.
- Each staff member develops relationships with students and families.
- Work with the wellness coach to develop strategies for students to connect not only to staff but to each other.
- Work with the communications officer to engage students in revisiting the school mission and vision; create motto; select school logo and colours.

PERFORMANCE MEASURES

ACCOUNTABILITY PILLAR SURVEY

- - MAINTAIN THE PERCENTAGE OF TEACHERS, PARENTS AND STUDENTS WHO AGREE THAT STUDENTS ARE SAFE AT SCHOOL AND THAT TEACHERS CARE ABOUT THEIR CHILD AT 100%.
 - INCREASE THE PERCENTAGE OF TEACHERS, PARENTS AND STUDENTS WHO AGREE THAT STUDENTS ARE TREATED FAIRLY IN SCHOOL FROM 84% TO OVER 90%.
- HPSD STUDENT SURVEY
 - MAINTAIN PARTICIPATION TO ENSURE STATISTICAL VALIDITY AT 20+ STUDENTS.
 - INCREASE THE PERCENTAGE OF OUR STUDENTS WHO BELIEVE THEY ARE TREATED FAIRLY FROM 83% TO OVER 90%;
 - INCREASE THE PERCENTAGE OF STUDENTS WHO HAVE AT LEAST ONE TEACHER OR ANOTHER ADULT WHO REALLY WANTS THEM TO DO WELL FROM 90% TO 95%;
 - INCREASE THE PERCENTAGE OF STUDENTS WHO FEEL THEY BELONG AT SCHOOL FROM 78% TO OVER 90%;
 - MAINTAIN THE PERCENTAGE OF STUDENTS WHO DON'T AGREE THAT BULLYING IS A COMMON EXPERIENCE AT PVO AT 100%;