



**Prairie River Junior High School**

**Annual Education Results Report  
2020-21**



### **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, Jossard, 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 experience of different cultures and the respect of those cultures. Some staff are from the area which benefits our students because staff grew up here and they know what the area is like with the struggles and successes.

Our student enrollment currently sits at 63 grade 7 students, 62 grade 8 students and 72 grade 9 students.

PRJH School Council met in the spring of 2021 to discuss the goals. Three questions were asked and data was collected from staff, students and parents. It was then categorized into the three goals. Data was shared with School Council in October 2021 and the council were able to see the link between the goals created and the data from the surveys.

## Staff List

Paula Taylor	Principal
Kienan Wilson	Vice Principal
Diana Bissell	Educational Assistant
Kelly Carlson	Teacher
Brad Corless	Teacher
Keith Davidson	Teacher
Kimberley Elliott	Teacher
Jaime Erasmus Perley	Teacher
Randi Gauchier	Educational Assistant
Michael Gouge	Teacher
Angie Halverson	Educational assistant
Frankie Hyde	Educational Assistant
Georgia Iliou	Secretary
Karissa Jackman	Teacher
Trudy Kluin	Educational Assistant
Trent Lizee	Wellness Coach
Tanya Prpich	Learning Commons Technician
Kyla Rae	Teacher
Val Richardson	Secretary
Nathan Schroeder	Teacher
Cheyenne Simms	Teacher
Ashley Smith	Teacher
Lindsay Strebchuk	Teacher

**Spring 2021 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	84.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	86.7	82.2	76.3	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	54.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	5.4	n/a	n/a	20.3	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	24.1	n/a	n/a	n/a	
Teaching & Leading	Education Quality	85.8	88.3	89.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	91.6	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.9	88.6	85.0	79.5	81.8	81.4	n/a	n/a	n/a

**Spring 2021 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	62.0	55.9	55.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.1	65.0	63.4	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	46.7	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	4.0	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.1	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.2	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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									
	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	%		
Overall	209	75.3	106	81.6	57	65.1	79	82.2	40	86.7	n/a	n/a	n/a	2,291	77.9	1,178	77.4	944	73.2	1,084	78.3	876	80.3	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	14	68.6	31	73.5	11	58.2	9	86.4	5	*	n/a	n/a	n/a	158	77.0	251	73.1	157	69.1	177	73.0	89	71.0	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	184	60.8	62	75.8	38	70.5	56	68.8	31	77.9	n/a	n/a	n/a	1,959	64.2	741	71.5	620	64.4	714	72.0	605	76.3	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	11	96.4	13	95.4	8	66.7	14	91.4	9	95.6	n/a	n/a	n/a	174	92.5	186	87.6	167	86.0	193	90.0	182	93.4	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

### Comments on Results

Here at Prairie River Junior High, we continue to incorporate the three r’s-respect, responsibility, reliability as the foundation of our Character Education Program. This is supported through both Student and Environmental Leadership courses offered throughout the school year, as well as student participation in various school activities and groups. Our intention is that through participation in these programs, our students will become well rounded leaders within our school and greater community.

Our teachers also work tirelessly to promote engaging learning experiences for our students. In addition to our core subjects, students learn about volunteerism and entrepreneurship. This has led to our students participating in initiatives such as Pink Shirt Day, Food Bank Drive, Terry Fox Day, Operation Christmas Child, Orange Shirt Day, Remembrance Day and many more.

**PRJH will develop and implement a character education plan that reinforces and builds on HPSD Core Values, leading students to be socially responsible and to succeed locally and globally. Support will be provided and evidence will include:**

- The three R’s(respect, responsibility, reliability) are regularly reviewed and revisited and drive how we engage students, families, and staff and are a focus at the Raider Awards every month
- Values are infused throughout the school by use of focused language & actions through CRM , PD and staff meeting discussions.
- Core values are infused into classroom lessons, discussions, and visible (anchor charts, student and staff actions and interactions)
- Students, parents and staff understand expectations , processes and language
- Character education empowers students by clarifying the discrepancy between the core values and behavior/actions and allows them to self-correct/self-regulate
- Staff will promote the three R’s on a regular basis within their class and while on supervision or on any school sponsored event.
- Be proactive and provide attendance, academic and social interventions prior to recommended attendance actions.

### Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	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	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	84.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	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	79.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31	73.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	96.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

### Comments on Results

As the data indicates, PRJH students are engaged in their learning. This is credited to the teaching staff and the planning they do to engage the students. Teachers are active in Collaborative Response Model (CRM), Professional Development (PD) focussed on literacy and assessment and have Professional Learning Community time (PLC) embedded to plan with same subject teachers. All teachers are actively engaged in the HPSD Curriculum Collaboration sessions held throughout the school year. With the collaboration, teachers provide a variety of learning activities so all students can be successful.

Attendance data through Dossier shows that students are coming to school. 38% of our students have a 75-90% attendance rate. Students identified with irregular attendance are spoken to by Administration. As well, phone calls home, meetings, and letter/e-mails are sent to follow up on any issues that are deemed problematic or outstanding by the administration in regards to academic performance and attendance.

Our nutrition program also plays a role in engagement. Breakfast and morning snacks are provided daily to all students. Food insecurity remains a significant barrier to student learning. This issue has only been exacerbated by the COVID-19 pandemic. In June of 2020 Statistics Canada had reported that 14.6% of Canadians disclosed that they lived in a household where there was food insecurity within 30 days of the survey. 94 % of students at PRJH know about the breakfast program and 55% of our students would miss it if it were not available according to the student survey data.

### Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

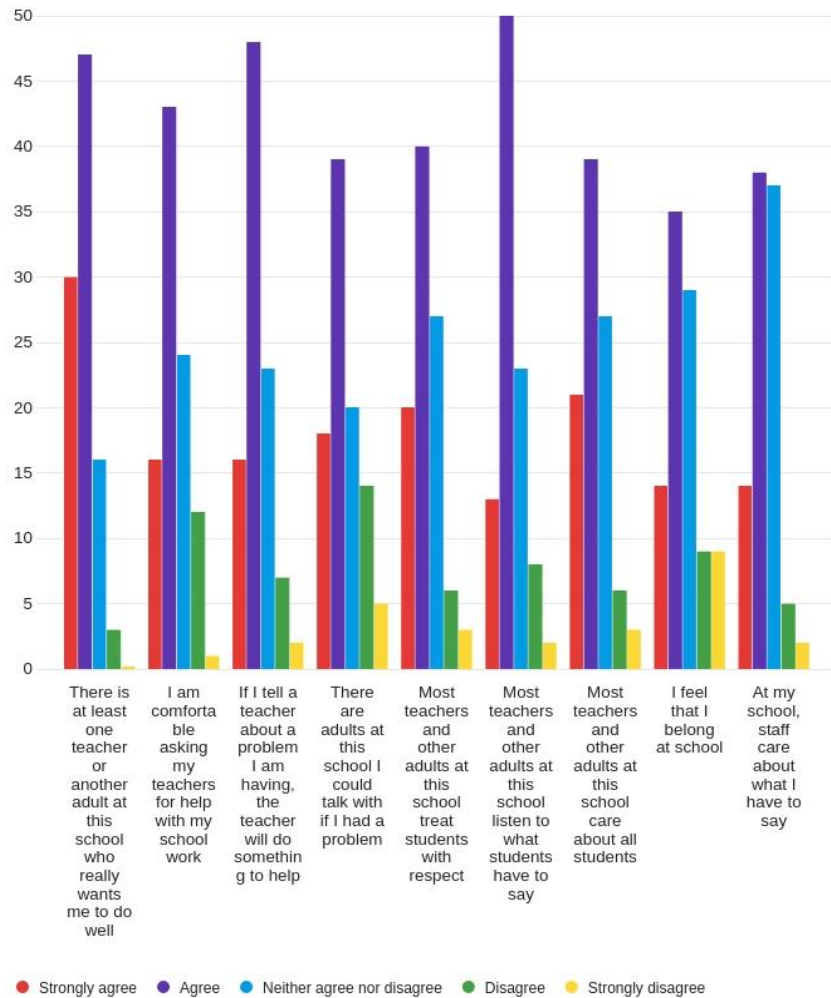
	School										Authority										Province												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	50	0.0	67	0.0	43	1.1	55	4.7	63	1.3	Very High	Maintained	Excellent	1,042	5.0	1,058	5.5	977	6.2	1,015	6.3	1,050	5.5	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	n/a	n/a	n/a	n/a	n/a	n/a	1	*	3	*	n/a	n/a	n/a	36	6.3	58	25.0	67	25.0	66	13.5	69	15.8	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1

### Comments on Results

As the data indicates Prairie River Junior High has maintained a minimal dropout. This is in large part to the interventions that are in place to support students here at the school. The increased communication between staff and the rest of the educational community helps us reach students and hook them to developing a sense of pride in their education and school. Our extracurricular programming in athletics and arts also opens many doors of opportunity to involve students. When students experience emotional, attendance or academic difficulties, the school works hard with the assistance of HOSTS (Helping our students to succeed) and Wellness coaches, at communicating with the affected families to provide a universal support system for the students. With the wide use of communication techniques such as PRJH Webpage, Facebook, phone calls, letters e-mails and face to face meetings,

the school has found ways to promote the importance of education, the need for students to attend school on a regular basis and complete classroom assignments to create a feeling of achievement within the student population.

As the data from the student survey indicates, our students know that staff care about them and that support is available for them. 54% of our students feel the adults listen to them and 50% of the students know the teachers will help them.



### Attender Summary

School Year: 2021 - 2022  
 Start Date: 2021-08-30  
 Show Homerooms: No  
 Include Inactive Students: Yes

School(s): Prairie River Junior High School  
 End Date: 2021-11-15  
 Grade(s): All grades

Attendance Range	Percentage
Perfect Attenders	3%
90 - 99.99%	25%
75 - 89.99%	37%
50 - 74.99%	22%
< 50%	13%
Total	100%

**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										Measure Evaluation						Authority										Province											
	2017		2018		2019		2020		2021		Achievement			Improvement			Overall		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	%	N	%	N	%	N	%	
Overall	208	87.3	106	94.8	57	83.4	79	86.3	40	79.9	n/a	n/a	n/a	1,596	82.9	858	84.1	647	78.5	825	82.1	594	80.5	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9					
Parent	14	87.4	31	88.6	11	64.0	9	81.7	5	*	n/a	n/a	n/a	158	82.9	252	83.6	157	77.0	177	77.8	90	78.6	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7					
Student	183	81.5	62	95.7	38	90.8	56	83.6	31	72.8	n/a	n/a	n/a	1,264	76.2	420	80.2	323	71.1	455	80.0	322	76.2	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9					
Teacher	11	93.1	13	100.0	8	95.3	14	93.8	9	87.0	n/a	n/a	n/a	174	89.7	186	88.6	167	87.3	193	88.6	182	86.8	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2					

**Comments on Results**

Due to COVID and the At Home Learning (AHL) program, the data has decreased. Students who were in the AHL program did not receive all courses throughout the year. Students in school received their regular course load as well as having the opportunity to participate in options and take PE and health class. This year our programming includes all regular courses and courses that allow for grade 8/9 students to receive high school credits. We are also using the Junior Achievement programs to learn financial literacy as well as explore a genius hour program. All students receive PE, Health and literacy and numeracy boosts in a school wide program. With this increase in programming, our students now have the opportunity to receive a broad program of studies.

**Safe and Caring – Measure Details**

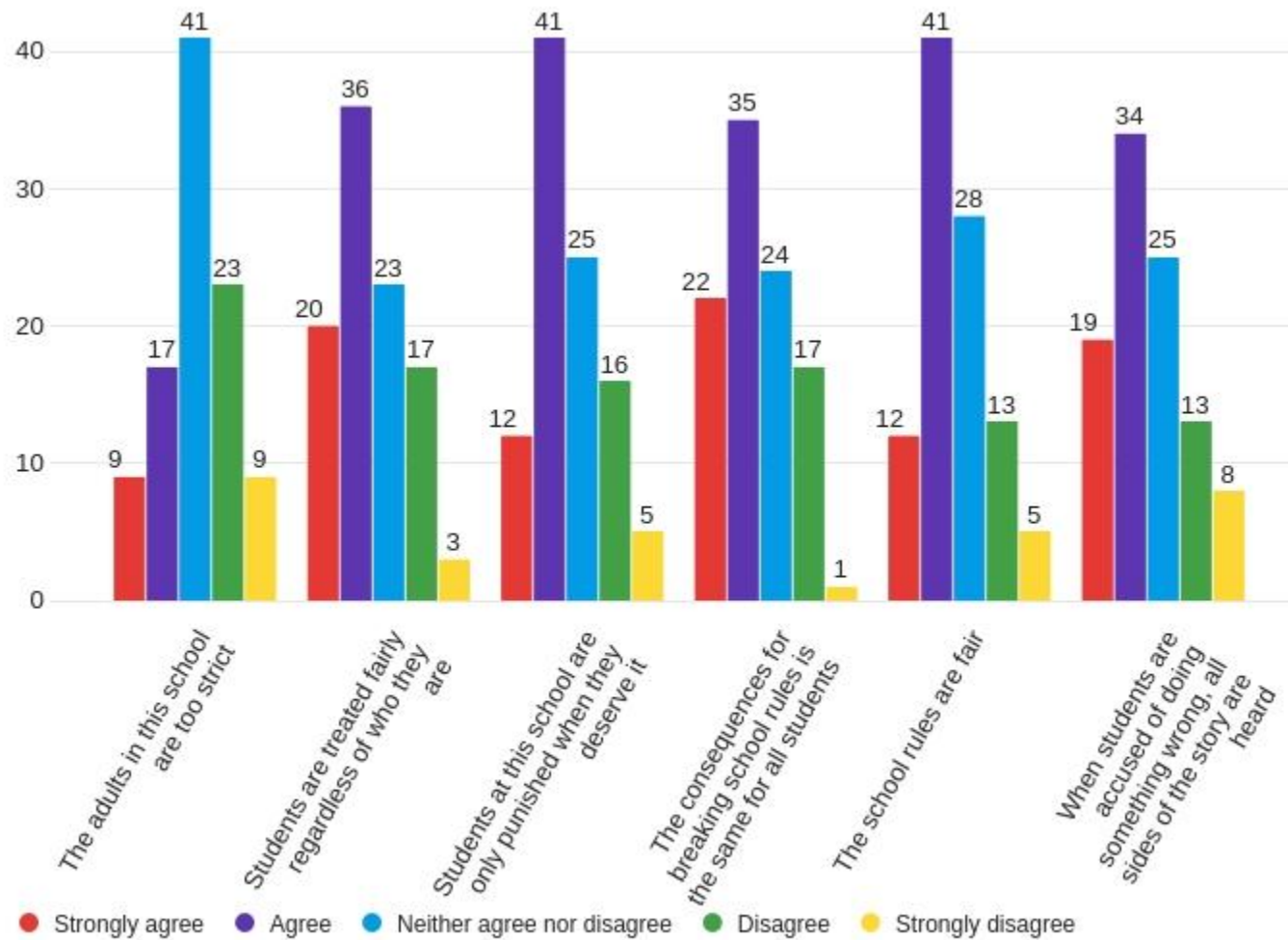
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																						
	School										Measure Evaluation						Authority										Province											
	2017		2018		2019		2020		2021		Achievement			Improvement			Overall		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	%	N	%	N	%	N	%	
Overall	209	87.8	106	88.4	57	87.3	79	88.2	40	91.4	n/a	n/a	n/a	2,284	86.6	1,178	86.8	944	84.1	1,083	86.5	877	87.3	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0					
Parent	14	89.9	31	88.4	11	87.0	9	88.9	5	*	n/a	n/a	n/a	158	85.4	252	85.1	157	82.1	177	83.6	90	81.6	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5					
Student	184	75.5	62	80.0	38	87.3	56	77.3	31	82.9	n/a	n/a	n/a	1,952	78.4	740	81.4	620	77.3	713	80.7	605	83.5	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0					
Teacher	11	98.2	13	96.9	8	87.5	14	98.6	9	100.0	n/a	n/a	n/a	174	95.9	186	93.9	167	92.9	193	95.1	182	96.7	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4					

**Comments on Results**

As the data indicates students feel safe and supported at Prairie River Junior High. Students can find support through a variety of different services such as; Wellness Coaches, HOSTS and school staff. Prairie River staff promotes a safe and caring environment for all. Students are encouraged to actively voice concerns to staff at Prairie River. Student concerns are then addressed as a whole by staff in a timely manner. The school community agrees that the school is making appropriate changes that have helped the school improve the way that we provide education to our students. With the help of School Council, and the staff changes being made we are being seen in a positive light that will allow for a more supportive environment for our students to expand their education. The promotion of the school through a variety of media allows us to share the successes of the students at Prairie River.



According to our student survey data,(see graph) 39% of our students feel they are treated fairly regardless of who they are, and 36% feel that all sides of a story are heard when there is conflict. 40 students out of 93 agree that adults treat students with respect at the school.



### Safety Programs

PRJH staff take part in the online training through Hour Zero and Public School Works. This training is assigned on a monthly basis. At the beginning of each school year, time is set aside for all staff to get their information up to date and to do all needed training for the beginning of the school year.

We have invited the HPSD safety Officer in for a PD session to walk us through drills and training and to answer our questions.

PRJH takes part in 6 fire drills through the school year. We also have students and staff learn practice lockdown drills, shelter in place, hold and secure drills. These are done through the school year.

PRJH staff have had training in standard first aid as well as mental health first aid.

### 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									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	206	85.7	104	92.8	56	76.4	79	87.1	40	87.5	n/a	n/a	n/a	2,272	79.6	1,166	79.3	934	77.4	1,083	81.1	850	76.7	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	14	85.7	29	89.7	10	70.0	9	88.9	5	*	n/a	n/a	n/a	152	77.6	240	78.8	150	73.3	176	76.7	79	68.4	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	184	71.5	62	88.7	38	84.2	56	72.3	31	75.0	n/a	n/a	n/a	1,950	72.3	741	79.8	617	73.1	714	81.0	600	79.8	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	8	100.0	13	100.0	8	75.0	14	100.0	9	100.0	n/a	n/a	n/a	170	88.8	185	79.5	167	85.6	193	85.5	171	81.9	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

### Comments on Results

As our data indicates, PRJH has been increasing in this domain over the past three years. During the 2020-2021 school year, PRJH became a recipient of the Indigo literacy Grant. This grant is valued at \$20,000 over 3 years. Our learning commons technician has the means to order books of any genre for our students. We have purchased 4 new chairs for our learning commons which has made our learning commons more inviting.

Before COVID our school participated in pep rallies and school assemblies. Now the assemblies are virtual but still celebrate the students' success and achievements. Through discussion with staff and students, planning for the next year includes trying new courses or curriculums. This year we are working through Junior Achievement and the Career and Technology Foundation (CTF) challenges.

School swag is made available for purchase and Raider hoodies are given to the monthly Raider award winners.

We promote the school on social media highlighting all the accomplishments made by staff and students throughout the school year.

Our student enrollment has increased this year to 198 students and we have had very low staff turnover in the past three years.

**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												
	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	%		
Overall	24	73.6	43	93.3	18	68.8	23	90.9	9	100.0	n/a	n/a	n/a	322	77.8	419	78.4	317	73.2	359	80.3	261	80.7	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	14	57.1	30	86.7	10	50.0	9	88.9	5	*	n/a	n/a	n/a	150	70.7	236	69.9	151	59.6	169	71.6	82	65.9	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	10	90.0	13	100.0	8	87.5	14	92.9	9	100.0	n/a	n/a	n/a	172	84.9	183	86.9	166	86.7	190	88.9	179	95.5	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

**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												
	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	%		
Overall	24	83.2	44	86.7	18	60.6	23	78.0	9	94.4	n/a	n/a	n/a	323	73.8	423	73.9	317	66.1	367	73.2	265	76.9	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	14	73.1	31	73.3	10	61.1	9	66.7	5	*	n/a	n/a	n/a	150	63.8	240	62.4	150	51.4	174	62.7	84	63.9	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	10	93.3	13	100.0	8	60.0	14	89.3	9	94.4	n/a	n/a	n/a	173	83.7	183	85.4	167	80.9	193	83.6	181	89.8	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

This data indicates that PRJH students are achieving the goal of being engaged in school and are achieving the learning outcomes and students are supported and prepared for life beyond high school. We will continue to offer grade 9 students high school courses; CTS 1010, CTS 3000, use MY Blueprint in all grades to track student achievements and HS preparedness. We are offering option classes that lead into CTS program ie Foods, sewing, driver’s learners prep course, Industrial Arts (IA), robotics. We have a focus on mental health and well-being of students and helping them to learn time management and organizational skills.

A school wide goal is to increase student literacy and numeracy skills through teacher PD and a scheduled boost program with EA support. We have been increasing staff and student technology use beyond google through offering a robotics/coding program and becoming a skills school for competitions. Student survey shows that 61% students know school is important for their future; we will work towards an increase of 75% of students knowing the importance of an education.

**The classes I miss were unimportant**



**Ontario Comprehension Assessment (OCA)**

*This literacy screening tool is used with students in Grades 7-10.*

	2018-19	2019-20	2020-21
Limited	31	41	47
Acceptable	28	26	41
Excellence	3	2	6

The data indicates an increase in all categories however the greatest increase is students in the Acceptable range. Support will be provided and evidence will include 7-9 literacy rich environments by participating in guided and shared reading and writing opportunities. Vocabulary activities are used across each subject area, explicit instruction of comprehension strategies & content area strategies and a variety of supports and interventions for reading and writing are available to students. These literacy interventions are articulated on the school's pyramid of intervention.

Instruction and supports are informed by student data and staff collaboration through PD, PLC and Curriculum Collab times. Teachers are working collaboratively to promote cross-curricular projects to engage students in a collaborative environment throughout the school. Teachers are working in Professional Learning Communities(PLC) to develop quality lessons and to establish a consistent best practice model for bell to bell learning. Teachers are actively participating in the HPSSD Curriculum Collaboration groups as well.

**Math Intervention/Programming Instrument (MIPI)**

*This numeracy assessment tool is used with students in Grades 2-10.*

	2018-19	2019-20	2020-21
May Require Attention	30	15	42
Requires Attention	48	49	27
Does not Require Attention	23	15	11

**Comments on Results**

PRJH will ensure that all staff and students understand that numeracy is foundational to all learning. Support will be provided and evidence will include that the MIPI is administered to students in grade 7-9 and the data is organized and transcribed for analysis by teachers to inform instruction. Numeracy interventions are articulated on the school's pyramid of interventions and students are given opportunity for numeracy support through the enrichment block.

Instruction and support are informed by student data and staff collaboration through PD, PLC and Curriculum Collab times. Teachers are working collaboratively to promote cross-curricular projects to engage students in a collaborative environment throughout the school. Teachers are working in Professional Learning Communities (PLC) to develop quality lessons and to establish a consistent best practice model for bell to bell learning. Teachers are actively participating in the HPSSD Curriculum Collaboration groups as well.

## 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												
	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	%		
Overall	209	90.8	106	91.8	57	86.9	79	88.3	40	85.8	n/a	n/a	n/a	2,290	87.6	1,181	87.7	946	84.3	1,086	88.1	876	86.7	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	14	92.9	31	89.7	11	83.3	9	87.0	5	*	n/a	n/a	n/a	158	83.7	252	83.4	157	78.6	177	83.3	90	80.4	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	184	81.0	62	90.8	38	87.7	56	82.7	31	80.8	n/a	n/a	n/a	1,958	84.5	743	86.9	622	81.0	716	87.0	604	86.0	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	11	98.5	13	94.9	8	89.6	14	95.2	9	90.7	n/a	n/a	n/a	174	94.6	186	92.9	167	93.3	193	93.9	182	93.7	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Prairie River Junior High offers a variety of courses that supports all types of learners. The teachers at Prairie River Junior High cater their teaching to the individual learning styles of each student.

As a school, we also offer a variety of options to let students expand their educational background, some of these courses include Industrial Arts, Home Economics, Art, and Photography. Recently Prairie River Junior High turned focus to the Fine Arts, supporting the development of a band program, increased art classes, and drama.

Athletics at Prairie River is another source of pride for the school as we have large numbers of students participating in our extra-curricular sports programs. These teams succeed at high levels and have a positive impact on the school culture and image. All students have their PE class every other day.

Academics in Prairie River is the main focus and teachers are using information gathered during PLC and CRM meetings while applying best practices to their lesson development. Students through the support of guardians and staff are encouraged to sample from a wide selection of classes and encouraged to think about future applications of each class. Through career coaches, and wellness coaches conversations about future application will be encouraged.

**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										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	10	100.0	13	94.9	8	83.3	14	97.6	9	92.6	n/a	n/a	n/a	173	80.5	186	78.1	165	74.3	194	75.7	179	80.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	10	100.0	13	94.9	8	83.3	14	97.6	9	92.6	n/a	n/a	n/a	173	80.5	186	78.1	165	74.3	194	75.7	179	80.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

**Comments on Results**

**Leadership Development**

Staff have the opportunity to develop leadership skills by presenting to staff during PD on an area of expertise or their passion. To date we have had sessions on technology, assessment and student wellness in particular transgender students.

PRJH acting administrator is chosen from staff as an individual who has aspirations of school admin.

Within staff meetings, all staff are encouraged to voice their concerns or bring up for discussion an issue that will impact our students. During CR meetings, staff choose certain roles and will rotate responsibilities monthly.

**Professional Development**

Through our PD schedule Prairie River staff have developed PLC’s that promote best teaching practices, address best assessment practices, routines and procedures and a safe and caring environment. Teachers have had PD on collaborative Response model (CRM) and meet regularly to discuss student needs and how best to support them. There has been a focus on technology. The past few years have shown an increase in the need to use technology daily and to be able to assist students with their technology needs. With the continued practice of relationship building and best teaching practices, Prairie River has seen a steady increase of quality curriculum development leading to a focus on accomplishment.

**Supervision and Evaluation**

Staff are regularly supervised in their roles here at PRS. First and second year teachers will be formally evaluated a minimum of two times throughout the school year. There will also be numerous observations for all teachers.

PRS support staff are evaluated on a three year rotation or if they are new to our school. This process involves collecting information from teachers and from the staff member as well.

### 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									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021			
	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	n/a	n/a	40	88.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8		
Parent	n/a	n/a	n/a	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	90	79.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31	79.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	96.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3		

According to student’s survey data, 47 students agree that there is a teacher/adult who wants them to do well in contrast to the 3 students who strongly disagree that staff care about what they have to say (please see graph on age 8). This data emphasizes that the CRM meetings are being successful and are enabling staff to share information and data on students. Using Dossier in meetings allows for data to be accessed easily and frequently for staff to see.

Classrooms are often decorated with student work. Staff greet students with first names and show an interest in their out of school life. Students update bulletin boards frequently; birthdays are announced during morning announcements. According to student data, 38 students from 93 surveys completed. feel that most teachers and adults at the school care about all students, and 2 students disagree that staff care about what they have to say.(please see graph on page 8)

#### 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									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021			
	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	n/a	n/a	40	91.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6		
Parent	n/a	n/a	n/a	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	90	74.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31	90.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	93.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7		

PRJH offers students many supports. The HPSD Wellness Coach offers individualized counselling and coaching to students ranging from substance use to anger management. HOSTS (helping our students to succeed) offer universal supports going into classes for full class activity and running some small group sessions on anxiety.

The Learning Supports Teacher (LST) works with teachers to deliver programming for certain students and helps work with the Educational Staff in supporting the students whether it be in a one on one situation or as a universal support to many students in one class.

Counselling is also available through HPSD counsellors who come into the school for certain students.

Our Indigenous Education Coach assists teachers in programming to meet the needs of the Indigenous students. PRJH also works with Sucker Creek First Nation who has hired an outside therapist to provide counselling for their students. PRJH assists by offering a space and making sure the students are on time for their virtual session.

**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										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	96.4	106	95.3	57	88.2	79	86.6	40	93.1	n/a	n/a	n/a	332	87.8	1,179	86.4	944	81.3	1,084	86.3	876	83.4	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	14	92.9	31	94.6	11	75.0	9	76.0	5	*	n/a	n/a	n/a	158	81.1	252	79.1	157	72.0	177	78.5	90	72.1	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	n/a	n/a	62	91.4	38	93.9	56	83.9	31	90.0	n/a	n/a	n/a	n/a	n/a	741	84.7	620	80.0	714	85.5	604	84.1	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	11	100.0	13	100.0	8	95.8	14	100.0	9	96.3	n/a	n/a	n/a	174	94.4	186	95.3	167	91.8	193	95.0	182	93.9	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

This data shows PRJH has strong supports in place for students. Students continue to receive counselling for career, personal, academic, and attendance issues or concerns. Staff are being proactive and provide attendance, academic and social interventions prior to recommended attendance actions. Students identified with irregular attendance are spoken to by Administration. As well, phone calls home, meetings, and letter/e-mails will be sent to follow up on any issues that are deemed problematic or outstanding by the administration in regards to academic performance and attendance.

Staff continue to make referrals to HOSTS and/or the school's Wellness Coach for students who are experiencing problems with peer relations, home life, or school in general. Administration will continue to meet with HOSTS and Wellness Coach to monitor the progress of these students.



### **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:

- Storytellers and Indigenous educators joined 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										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	%		
Overall	25	84.6	44	88.6	19	77.8	23	88.6	9	88.9	n/a	n/a	n/a	330	83.2	432	82.3	323	77.4	370	83.7	272	77.6	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	14	72.9	31	78.8	11	73.1	9	80.0	5	*	n/a	n/a	n/a	156	76.0	247	75.5	156	67.1	177	77.4	90	68.5	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	11	96.3	13	98.5	8	82.5	14	97.1	9	88.9	n/a	n/a	n/a	174	90.5	185	89.0	167	87.7	193	90.0	182	86.7	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

PRJH parents are encouraged to join our School Council, which meets monthly. We regularly contact parents via messenger, phone calls, and emails to update them on their child's progress through the school year. In the past we have had parents attend school functions such as athletic games after school, our monthly award assemblies, meet the teacher, grade 6 orientation and Parent teacher interviews. One of the school goals is to increase community engagement and parent partnerships with the school. Evidence of this will be working in collaboration with the other High Prairie schools to engage families through events such as: Community engagement night, going into a community for Parent Teacher Interview (PTI) nights, sharing contact information with other schools and organizing more events for families to come to.

Prairie River staff and admin connect with the Community Education Directors on setting goals for their students and will work with the Community Education Directors to form a bank of resources that each community has to offer their members/school.

We will continue to mail home newsletters highlighting school events and highlight community events and will work on getting community members to attend school council meetings either virtual or in school to 15% of our families.

Parents are involved in goal setting for Individualized Education Plans (IEP), and are contacted by teachers should a concern come up in classes. Parent meetings are held at the beginning of each school year and plans put in place for student success. These plans are reviewed throughout the school year with goals being adjusted and as the students show success we continue to work with our parents. Due to COVID, meeting with parents online has not been to the standard we would normally have seen.

**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									
	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	%		
Overall	25	91.8	106	89.6	57	74.4	79	82.5	40	84.3	n/a	n/a	n/a	327	80.3	1,165	80.8	937	75.6	1,081	83.2	870	81.0	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	14	86.7	31	85.7	11	63.6	9	74.4	5	*	n/a	n/a	n/a	153	72.2	243	68.6	152	63.5	173	74.1	87	71.1	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	n/a	n/a	62	90.7	38	80.3	56	79.0	31	85.2	n/a	n/a	n/a	n/a	n/a	737	85.7	618	78.2	714	84.6	601	85.2	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	11	97.0	13	92.3	8	79.2	14	94.0	9	83.3	n/a	n/a	n/a	174	88.4	185	88.0	167	85.0	194	90.8	182	86.7	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

**Educational Assistant/Learning Commons**

PRJH Learning Commons is a very busy place. We have students using the area to check out a book, or work quietly on assignments. Our Learning Commons technician is currently training through HPSPD and is developing her knowledge of working in a library and a love of books. We have a makerspace set up and our 3-D printer is located in the area.

PRJH Educational Assistants provide programming for our student body to help support them in areas of need. Some are specialized in literacy interventions and are trained in levelled literacy intervention. Our EA's help in core subjects and work with students in the classroom. All PRJH support staff complete HPSPD online training and can attend 2 site based PD days. They are encouraged to find and attend any professional development throughout the school year as well as attend the Educational Assistant Convention held in March in Grande Prairie.

PRJH Learning Support Teacher (LST) has coaching conversations with teachers, regarding Differentiated Instruction. PRJH teachers use a variety of instructional strategies in class for all learners and PRJH teachers and LST refer to data to form best practice and ISP plans for individual students. All students will have an equal opportunity to participate in classes and extra-curricular activities.

**Wellness Coaches**

Staff will continue to make referrals to the school's Wellness Coach for students who are experiencing problems with peer relations, home life, or school in general. Administration will continue to meet with the Wellness and other support personnel to monitor the progress of these students. PRJH Wellness coach will be interactive with students throughout the day not only offering individual support but group support and by being visible and accessible to all students.

**Career Coaches**

PRJH staff work with the HPSPD career coaches with programs such as MyBlueprint. The career coaches work with the grade 9 teachers for transitioning of our students into Grade 10. In the past, they have provided opportunities for students to go to the local career fairs, visit business, learn about trades and have promoted the local College NLC to our students to increase the interest in trades. The coaches have also helped work with some Junior High boys getting them into Work Place Preparedness program and earning high school credits.

The career Coaches have in the past gotten our students interested and involved in the Skills Competition in Edmonton as well as working with PRJH staff when we hosted a Career Fair for our students.