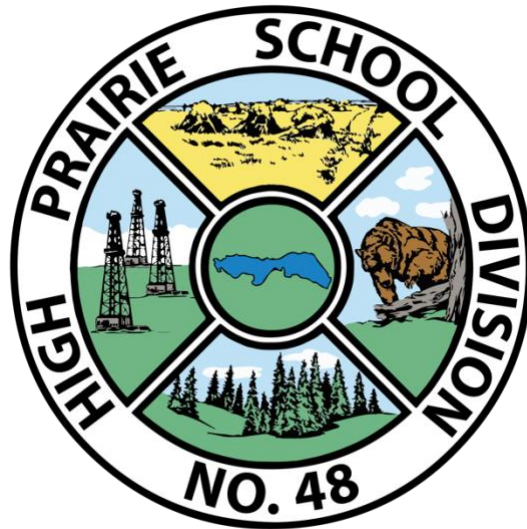




Prairie View Outreach School

2020-23

Three-Year Education Plan

and

2019-20

Annual Education Results Report



Principal's Message

Prairie View Outreach is located in the Town of High Prairie in Northern Alberta within Big Lakes County approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

Our students come to us from the Town of High Prairie, the surrounding agricultural community as well as several Metis Settlements and First Nations communities (East Prairie, Peavine, Gift Lake, Sucker Creek, Driftpile and Kapawe'no).

Some of our students attend full time, others attend several times per week and some work almost entirely off-site, coming to school to submit work and get any necessary support from teachers.

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.

At Prairie View Outreach School:

- We provide secondary students grades 7-12 an alternative education model offered within a small, personal setting that allows for flexible, individual pathways to success. We provide a welcoming environment that serves students for whom mainstream environments have been less successful, and also for students who choose to work in an alternate environment because of personal circumstances. Prairie View Outreach also provides a degree of programming flexibility for students who are enrolled at E. W. Pratt High School as their primary school.
- We support students in unlocking their personal potential and finding direction in life.
- We measure success on an individual basis - each student has his/her own personal goals that we support them in attaining.

Prairie View Outreach has a teaching staff of 1.5 FTEs, a .6 FTE principal, one FTE administrative assistant and 1 FTE educational assistant. We are additionally supported by a Learning Support Teacher we share with E.W. Pratt High School, an Indigenous Education Coach and a Career Coach.

Our teachers use a combination of Alberta Distance Learning instructional materials, Locally Developed Courses, and personally-developed materials to instruct and assess upwards of 150 courses across the secondary grade levels. In addition to core courses, these courses include CTS courses, Work Experience, and Phys Ed. Our students also have access to Dual Credit courses.

Ribbon Skirt sewing



Moose Hide Campaign



Staff List

Name	Position
Jamie Babcock	Principal
Eathel Carmichael	Teacher - Humanities
Gary Lewis	Teacher - Science/Math
Jocelyn Pugh-Runzer	Teacher - Jr. High
Christine Cardinal	Educational Assistant
Valene Fisher	Admin Assistant
Ken Janzen	Career Coach
Patrick Larade	Learning Support Teacher
Jamie Chalifoux	Indigenous Education Coach

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Prairie View Outreach School			Alberta			Measure Evaluation	
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement
Safe and Caring Schools	Safe and Caring	86.5	91.3	92.7	89.4	89.0	89.2	High	Maintained
Student Learning Opportunities	Program of Studies	60.5	60.7	62.7	82.4	82.2	82.0	Very Low	Maintained
	Education Quality	89.2	82.8	89.8	90.3	90.2	90.1	High	Maintained
	Drop Out Rate	36.7	36.3	26.0	2.7	2.6	2.7	Very Low	n/a
	High School Completion Rate (3 yr)	10.1	0.0	5.1	79.7	79.1	78.4	Very Low	Maintained
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	25.0	25.0	n/a	73.8	73.6	n/a	n/a
	PAT: Excellence	n/a	10.7	10.7	n/a	20.6	20.0	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	53.8	51.9	n/a	83.6	83.4	n/a	n/a
	Diploma: Excellence	n/a	7.7	3.8	n/a	24.0	23.5	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.4	56.3	55.6	Very Low	Maintained
	Rutherford Scholarship Eligibility Rate	39.5	50.0	43.8	66.6	64.8	63.5	Very Low	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	7.9	31.6	31.6	60.1	59.0	58.5	Very Low	Declined
	Work Preparation	41.7	n/a	71.4	84.1	83.0	82.7	Very Low	Declined
	Citizenship	75.3	69.8	68.5	83.3	82.9	83.2	Intermediate	Maintained
Parental Involvement	Parental Involvement	78.3	n/a	88.6	81.8	81.3	81.2	Intermediate	Maintained
Continuous Improvement	School Improvement	87.5	84.7	81.5	81.5	81.0	80.9	Very High	Maintained

OUTCOME 1: HPSD STUDENTS ARE SUCCESSFUL

Exam data is suppressed because of low numbers of students writing exams.

As an outreach school, our programming is built around the needs of each individual student. The student population varies from year to year. Students are encouraged to transition into traditionally delivered programming at the high school when they have experienced success at the outreach.

Literacy

We are continuing to implement the literacy plan developed over the course of the last school year as outlined below:

1. Focus on Reading: The primary strategies of the plan are:
 - a. Administering, collecting and reviewing OCA data
 - b. Administering a reading attitude survey in the fall and again in the spring
 - c. Integrating high yield vocabulary development and summarizing strategies into the ADLC course materials;
 - d. Teaching before, during and after reading strategies as we work with students one-on-one or in small groups in all courses, core and complementary
 - e. Promoting reading through the use of our library and online resources (Soraapp)
 - f. Creating a visually literacy-rich environment
 - g. Articulating literacy interventions on the school's pyramid of interventions, including universal strategies such as Google Read-Write and working with an educational assistant
2. Integrate reading strategy instruction/assignments into each course; review progress regularly
3. Focus on Writing
 - a. Increase the quantity of writing done in each course with a corresponding increase in feedback.

Numeracy

- We IXL math with all of our Jr. High students and most of our students who are enrolled in lower level high school math courses. This year, we have 20 licenses and have begun using them with 13 students so far. Daily use of IXL math can support foundational mathematics knowledge and skill, and support a positive view of math.
- We use the K&E courses as skill-building courses to develop a growth mindset and build upon successes.
- MIPI is administered in all grades 7-10
 - Data is organized and transcribed for analysis by teachers to inform instruction
 - Numeracy interventions are articulated on the school's pyramid of interventions
 - Students engage with quantitative or spatial information in all curricula
 - Students will engage in numeracy-rich discussions and activities in all subject areas
 - Most of our on-site students have opportunities to take CTS Foods courses and will apply basic math skills to the recipes they find and use.

Assessment

Our assessment focus is on increasing formative assessment strategies both in a classroom setting and in the virtual Classroom setting. We are intentional about giving timely, specific and descriptive feedback. We are learning how to use assessment strategies more effectively for students who work off-site. Teacher's review ADLC course materials to ensure alignment with curriculum, and that the materials demonstrate connections between formative assessments and next instructional steps. Gradebooks/records demonstrate a collection of data that balances formative and summative assessments.

Inclusion

All learning at PVO is differentiated, individualized to suit each student's pace, skills and abilities, personal life situation, etc. We do our best to meet our students academically, socially and emotionally where they are when they come to us and support them in reaching their goals.

Our LST, who is on-site one or two half-days per week, regularly observes in the classroom and also regularly engages in coaching conversations with staff to ensure the needs of all the students are being met. He has provided professional development on such topics as assistive technology and IPP development in a timely fashion either after school or during regularly scheduled PD Days. He supports our staff and students in developing student success plans, and has worked with us to develop and update [PVO's Pyramid of Interventions](#). Other aspects of our routines and procedures that support inclusion is using breakout rooms for private work areas and allowing for a choice in seating in the classroom.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.														
	School					Authority					Province			
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018
3 Year Completion	33.6	0.0	15.4	0.0	10.1	64.2	62.1	62.7	64.5	59.6	76.5	78.0	78.0	79.1
4 Year Completion	*	33.5	0.0	12.8	10.5	69.8	69.6	67.5	68.8	70.8	81.0	81.2	82.6	82.7
5 Year Completion	*	52.5	40.6	7.3	11.4	73.1	72.1	73.2	70.6	70.5	82.1	83.2	83.4	84.8

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18														
	School					Authority					Province			
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018
Drop Out Rate	0.0	10.4	31.1	36.3	36.7	3.1	5.0	5.5	6.2	6.3	3.2	3.0	2.3	2.6
Returning Rate	25.1	n/a	34.9	7.1	19.4	25.3	6.3	25.0	25.0	13.5	18.2	18.9	19.9	22.7

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.														
	School					Authority					Province			
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018
4 Year Rate	*	34.4	0.0	12.8	0.0	36.7	39.5	42.2	33.2	38.4	37.0	37.0	39.3	40.1
6 Year Rate	*	*	*	31.6	7.9	50.8	51.6	54.6	52.8	52.7	59.4	57.9	58.7	59.0

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.														
	School					Authority					Province			
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	18.8	37.5	*	50.0	39.5	46.7	49.9	51.6	50.1	48.9	60.8	62.3	63.4	64.8

Rutherford eligibility rate details.								
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible
2015	16	2	12.5	3	18.8	1	6.3	3
2016	8	2	25.0	2	25.0	0	0.0	3
2017	5	*	*	*	*	*	*	*
2018	14	3	21.4	6	42.9	0	0.0	7
2019	38	11	28.9	9	23.7	2	5.3	15

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province			
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018
% Writing 0 Exams	100.0	100.0	100.0	100.0	89.9	31.3	35.1	28.7	29.2	32.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	0.0	0.0	0.0	0.0	10.1	68.7	64.9	71.3	70.8	67.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	0.0	0.0	0.0	0.0	10.1	63.0	63.1	66.8	67.3	63.3	81.2	82.0	82.3	83.0
% Writing 3+ Exams	0.0	0.0	0.0	0.0	0.0	39.7	47.5	47.6	48.0	43.9	64.7	65.2	66.1	66.8
% Writing 4+ Exams	0.0	0.0	0.0	0.0	0.0	29.0	35.0	36.6	36.2	33.9	54.6	54.9	55.7	56.3
% Writing 5+ Exams	0.0	0.0	0.0	0.0	0.0	17.2	25.0	25.2	23.2	16.9	37.1	37.5	37.8	38.7
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	5.3	9.7	8.1	7.1	4.4	13.8	13.6	13.9	14.2

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

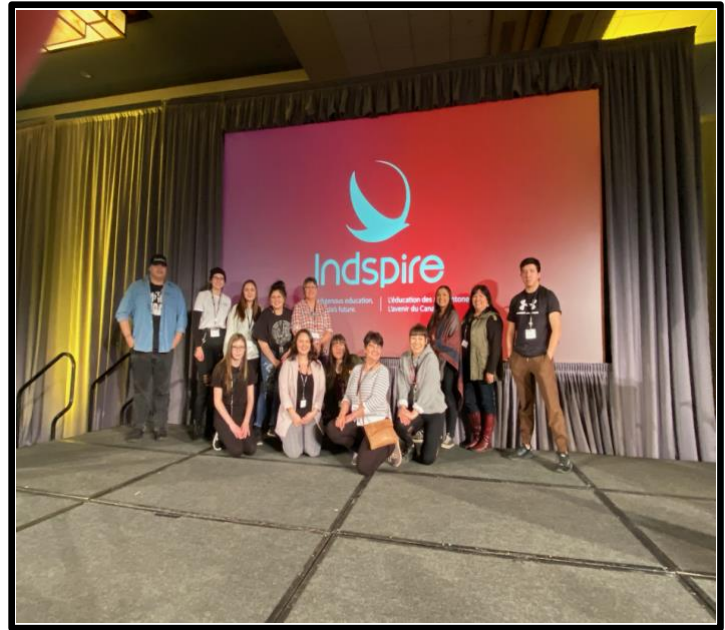
	School					Authority					Province			
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018
English Language Arts 30-1	0.0	0.0	0.0	0.0	0.0	30.5	36.2	39.8	40.0	33.7	53.2	54.0	55.0	56.3
English Language Arts 30-2	0.0	0.0	0.0	0.0	10.0	34.5	26.3	26.9	28.1	30.2	28.7	28.7	28.8	27.8
Total of 1 or more English Diploma Exams	0.0	0.0	0.0	0.0	10.0	64.7	62.1	66.7	67.3	63.5	79.5	80.1	80.9	81.1
Social Studies 30-1	0.0	0.0	0.0	0.0	0.0	26.5	36.5	34.1	29.2	30.2	43.5	45.1	44.9	45.0
Social Studies 30-2	0.0	0.0	0.0	0.0	10.0	34.9	26.3	33.7	36.9	34.9	36.7	35.8	36.4	37.1
Total of 1 or more Social Diploma Exams	0.0	0.0	0.0	0.0	10.0	61.0	62.5	67.1	66.2	63.9	79.5	80.3	80.7	81.4
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	0.0	0.0	0.0	0.0	0.0	20.9	24.6	20.1	19.6	14.7	37.1	36.4	35.5	36.5
Mathematics 30-2	0.0	0.0	0.0	0.0	0.0	14.1	17.4	26.1	20.0	23.4	22.4	23.7	25.1	24.9
Total of 1 or more Math Diploma Exams	0.0	0.0	0.0	0.0	0.0	34.1	40.3	44.6	38.5	36.5	57.6	58.3	58.6	59.3
Biology 30	0.0	0.0	0.0	0.0	0.0	27.7	32.4	28.1	28.5	24.2	40.6	40.7	41.7	42.7
Chemistry 30	0.0	0.0	0.0	0.0	0.0	21.7	24.9	28.1	25.0	18.7	35.7	35.6	35.1	35.8
Physics 30	0.0	0.0	0.0	0.0	0.0	7.6	16.4	14.1	9.2	8.3	19.9	19.3	18.6	18.7
Science 30	0.0	0.0	0.0	0.0	0.0	0.0	0.3	2.0	9.6	8.3	14.1	15.7	16.9	17.0
Total of 1 or more Science Diploma Exams	0.0	0.0	0.0	0.0	0.0	34.9	41.3	40.6	43.1	39.7	59.8	60.5	61.2	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.4	3.1	2.4	2.7	2.8	2.8	2.8	3.0	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.4	3.1	2.4	2.7	2.8	3.0	3.1	3.3	3.0

Character Education

PVO's character education plan reinforces and builds on HPSPD Core Values, and leads students to be socially responsible and to succeed locally and globally.

- PVO's Character Education includes weekly smudging/sharing circles that focus on cultural teachings supportive of mental and physical health, self-regulation/personal management, interpersonal skills, gratitude and behaviour such as the 7 Grandfather Teachings, Tipi Teachings, Medicine Wheel Teachings. These teachings speak to how we treat ourselves, how we treat each other and how we behave in personal relationships, in the building with teachers and classmates and in the community.
- We actively seek opportunities for our students to participate in activities that allow them to apply these teachings in the community:
 - Our students have participated in the HPSPD student council meetings
 - PVO students attended the national Inspire Conference in Ottawa
 - students volunteer in the community - Food Bank Christmas Hamper operation.

- Students volunteer with community agencies and begin to understand the need for volunteering as part of responsible citizenship when volunteering is permitted again.



OUTCOME 2: HPSP HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.														
	School					Authority					Province			
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019
Overall	89.2	92.6	94.0	82.8	89.2	86.6	87.6	87.7	84.3	88.1	90.1	90.1	90.0	90.2
Teacher	n/a	n/a	*	*	*	96.3	94.6	92.9	93.3	93.9	96.0	95.9	95.8	96.1
Parent	*	n/a	96.4	*	84.7	78.6	83.7	83.4	78.6	83.3	86.1	86.4	86.0	86.4
Student	89.2	92.6	91.7	82.8	93.8	84.9	84.5	86.9	81.0	87.0	88.0	88.1	88.2	88.1

Leadership Development

We develop staff leadership through a process of shared, collaborative decision-making and responsibility. We work closely together to develop processes that work the best for us and our students. We support leadership development by relying on internal expertise as a means of providing professional development to the rest of the staff.

PVO strongly encourages student leadership and looks for student leadership opportunities.

The Locally Developed course in smudging requires each student to lead a smudging circle before the end of the course.

Staffing

PVO's teaching staff provides instruction in the core jr. high and sr. high core courses and some CTS and locally developed courses. The outreach teacher needs to be flexible, versatile and responsive to change.

Professional Development Plan

Technology for distance learning has taken a priority as teachers work to learn/expand the skills needed to provide an exemplary educational experience for students who have elected to work mostly off-site. While our students have ordinarily had the option to work off-site, they have mostly been encouraged to come to the school to receive teacher support in person. That understanding has now changed and we are accessing professional learning to support us in delivering our programming exclusively off-site as the need arises.

Supervision and Evaluation

The principal is in the classroom observing and supervising informally every day. One teacher is being evaluated this year.

OUTCOME 3: HPSP STUDENTS AND STAFF ARE SUPPORTED IN THE DELIVERY OF THE ALBERTA CURRICULUM TO BE SUCCESSFUL LOCALLY AND GLOBALLY

Safe and Caring – Measure Details

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.														
	School					Authority					Province			
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019
Overall	91.5	91.1	95.5	91.3	86.5	86.4	86.6	86.8	84.1	86.5	89.5	89.5	89.0	89.0
Teacher	n/a	n/a	*	*	*	94.4	95.9	93.9	92.9	95.1	95.4	95.3	95.0	95.1
Parent	*	n/a	97.1	*	80.4	85.1	85.4	85.1	82.1	83.6	89.8	89.9	89.4	89.7
Student	91.5	91.1	93.9	91.3	92.7	79.6	78.4	81.4	77.3	80.7	83.4	83.3	82.5	82.3

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.														
	School					Authority					Province			
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019
Overall	44.7	63.4	64.1	60.7	60.5	82.6	82.9	84.1	78.5	82.1	81.9	81.9	81.8	82.2
Teacher	n/a	n/a	*	*	*	90.3	89.7	88.6	87.3	88.6	88.1	88.0	88.4	89.1
Parent	*	n/a	60.0	*	53.7	82.6	82.9	83.6	77.0	77.8	80.1	80.1	79.9	80.1
Student	44.7	63.4	68.1	60.7	67.2	74.9	76.2	80.2	71.1	80.0	77.5	77.7	77.2	77.4

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.														
	School					Authority					Province			
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019
Overall	n/a	n/a	71.4	n/a	41.7	80.1	77.8	78.4	73.2	80.3	82.6	82.7	82.4	83.0
Teacher	n/a	n/a	*	*	*	90.9	84.9	86.9	86.7	88.9	90.5	90.4	90.3	90.8
Parent	*	n/a	71.4	*	41.7	69.3	70.7	69.9	59.6	71.6	74.8	75.1	74.6	75.2

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.														
	School					Authority					Province			
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019
Overall	63.1	57.8	78.1	69.8	75.3	78.4	77.9	77.4	73.2	78.3	83.9	83.7	83.0	82.9
Teacher	n/a	n/a	*	*	*	92.4	92.5	87.6	86.0	90.0	94.5	94.0	93.4	93.2
Parent	*	n/a	77.1	*	67.8	75.1	77.0	73.1	69.1	73.0	82.9	82.7	81.7	81.9
Student	63.1	57.8	79.0	69.8	82.9	67.7	64.2	71.5	64.4	72.0	74.5	74.4	73.9	73.5

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.														
	School					Authority					Province			
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019
Overall	n/a	n/a	96.4	n/a	58.3	74.3	73.8	73.9	66.1	73.2	70.7	71.0	70.9	71.4
Teacher	n/a	n/a	*	*	*	87.6	83.7	85.4	80.9	83.6	77.3	77.3	77.8	78.8
Parent	*	n/a	96.4	*	58.3	61.0	63.8	62.4	51.4	62.7	64.2	64.8	64.0	64.0

First Nation, Métis, and Inuit Programming FNMI - diminish the achievement gap - Prairie View Outreach School will ensure that all staff and students understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives.

- We understand that we are all treaty people.
- Unconditional positive regard: we take students who may otherwise not be in school and give them an opportunity to find a safe home where they can get their academic legs under them. We greet all students with positive regard and do not judge prior academic achievement. We meet them where they are, build their skills and aim for graduation, a certificate of achievement or cert. of completion. We work to get proper assessments in place to transition students to adult living (or supported adult living).
- Every Indigenous student has connections with multiple caring adults
- High expectations within the outreach framework - if students are in a K&E course because they lack skills, we aim to move them into the -2 level with the supports they need to succeed
- Family engagement - Phone calls or emails home
- Indigenous language, culture, history and historical perspectives are infused in school culture and classroom learning
 - a. Art 11 - culture and language (and credits)
 - b. Regular PD from IEC for teachers - Resilience, growth mindset, overcoming adversity are conversations in collaborative staff meetings to support student success and overcome stereotypes
 - c. Weekly smudging/sharing circle (Smudging course offered for credit as a LDC)
 - d. Increase visibility of Cree language and culture in the classroom
 - e. sweats/field trips/land based learning
- actively seek out opportunities for Indigenous students (for example: 2 students attended **Indspire** in the last school year)

Learning Technology Policy Framework

A priority for Professional Development this school year is to increase teacher technology skills and knowledge particularly in the delivery of high quality remote learning. Gaining fluency in Google Classroom and its associated extensions is critical.

Career Coaches - Dual Credit Programming

PVO shares a Career Coach with E.W. Pratt. The Career Coach meets individually with each student to explore career pathways and to ensure that the student's program/course selection is in alignment with the student's plans for either transitioning to post-secondary education or to the work world. The Career Coach also works closely with administrations of both schools to access programs at both schools for the best results for students.

Learning Support Teachers

Our LST, who is on-site one or two half-days per week, regularly observes in the classroom and also regularly engages in coaching conversations with staff to ensure the needs of all the students are being met. He has provided professional development on such topics as assistive technology and IPP development in a timely fashion either after school or during regularly scheduled PD Days. He supports our staff and students in developing student success plans, and has worked with us to develop and update PVO's Pyramid of Interventions. Other aspects of our routines and procedures that support inclusion is using breakout rooms for private work areas and allowing for a choice in seating in the classroom.

Wellness Coaches

PVO shared a Wellness Coach (3-days per week) with Prairie River Jr. High School in the 2019-2020 school year. She provided a full complement of health and wellness activities for our students: active living, healthy nutrition, and mental health. The Wellness Coach additionally contributed to the safe, caring and welcoming environment we strive to create at PVO by developing relationships with each student.

This year our teaching and support staff have taken on some of the duties of the Wellness Coach with a primary focus on healthy nutrition.

Educational Assistant/Learning Commons Training Program

Our EA works closely one-on-one with students to support their learning. The EA additionally manages the day-to-day tasks associated with running a hot lunch and breakfast program in conjunction with the CTS foods courses under the direct supervision of the teachers. Together the teacher and EA plan meals/recipes, supervises students in the kitchen and tracks progress toward CTS module completion.

OUTCOME 4: THE HPSD EDUCATION SYSTEM IS WELL-GOVERNED AND MANAGED

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.														
	School					Authority					Province			
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019
Overall	n/a	n/a	88.6	n/a	78.3	82.3	83.2	82.3	77.4	83.7	80.9	81.2	81.2	81.3
Teacher	n/a	n/a	*	*	*	92.5	90.5	89.0	87.7	90.0	88.4	88.5	88.9	89.0
Parent	*	n/a	88.6	*	78.3	72.1	76.0	75.5	67.1	77.4	73.5	73.9	73.4	73.6

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.														
	School					Authority					Province			
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019
Overall	75.0	72.2	87.7	84.7	87.5	77.7	79.6	79.3	77.4	81.1	81.2	81.4	80.3	81.0
Teacher	n/a	n/a	*	*	*	87.3	88.8	79.5	85.6	85.5	82.3	82.2	81.5	83.4
Parent	*	n/a	92.9	*	75.0	71.8	77.6	78.8	73.3	76.7	79.7	80.8	79.3	80.3
Student	75.0	72.2	82.5	84.7	100.0	74.1	72.3	79.8	73.1	81.0	81.5	81.1	80.2	79.4

Parental Involvement

Because we meet with each parent/guardian prior to registration, and we continue to be in regular contact with parents/guardians through a variety of media (Facebook, email, text and phone calls) our parents are well-informed and have input into the educational decision-making process for their child. Under normal circumstances (prior to COVID-19), families were invited to participate in open house, Thanksgiving, Christmas, Easter and year-end meals most often prepared by the students.

Their satisfaction with the Parental Involvement and School Improvement measures rests in the success their students have at our school. Success for the student is often measured by parents by a reduction of stress, anxiety, depression, school-refusal, and discipline issues all of which tend to precede academic success.

Engaged Governance

The principal meets regularly throughout the year with an assigned Executive Council leader to review all aspects of school management. This process allows leaders to know and understand the ongoing successes and challenges of our school including staff, students, and parents. These meetings provide a channel for both celebration and support.

Safety Programs

In addition to our regular OH&S procedures, we have established COVID procedures guided by Alberta Health to ensure everyone's safety.

CSTAG

The principal is trained in this process. PVO has had one incident in the past school year that required activation of the CSTAG protocol. The incident, which occurred on a bus and involved students from both EWP and PVO, was fluently managed using the CSTAG process. In the coming year, at least one other staff member will need training this year.

COVID-19 SCHOOL RE-ENTRY PLAN

The link to our school re-entry plan can be found on our website at https://pvo.hpsd.ca/UserFiles/Servers/Server_131443/File/COVID-19/PVO%20Plan%20Checklist_Guide%20%E2%80%93%20COVID-19.pdf

Our school handbook can be found here: [Prairie View Outreach School Handbook](#)