



School Education Plan 2025-2026 to 2027-2028

ALTERNATIVE PROGRAMS

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



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

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School Administration
Principal: Stephen Pottage
Vice Principal: Jim Bussard

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 8-12 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.

Anticipated Student Enrollment:

Pines - 600
North Cottage - 250
Summer School - 650
Quest Assessment, Quest Stabilization, Aurora (EPIs) - 75
Hospital & Step Up Step Down (SUSD) (SEP) - 175
Concurrent Students - 500
CASA Mental Health Classroom - 24

Anticipated Staff Profile:

- 16 Teachers (15.0 FTE)
- 17 Classified Staff (17.0 FTE)
- 1 Facility Services Staff (1 FTE)
- **34 Total Staff**

What are the Alternative School Programs all about?

Alternative Programs in Red Deer Public are built around one core principle: meeting students and families where they are. We recognize that many young people face complex personal, emotional, and situational challenges that make traditional school environments difficult to navigate. Whether students are coping with mental health concerns, recovering from addiction, dealing with trauma or instability at home, managing medical treatments, or working to support their families, they deserve an education model that is flexible, responsive, and compassionate.

Our programs provide that opportunity. With a focus on flexibility and relationship-building, we offer a structured but adaptable environment where students can re-engage with their education. For many, the pace of traditional schooling doesn't fit. Some need time to catch their breath; others are ready to accelerate. We support both ends of that spectrum and everything in between. Students can attend in person, online, or in a hybrid format, with learning plans tailored to their unique needs and timelines.

We also understand that success in school isn't just about academics - it's about stability, wellness, and trust. That's why our programs integrate wraparound supports including access to counselling, nutrition, therapeutic services, and connections to community agencies. Our trauma-informed practices ensure that students feel seen and supported, not judged or left behind.

Through partnerships with LTCHS and HHHS, students can remain connected to their home schools while accessing additional flexibility and credit recovery through Alternative Programs. This concurrent registration model helps students stay on track while maintaining relationships and access to extracurriculars at their primary schools.

Ultimately, our goal is to offer students a fresh start: a chance to build confidence, reclaim their educational path, and take steps toward graduation and a future that feels possible. For some, that means a temporary change in environment. For others, it's a long-term home where they can thrive. Whatever the journey looks like, we walk it with them.

Opportunities and Challenges

Alternative Programs continue to evolve as we respond to the shifting needs of our students and the broader community. We see enormous opportunity in the work we do, especially in reconnecting students who have become disengaged or disillusioned with school. Every day, our staff work to create a sense of safety, purpose, and belonging for students who may have struggled in traditional settings. The flexibility we offer in course delivery, attendance expectations, and pace of learning gives students a way back into education that feels achievable, relevant, and respectful of their realities.

However, these opportunities come with significant challenges. Regular attendance remains one of the most pressing issues we face. Many of our students are coping with instability in their lives, and school is often not their first priority. While we understand and empathize with those realities, we also know that consistent engagement is key to academic progress and long-term success. Finding

the right strategies to motivate and support students in attending regularly, while not punishing them for circumstances outside their control, is a balancing act that we continue to navigate.

Another ongoing challenge is the increasing complexity of student needs. More students are arriving with significant mental health concerns, academic gaps, and behavioral struggles. The demand for therapeutic supports, targeted interventions, and case management continues to rise. While we are fortunate to have strong partnerships with mental health professionals and community agencies, the volume and intensity of need often exceed what any school can fully manage alone.

Still, the progress we've seen is real. With the right relationships, flexible programming, and compassionate accountability, students can and do turn things around. We are proud of the resilience and growth our students demonstrate, and we remain committed to evolving our practices to meet them where they are, while guiding them toward where they want to be.

New Directions

As we look ahead to the 2025–2026 school year, Alternative Programs will continue to build on the strong foundation established over the past year. Many of the structural and programming shifts introduced in 2024–2025 have shown early success, and this year will be about deepening those efforts, expanding what works, and refining supports for students.

The Grade 8 Behaviour Support Program, now entering its third year, has made a measurable impact on students who previously struggled to find stability in middle school. By offering intensive support, structure, and consistent relationships, the program has helped students regain a sense of safety and belonging. In the coming year, we will continue to evolve this model, ensuring staff have the tools, training, and resources they need to support some of our most complex learners.

Our shift to placing the afternoon option block in Period 4 has proven to be a major success. It has given us more flexibility to accommodate late arrivals and provide better supervision during lunch, while also opening up space for a wide range of engaging, hands-on courses. These option blocks now offer more FNMI-focused programming than ever before, with courses in beading, tipi building, Indigenous fashion, art, drawing, smudging, and outdoor education. These culturally grounded, experiential options have been incredibly well received and continue to be a highlight of the school day for many students.

To better support students in our online programs, this year we implemented a centralized Online Intervention Framework in response to persistent concerns around student disengagement and course non-completion. Our internal data showed that many online students were falling behind or failing to complete their courses, often without timely interventions. In response, we created a streamlined, tech-integrated system that shifts the burden away from classroom teachers and toward a designated Online Intervention Coordinator (OIC). This role monitors student activity through Brightspace Intelligent Agents, follows a structured escalation process for unresponsive students, and manages withdrawals and reinstatements when necessary. The model includes automated alerts, staged interventions, documented communication with families, and a clear process for students to re-engage. As we move into 2025–2026, we will continue to refine and expand this framework to improve response times, reduce staff workload, and ensure that students

in online courses receive the consistent, proactive support they need to stay on track.

The CASA Mental Health Classroom, now entering its second year at Pines Alternative, remains a critical part of our division's wraparound supports. We've seen firsthand how this classroom provides life-changing support for students navigating persistent mental health challenges. This year, we aim to strengthen our partnership with CASA and further align therapeutic and academic goals to improve transitions and long-term outcomes for students.

Student voice and leadership will also remain a priority. Our student leadership and council programs were a huge success in 2024–2025, creating opportunities for students to help shape school culture, plan events, and model positive behaviors. We plan to expand these programs, giving more students opportunities to step up and lead.

To respond to the exponentially growing number of adult learners, grade 13 students, and upgraders accessing North Cottage, we have added another teacher to the staff. This additional staffing will help us better meet the demand and ensure that students in these programs receive the timely, personalized support they need to achieve their educational goals.

Our Friday support structure continues to grow and evolve, providing dedicated time for staff to meet collaboratively without students present. This weekly block has become a cornerstone of our approach, allowing teams to review students of concern, share celebrations, identify emerging issues, and ensure consistent support across programs. It strengthens communication, builds shared ownership, and reinforces a proactive, team-based approach to meeting the academic, social, and emotional needs of our students.

We are also continuing our work with Brightspace, ensuring that all courses are not just transitioned, but refined and improved in quality. Asynchronous learning remains a priority, and we are committed to making sure online students have the same level of engagement and support as their in-person peers.

Another key area of focus for the upcoming year will be the role of artificial intelligence in student learning. As AI tools become more accessible, we are seeing increased use, especially in our online and asynchronous courses. While these tools offer opportunities for personalized learning, research support, and skill development, they also present challenges around academic integrity, critical thinking, and authentic assessment. This year, we will take deliberate steps to educate both staff and students about responsible AI use. Our goal is to strike a balance between embracing emerging technologies and maintaining the integrity of the learning process. Clear guidelines, consistent expectations, and ongoing conversations about digital citizenship and ethical decision-making will be central to this work.

Finally, afternoon seminars and regular talking and sharing circles, which were successfully reintroduced in 2024–2025, will continue into the new school year. These initiatives provide students with opportunities to earn credits through short, focused learning experiences and offer culturally safe spaces to reflect, resolve conflict, and connect with Indigenous teachings and values. Both have played a valuable role in fostering community and engagement across our programs.

This next year is about momentum... taking what's working and doubling down, while continuing to innovate and adapt to meet the needs of our diverse student population.

Alberta Education Assurance Measures

Overall Summary (Fall 2024):

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	86.9	82.3	83.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.4	71.3	75.7	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	5.7	16.3	7.4	80.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	25.8	29.8	29.3	88.1	88.6	87.3	Very Low	Maintained	Concern
	PAT6: Acceptable	n/a	*	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	12.5	8.4	8.4	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	0.5	1.3	1.3	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	70.6	70.4	70.4	81.5	80.3	80.3	Very Low	Maintained	Concern
Teaching & Leading	Diploma: Excellence	7.6	10.2	10.2	22.6	21.2	21.2	Very Low	Maintained	Concern
	Education Quality	87.5	84.9	85.8	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.9	82.6	85.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	93.9	95.9	92.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	71.4	85.7	72.7	79.5	79.1	78.9	Low	Maintained	Issue

Alberta Education Assurance Measures First Nations', Métis, and Inuit (FNMI) Summary (Fall 2024):

School: 4435 Outreach School Centre (FNMI)

Assurance Domain	Measure	Outreach School Centre (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	0.0	*	10.9	58.6	57.0	59.5	Very Low	Declined	Concern
	5-year High School Completion	18.1	29.3	25.7	69.4	71.3	69.1	Very Low	Maintained	Concern
	PAT6: Acceptable	n/a	n/a	n/a	48.7	45.3	45.3	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	7.3	6.5	6.5	n/a	n/a	n/a
	PAT9: Acceptable	6.7	6.7	6.7	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	0.0	0.0	0.0	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	81.8	88.2	88.2	76.9	74.8	74.8	Intermediate	Maintained	Acceptable
Teaching & Leading	Diploma: Excellence	0.0	11.8	11.8	11.8	11.3	11.3	Very Low	Declined	Concern
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Alberta Education Assurance Measures English as an Additional Language (EAL) Summary (Fall 2024):

School: 4435 Outreach School Centre (EAL)

Assurance Domain	Measure	Outreach School Centre (EAL)			Alberta (EAL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	72.0	72.8	76.7	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	64.6	65.4	65.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	16.5	15.7	15.7	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	52.7	55.3	55.3	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	10.1	11.0	11.0	*	n/a	n/a
	Diploma: Acceptable	58.8	50.0	50.0	66.3	67.1	67.1	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	14.3	14.3	14.0	13.8	13.8	Very Low	Declined	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Strategies and Performance Measures:

Student Growth and Achievement

Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Outcomes

- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are active, healthy and well.
- Students apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.
- Students demonstrate understanding and respect for the uniqueness of all learners.

Division Strategies

- Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed.
- Continue to grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. Beginning in 2025-2026 expand this initiative to include our Alternative Programs, specifically during Summer School.
- Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation

	efforts and promote empathy, mutual respect, and understanding among all members of the school community
Division Performance Measures	<ul style="list-style-type: none"> • The percentage of teachers, parents and students who agree that students are engaged in their learning at school. • Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. • Percentage of students who complete high school in three years, and in five years, after beginning Grade 10. • Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests. • Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams. • Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year. • Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. (local measure) • Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure) • The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure)
School Strategies	<ul style="list-style-type: none"> • Continue to use individualized learning plans and flexible course delivery to support students in meeting provincial learning outcomes, with an emphasis on literacy and numeracy skill development through online, in-person, and hybrid models. • Expand our FNMI-focused afternoon option programming (e.g., beading, tipi building, smudging, Indigenous art and fashion, and outdoor education) to foster deeper cultural understanding and support the application of learning in real-world and community-connected contexts. • Integrate regular student goal-setting and reflection practices into Friday support conversations, academic planning meetings, and wellness check-ins, allowing students to actively engage in their learning progress and take ownership of next steps. • Build on the success of our Summer School program by expanding access to authentic, hands-on learning experiences, including career pathways, field-based options, and CTS courses aligned with student interests. • Embed Truth and Reconciliation efforts across programming by incorporating Indigenous knowledge keepers, land-based learning, cultural ceremonies, and language instruction where appropriate. • Continue to grow and support the Finish Line Program at North Cottage, helping adult learners and Grade 13 students overcome financial barriers to graduation. Offer structured academic pathways, one-on-one guidance, and credit completion planning to ensure each learner is on a clear and achievable path to a high school diploma. • Increase use of Brightspace tracking tools (Intelligent Agents) to support continuous student feedback, inactivity interventions, documentation of growth, and reflection on learning across core and non-core subjects.
School Performance Measures	<ul style="list-style-type: none"> • Percentage of students achieving or exceeding course completion targets in core academic subjects, with targeted improvement in literacy and numeracy benchmarks. • Student participation rates in FNMI option courses and enrichment activities, with student feedback gathered through surveys and talking circles. • Number of students completing personalized learning goals documented through digital portfolios and staff check-ins. • Percentage of students in Alternative Programs who complete high school within three, four and five years of entering Grade 10.

	<ul style="list-style-type: none"> Percentage of students enrolled in Summer School who earn credits in hands-on or career-focused options. Qualitative feedback from students and staff on the integration of Indigenous teachings, cultural relevance, and sense of belonging. Number of adult learners and Grade 13 students supported through North Cottage and the Finish Line Program, and percentage who successfully complete credits, diplomas, or equivalency certifications. Staff reports on student growth and engagement as documented through Friday collaboration meetings and school-based tracking tools.
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Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
Division Strategies	<ul style="list-style-type: none"> Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice. Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.
Division Performance Measures	<ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the overall quality of basic education. The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration. (local measure) Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)
School Strategies	<ul style="list-style-type: none"> Leverage Friday support structures as embedded collaboration time to analyze student data, identify students of concern, and plan coordinated interventions across staff teams. Support ongoing staff development in trauma-informed practice, FNMI cultural responsiveness, and restorative approaches to increase consistency and capacity across all programs. Expand the use of digital tools such as Brightspace Intelligent Agents and engagement data to inform teacher decisions and support timely, responsive instruction in online and hybrid environments.

	<ul style="list-style-type: none"> ● Provide training and ongoing support for staff related to the Online Intervention Framework, ensuring that technology-enabled systems are used consistently and effectively without overloading teaching staff. ● Encourage staff to engage in job-embedded professional growth by participating in collaborative case reviews, student support meetings, and cross-program instructional planning.
School Performance Measures	<ul style="list-style-type: none"> ● Number of collaborative interventions logged through the Friday support structure to address attendance, engagement, or academic concerns. ● Staff feedback on the effectiveness and manageability of the Online Intervention Framework (gathered via mid-year check-ins and post-implementation survey). ● Percentage of staff participating in PD focused on trauma-informed teaching, FNMI integration, and Brightspace optimization. ● Number of successful re-engagements of online students resulting from coordinated teacher–OIC collaboration.

Learning Supports

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> ● Learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Education partners fulfil their respective roles with a shared understanding of an inclusive education system. ● Students and their families work in collaboration with education partners to support learning. ● The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. ● Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. ● Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
Division Strategies	<ul style="list-style-type: none"> ● Based on a comprehensive review of budgetary priorities in the area of student learning supports, undertaken during the 2024-2025 school year, develop a transition & implementation process to ensure that the initiatives deemed most essential are adequately resourced. ● Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.
Division Performance Measures	<ul style="list-style-type: none"> ● The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. ● The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. ● Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure) ● Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)

<p>School Strategies</p>	<ul style="list-style-type: none"> • Continue to grow and refine our Friday support structure as a key system-wide mechanism for collaborative planning, proactive intervention, and consistent follow-up for students with academic, attendance, mental health, or behavioral challenges. • Leverage our facilities at Pines and North Cottage to provide inclusive, welcoming, and purpose-built environments for students with diverse needs, including grade 13 students, adults, and students transitioning from institutional or therapeutic programs. • Sustain strong partnerships with Alberta Health Services, Indigenous liaisons, mental health professionals, and community agencies to ensure timely wraparound support for students and families. • Expand the Finish Line Program at North Cottage, ensuring that adult learners and grade 13 students who face financial barriers have access to free coursework, credit recovery, and upgrading opportunities. Promote individualized pathways to graduation and career readiness. • Embed restorative principles and Indigenous teachings into conflict resolution and community-building efforts through the reintroduction of talking circles, smudging, and land-based learning experiences. • Provide targeted support for First Nations, Métis, and Inuit student achievement by offering FNMI-focused programming, strengthening relationships with elders and knowledge keepers, and creating culturally safe learning spaces throughout the school year. • Strengthen technological infrastructure and optimize Brightspace usage to support equitable access to learning for students in online, asynchronous, and hybrid environments. This includes consistent course design and digital engagement tools.
<p>School Performance Measures</p>	<ul style="list-style-type: none"> • Percentage of students and staff who report feeling safe, supported, and respected in their school environment, gathered through internal surveys and exit feedback. • Number of students supported through cross-program coordination and documented in Friday support meetings (including academic recovery, mental health intervention, re-engagement planning, and transition tracking). • Percentage of Finish Line students who successfully complete credits, graduate, or demonstrate measurable progress toward their diploma or educational goals. • Number of restorative processes (e.g., talking circles, reparation plans) facilitated and the resolution rate of conflicts without further escalation. • Student participation and feedback related to FNMI programming, including option course enrollment, ceremony involvement, and cultural activities. • Teacher and staff feedback on the accessibility, consistency, and impact of mental health and behavioral supports across sites (through structured reflection or year-end reviews). • Ongoing improvements in technology use and online course engagement, measured through Brightspace analytics, student feedback, and teacher tracking.

Staff Learning & Organizational Days – 2025–2026

Date	Division Priorities	School Goals / Focus Areas
August 25 (Mon)	Staff Learning Day Kickoff – All staff return Opening meetings	AP Staff Meetings
August 26 (Tues)	Optional Division PD sessions Student Services Training (8:30–11:00) Tech Lead Meeting (1:00–3:00)	<ul style="list-style-type: none"> • Registrations • Workspace & Brightspace setup • Organizational Time <ul style="list-style-type: none"> ◦ Review ISPs & EAL Benchmarks
August 27 (Wed)	Kevin Cameron FSLC Training (Full day)	<ul style="list-style-type: none"> • Registrations • Workspace & Brightspace setup • Organizational Time <ul style="list-style-type: none"> ◦ Review ISPs & EAL Benchmarks
August 28 (Thurs)	Kevin Cameron FSLC Training (Full day)	<ul style="list-style-type: none"> • Registrations • Workspace & Brightspace setup • Organizational Time <ul style="list-style-type: none"> ◦ Review ISPs & EAL Benchmarks
August 29 (Fri)	Brightspace PD – Groupings & Intelligent Agents (Tracy)	<ul style="list-style-type: none"> • Registrations • Workspace & Brightspace setup • Organizational Time <ul style="list-style-type: none"> ◦ Review ISPs & EAL Benchmarks
October 9& 10 (Fri)	Student Support Room Training (8:30–11:00) H.I.T.S. – Enhancing Learners’ SKILL	RETREAT: <ul style="list-style-type: none"> • Staff Meeting • PGPs • Brightspace / Magic School • Indigenous Perspectives
November 7 (Fri)	H.I.T.S. – Enhancing Learners’ SKILL Hour Zero Emergency Training	
December 12 (Fri)	H.I.T.S. – Enhancing Learners’ WILL	<ul style="list-style-type: none"> • Staff Meeting • PGP Check-ins • Team Building • 3Rs: Relationships, Resiliency, Recovery • Brightspace / Magic School • Indigenous Perspectives

January 30 (Fri)	High School Only – Semester 2 Start-Up	<ul style="list-style-type: none"> • Course setup - Q3 • Engagement planning for online/asynchronous students
March 20 (Thurs)	Student Services Training (8:30–11:00) H.I.T.S. – Enhancing Learners’ THRILL	<ul style="list-style-type: none"> • Staff Meeting • Team Building • 3Rs: Relationships, Resiliency, Recovery • Brightspace / Magic School • Indigenous Perspectives
May 15 (Fri)	Collaborative Marking of writing assessments (Gr. 1-8) H.I.T.S. - Enhancing Learners’ THRILL	<ul style="list-style-type: none"> • Staff Meeting • Team Building • 3Rs: Relationships, Resiliency, Recovery • Brightspace / Magic School • Indigenous Perspectives