



Joussard School

2020-23

Three-Year Education Plan

and

2019-20

Annual Education Results Report



Principal's Message

Joussard School is a small and progressive school, built in the hamlet of Joussard which is on the shores of beautiful Lesser Slave Lake.

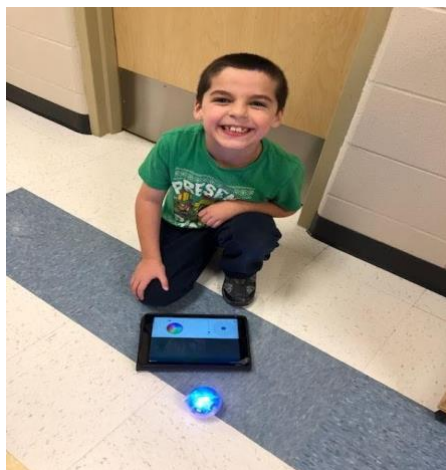
While Joussard School has been here for decades, the current building is a new one and we enjoy its wonderful spaciousness, light and the fact that it is so well-equipped. This is a great environment in which teachers can work, students can learn and families can visit and interact with their children.

Our student population consists of wonderful students from three communities. We currently have the majority of our students from Driftpile. Although that community no longer runs a bus from Driftpile to Joussard, parents have chosen to drive their children to and from our school. Our second largest group of students is from Sucker Creek. This is a neighboring community that buses their children here. This year we have 13 children from Joussard and immediate area.

Being a small school allows for a close knit student body and a collaborative, caring and progressive staff. Contributing to our success, is a wonderful and invested group of parents and grandparents, who, in countless ways, consistently demonstrate their commitment to the learning of their children.

As a high achieving Alberta school, we are focused on enabling our students to become ethical, engaged and entrepreneurial, consistently preparing for an increasingly global world. Although coming from small, northern communities, our students are not limited in what they can learn. Through the daily use of technology, our students are exposed to the wonders of the world and are proving themselves very competent in advancing as technology does.

Our school is fortunate in having considerable technology and knowledgeable, progressive staff members and is well supported by personnel from the division. A current area of study is in the area of robotics and coding. Our students are very interested in these skills and are proving to be very adept in these areas. The Communications Technology Council predicts that there will be thousands of employment opportunities in these areas in the upcoming years. What better for a school to do than to prepare educated, ethical citizens who can fill these positions - many possible right in home communities.



He's not very big, but this Grade 1 student is delighted that he can use coding with his iPad to control a Sphero robot.

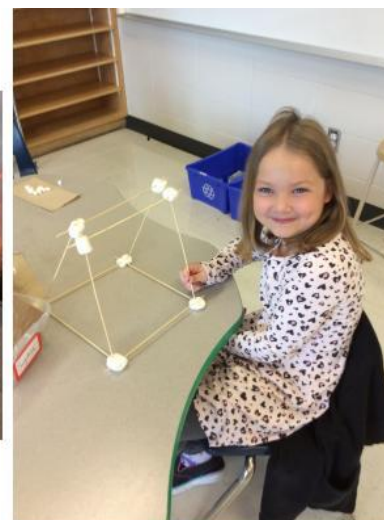
Joussard School

Mission Statement:

Joussard School is a warm, respectful and safe place to become a confident, independent learner and a successful citizen in a local and global society.

Values:

- Safe and Caring – We believe that children learn best in a creative, encouraging, progressive environment that is safe and caring.
- Success - We believe that all students and staff have the capacity to achieve high standards of success.
- Learning - We believe that all staff and students are lifelong learners.
- Respect – We believe that respect is due to, and from, all members of the school and greater community – respect for self, others and property.



Staff List

Mr. Spencer Smith	Principal
Ms. Meghan Adams	Learning Support Teacher/ LLI
Mrs. Shoba Jacobs	Kindergarten/Grade One Teacher
Ms. Jenna Trimming	Grade Two Teacher
Mrs. Hilary Zahacy	Grade Three/Four Teacher
Ms. Julia Sander	Grade Five/Six Teacher
Mr. Nathan Smith	“At Home Learning” Instructor
Mrs. Connie Cunningham	Education Assistant
Mrs. Racheal Brassard	Education Assistant
Ms. Ainsley Wilson	Education Assistant
Ms. Tanya Dineen	Education Assistant
Ms. Alex Keshen	Education Assistant
Ms. Danielle Willier	Education Assistant
Ms. Kathy Routh	Librarian/Education Assistant
Ms. Doris Willier	Cree Instructor/Education Assistant
Ms. Paulette LaPointe	Cook
Mr. Paul Boulanger	Daytime Cleaning Technician
Mr. Marvin Okemow	Custodian
Mrs. Lorraine Adams	Office Secretary

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Joussard School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	96.3	95.7	94.3	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	93.7	91.2	94.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	97.0	95.5	97.0	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	37.5	66.4	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	2.1	7.5	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	97.4	91.7	90.4	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	96.0	92.9	93.1	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	96.5	93.7	93.4	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	92.2	93.1	96.1	81.5	81.0	80.9	Very High	Declined	Good

OUTCOME 1: HPSD STUDENTS ARE SUCCESSFUL

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Joussard School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	88.1	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	3.3	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	48.6	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	8.6	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	68.6	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	8.9	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	60.3	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	9.2	n/a	n/a	51,937	23.1

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	72.7	18.2	100.0	10.0	93.3	0.0	70.8	0.0	n/a	n/a	75.0	10.0
	Authority	74.8	9.8	72.3	4.1	70.1	9.4	77.2	4.6	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	100.0	0.0	66.7	5.6	92.9	21.4	100.0	0.0	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	45.5	9.1	45.0	15.0	80.0	6.7	20.8	4.2	n/a	n/a	30.0	5.0
	Authority	44.6	5.6	44.6	3.3	52.4	3.4	56.4	5.1	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	72.7	0.0	90.0	20.0	86.7	6.7	29.2	0.0	n/a	n/a	35.0	5.0
	Authority	62.0	11.3	62.4	15.7	70.4	15.5	69.9	15.3	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	54.5	9.1	65.0	10.0	86.7	13.3	29.2	4.2	n/a	n/a	35.0	8.0
	Authority	58.7	15.5	56.2	12.0	64.2	9.9	68.2	11.0	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.0	91.0	95.4	92.9	96.0	78.4	77.9	77.4	73.2	78.3	83.9	83.7	83.0	82.9	83.3
Teacher	100.0	100.0	100.0	100.0	100.0	92.4	92.5	87.6	86.0	90.0	94.5	94.0	93.4	93.2	93.6
Parent	90.4	88.1	89.9	86.3	95.0	75.1	77.0	73.1	69.1	73.0	82.9	82.7	81.7	81.9	82.4
Student	88.7	85.0	96.2	92.5	93.0	67.7	64.2	71.5	64.4	72.0	74.5	74.4	73.9	73.5	73.8

Comment on Results

Due to the COVID-19 Pandemic and subsequent school closure in March of 2020, Provincial Achievement Tests were not written and as such, we do not have current data. This year (2020/2021), High Prairie School Division has opted to forgo Provincial Achievement Testing as deal with the disruptions caused by COVID-19. Our most current data for PAT's comes from the 2018/2019 school year, which was a transitional year with a significant degree of staff turn-over. During that year, our school saw a substantial decrease in our Provincial Achievement scores. Joussard School will set our sights on raising our PAT results in 2022. Our students are as capable as any other and a glance back over our previous years' testing scores will demonstrate this. We will continue to place high expectations on our students and staff and we will continue to improve and demonstrate ourselves as a competitive leader within the division and province.

Our citizenship measurement details have demonstrated growth in all areas. Our overall score has improved by 3.1 percent overall and is the highest our school has achieved in a number of years. Student satisfaction in our citizenship education has increased by 0.5 percent over the past year, while our parent satisfaction has improved significantly with an increase of 8.7%.

Strategies

Assessment

- Teacher planning that includes a balance of formative and summative opportunities for students to demonstrate learning.
- Teacher planning that demonstrates connections between evidenced formative assessments and next instructional steps.
- Evidence collected will be shared and communicated in a timely manner to give descriptive feedback to allow optimal growth and reflection.
- Full school analysis of past Provincial Achievement Test trends, as well as other full school assessments for the school year (MIPI data and Fountas and Pinnell Benchmark assessment). Plan to identify trends and make strategic plans for next steps.
- We will generate a common language and understanding of best assessment practices as a school.
- We will have PD/PLC time allotted to develop common assessment practices and language.
- Specifically looking at Formative Assessment, the right questions need to be in place to collect effective evidence to properly guide and intervene with quality instruction.
- We will have an assessment that is ongoing and continuous.
- The teacher is continually navigating through the evidence to ensure timely feedback, progression, understanding, and summative evaluation.
- We will have assessment that is well planned, varied, timely, effective, purposeful and triangulates
- Continually improving and collaborative formative assessment practices through reflective conversations during PLC and PD days.
- Authentic and practical summative assessments which meet students where they are at in their academic journey.
- Differentiated instruction and assessments are provided across all subject areas to meet the needs of our diverse learners
- We will have PLC/PD time allotted to access, and interpret data collected through online platforms such as IXL, Mathletics, Google Classroom, and Seesaw. This data will be used to propel classroom instruction and intervention.

Literacy

- Common literacy instruction framework - Daily 5 and CAFE Strategies
 - Regular Daily Five and CAFE professional development led by Learning Support Teacher.
 - Daily Five modelled lessons regularly provided by Learning Support Teacher
- Having a protected block of guided reading. Each grade level will be at the same time to accommodate cross class groupings to meet more students' needs. This will be clearly identified in each classroom timetable.

- Using the Fountas and Pinnel reading continuum to help guide daily assessment and next steps for effective feedback, learning goals, and instruction.
- Literacy intervention (LLI) supports and teaches in place for small group intervention by the classroom teacher and educational assistants.
- Regular reporting in Accountability Binder (reading and writing levels) at each reporting period in order to ensure no student is left behind.
- Access to online programs such as Raz kids, IXL, Speech to text applications and google read and write.
- Access to personalized dictionaries, word walls, classroom word walls, and library books
- Consistent electronic delivery platforms. Seesaw (K-3), Google Classroom (Grades 4-6): Student work and activities are accessible remotely for parents and students.
- Consistent “Word Work” programming as part of our balanced literacy program.
 - “Word Work” modelled lessons led by Learning Support Teacher on an ongoing basis, as needed.
- Access to divisional speech language pathologist, speech language pathologist assistant and occupational therapist
- Small group literacy instruction and literacy intervention pull-outs led by classroom teacher and facilitated by classroom education assistant.
- Whole staff literacy committee with focus on promoting literacy within school and community.
 - Monthly literacy initiatives, such as reading challenges, school-wide boggle challenge
 - Bulletin board displays promoting literacy around the school.
 - Access to virtual authors visits facilitated by school librarian.

Numeracy

- Students have access to personalized manipulatives and visuals in classrooms.
- Students are provided with one on one, and small group instruction with both the teacher and educational assistants.
- Students will engage in numeracy-rich discussions and activities in all subject areas.
- Students practice and review their basic facts on a regular basis. These scores are tracked quarterly and reviewed during PLC.
- Students have access to online programs such as Mathletics, and IXL math
- Students complete biyearly math MIPI assessment. Teachers then analyze this data and use it to inform their teaching practices and guide their mathematical instruction.
- Regular reporting in Accountability Binder at each reporting period.
- Continuous cyclical review of mathematical concepts through bell work problem solving activities.
- PLC time allotted to developing and implementing school wide vocabulary of mathematical terms.
- Analyze past PAT data to determine strengths and weaknesses and guide future instruction and interventions.
- Bulletin board displays promoting numeracy and problem solving around the school.
 - Monthly “Open Middle” math challenge for Div 1 and Div 2
- Collaboration with the Divisional Numeracy Committee to guide numeracy best practices within the school.
- PD discussions on competencies, such as problem solving and critical thinking.

Character Education

- Students are provided with Land-based learning opportunities to promote cultural connections in their education.
- Social stories and scripts are used with students to help promote and instill healthy communication habits.
- Leadership awards are awarded to students who show leadership qualities at school (monthly).
- Month end assemblies to recognize students for their Leadership opportunities provided throughout grades (Student jobs, mentorships opportunities), and consistent attendance is acknowledged and awarded.
- 7 Grandfather teachings are used daily through announcements and leadership awards

- Indigenous Education Coach Jamie Chalifoux is continuously working with students to instill traditional teachings, knowledge and responsibilities
- Focus on the value of relationships among peers - zero tolerance for bullying, consistent expectations across grade levels including behavior reflection and follow up for students.
- Teachers participate in PD to build stronger foundational practices and strategies in a number of areas including:
 - self regulation
 - trauma informed practice
 - indigenous perspectives
 - inclusion
- Continual commitment to communication with families and caregivers for positive feedback about students
- Behavioral Model based on restorative justice practices rather than punitive model. Students encouraged to reflect on their actions and repair damaged relationships.
- Access to divisional counselling consultant
- Have training for new staff.
- Zones of Regulation training during PD provided by Jeanelle Delorme, Divisional Occupational Therapist
- Have all teachers instructing and maintaining the Zones of Regulation curriculum throughout the year in their classrooms.
- Use calm rooms and Zones check in spaces (links with pyramid of intervention model).
- Embed Zones within our school code of conduct and code-in-action.
- Implement small groups school supports as needed. Using navigating the zones resource/iPad apps (links with pyramid of intervention model).
- Use Zones of Regulation throughout the school as a common language when supporting student regulation.

Students chipping in during Community Clean Up Day



Scholastic Book Fair



Students enjoy story time with author Marty Chan



Young student accessing manipulatives to support numeracy development

OUTCOME 2: HPSD HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	96.6	97.5	98.0	95.5	97.0	86.6	87.6	87.7	84.3	88.1	90.1	90.1	90.0	90.2	90.3
Teacher	100.0	100.0	100.0	98.3	97.9	96.3	94.6	92.9	93.3	93.9	96.0	95.9	95.8	96.1	96.4
Parent	90.6	93.2	94.1	88.0	95.0	78.6	83.7	83.4	78.6	83.3	86.1	86.4	86.0	86.4	86.7
Student	99.1	99.2	100.0	100.0	98.0	84.9	84.5	86.9	81.0	87.0	88.0	88.1	88.2	88.1	87.8

Comment on Results

A quick look over the “Education Quality” results over the past five years will demonstrate that Joussard School is recognized by students, parents and teachers for holding high standards for the quality of education we deliver. Our results fluctuated in 2019, due to a number of factors, but have begun to rebound in 2020. Parent satisfaction has risen a significant 7% in the past year. Student and teacher satisfaction has dipped minimally since 2019, but we do not foresee this as a trend. We will take steps to promote teacher and student satisfaction as we move forward in 2021. Joussard School is determined to continue to deliver the highest quality of education to our students. An insistence on quality education will be all the more critical as we deal with the challenges, such as providing quality virtual instruction, and increased absenteeism, and an increase in restrictions, caused by COVID-19.

Leadership Development

- Administration attended “Right Start” virtual training in July of 2020.
- Administration will attend “ULead Conference” in spring of 2021.
- Administration attends monthly administrative PD led by the division.
- All staff are encouraged to build leadership capacity by leading a minimum of one PD during school PD days. This is built into PD schedule.
- Acting Administrator is selected as Meghan Adams.

Staffing

- Joussard School currently employs 5 classroom teachers, one learning support teacher, and one administrator, as well as 8.5 support staff, including one secretary, one half-time librarian, and one half-time Cree Culture instructor to support a current total of 61 at-school learners and 30 “At-Home” learners.
- Joussard School also employs a full-time cook, a daytime cleaning technician, and a custodian.

Professional Development

- Our Professional Development Schedule was developed in collaboration with staff and administration, with consideration of school vision and current areas of need and divisional directives and initiatives.
- School professional development is broken down into three main categories, based on school vision and current areas of need, including; indigenous cultural infusion, inclusion and student engagement/technology.
- PD on autism provided by Complex Communications Specialist, Katrin Saanig and Occupational Therapist, Jeanelle Delorme
- PD on trauma informed practices provided by divisional counselling consultant, Jessie Johnson.
- PD on Principles of Inclusion and Self-Regulation
- Eight PD sessions on Indigenous Culture provided by ISC, Jamie Chalifoux
- Technology PD embedded into bi-weekly technology meetings
- Joussard Technology PD day focusing on meeting the provincial competencies through technology scheduled for January PD day.

- Link to our PD schedule - <https://docs.google.com/document/d/1fsvps4FymySNTsW-xBwV82LvQIStdNlmgSuZFvJVWoe/edit?usp=sharing>

Supervision and Evaluation

- Two teachers currently under formal evaluation as they are currently working under probationary contracts. Administration is working in partnership with Assistant Superintendent, Treva Emter to evaluate new teachers. These teachers will be formally evaluated a minimum of three times.
- Administration meets regularly with Corinna Horsman, to discuss coaching and supervision of whole staff.
- Administration supervises classroom teachers with regular, daily informal observations.
- Administration provides bi-weekly formal coaching sessions and debriefs for all classroom teachers. Coaching follows a monthly focus that targets best practices in a given area, such as classroom management. These best practices were identified as a whole staff during monthly PLC discussions, and instructional playbook building.
- Coaching follows Jim Knight Instructional Coaching model with the use of reflective questioning and a focus on teacher growth.
- Educational Assistants and support staff evaluated on a three year rotation. This process is completed in collaboration between principal, LST and classroom teachers.
- Principal is currently under formal evaluation by Assistant Superintendent, Treva Emter, as he is currently under a probationary contract. Principal is responsible for completion of professional portfolio and is subject to regular review.
- All teachers, as professionals, are held accountable for continual growth and reflective practices.



Some smiling kiddos!

Joussard Archery Team



Lakers Running Club

OUTCOME 3: HPSD STUDENTS AND STAFF ARE SUPPORTED IN THE DELIVERY OF THE ALBERTA CURRICULUM TO BE SUCCESSFUL LOCALLY AND GLOBALLY

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					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.0	90.3	97.0	95.7	96.3	86.4	86.6	86.8	84.1	86.5	89.5	89.5	89.0	89.0	89.4
Teacher	95.6	97.8	100.0	100.0	100.0	94.4	95.9	93.9	92.9	95.1	95.4	95.3	95.0	95.1	95.3
Parent	94.7	88.1	94.7	91.8	93.0	85.1	85.4	85.1	82.1	83.6	89.8	89.9	89.4	89.7	90.2
Student	88.7	85.2	96.2	95.3	96.0	79.6	78.4	81.4	77.3	80.7	83.4	83.3	82.5	82.3	82.6

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.1	95.8	97.6	91.2	93.7	82.6	82.9	84.1	78.5	82.1	81.9	81.9	81.8	82.2	82.4
Teacher	90.3	100.0	100.0	95.0	93.8	90.3	89.7	88.6	87.3	88.6	88.1	88.0	88.4	89.1	89.3
Parent	94.0	91.7	95.1	87.3	93.7	82.6	82.9	83.6	77.0	77.8	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	74.9	76.2	80.2	71.1	80.0	77.5	77.7	77.2	77.4	77.8

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	85.7	93.8	91.7	97.4	80.1	77.8	78.4	73.2	80.3	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	100.0	100.0	100.0	100.0	90.9	84.9	86.9	86.7	88.9	90.5	90.4	90.3	90.8	92.2
Parent	100.0	71.4	87.5	83.3	94.7	69.3	70.7	69.9	59.6	71.6	74.8	75.1	74.6	75.2	76.0

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.8	79.8	87.3	86.0	79.9	74.3	73.8	73.9	66.1	73.2	70.7	71.0	70.9	71.4	72.6
Teacher	100.0	100.0	100.0	100.0	87.5	87.6	83.7	85.4	80.9	83.6	77.3	77.3	77.8	78.8	80.6
Parent	87.5	59.6	74.6	71.9	72.2	61.0	63.8	62.4	51.4	62.7	64.2	64.8	64.0	64.0	64.6

Comment on Results

Our “Safe and Caring Measure,” the 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 has risen in every area since 2019.

Our “Work Preparation” measure, the percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school has increased in all areas. Teachers are focusing on real-world application of knowledge and focusing on competencies such as problem solving and critical thinking.

Both our “Program of Studies Measure” and “Lifelong Learner Measure”, the metrics that measure the “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” and the “percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning” have risen in all areas but the teacher measurement. This decrease in teacher efficacy in these areas is likely due to a decrease in budgetary spending in technology, and a significant turnover in staffing over the past couple of years. As a result of these changes, there has been a decrease in teacher capacity in this area. We are currently taking steps to increase teacher capacity in technology and are collaborating with TSA’s to increase student exposure to technology. Also, the transition towards virtual learning due to COVID-19, has forced teachers to embrace technology and grow their own capacity in supporting opportunities for students to engage with the technology and skills necessary for lifelong learning.

Inclusion – Pyramid of Intervention

- Our school will have a pyramid of intervention that includes strategies at Tier 1 and 2 that are defined and implemented daily in classrooms.
- Have teachers use data to make recommendations to support students’ needs at all levels of the pyramid of intervention.
- Have all staff be aware and understand the recommendations that have been provided by specialists and testing.
- LST, Administration, classroom teacher and EA will meet with parents/guardians to develop ISPs, Behavior Plans, and Medical Plans that are created accurately and timely to meet students’ needs.
- Our School Learning Support Teacher (LST) will collaborate with staff regularly to provide training, and build capacity regarding the development and implementation of tier 1 and tier 2 strategies from the pyramid of intervention.
- Our LST will work as a school-based team (LST and Administration) to continually establish supportive coaching needs within the school.
- Our LST will work with the Supervisor of Inclusion and other LST’s to develop coaching methods and conversations to help work with teachers
- Our LST will meet with teachers for a coaching block designated once weekly to provide support, set goals and complete required documents.
- Our LST works with teachers to implement recommendations provided by specialists and drawn from student data
- As a staff we will reflect and hone our list of universal strategies and differentiated instruction.
- Support Staff, under the supervision and guidance of LST, and OT, will provide daily programming in our exercise room in order to support regulation.
- Teachers and support staff have been trained by divisional Complex Communication Needs Specialist, Katrin Saanig, on the use of alternative communication device to support students with complex communication needs.
- Speech Language small group instruction is provided and facilitated regularly (twice weekly) with the help of several trained Educational Assistants, with training and programming provided by divisional Speech and Language Pathologist, Samantha Jensen.
- Rotating Education Assistant schedule ensures that a number of EA’s have capacity to support students with complex needs. This is particularly important in order to maintain coverage and provide for the needs of these students during COVID-19.
- PD Schedule provides professional development opportunities in autism, trauma-informed practice, principles of inclusive practice, and emotional dysregulation.
- Access to divisional counselling consultant
- Have training for new staff.
- Zones of Regulation training during PD provided by Jeanelle Delorme, Divisional Occupational Therapist
- Have all teachers instructing and maintaining the Zones of Regulation curriculum throughout the year in their classrooms.
- Use calm rooms and Zones check in spaces (links with pyramid of intervention model).
- Embed Zones within our school code of conduct and code-in-action.

- Morning exercise program for Division One offered daily in order to support student regulation.
- Regular PLC time allocated to inclusion strategy planning and discussion.

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

- Indigenous Education Coach provides regular curricular infusion lessons across all grades, embedding Indigenous teachings into grade level curriculum
- IEC and teachers collaboratively plan for Indigenous cultural infusion into curriculum.
- Land Based Learning opportunities for grades 3-6 in partnership with local elders, knowledge keepers, Indigenous Education Coach, and classroom teachers.
- Orange Shirt Day celebrated as a school in recognition of the legacy of residential schools in Canada.
- Indigenous Games celebrated and practiced during physical education classes.
- Regular professional development provided by IEC during PD days in order to build teacher understanding and capacity of indigenous perspectives.
- Seven Grandfather Teachings reviewed during daily morning announcements.
- Seven Grandfather Teachings taught as part of Joussard School's character education program.
- Seven Grandfather Teachings and Teepee teachings taught in classrooms by ISC and local elders.
- Hand games club and team will compete divisionally, pending Covid-19 restrictions.
- Indigenous children's author will present virtually.
- Collaboration with representatives from Sucker Creek and Driftpile to support student attendance.
- Our ISC will support administration to build partnerships with parents and caregivers.

Learning Technology Policy Framework

- One to one devices for all students.
- All teachers regularly provide learning engagements on digital platforms: Division One teachers utilize Seesaw, while Division Two teachers use Google Classroom.
- All classes have access to educational programs to support and extend student learning, such as IXL, Mathletics, and RAZ Kids.
- Students have access to Read & Write Google, speech to text, and other accommodations
- Each grade level ensures daily sign-in to technology for all students, in case of a need to revert to remote learning.
- Teachers all provide daily lesson planning on Planbook and work in collaboration with divisional grade groups.
- Students are provided with regular exposure to learning opportunities in the use of technology in all classes.
- Learning Support Teacher works in collaboration with classroom teachers to plan and model ways of embedding technology into the curriculum. This happens weekly.
- Joussard School has its own set of Sphero robots, and Little Bits Coding Kits that are used to teach coding, and robotics in division two.
- We will be holding a coding and robotics club for division two.
- Technology will be used for formative assessment through apps and programs such as Kahoot, Quizlet, Quizziz and a variety of other online assessments
- Technology will be used to promote engagement and collaboration, through online videos, Google Ed apps, such as Google Classroom, Google Slides, Peardeck and a number of other online applications.
- Students will be able to showcase their learning through technology platforms, such as Google Slides, Seesaw, etc.
- All classes teach digital citizenship as part of their regular instruction, including critical thinking, source analysis, and cyber bullying.

Learning Support Teachers

- LST, Administration, classroom teacher and EA will meet with parents/guardians to develop ISPs, Behavior Plans, and Medical Plans that are created accurately and timely to meet students' needs.

- Our School Learning Support Teacher (LST) will collaborate with staff regularly to provide training, and build capacity regarding the development and implementation of tier 1 and tier 2 strategies from the pyramid of intervention.
- Our LST will work as a school-based team (LST and Administration) to continually establish supportive coaching needs within the school.
- Our LST will work with the Supervisor of Inclusion and other LST's to develop coaching methods and conversations to help work with teachers
- Our LST will meet with teachers for a coaching block designated once weekly to provide support, set goals and complete required documents.
- Our LST works with teachers to implement recommendations provided by specialists and drawn from student data
- Regular Daily Five and CAFE professional development led by Learning Support Teacher.
- Daily Five modelled lessons regularly provided by Learning Support Teacher on an as needed basis.
- Our LST meets with teachers to update accountability binders after each reporting period.
- The LST supervises educational assistants in partnership with administration and assists in developing EA timetables
- Our LST completes INAC paperwork for all indigenous students.
- Our LST supports the planning of OT programming in collaboration with our divisional OT.
- The LST works in collaboration with the divisional SLP to organize Speech and Language pullouts and programming for all grades.

Wellness Coaches

- Students have weekly access to divisional Counseling Consultant, Jessie Johnson. She will meet students for one on one counseling sessions.
- Divisional Counseling Consultant, Jessie Johnson, will work with classroom teachers to provide support and training in trauma informed care and behavior management.

Educational Assistant/Learning Commons Training Program\

- Support Staff, under the supervision and guidance of LST, and OT, will provide daily programming in our exercise room in order to support regulation.
- Support staff have been trained by divisional Complex Communication Needs Specialist, Katrin Saanig, on the use of alternative communication devices to support students with complex communication needs.
- Speech Language small group instruction is provided and facilitated regularly (twice weekly) with the help of several trained Educational Assistants, with training and programming provided by divisional Speech and Language Pathologist, Samantha Jensen.
- Rotating Education Assistant schedule ensures that a number of EA's have capacity to support students with complex needs. This is particularly important in order to maintain coverage and provide for the needs of these students during COVID-19.
- Educational Assistants support supervision of students during recess and lunch periods.
- EA's provide behavioral support for students with behavior plans as well as universal strategies and tier 1 and 2 supports in the classroom.
- Education Assistant provides daily instruction in Cree Culture for all grades.
- Educational Assistants support classroom teachers to provide instructional supports in literacy and numeracy to all students.



One to one support for students with exceptional needs.



Student accessing quiet room for regulation.



Land Based Learning with local knowledge keeper, Ramzay Zallum.

OUTCOME 4: THE HPSD EDUCATION SYSTEM IS WELL-GOVERNED AND MANAGED

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	95.6	92.7	93.7	93.7	96.5	82.3	83.2	82.3	77.4	83.7	80.9	81.2	81.2	81.3	81.8
Teacher	100.0	97.8	100.0	100.0	100.0	92.5	90.5	89.0	87.7	90.0	88.4	88.5	88.9	89.0	89.6
Parent	91.2	87.6	87.4	87.4	93.0	72.1	76.0	75.5	67.1	77.4	73.5	73.9	73.4	73.6	73.9

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					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	98.7	96.1	99.0	93.1	92.2	77.7	79.6	79.3	77.4	81.1	81.2	81.4	80.3	81.0	81.5
Teacher	100.0	100.0	100.0	100.0	87.5	87.3	88.8	79.5	85.6	85.5	82.3	82.2	81.5	83.4	85.0
Parent	100.0	93.1	97.1	84.4	95.0	71.8	77.6	78.8	73.3	76.7	79.7	80.8	79.3	80.3	80.0
Student	96.0	95.1	100.0	95.0	94.0	74.1	72.3	79.8	73.1	81.0	81.5	81.1	80.2	79.4	79.6

Comment on Results

Our “Parental Involvement” measurement has increased significantly in all areas, with an overall increase of 2.8 percentage points. We will continue to work to increase parent involvement through a variety of approaches, including school council, social media presence and exposure through South Peace News, as well as community partnerships, such as Land Based Learning activities.

The metric that measures overall “school improvement” has shown an improvement of 10.6 percentage points in parent satisfaction. There was a minor decrease of 1 percentage point in the student category and a decrease of 12.5 points in the teacher category, suggesting that members of the staff were less satisfied than in 2019. This has been taken into consideration. Teachers and students will continuously be involved in planning the vision and direction of our school. Joussard School will continue to strive to improve in 2021.

Parental Involvement

- Currently working to establish a school council. If an official council is not established, Joussard school will host monthly community advisory meetings to access the voice of the community and to help guide leadership decisions
 - Administration will reach out to parents individually to ask them personally to join our school council meetings.
- Regularly posting announcements and photos of student activities on social media in an attempt to increase community engagement.
- Joussard School will continue to advertise in the South Peace News with the use of a school reporter to increase community engagement.
- Partnerships will continue to be maintained with Sucker Creek and Driftpile First Nations in order to provide Land Based Learning and elder teachings to our students.
- Virtual monthly assemblies will be held monthly and shared via Facebook in lieu of in-person assemblies.
- Use of School Messenger will be used to communicate with parents and guardians.
- Teachers will establish regular communication with parents/caregivers through monthly newsletters, regular phone calls and online platforms such as Google Classroom, and Seesaw.
- Joussard School held a virtual open house and “Meet the Teacher Night” in which teachers met virtually with parents and guardians to introduce themselves and provide a virtual tour of their classrooms.

- Joussard School will host virtual parent teacher interview nights after each reporting period.

Engaged Governance

- School council meetings held monthly to engage parents/community.
- Trustee, Lorraine Shelp, regularly attends school council meetings.
- Joussard School reports annually to the executive council and Board of Trustees.
- Board of Trustees tour our school annually and visit classes. This year, due to COVID-19 restrictions, the board will touring the school remotely with the use of our divisional telepresence robot.

Safety Programs

- Whole school follows Hour Zero training and emergency response planning.
- Whole staff receives training through Public School Works Reporting and Training annually.
- Whole staff has received First Aid and CPR training through Red Cross. Staff First Aid is up to date.
- Each staff meeting, safety issues are addressed and work orders are sent to Maintenance Department.
- Student and employee accident forms are logged through Public School Works Reporting and Training as needed.

CSTAG

- Comprehensive School Threat Assessment Guidelines (CSTAG) is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way. The primary goal of threat assessment is safety for everyone, but another important goal is to help students to be successful in school. It is a flexible, efficient process that allows schools to quickly resolve threats that are not serious while taking protective action on more serious threats.
- CSTAG is the only threat assessment model that is peer-reviewed and recognized as an evidence-based program by the National Registry of Evidence-Based Programs and Practices.
- The HPSD Supervisor of Inclusion and Divisional Psychologist are trained CSTAG facilitators who provide training and guidance to schools.
- Joussard School has two staff members who have taken CSTAG training: Spencer Smith (Principal) and Meghan Adams (Learning Support Teacher).



Joussard Lakers Pakisiwin Team



Land Based Learning Canoe Trip



Grade Five and Six Field Trip



Joussard student practicing on our community skating rink



Joussard Lakers' Hand Games Team brings home the trophy for third year in a row.



Flight and Sky Science lesson on rockets!!

COVID-19 SCHOOL RE-ENTRY PLAN

The link to our school re-entry plan can be found on our website at https://jou.hpsd.ca/UserFiles/Servers/Server_130832/File/COVID-19/Joussard%20COVID%20Response.pdf