School Education Plan 2022-2023 to 2024-2025

ALTERNATIVE PROGRAMS

(Includes: North Cottage, Pines Alternative, Summer School, and Institutional Education Programs-EPI & SEP)

PINES ALTERNATIVE SCHOOL, NORTH COTTAGE, EPI & SEP, SUMMER SCHOOL

8 Page Ave
Red Deer, Alberta, T4P 2T2
Phone: 403-343-1405
Fax: 403-346-2417
Website: http://rdpsd.ab.ca/alternative

School Administration
Principal: Stephen Pottage
Vice Principal: Kimberly Darling

School Profile:

The Alternative Programs encompasses a number of programs and schools which include: North Cottage, Pines Alternative School, Summer School, Institutional Education Programs (EPI) & Specialized Education Programs (SEP). Each of these programs provide unique and diverse learning opportunities to support the complex needs of Red Deer's youth. We currently support students (both in-person and at-home) from grades 9-12 at our Pines location, and grade 13's, adults and upgraders at North Cottage. These two locations serve the majority of students in the Alternative Programs. A portion of our students are shared with either LTCHS or HHHS. This partnership allows students from our city's other high schools to fill in missing courses, or add some flexibility in their schedule by taking an online course through the Alternative Programs. Pines students are also able to access non-core programming (e.g., CTS, fine arts, etc) at LTCHS and HHHS. This reciprocal partnership helps to improve the completion rate for all RDSPD high schools. In addition, with the introduction of Community Liaison Workers in 2016, and new mental health workers in 2018, we are seeing significant improvement in the support for students who may be struggling in a traditional school setting.

Anticipated Student Enrollment:

Pines - 600
North Cottage - 150
Summer School - 550
Quest Assessment, Quest Stabilization, Aurora (EPIs) - 75
Hospital & Step Up Step Down (SUSD) (SEP) - 130
Concurrent Students - 550

Anticipated Staff Profile:
- 15 Teachers (15.0 FTE)
- 17 Classified Staff (17.0 FTE)
- 1 Facility Services Staff (1 FTE)
- **33 Total Staff**

What are the Alternative School Programs all about?

The various Alternative School programs are set up to support many students for many reasons. Ultimately, our schools' provide flexibility with coursework and attendance that differs from a traditional school setting. This means a student can be very busy with sports

competitions, part-time work, medical procedures or appointments, moving mid-year, needing an extra course, or have circumstances preventing regular attendance; all of which may require greater flexibility in their educational delivery. Students can find alternative options for their education beyond the teacher taught/attendance based traditional school delivery model.

Opportunities and Challenges

The Alternative School Programs continue to review the opportunities and challenges of keeping struggling and at-risk students connected with their education. Many of our students have become disenfranchised with the educational system and Alternative Programs staff are working hard to reconnect through flexible attendance and learning opportunities. This, along with personal and addiction counselling, and support services, we are hopeful students will take greater interest in their educational futures. Regular student attendance continues to challenge us and we are continually looking at different strategies to engage our students and for high school completion to become a priority for them.

New Directions

1. Move our grade nine program into the afternoons to allow for more support and to better balance the attending students throughout the day.
2. Implement a school culture focused on the principles of permaculture, food security and other sustainability ideals.
3. Introduce the use of two valid screening tools DASS-21-Y and YASI for all students who register at the Pines. The data from these tools will provide school and support staff with vital information regarding a youth's current measurement of negative emotional states of depression, anxiety and stress, high risk behavioural level, overall needs, and presenting protective factors.
4. Introduce a new student wellness program and a variety of enrichment programming in the afternoons to increase engagement, attendance and completion.
5. Continue to develop our leadership / student council program.
6. Establish community connections, partnerships, and positive relationships with the Pines Lodge, and the greater Pines community.
7. Develop a parent council.
8. Implement a new student support structure on Friday afternoons to ensure there are adequate and appropriate school and community supports in place for every student.
9. Every teacher converts at least one Google Classroom into Brightspace by the end of the year.
10. Bring back regular sharing/talking circles to aid in conflict resolution. Reestablish connections with elders and knowledge keepers to support students.

School Education Plan Development and Communication:

The Alternative Programs School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The Alternative Programs School Education Plan is available at the school and is posted on our website at: http://https://www.rdpsd.ab.ca/alternative

Alberta Education Assurance Measures - Overall Summary (Fall 2022):

Required Alberta Education Assurance Measures - Overall Summary
Fall 2022

School: 4435 Outreach School Centre

Assurance Domain	Measure	Outreach School Centre			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.2	78.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	80.1	64.6	76.8	81.4	83.2	83.1	High	Maintained	Good
	3-year High School Completion	0.0	6.0	10.7	83.2	83.4	81.1	Very Low	Declined Significantly	Concern
	5-year High School Completion	28.6	29.4	30.9	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	3.5	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	0.4	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	67.8	n/a	68.1	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	9.3	n/a	10.6	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.7	84.0	90.7	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.6	83.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	90.0	93.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	59.6	80.0	73.3	78.8	79.5	81.5	Very Low	Maintained	Concern

Outcomes, Strategies, and Performance Measures:

Priority	**Throughline Priority** (This outcome stretches across all three priority areas.)
Outcomes and Division Strategies	*All learners are supported in their academic, behavioural, social and emotional well-being.* ● Implement and professionally staff "Student Support Rooms" in our schools in order to provide additional supportive options for students experiencing issues with dysregulation.
School-Based Performance Measures	● Overall percentage of our school's students and parents who feel students receive the help and support they require at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students are cared for and accepted at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students feel connected and have a sense of belonging at our school (Target: 90%). (RDP)

Priority	**Literacy And Numeracy** …refers to the ability of students to effectively and confidently work with words and numbers.
Outcomes and Division Strategies	***All learners are proficient in the areas of reading, writing, speaking and listening.*** ***All learners are proficient in the areas of reasoning and applying numerical concepts.*** ● Through the use of collaborative meetings and directed staff learning opportunities, all Kindergarten to Grade 3 French immersion Teachers will have the knowledge, skills and attitudes required to implement the new French immersion language arts and literature curriculum. ● Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum.
Our School's Strategies	● **Through the identification, development, and implementation of high leverage instructional and assessment practices, all K-12 teachers will enhance their implementation of the Mathematics and Language Arts curriculums.** ○ Beginning in 2023/24, the Alternative Programs will begin moving all instructional and assessment from Google Classroom to Brightspace. Our plan is to have all classes into Brightspace by June, 2025. During this transition, our goal will be to improve how we deliver and assess the learning outcomes of each course. Teachers will utilise best practice and research-based strategies in redesigning these online courses.
School-Based Performance Measures	● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports who achieved the acceptable standard, and the standard of excellence, on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (AE) ● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports who achieved the acceptable standard, and the standard of excellence, on English 30-1 & 30-2 and Mathematics 30-1 & 30-2 Diploma Exams. (AE) ● The total number of Grade 1 to 3 students identified as being at risk at the beginning of the school year, at each grade level, compared to the total number of students assessed. (AE) ● The total number of Grade 1 to 3 students identified as being at risk at the end of the school year, at each grade level, compared to the total number of students assessed at the beginning of the school year. (AE) ● The average number of months gained at grade level after the administration of the final assessments for at risk Grade 1 to 3 students. (AE) ● Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level (Target 90%). (RDP) ● Survey result scores for literacy satisfaction by students, parents and staff (Target 90%). (RDP) ● Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP)

Priority	**Equity** …ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.

Outcomes and Division Strategies	*All learning and work environments within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.* *All learners are able to access the supports and services they need to achieve success.* ● Through the analysis of the Red Deer Public Schools "student census" survey, administered in April, 2023, the Division, and its Schools, will address all areas in which students have indicated that they do not see themselves represented in the larger school context. ● Through the implementation of a comprehensive bullying intervention plan, which includes initiatives involving the prevention of bullying; the intervention process when bullying occurs; the collaboration between parents/guardians, staff, and students; and the ongoing evaluation of our plan, we will strive to continually improve our approach to addressing bullying in our schools. ● Research and explore various models to more equitably distribute educational funding to schools, with implementation to occur during the 2024-2025 school year.
Our School's Strategies	● On September 15 our school staff will spend the morning evaluating and responding to the census data by creating plans to address any areas of concern/need. ● On May 17 school staff will review the division's new comprehensive bullying intervention plan, and put strategies and plans in place to implement it in our school context.
School-Based Performance Measures	● Overall agreement that our students are safe at school and learning the importance of caring. (AE) ● Overall agreement that our students model the characteristics of active citizenship. (AE) ● Overall percentage of stakeholders indicating that our school has improved or stayed the same the last three years. (AE)

Priority	# Student Success And Completion … is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.
Outcomes And Division Strategies	*All staff of Red Deer Public Schools will engage and meet the learning needs of all students through the use of excellent, universal instruction.* *The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.*
Our School's Strategies	● **Teachers will plan opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of the First Nations, Métis and Inuit people.** ○ We will re-establish a partnership with the Native Friendship Society to bring back regularly scheduled talking circles and smudges. ● **Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes.**

	○ Classroom Management - On September 15, school staff will collectively identify best practices for managing our unique learning environment. These will then be utilised school-wide and reviewed quarterly. ○ Beginning in 2023/24, the Alternative Programs will begin moving all instructional and assessment from Google Classroom to Brightspace. Our plan is to have all classes into Brightspace by June, 2025. During this transition, our goal will be to improve how we deliver and assess the learning outcomes of each course. Teachers will utilise best practice and research-based strategies in redesigning these online courses. ○ Our Learning Assistance Teacher (LAT) will develop a comprehensive support model utilising Educational Assistants to offer targeted individual and small group supports.
School-Based Performance Measures	- Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports, who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (AE) - Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports, who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Diploma Examinations. (AE) - High school completion rate of all students; First Nations, Métis & Inuit students; and students who require English language supports within three, four, and five years of entering Grade 10. (AE) - High school to post-secondary transition rate of students within six years of entering Grade 10. (AE) - Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE) - Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school (Target: 90%). (RDP) - Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy). (Target: 100%). (RDP)