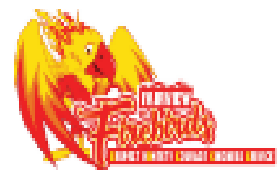
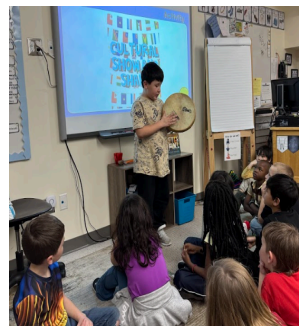




School Education Plan 2025-2026 to 2027-2028

Fairview Elementary School



Fairview Elementary

5901 - 55 Street
Red Deer, Alberta, T4N 7C8
Phone: 403-343-8780
Fax: 403-347-1276
Website: <http://www.fairview.rdpsd.ab.ca>

School Administration:
Principal: Mrs. Teresa Tataryn
Vice Principal: Mr. Greg Joslin

School Profile:

Designed by Douglas Cardinal and constructed in 1963, Fairview Elementary School is situated in Riverside Meadows. We celebrated our 60th Anniversary in the 2023-24 school year. Fairview Elementary School serves the educational needs of children who live in the nearby community as well as the English as an Additional Language students throughout Red Deer Public School District. Our school community is well established, with numerous single-family homes, multi-unit housing complexes, and some new construction. We are considered "A Special Place," and indeed we are! At Fairview School, we welcome newcomers to Canada from across the World, and we honour and celebrate the incredible diversity that this brings to our learning community.

Anticipated Student Enrolment:

- Kindergarten: 22
- Grade 1: 25
- Grade 2: 33
- Grade 3: 53
- Grade 4: 42
- Grade 5: 50

- ESL Students: 140 (WMA: 50)
- First Nations; Métis; Inuit Students: 25

Anticipated Staff Profile:

Staff Profile:

- Teachers: 16.1 FTE
- Classified Staff: 9 FTE (administrative assistant included)
- Family School Liaison Counsellor: 1
- Facility Services Staff: 1

Total Staff: 27.1

Background, Opportunities and Challenges

Our staff continues to handle the challenges and opportunities that come with changing enrollment, classroom complexity, needs and new curriculum with an attitude of grit and integrity. Complexity in the classrooms is compounded due to the varied schooling experiences ranging from never having attended school to limited formal schooling to interrupted schooling. More than 1/2 of our students are foreign-born and come from refugee status, camps, and/or have been displaced due to persecution and war. Our students come from 19 different countries and speak more than 29 different mother languages. This community serves a high ratio of those experiencing conflict, violence, trauma, and difficult family dynamics. This provides us with both a

challenge and an opportunity.

We are thrilled to begin the year with a full returning teaching staff. The foundation that was set together will continue to deepen and flourish as we build an even stronger culture committed to actions, efficacy and data that moves students, teachers and our community forward.

The Education Plan has been developed by the Administration, Staff, and School Council using the Cycle of Continuous Improvement. **A Vision for Learning/Core needs** helped to create a unified set of values and beliefs to drive a high-performance learning culture. **The Practice Principles** for excellence in teaching and learning are signature pedagogies that improve student achievement and motivation. The application of **The Pedagogical Model** helped to describe what effective teaching looks like in the classroom and assisted our teacher in connecting the practice principles. Throughout our plan, elements of **The High Impact Teaching Strategies (HITS)** will be embedded in order to reliably increase student learning wherever they are applied. The administrative high-impact principal strategies team will increase leadership capacity by utilising **The High Impact Principal Strategies (HIPS)**. As our school grows in meaningful collaboration, we will delve into our use of **Working Genius** as we know that strong staff relationships and efficacy mean strong school success.

VISION FOR LEARNING/CORE NEEDS: High poverty demographic, Canadian Newcomers, EAL learners. Our statistical data points to the need for intentional social-emotional strategies, high-leverage teaching practices, and wellness from a whole child/family perspective. Our conceptual framework, the **Circle of Courage**, is based on a model of youth empowerment supported by contemporary research, the heritage of early youth work pioneers, and Native American philosophies (Dr. Martin Brokenleg) of child care. Our entire staff has been trained as Certified Trauma & Reliance Specialists. We see the Circle of Courage model as instrumentally linked to Teacher Quality Standards (TQS) and student achievement: Belonging, Mastery, Independence, Generosity.

- Generosity: Maslow (altruism); Cooperation, Camaraderie, Human Heartedness, Helpfulness
- Belonging: Maslow (attachment); Significance, Community
- Independence: Maslow (autonomy); Power, Humility, Self-development, Responsibility
- Mastery: Maslow (achievement); Competence in many areas, Self-control/regulation, High standards

PRACTICE PRINCIPLES: Excellence in Teaching and Learning, Positive Climate for Learning, Professional Leadership, Community Engagement, Collaborative Response and Multi-Tiered System of Supports (Teams - collective response)

PEDAGOGICAL MODELS: Evidence-based high-impact teaching strategies, Curriculum planning and assessment, Building practice excellence, Evaluating Impact on learning, Empowering Students to build School Pride, Health and well-being, Setting Expectations and promoting Inclusion/Belonging, Intellectual Engagement and Self Awareness, Building Leadership Teams, Instructional and shared leadership, Strategic Resource Management, Vision, Values and Culture is shared, Parents and Carers as Partners, Global Citizenship, Networks and Community Partnerships.

Stakeholders were engaged in the process by considering and analyzing data.

Alignment with site goals, system priorities, and division vision has been emphasised, and coherence has been important in narrowing the focus areas. A Proactive (rather than Reactive) style will focus on plans that value stakeholders: voice, impact, leverage, clarity, and relevance to the direction set from these results. We will emphasise commitment to the Pyramid of Support Model, embedded instructional coaching within PLC and Staff Learning, and provide shoulder-to-shoulder support for student achievement and teacher efficacy.

At our school, basic human needs continued to be a concern. Food, shelter, mental health

services, job loss, language acquisition, and Newcomer transitions are evident factors that cause barriers. We deeply appreciate community partnerships:

- FNMI Connections
- Boys and Girls Club
- Kids in Action (Hope Mission)
- CARE for Newcomers: Cultural Literacy, Caseworkers
- Youth Headquarters
- Salvation Army
- Foundation
- Big Brothers and Big Sisters
- LTCHS CALM class/buddy program
- Community Volunteers: Crossroads Church, Optimists, Lions Club, Mustard Seed, Cash Casino, Kiwanis and Numerous sponsors

In the analysis of the data, both provided in this framework and anecdotal data of lived experience (Dossier and staff feedback), Fairview can be celebrated. After reflection on patterns, trends, and contextual needs, we are excited for the 2025-26 school year. We are confident that in using the Assurance Model, TQS and data at hand, we can unite in the vision: “A culture of respect, inclusion, caring and excellence, where every student succeeds” and the mission of the Red Deer Public Schools: “Striving for excellence by inspiring learning and nurturing hope in every student.”

School Education Plan Development and Communication:

The [Fairview Elementary](#) 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 [Fairview Elementary](#) School Education Plan is available at the school and is posted on our website at: <http://www.fairview.rdpd.ab.ca>

Alberta Education Assurance Measures Overall Summary (Fall 2024):

Assurance Domain	Measure	Fairview School			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	89.2	90.4	90.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.9	85.5	88.5	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.8	91.7	92.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.1	89.5	91.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.0	89.4	89.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	86.7	84.6	87.7	79.5	79.1	78.9	Very High	Maintained	Excellent

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

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

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.

<p>Outcomes</p>	<ul style="list-style-type: none"> • 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.
<p>Division Strategies</p>	<ul style="list-style-type: none"> • 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
<p>Division Performance Measures</p>	<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. • 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)
<p>School Strategies</p>	<ul style="list-style-type: none"> • Grade division collaborative intervention model (guided/targeted reading) with ongoing assessment for learning and regrouping for growth within the Pyramid of Supports • Pre and Post HLAT, CC3 and Lens, Alberta and District Math Assessment, EAL Benchmarking Assessment practices for learning; student reflection on individual goals and progress • Staff certification of STARR Commonwealth Circle of Courage. Purpose: Staff will understand and apply the philosophy of finding and filling the gaps within the Circle of Courage in order to see

	<p>optimal success and a flourishing life. This application will be made to student and staff wellness and availability for learning.</p> <ul style="list-style-type: none"> ● School wide implementation of Trauma Informed Resilient Schools approach; Restorative and Circle of Courage discipline practises ● Staff and individual (as needed) student Pre-Post Assessment for Circle of Courage (Private Logic Assessment) ● Skill of the Week (SOTW) and WITS (Walk away, Ignore, Talk it out, Seek help) subscription and programming; classroom reinforcement and social/emotional skills practise using intentional HIWS (High Impact Wellness Strategies) and HIES (High Impact Engagement Strategies). Purpose: To explicitly teach, model, and reinforce life-long social, emotional, and behavioural skills so that students are more available for academic learning. In addition, students will learn to transfer these skills to social situations outside of the classroom and better navigate successful interactions and opportunities. ● CARE Club Ambassadors: Purpose: Caring Acceptance Respect Equity Ambassadors (2 from each class) who believe in respect, kindness and caring will meet twice a month for lunch, conversation, activities, games, videos, friends and finding ways to bring kindness back to the classroom. Ambassadors will have vests that identify them, lead the recess Buddy Bench, supply Recess Equipment and assist in positive play ● Best Buddies Program ● Boys and Girls Club, Kids in Action (after-school programming) ● Nutrition Program (Breakfast, Mustard Seed, Salvation Army, Youth HQ) ● Staff Leadership in FNMI portfolio and family/student monitoring of needs ● 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. <ul style="list-style-type: none"> ■ FNMI embedded coaching, Staff Learning, Elder’s Tea, District resources, student conference ■ New curriculum ties to classroom engagement ■ School wide cultural literacy ■ Circle of Courage/Medicine Wheel; Grandfather’s teachings within the Wellness Curriculum
<p style="text-align: center;">School Performance Measures</p>	<ul style="list-style-type: none"> ● 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 indicates that our school has improved or stayed the same over the last three years. (AE) ● School Pre-Post Circle of Courage Assessment (Students and Staff); Staff quarterly SOTM classroom assessments ● Student progression of assessed skills within the Pyramid of Supports ● Staff reflection and data assessment re: HIT strategy Sprints

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.

<p>Outcomes</p>	<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.
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	<ul style="list-style-type: none"> 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.
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"> Continuation of a Balanced Timetable to advantage optimal learning, nutrition and physical movement; protected literacy and numeracy time in the timetable 'Our Work' Fairview focused supervision and evaluation plan Addition of .6 Literacy/Numeracy Intervention Specialist Learning Support team; Literacy team. Purpose: Lead, develop and support students and staff in skill development (teachers, parents and students). Collaboration, connections to community, classroom supports, Student Support Room, professional development and community events School-wide Wellness. Purpose: Intercultural workshops, characteristics of learning and life, cultural presentations and events will increase knowledge and create a more welcoming, healthy and inclusive school community. Our time will help grow the acceptance, and cultural awareness as Newcomers settle into Canada and become active citizens of our community. These cultural literacy workshops will pair with our Wellness and Social Studies Curriculums. The language will tie to RDPSD Values for Learning and Life and prioritise Character Development. The year will culminate with a shared Multicultural Potluck in May/June that celebrates the journey we've shared. CAREing for Newcomers using STRONG curriculum (Supporting Transitional Resilience of Newcomer Groups) on an as needed basis. Purpose: To promote positive Canadian school culture and expectations through the lens of the Circle of Courage (Belonging, Independence, Mastery and Generosity). Using Translators we will offer Newcomer students and Parents an opportunity to tell their stories, complete a Private Logic Assessment and facilitate accelerated connections. Together we will respectfully transition Newcomers to the school, resources and lessons that will better address their mental health, wellness and adjustment needs. Maslow before Blooms. This program will work together with CARE for Newcomer Cultural programming through CARE for Newcomers. Purpose: offer activities (Pods) and special events which give the students the opportunity to explore their new community and learn more about Canadian culture. We also have special activities and creative projects which allow the youth to share their unique cultural heritage. HITS (High Impact Teaching), HIES (High Impact Engagement) and HIWS (High Impact Wellness), High Impact Language (SIOP) strategies are instructional practices that reliably increase student learning wherever they are applied. Mastery of the strategies requires you to draw on both your deep curriculum knowledge and your skills in assessment for, as and of learning. Through

	<p>embedded Professional Learning (Sprints), teachers will have deliberate practice and feedback on them in a trusted and collaborative environment. Developing new skills and extending existing ones will impact both teacher and student learning over time.</p> <p>Nutrition Programming: Mustard Seed, Government funding, Hope Mission, Salvation Army Backpacks, etc</p>
School Performance Measures	<ul style="list-style-type: none"> Percentage of all students; First Nations, Métis & Inuit students; and students who require English language support, who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (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)

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)

	<ul style="list-style-type: none"> ● Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)
<p style="text-align: center;">School Strategies</p>	<ul style="list-style-type: none"> ● Professional learning opportunities for new curriculum through release, consultation, embedded coaching (Brightspace, Numeracy, Literacy, FNMI, EAL support) ● Circle of Courage school wide application ● Implementation of an adapted whole school health message using ‘Family pod’ groups created for the purpose of deepening connections to the adults in the building and the curriculum content taught while teachers are collaborating. Mental health, Makerspace, Math, Literacy, the Arts, Cultural Literacy and Student/Admin meetings will be the focus ● Addition of .6 Literacy/Numeracy Intervention Specialist ● Continuation of Division Intervention Block and ‘All Hands On Deck’ approach to collective responsibility for learning and growth ● Grade team Common year plans, schedules, interventions ● Continued emphasis on a culture of collaboration, innovation and collective response through: Multi-Tiered System of Support Teams, Pyramid of Support, Communities of Practice, Learning Support Team, Sprints, Working Genius ● Sprint embedded collaboration utilising Working Genius strength model, meaningful growth aspects from Michael Fullan, and district consultant expertise will strengthen the areas of Math, Writing (HLATS) and Differentiation (SIOP) ● Collaboration with parents and specialists: Behavior Support Team, Speech Language Pathologists, Occupational Therapists and District Consultants in order to ensure that student's developmental and learning needs are met
<p style="text-align: center;">School Performance Measures</p>	<ul style="list-style-type: none"> ● Overall agreement that our students are safe at school and learning the importance of caring. (AE) ● Circle of Courage Quarterly Assessment

Staff Learning Day Plan (draft):

General Information

Generally, staff learning days should be planned and organized using the following time guides.

Features - 6 hrs of assigned time

- Standard Hours: 8:30 AM - 3:00 PM
- 2.5 Hrs of time to work on Division Wide Ed Plan Strategies
- 2.5 Hrs of time to work on School Ed Plan Strategies and meetings
- 30 min Lunch

One hour of self-directed wellness time is attached to the lunch break. When there are two Staff Learning Days in a month, the wellness portion only applies to one of the two days.

*it is recognized that sometimes emergent issues may arise in schools that may necessitate deviation from this guideline.

August 25-29, 2025 Organizational Days

August 25

- Opening Staff Meetings (reminder that all school staff will start on this day in 2025/26)

August 26

- Optional PD Sessions for division initiatives (8:30-9:45, 10:00-11:15, 1:00-2:00, 2:15-3:15)
 - Social Studies
 - K-3 (new curriculum)
 - Indigenous People's Giant Floor Map (K-12)
 - Blanket Exercise
 - ELAL
 - Nessie Online Reading Program - English Only (1-3)
 - Dreamscape Online Reading Program (4-5)
 - RCAT 4-12 (Refresher/new staff orientation)
 - Read Naturally Live (4 to 8)
 - Mathematics
 - MathUP K-3 (Refresher/New Staff Orientation)
 - MathUP 4-6 (Refresher/New Staff Orientation)
 - Mathia: Zorbits K-3 (Refresher/New Staff Orientation)
 - Mathia: MathStoria 4-6 (Refresher/New Staff Orientation)
 - French Immersion
 - New grade assignment? Review resources and planning documents. (Grades 1-5)
 - La grammaire en 3D: Refresher and new teacher Orientation. (Grades 1-5)
 - English As an Additional Language

- EAL Benchmarks/Strategies/Support (Refresher/New Staff Orientation)
 - School Tech Lead Meeting (*1:00-3:00 pm)

August 27

- Kevin Cameron training for FSLCs

August 28

- Kevin Cameron Training for FSLCs

August 29

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REMINDER - School administration shall assign a 2.5-hour period for teaching staff dedicated to the review of essential student data and digital platform preparation. This allocated time is designated for examining incoming students' EAL Benchmarks and ISPs, familiarization with the digital backpack, and the setup of BrightSpace resources. Scheduling of this period will be determined at the school level to align with operational needs. A guidance document outlining recommended procedures for this review will be provided to all teachers. Notification of the final date and time for this mandatory activity should be communicated to all staff.

REMINDER - To facilitate effective preparation for the upcoming school year, 1.0 FTE teachers will receive a minimum of 12 hours designated for self-directed activities. Principals will ensure this time remains free from assigned tasks or scheduled meetings, allowing teachers autonomy in their preparation. This time will be provided in the most substantial blocks possible, coordinated thoughtfully with the school's overall start-up schedule.

Schools choosing to use Friday afternoon for supply drop-off cannot include that time in the 12 hours of teacher time.

Student Support Room Teacher Training Days

Will take place on the following days from 8:30 - 11 am:

- August 26th, 2025
- October 10th, 2025
- January 16th, 2026
- March 20th, 2026

Date	Division Priorities	School Goals <i>Enhancing Learners' WILL and THRILL</i> through: <i>HIWS and HIES (HITS embedded PD)</i> - Circle of Courage, Resilience, - Working Genius - Collective and Collaborative Response - MSST (Teams) - Shared Mission/Vision - Commitment to Ed Plan
Start up August 25		<p>Division Kick-Off/Staff Meeting (meeting video at our own school)</p> <p>AM (8:30-11:00)</p> <ul style="list-style-type: none"> • Data Review <ul style="list-style-type: none"> ○ (2.5 hr) Support and Preparing (ISP, virtual backpack, transition plan, Brightspace, etc review); Structure to support this time below: <ul style="list-style-type: none"> ■ Digital Document check ■ This template can be used to create a classroom profile as desired ■ PowerSchool—Virtual Student Backpack” provides step-by-step instructions ■ Brightspace Getting Started & RDPSD Brightspace Resources website <p>(11:00-11:30)</p> <ul style="list-style-type: none"> • Break <p>PM (11:30-1:15)</p> <ul style="list-style-type: none"> • Student/Parent Meet the Teacher and Supply Drop off Meet The Teacher/Supply Drop Off (outdoor if possible); grade team tables <ul style="list-style-type: none"> ○ Mustard Seed BBQ (TBA) <p>(2:00-3:00)</p> <ul style="list-style-type: none"> • Staff Meeting Hour Zero and Housekeeping <hr style="border-top: 1px dashed black;"/> <p>EA Plan</p> <ul style="list-style-type: none"> • Led by Natalie, Steph and Teresa • EA PD ideas • Pod planning • Student Prep • Communication needs?
	<p>Optional Division PD <i>K to 12 - Learning Services</i> Fairview Plan: Please choose 2 of the sessions above (mandatory) - a.m. or p.m.</p> <p>Student Services - Student Support Room Training - 8:30 - 11 am</p> <p>Technology Services - Tech Lead Meeting - 1:00-3:00 pm</p> <p>EA PD session w/Froese Psychological Services - AM (TBA)</p>	<p>Division Curriculum Support AM/PM Choose your own Adventure</p> <ul style="list-style-type: none"> • (2hrs) 2 of 4 Sessions as on pg. 1 (TBA) <ul style="list-style-type: none"> ○ (30 min) BREAK ○ (3.5 hr) Teacher Self Directed Time (as above); please feel free to access Admin; Lead Teachers: EAL, Brightspace, etc; LST team meeting bookings; grade partner, EA collaboration etc but this is your choice <hr style="border-top: 1px dashed black;"/> <p>EA Plan</p> <ul style="list-style-type: none"> • Led by Natalie, Steph and Teresa • EA PD ideas • Pod planning • Student Prep • Communication needs?

<p>August 27</p>	<p>FSLC training with Kevin Cameron</p> <p>EA PD session w/Froese Psychological Services - AM (TBA)</p>	<p>AM (8:30-11:30)</p> <ul style="list-style-type: none"> • Staff Meeting <ul style="list-style-type: none"> ○ Organizational Day Exit Pass (will be supplied) • Staff Learning <ul style="list-style-type: none"> ○ Ed Plan mini Review ○ Retreat Prep <ul style="list-style-type: none"> ■ Data results for staff CC and Private Logic ■ Setting the Stage for Success: Staff Circle of Courage data; Parallel of student/staff learning; Resilience and it's connection to courage and learning (ARM), Teams ○ Pyramid of Supports model for student needs (LST, LAT, PD collab) ○ Skill, Will and Thrill - HITS, HIES, HIWS: Structured 'Soft' Start <ul style="list-style-type: none"> ■ HIES: CO-CREATING THE CLIMATE Predictability, Explicit Behavioural Expectations; ■ HIWS: Building Relationships; Safe and Inclusive Classroom Environment ■ HIES: BUILDING TRUST Relationship Building ○ Rotating Sessions by Division: Pod Support Conversations: FNMI, Lit/Num, LST/SSR *SOTW/CLW <p>(11:30-3:00)</p> <ul style="list-style-type: none"> ○ (30 min) BREAK ○ (3 hr) Teacher Self Directed Time (as above); please feel free to access Admin; Lead Teachers: EAL, Brightspace, etc; LST team meeting bookings; grade partner, EA collaboration etc but this is your choice <hr/> <p>EA Plan</p> <ul style="list-style-type: none"> • Led by Natalie, Steph and Teresa • EA PD ideas • Pod planning • Student Prep • Communication needs?
<p>August 28</p>	<p>FSLC training with Kevin Cameron</p> <p>EA levelled PD w/Froese am</p>	<p>School Preparation</p> <p>AM (8:30-11:00)</p> <ul style="list-style-type: none"> • Staff Welcome and Staff Learning (as needed TBA) <p>PM (11:30-3:00)</p> <ul style="list-style-type: none"> ○ (30 min) BREAK ○ (3 hr) Teacher Self Directed Time (as above); please feel free to access Admin; Lead Teachers: EAL, Brightspace, etc; LST team meeting bookings; grade partner, EA collaboration etc but this is your choice <ul style="list-style-type: none"> ■ We'll try to also give you the morning as you are still deserving of 3 hours of Self Directed time and hope that you understand the time from the Gull Lake Retreat
<p>August 29</p>		<p>Staff Gull Lake Retreat</p> <p>AM (8:30-11:30)</p> <ul style="list-style-type: none"> • Staff Welcome and Staff Learning <ul style="list-style-type: none"> ○ 8:30-9:00 ○ 9-11:30 <p>Lunch (11:30-1:00)</p> <ul style="list-style-type: none"> • Lunch Provided and Self Directed Time <p>PM (1:00-3:00)</p> <ul style="list-style-type: none"> • Staff Unity and Relationship Building <ul style="list-style-type: none"> ○ Programming through Gull Lake Retreat Center

<p>September 19 K-8 Only</p>	<p>Division Priorities <i>HITS: Enhancing Learners'</i> <u>SKILL</u>, <u>WILL</u> and <u>THRILL</u></p>	<p>School Goals <i>Enhancing Learners' <u>WILL</u> and <u>THRILL</u></i> through: <i>HIWS and HIES (HITS embedded PD)</i></p> <hr/> <ul style="list-style-type: none"> - Circle of Courage, Resilience, - Working Genius - Collective and Collaborative Response to Student Need - MSST (Teams) - Shared Mission/Vision - Commitment to Ed Plan 	
<p>October 9</p>		<p>K - 8 PT Conferences</p>	
<p>October 10</p>	<p>Division Priorities Student Services - Student Support Room Training - 8:30 - 11 am <i>HITS: Enhancing Learners'</i> <u>SKILL</u>, <u>WILL</u> and <u>THRILL</u></p>	<p>School Goals <i>Enhancing Learners' <u>WILL</u> and <u>THRILL</u></i> through: <i>HIWS and HIES (HITS embedded PD)</i></p> <hr/> <ul style="list-style-type: none"> - Circle of Courage, Resilience, - Working Genius - Collective and Collaborative Response to Student Need - MSST (Teams) - Shared Mission/Vision - Commitment to Ed Plan <p>Suggestion: Collab time - Data Analysis & Intervention Planning - All grades</p> <p>AM (11:00-12:30) Lunch & Wellness</p> <p>PM (12:30-3:00)</p> <ul style="list-style-type: none"> • (30 min) HITS, HIES, HIWS • (60 min) Sprint Celebration • (30 min) Staff Meeting • DI Pyramid. LNIT (lit/num/intervention Team, LST collab) • SOTW/Circle of Courage quarterly reflection • Or TBA (Guest, FNMI, etc) <hr/> <p>EA Plan AM (8:30-11:30)</p> <ul style="list-style-type: none"> • Led by Natalie, Steph and Teresa • EA PD ideas • Pod planning • Student Prep • Communication needs? 	
<p>November 7</p>	<p>Division Priorities <i>HITS: Enhancing Learners'</i> <u>SKILL</u>, <u>WILL</u> and <u>THRILL</u></p>	<p>School Goals</p> <ul style="list-style-type: none"> - Results Report - Collective and Collaborative Response to Student Need - Commitment to Ed Plan <p>Suggestion: Results Report - Data Analysis & Reflection</p> <p>AM (8:30-11:00)</p> <ul style="list-style-type: none"> • (30 min) Staff Meeting • DI Pyramid. LNIT (lit/num/intervention Team, LST collab) • Results Report & Review 	
		<p>Hour Zero ½ Day</p>	

		AM (11:00-12:00) Wellness	
December 11 K-8 Only	K - 8 PT Conferences		
December 12	Division Priorities <i>HITS: Enhancing Learners' <u>SKILL</u>, <u>WILL</u> and <u>THRILL</u></i>	School Goals <i>Enhancing Learners' <u>WILL</u> and <u>THRILL</u> through: <u>HIWS</u> and <u>HIES</u> (HITS embedded PD)</i> - Circle of Courage, Resilience, - Working Genius - Collective and Collaborative Response to Student Need - MSST (Teams) - Shared Mission/Vision - Commitment to Ed Plan	
		AM (8:30-12:00) <ul style="list-style-type: none"> (30 min) HITS, HIES, HIWS, SIOP (60 min) Sprint Celebration (30 min) Staff Meeting DI Pyramid. LNIT (lit/num/intervention Team, LST collab) Or TBA (Guest, FNMI, etc) Lunch (12:00-12:30) * Wellness is not attached to a 2-day Learning schedule (see above)	
		PM (12:30-3:00) <ul style="list-style-type: none"> Guest Speaker?? FNMI Learning?? <hr/> EA Plan AM (8:30-11:30) <ul style="list-style-type: none"> Led by Natalie, Steph and Teresa EA PD idea Pod planning Student Prep Communication needs? 	
January 16 K-8 Only	Division Priorities New Curriculum <i>K to 3 Social</i> <i>K to 6 - Math & ELAL Update</i> Student Services - Student Support Room Training - 8:30 - 11 am H.I.T.S. - Enhancing Learners' <u>WILL</u>	School Goals <i>Enhancing Learners' <u>WILL</u> and <u>THRILL</u> through: <u>HIWS</u> and <u>HIES</u> (HITS embedded PD)</i> - Circle of Courage, Resilience, - Working Genius - Collective and Collaborative Response to Student Need - MSST (Teams) - Shared Mission/Vision - Commitment to Ed Plan	
		AM (8:30-11:00) <ul style="list-style-type: none"> Led by Natalie, Steph and Teresa EA PD ideas Pod planning Student Prep Communication needs? AM (11:00-12:30) Lunch & Wellness PM (12:30-3:00) <ul style="list-style-type: none"> (30 min) HITS, HIES, HIWS, SIOP (60 min) Sprint Celebration (30 min) Staff Meeting DI Pyramid. LNIT (lit/num/intervention Team, LST collab) 	

		<ul style="list-style-type: none"> SOTW/Circle of Courage quarterly reflection Or TBA (Guest, FNMI, etc)
January 30 High School Only	Semester Start-Up	
March 19 K-8 Only	K - 8 PT Conferences	
March 20	Division Priorities Student Services - Student Support Room Training - 8:30 - 11 am <i>HITS: Enhancing Learners' <u>SKILL</u>, <u>WILL</u> and <u>THRILL</u></i>	School Goals <i>Enhancing Learners' <u>WILL</u> and <u>THRILL</u> through: <u>HIWS and HIES (HITS embedded PD)</u></i> - Circle of Courage, Resilience, - Working Genius - Collective and Collaborative Response - MSST (Teams) - Shared Mission/Vision - Commitment to Ed Plan
		TBA
May 15	Division Priorities Collaborative Marking of writing assessments (Gr. 1-8) <i>HITS: Enhancing Learners' <u>SKILL</u>, <u>WILL</u> and <u>THRILL</u></i>	School Goals <i>Enhancing Learners' <u>WILL</u> and <u>THRILL</u> through: <u>HIWS and HIES (HITS embedded PD)</u></i> - Circle of Courage, Resilience, - Working Genius - Collective and Collaborative Response - MSST (Teams) - Shared Mission/Vision - Commitment to Ed Plan
		AM (8:30-12:00) <ul style="list-style-type: none"> Education Plan Lunch (12:00-1:30) PM (1:30-3:00) <ul style="list-style-type: none"> (30 min) HITS, HIES, HIWS, SIOF (60 min) Sprint Celebration (30 min) Staff Meeting DI Pyramid. LNIT (lit/num/intervention Team, LST collab) Or TBA (Guest, FNMI, etc) <hr/> EA Plan AM (8:30-11:30) <ul style="list-style-type: none"> Led by Natalie, Steph and Teresa EA PD idea Pod planning Student Prep Communication needs?
June 12 (K to 8)	Division Priorities <i>HITS: Enhancing Learners' <u>SKILL</u>, <u>WILL</u> and <u>THRILL</u></i>	School Goals <i>Enhancing Learners' <u>WILL</u> and <u>THRILL</u> through: <u>HIWS and HIES (HITS embedded PD)</u></i> - Circle of Courage, Resilience, - Working Genius - Collective and Collaborative Response - MSST (Teams)

**- Shared Mission/Vision
- Commitment to Ed Plan**

AM (8:30-11:00)

- (30 min) HITS, HIES, HIWS, SIOP
- (60 min) Sprint Celebration
- (30 min) Staff Meeting
- DI Pyramid and LST collab

AM (11:00-12:30)

Lunch and Wellness

Suggestion

Collab -G1-5 MMA (May Math Assess) - analyze & plan for the remainder of year

Collab - HLAT - Administer, Mark & Analyze Education Plan

Suggestion

Ed Planning

Year End Organizational Exit Pass

Ask Shari and Sherri to prep us in a sprint prior if they are too busy to come

PM (12:30-3:00)

- As above

EA Plan

AM (8:30-11:30)

- Led by Natalie, Steph and Teresa
- [EA PD idea](#)
- Pod planning
- Student Prep
- Communication needs?

School Council & School Generated Funds:

(Optional)