



Prairie River Junior High School

**Annual Education Results Report
2021-22**



About Us

Prairie River Junior High School is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake. We provide educational opportunities to the communities of High Prairie, Jousard, Driftpile, Sucker Creek, Kinuso, East Prairie, Peavine, and Grouard.

Principal's Message

Prairie River Junior High is the only stand-alone Junior High in High Prairie School Division. Our focus is solely on this age group and how best to support them. Our students come from different communities, with different backgrounds and needs.

Our staff also come from a diverse background. Many staff have travelled and taught overseas, bringing with them the knowledge and experience from working with people from different cultures. Likewise, we have many staff who are local to the area, often having been born and raised here. The combination of this diverse staff helps to create a very inclusive and positive school culture. Forming relationships and seeking to understand student, family and community needs is at the very foundation of all that we do at Prairie River Junior High School..

Our student enrollment currently sits at 43 grade 7 students, 65 grade 8 students and 61 grade 9 students. Our total student population is 169.

The school culture at Prairie River is based on our foundation 3A's (Academics, Arts, and Athletics), and 3R's (Responsible, Reliable, and Respectful). In an effort to make more progress in each of these areas we have become a "Restorative Practices School." Restorative Practices seeks to change the personal relationship dynamic between all members of our school community. Taking responsibility for our actions, and rebuilding damaged relationships are two critical elements that are a focus for each of us during the school year.

As an extension of Restorative Practices, we are redesigning our traditional Parent/Teacher Interviews, to become more warm and welcoming, with a focus on building relationships. We started the year with a very well attended "Open House Dinner, and Meet and Greet." We will build upon that success as we move to a modified Parent/Student/Teacher model that will become a series of "Family Nights" that start with a dinner, and includes mini workshops focused on Restorative Practices, Elder Storytelling, Book Fairs, and fun activities in the gym.

Prairie River Junior High School Council/Parent Travel Club

Our School Council has been very busy building strong relationships throughout our school community. Our School Council hosted a seminar early in the year entitled, "Effective Engagement in Your School Community" (presented by Alberta School Councils' Association). From this seminar, the executive took a number of initiatives forward to grow school community involvement in school council business. Our Parent Travel Club (a separate, but critical body) also brought some increased attention to all the wonderful support (particularly financial) that this body provides our students and school in general.

Staff List

Kellie Bouvier	Educational Assistant
Brad Corless	Teacher
Keith Davidson	Teacher
Kimberley Elliott	Teacher
Jaime Erasmus-Perley	Teacher
Angie Halverson	Educational Assistant
Frances Hyde	Cook
Melissa Isaac	Vice Principal
Karissa Jackman	Teacher
Trudy Kluin	Educational Assistant
Cynara Pichay	Secretary
Tanya Prpich	Learning Commons Clerk
Kyla Rae	Teacher
Collin Rattray	Teacher
Val Richardson	Secretary
Troy Runzer	Principal
Cheyenne Simms	Teacher
Brenda Coloumbe	Teacher
Lindsay Strebchuk	Teacher
Paula Taylor	Teacher

Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Prairie River Jr. High Sch.			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	77.4	84.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	70.9	86.7	73.7	81.4	83.2	83.1	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	53.6	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	4.8	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a	
Teaching & Leading	Education Quality	79.3	85.8	87.6	89.0	89.6	90.3	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.5	88.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.1	91.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	67.8	88.9	83.2	78.8	79.5	81.5	Very Low	Declined	Concern

Spring 2022 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	Prairie River Jr. High Sch. (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	n/a	n/a	n/a	59.5	62.0	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	50.7	n/a	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	4.4	n/a	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.2	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.4	n/a	n/a	n/a	
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

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation						Authority								Province								
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	106	81.6	57	65.1	79	82.2	40	86.7	65	70.9	Low	Maintained	Issue	1,178	77.4	944	73.2	1,084	78.3	876	80.3	993	77.8	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	31	73.5	11	58.2	9	86.4	5	*	n/a	n/a	n/a	n/a	n/a	251	73.1	157	69.1	177	73.0	89	71.0	95	73.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	62	75.8	38	70.5	56	68.8	31	77.9	53	61.8	Low	Maintained	Issue	741	71.5	620	64.4	714	72.0	605	76.3	721	69.6	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	13	95.4	8	66.7	14	91.4	9	95.6	12	80.0	Very Low	Maintained	Concern	186	87.6	167	86.0	193	90.0	182	93.4	177	90.3	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Comments on Results

These results have dropped from the previous year. While these are not the numbers we and hoped for, we want to monitor this closely to see if this is a result of an influx of new students to our school system or part of another issue that we can work on to address in addition to the strategies outlined below.

The promotion of active citizenship is a critical component of our character education program. We believe that significant improvements will be made as we embark on supports for this critical learning, through the reframing of student and staff relationships and responsibilities within our developing Restorative Practices programming.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																			
	School										Measure Evaluation						Authority								Province										
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	84.8	65	77.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	31	73.3	53	74.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	9	96.3	12	80.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	

Comments on Results

Although student responses increased slightly from last year, teacher responses declined sharply. As we work to develop a more effective Collaborative Response Model (CRM), we believe that staff will experience more collective efficacy. Collaborative Response is a program where all staff are part of small groups who discuss, plan and then implement classroom supports for specific student learning issues. Outcomes are then tracked closely to determine effectiveness of these efforts.

There was insufficient parent data to be included in this data set. We are hopeful that we can continue to build relationships with families that will result in greater feedback from families.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	School										Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	67	0.0	43	1.1	55	4.7	63	1.3	59	4.4	Intermediate	Maintained	Acceptable	1,058	5.5	977	6.2	1,015	6.3	1,050	5.5	1,001	8.3	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
Returning Rate	n/a	n/a	n/a	n/a	1	*	3	*	1	*	n/a	n/a	n/a	58	25.0	67	25.0	66	13.5	69	15.8	62	19.0	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3

Comments on Results

While significantly greater than our 2020 results, our dropout rate has been very erratic over the past five years. These numbers are very sensitive to even small changes in student population (for example, having even one student dropout from a population of 59 students results in a 1.7% dropout rate, two students dropping out equates to a 3.4% dropout rate).

Our middle school students are approaching the age where they will be/are legally permitted to leave school. Our desire is to engage students in different types of learning in order that they see a place for themselves in a continuing school experience.

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												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	106	94.8	57	83.4	79	86.3	40	79.9	64	93.1	Very High	Improved	Excellent	858	84.1	647	78.5	825	82.1	594	80.5	694	82.4	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	31	88.6	11	64.0	9	81.7	5	*	n/a	n/a	n/a	n/a	n/a	252	83.6	157	77.0	177	77.8	90	78.6	95	81.5	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	62	95.7	38	90.8	56	83.6	31	72.8	52	88.3	Very High	Maintained	Excellent	420	80.2	323	71.1	455	80.0	322	76.2	422	77.8	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	13	100.0	8	95.3	14	93.8	9	87.0	12	97.9	Very High	Maintained	Excellent	186	88.6	167	87.3	193	88.6	182	86.8	177	87.9	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

Comments on Results

Past years have seen the development and growth of an excellent Band program. We have added capacity in the areas of Coding/Technology, Fashion Studies, as well as Options that encourage active, healthy living.

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										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	106	88.4	57	87.3	79	88.2	40	91.4	65	85.4	High	Maintained	Good	1,178	86.8	944	84.1	1,083	86.5	877	87.3	994	87.4	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	31	88.4	11	87.0	9	88.9	5	*	n/a	n/a	n/a	n/a	n/a	252	85.1	157	82.1	177	83.6	90	81.6	96	86.8	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	62	80.0	38	87.3	56	77.3	31	82.9	53	79.2	High	Maintained	Good	740	81.4	620	77.3	713	80.7	605	83.5	721	79.6	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	13	96.9	8	87.5	14	98.6	9	100.0	12	91.7	Intermediate	Maintained	Acceptable	186	93.9	167	92.9	193	95.1	182	96.7	177	95.7	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Comments on Results

Our staff have long had a reputation for extensive and engaging supervision, from the moment that students are greeted at the front door, to further welcomes and acknowledgements at classroom doors. Many of our teachers practice “Morning Circles” as part of our Restorative Practices program. This gives students and staff an opportunity to connect, and encourages support and understanding for those students who may be off to a difficult start to the day.

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										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	104	92.8	56	76.4	79	87.1	40	87.5	65	80.8	Very High	Maintained	Excellent	1,166	79.3	934	77.4	1,083	81.1	850	76.7	974	71.1	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	29	89.7	10	70.0	9	88.9	5	*	n/a	n/a	n/a	n/a	n/a	240	78.8	150	73.3	176	76.7	79	68.4	92	56.5	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	62	88.7	38	84.2	56	72.3	31	75.0	53	78.3	Intermediate	Maintained	Acceptable	741	79.8	617	73.1	714	81.0	600	79.8	718	72.6	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	13	100.0	8	75.0	14	100.0	9	100.0	12	83.3	High	Maintained	Good	185	79.5	167	85.6	193	85.5	171	81.9	164	84.1	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

Comments on Results

Although the results for this category were quite strong, we did experience a significant drop compared to past years in our teacher response. Again, the fact that the sample size (12 respondents) was small, was likely a factor (a single “strongly disagree” response makes a significant difference). We will monitor subsequent years to determine if this becomes a trend.

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												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	43	93.3	18	68.8	23	90.9	9	100.0	12	83.3	High	Maintained	Good	419	78.4	317	73.2	359	80.3	261	80.7	266	82.5	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	30	86.7	10	50.0	9	88.9	5	*	n/a	n/a	n/a	n/a	n/a	236	69.9	151	59.6	169	71.6	82	65.9	92	70.7	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	13	100.0	8	87.5	14	92.9	9	100.0	12	83.3	Low	Maintained	Issue	183	86.9	166	86.7	190	88.9	179	95.5	174	94.3	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

Comments on Results

Although we are missing parent data for this measure, our teacher response indicates continuing inconsistency between sample years. Grade 9 students get significant supports from our Career Coach team, and to a lesser extent Grades 7 and 8 students receive increasing programming regarding short and long term goal setting. Giving students “food for thought” regarding all of the possibilities in front of them is a goal of our Health programming in all grades. Our low teacher scores indicate that more work needs to be done in building collective efficacy toward our work with students in this category.

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												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	44	86.7	18	60.6	23	78.0	9	94.4	12	80.0	High	Maintained	Good	423	73.9	317	66.1	367	73.2	265	76.9	269	79.5	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	31	73.3	10	61.1	9	66.7	5	*	n/a	n/a	n/a	n/a	n/a	240	62.4	150	51.4	174	62.7	84	63.9	94	69.3	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	13	100.0	8	60.0	14	89.3	9	94.4	12	80.0	Intermediate	Maintained	Acceptable	183	85.4	167	80.9	193	83.6	181	89.8	175	89.7	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

Comments on Results

We believe that “Lifelong Learning” and “Work Preparation” categories are closely linked. We are very comparable to provincial results, but continue to push to improve results in these important categories. We want to ensure that students have exposure to a vast spectrum of future career opportunities. Preparing students to enter high school program streams that meet their needs is critical to planning for future opportunities. Whether a career in the trades, university/college, or straight to work out of high school is in the future, we will strive to show our students all of the possibilities.

Literacy Data			2018-19				2019-20 ¹				2020-21 ¹				2021-22							
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#
OCA	Grade 7	Limited	62	66.7	22	31.0	9	65	60.5	23	ND	ND	49	62.5	20	ND	ND	63	43.4	23	ND	ND
		Acceptable		30.3	10	62.1	18		34.2	13	ND	ND		37.5	12	ND	ND		47.2	25	ND	ND
		Excellence		3.0	1	6.9	2		5.3	2	ND	ND		0.0	0	ND	ND		9.4	5	ND	ND
	Grade 8	Limited	85	68.6	35	55.4	31	61	58.1	18	ND	ND	56	35.1	13	ND	ND	62	32.5	13	ND	ND
		Acceptable		31.4	16	41.1	23		41.9	13	ND	ND		59.5	22	ND	ND		30.0	12	ND	ND
		Excellence		0.0	0	3.6	2		0.0	0	ND	ND		5.4	2	ND	ND		37.5	15	ND	ND
	Grade 9	Limited	71	76.9	30	75.0	30	76	ND	ND	ND	ND	46	56.0	14	ND	ND	72	43.5	20	ND	ND
		Acceptable		23.1	9	17.5	7		ND	ND	ND	ND		28.0	7	ND	ND		32.6	15	ND	ND
		Excellence		0.0	0	7.5	3		ND	ND	ND	ND		16.0	4	ND	ND		23.9	11	ND	ND
Legend:			Footnotes:																			
Fall: September - January			* Schools only required to submit one assessment per student due to COVID complications																			
ND: No data collected for the corresponding grade/school year																						
Spring: February - June																						

Comments on Results

When viewed in terms of cohorts, the data from our Ontario Comprehensive Assessment (OCA) is quite inconsistent. For example, looking at our Grade 9 results from 2021-22, and comparing these results from their results as Grade 8 students in 2020-21, and again as Grade 7 students from 2019-20. There are a number of possibilities as to why we are seeing these discrepancies. Changes in class composition, assessment administration, etc. A single writing due to challenges with Covid has limited our ability to analyze a full data set. Results from 2021-22 appear to show significant gains in student achievement compared to past years, however, more analysis in the coming year will be needed to determine actual trends.

Numeracy Data			2018-19			2019-20			2020-21			2021-22		
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall	
				%	#		%	#		%	#		%	#
MIPI	Grade 7	Requires Attention	62	28.6	10	65	60.0	21	49	28.6	10	63	66.0	31
		May Require Attention		28.6	10		17.1	6		62.9	22		19.1	9
		Does Not Require Attention		42.9	15		22.9	8		8.6	3		14.9	7
	Grade 8	Requires Attention	85	47.5	19	61	100.0	7	56	57.7	15	62	64.2	34
		May Require Attention		32.5	13		0.0	0		26.9	7		17.0	9
		Does Not Require Attention		20.0	8		0.0	0		15.4	4		18.9	10
	Grade 9	Requires Attention	71	66.7	24	76	72.7	32	46	52.6	10	72	80.4	45
		May Require Attention		13.9	5		13.6	6		26.3	5		14.3	8
		Does Not Require Attention		19.4	7		13.6	6		21.1	4		5.4	3
Legend:														
Fall: September - January														
ND: No data collected for the corresponding grade/school year														
Spring: February - June														

Comments on Results

Our numeracy data is concerning, but also very inconsistent when cohort groups are compared. We have examined our assessment administration practices. As well our Math department teachers have developed an additional benchmark tool that specifically measures Math vocabulary/terms understanding. We believe that, with changes to practice, as well as additional numeracy supports (the creation of a “Numeracy Block” every second day) we will see improved outcomes.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	71.4	6.1	59.2	0.0	n/a	n/a	n/a	n/a	36.2	1.4	n/a	n/a
	Authority	66.0	4.9	59.6	5.3	n/a	n/a	n/a	n/a	52.9	2.2		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
K&E English Language Arts 9	School	50.0	0.0	46.2	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	32.1	0.0	47.6	4.8	n/a	n/a	n/a	n/a	31.3	0.0		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
Mathematics 9	School	43.4	9.4	33.3	0.0	n/a	n/a	n/a	n/a	13.0	0.0	n/a	n/a
	Authority	51.9	8.2	44.3	6.9	n/a	n/a	n/a	n/a	29.8	3.1		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathematics 9	School	25.0	8.3	69.6	4.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	29.6	7.4	55.6	2.8	n/a	n/a	n/a	n/a	50.0	0.0		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	School	68.8	8.3	69.2	12.8	n/a	n/a	n/a	n/a	24.6	1.4	n/a	n/a
	Authority	69.5	11.5	62.9	17.4	n/a	n/a	n/a	n/a	48.2	7.5		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
K&E Science 9	School	53.3	0.0	69.6	17.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	53.3	0.0	59.4	12.5	n/a	n/a	n/a	n/a	46.7	26.7		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	School	55.1	4.1	44.0	2.0	n/a	n/a	n/a	n/a	23.2	4.3	n/a	n/a
	Authority	55.7	8.9	49.2	7.9	n/a	n/a	n/a	n/a	38.4	5.6		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
K&E Social Studies 9	School	21.4	0.0	33.3	8.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	25.0	3.6	33.3	9.5	n/a	n/a	n/a	n/a	33.3	11.1		
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course		Measure		Prairie River Jr. High Sch.						Alberta				
				Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	69	36.2	49	59.2	35,521	69.6	47,465	75.1		
	Standard of Excellence	n/a	n/a	n/a	69	1.4	49	0.0	35,521	12.9	47,465	14.7		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	13	46.2	1,310	50.5	1,569	57.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	13	0.0	1,310	5.0	1,569	5.4		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	69	13.0	39	33.3	32,890	53.0	46,764	60.0		
	Standard of Excellence	n/a	n/a	n/a	69	0.0	39	0.0	32,890	16.7	46,764	19.0		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	23	69.6	1,746	55.3	2,190	59.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	23	4.3	1,746	11.1	2,190	13.2		
Science 9	Acceptable Standard	n/a	n/a	n/a	69	24.6	39	69.2	31,215	68.0	47,489	75.2		
	Standard of Excellence	n/a	n/a	n/a	69	1.4	39	12.8	31,215	22.6	47,489	26.4		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	23	69.6	1,185	57.8	1,536	61.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	23	17.4	1,185	11.0	1,536	10.7		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	69	23.2	50	44.0	30,108	60.8	47,496	68.7		
	Standard of Excellence	n/a	n/a	n/a	69	4.3	50	2.0	30,108	17.2	47,496	20.6		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	33.3	1,167	53.2	1,466	55.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	8.3	1,167	14.1	1,466	15.0		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Provincial Achievement Testing (PATs) Achievement

Testing across all core subjects (Language Arts, Social Studies, Math, and Science) show a continuing disruption from the past few years of Covid interrupted learning. Provincial results parallel our own Divisional standardized testing. Of greatest concern is our Math achievement, followed by Social Studies and Science. Our Language Arts results show signs of recovering, and with structured supports (the addition of Literacy and Numeracy blocks), we believe that we will continue to see improved results in all subject areas.

DOMAIN 2: TEACHING AND LEADING

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	106	91.8	57	86.9	79	88.3	40	85.8	65	79.3	Very Low	Declined	Concern	1,181	87.7	946	84.3	1,086	88.1	876	86.7	994	87.8	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	31	89.7	11	83.3	9	87.0	5	*	n/a	n/a	n/a	n/a	n/a	252	83.4	157	78.6	177	83.3	90	80.4	96	86.9	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	62	90.8	38	87.7	56	82.7	31	80.8	53	80.8	Very Low	Maintained	Concern	743	86.9	622	81.0	716	87.0	604	86.0	721	84.8	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	13	94.9	8	89.6	14	95.2	9	90.7	12	77.8	Very Low	Maintained	Concern	186	92.9	167	93.3	193	93.9	182	93.7	177	91.7	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Comments on Results

Over time, student responses have declined slightly (although still within 5% of provincial scores). Of concern continues to be the staff decline, after years of over 90% satisfaction. Again, we would highlight the inherent challenge of a single responses that skews the entire category. Still, we do not dismiss the results and will continue to monitor to determine if a trend is emerging.

In-service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	13	94.9	8	83.3	14	97.6	9	92.6	12	83.3	Intermediate	Maintained	Acceptable	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	13	94.9	8	83.3	14	97.6	9	92.6	12	83.3	Intermediate	Maintained	Acceptable	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

Comments on Results

Our results are on par with provincial results. We are striving to balance the needs of supporting opportunities to increase staff knowledge and practice, that results in improvement to academic outcomes. As well, we are committed to strengthening relationships with school community members, and taking a deep dive into Restorative Practices. A collective staff desire to more deeply explore Land-Based Learning is a path that we are actively developing.

DOMAIN 3: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	40	88.3	65	76.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	31	79.8	53	66.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	9	96.8	12	86.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Comments on Results

This is emerging data for which there is little longitudinal data to which compare this year's results to. Having said this, we have experienced a significant year to year drop from both teacher and student respondents. This category has some crossover to other categories of the AERR tool, for example, the earlier "Safe and Caring" measure, where we scored significantly higher. We will need more time and data to determine trends that we can act upon.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	40	91.6	65	85.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	31	90.0	53	80.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	9	93.2	12	90.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

Comments on Results

We surpass provincial results in this category, but again, this is a very preliminary data set, where we will need to review this category over time to determine our relative success.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School										Authority												Province										
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	106	95.3	57	88.2	79	86.6	40	93.1	65	86.0	Intermediate	Maintained	Acceptable	1,179	86.4	944	81.3	1,084	86.3	876	83.4	992	84.2	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	31	94.6	11	75.0	9	76.0	5	*	n/a	n/a	n/a	n/a	n/a	252	79.1	157	72.0	177	78.5	90	72.1	96	78.1	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	62	91.4	38	93.9	56	83.9	31	90.0	53	80.3	Low	Declined	Issue	741	84.7	620	80.0	714	85.5	604	84.1	719	81.6	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	13	100.0	8	95.8	14	100.0	9	96.3	12	91.7	Low	Maintained	Issue	186	95.3	167	91.8	193	95.0	182	93.9	177	92.8	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Comments on Results

Although we actually surpass provincial results in this category, the decline of students who feel they have access to supports is concerning. We are focusing our coaching efforts this year on teaching students how to advocate for themselves, and to understand that all students have different needs, and learn differently. We are working with them to identify their needs (for example, a need to use “audio” as an accommodation) and then use these strategies and tools to improve their learning.

Inclusion – Pyramid of Intervention

HPSD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSD school annually reviews their pyramid of intervention to include:

- the universal, targeted and intensive supports available
- the process by which teachers collaborate to implement strategies [Response to Intervention]
- a display of the pyramid of intervention in a designated area where staff have easy access
- development of a network of supports to enable conversations about the progress of students

A divisional Educational Assistant committee was founded with representatives from each school. The representatives surveyed their school’s educational assistants to determine areas of interest to support students and professional development opportunities to reflect local context.

First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)

The Indigenous Education Coach has shifted its focus from a student-centered approach to a Universal Education Model.

The goals of this model is that all students will have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

This model will support all staff in meeting the TQS #5 through monthly professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. Moving future generations forward in creating a more inclusive Canada.

This model will allow Indigenous Learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to grade 12 will be respectful, authentic and genuine. Often including consultations with Elders and Knowledge Keepers.

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2020-21 school year included:

All schools received one hour of coach-led professional development each month.

Although we were unable to have Elders, Knowledge Keepers, and presenters come into our schools, we took advantage of technology by having division-wide virtual presentations. Some of these presentations included:

- Métis politician Inier Gauchier joined the Grade 9 classroom to discuss governance and rights.
- Storytellers and Indigenous educators joined High School Science classes to discuss the concepts of interconnection and Indigenous worldviews.
- Indigenous musician Brianne Lizotte taught the origins of the Métis fiddle and jigging.

Land-based learning still took place with local Elders in outdoor spaces that were within walking distance from our schools. Teachings included trapping and hunting, tipi teachings, traditional medicine walks, traditional food gathering and storage, ice fishing, and fish drying and smoking.

Ongoing classroom presentations in all subject areas from Kindergarten to Grade 12 included treaty presentations, Kairos Blanket Exercises, 7 Grandfather Teachings, and medicine wheel teachings.

The Indigenous Education Team started the development of a Google Classroom, which is in place for the 2021-22 school year. It is filled with resources to support Kindergarten to Grade 12 classrooms in all subject areas.

DOMAIN 4: GOVERNANCE

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	44	88.6	19	77.8	23	88.6	9	88.9	12	67.8	Very Low	Declined	Concern	432	82.3	323	77.4	370	83.7	272	77.6	272	75.8	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	31	78.8	11	73.1	9	80.0	5	*	n/a	n/a	n/a	n/a	n/a	247	75.5	156	67.1	177	77.4	90	68.5	95	69.5	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	13	98.5	8	82.5	14	97.1	9	88.9	12	67.8	Very Low	Declined	Concern	185	89.0	167	87.7	193	90.0	182	86.7	177	82.2	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Comments on Results

This is a difficult category to quantify, as it involves teacher beliefs about parent involvement in their child's education. In the absence of parent data, the results are concerning insofar as the year to year decline in results. Again, the number of respondents is very small, and a single response opposite the norm, will have a significant impact on overall results. Up until 2022, results had been quite strong in this category (surpassing provincial results, in most cases).

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	106	89.6	57	74.4	79	82.5	40	84.3	65	85.0	Very High	Maintained	Excellent	1,165	80.8	937	75.6	1,081	83.2	870	81.0	986	83.7	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	31	85.7	11	63.6	9	74.4	5	*	n/a	n/a	n/a	n/a	n/a	243	68.6	152	63.5	173	74.1	87	71.1	93	79.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	62	90.7	38	80.3	56	79.0	31	85.2	53	81.6	Intermediate	Maintained	Acceptable	737	85.7	618	78.2	714	84.6	601	85.2	716	84.1	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	13	92.3	8	79.2	14	94.0	9	83.3	12	88.4	High	Maintained	Good	185	88.0	167	85.0	194	90.8	182	86.7	177	87.5	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

Comments on Results

This category is somewhat outside the purview of school communities. However, accessing and utilizing our wonderful community facilities is within our control, and we look forward to regaining capacity in this regard, after struggling with access during Covid. Further to this, there were instances where we accessed Alberta Health Services, or Mental Health supports within the community. We will continue to do so, and are thankful for their presence in our community.