



School Education Plan 2024/25

Mission Statement

At Summit Trails, we embrace a non-traditional approach to online learning. Our mission is to provide high-quality education with an environment that adapts to each student's unique journey; fostering growth in mind, heart, and potential.

We "see" students for who they are and seek to support them.



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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

The past few years have been a time of tremendous growth for both our staff and students as we continue to strengthen our online schooling system. Just last year, I spoke with a student who was looking for a change. They felt it was time to step back from their current path and explore new opportunities. After joining Summit, they quickly realized how this form of learning opened doors to new possibilities. They shared with me how Summit helped bring order to their daily routine, and soon they became an integral part of our student body. They moved forward with newfound confidence into the next chapter of their life.

One key advantage of online learning is that it requires students to organize their lives and adhere to a plan. While we offer scheduled classes, students must find the motivation to show up consistently. Over time, they begin to understand the importance of managing their time wisely. As they navigate the challenges of balancing distractions and staying motivated, something remarkable happens—they begin to take ownership of their learning. This sense of ownership, coupled with the ability to take risks and follow through on commitments, equips students with essential skills for the next stages of life. These valuable lessons are deeply rooted in our online learning environment.

Another trend we've observed at our school is the flexibility students have in pacing their learning. Some students may fall behind or need to accelerate their coursework for various reasons. Online schooling allows them to either fast-track or slow down their progress, depending on their individual needs. As a school, our primary focus is helping students take the next step in their journey. Many of our students have shared that they feel well-prepared for post-secondary education. They highlight not only the academic rigor at Summit but also how they learned to evaluate their daily habits and future goals, building resilience that will serve them well beyond school.

As you review the survey results in this document, I encourage you to keep in mind that our approach is based on invitation. As such, our data may vary from year to year. One example is our Alberta Education graduation metric. While we had our largest graduating class to date, these numbers do not fully reflect the individual paths our students take. Some students, though 18 years of age and lacking the credits to graduate, decide to attend Summit Trails to help them prepare for post-secondary programs that do not require a diploma. While we strive to see every student earn a diploma, our ultimate goal is to prepare them for their future, meeting them where they are and supporting them as they move forward.

David Smith

Principal

School Profile

<p>Principal: David Smith</p> <p>Website: summittrails.rockyview.ab.ca</p>	<p>Mission: At Summit Trails, we embrace a nontraditional approach to online learning. Our mission is to provide high-quality education with an environment that adapts to each student’s unique journey; fostering growth in mind, heart, and potential. We “see” students for who they are seek to support them.</p> <p>Vision/Purpose/Beliefs:</p> <ul style="list-style-type: none"> • Summit Pillars • Personal student success • Student Wellness • Gradual Release of Responsibility • Flexible in learning environments • Diversity and inclusion • Innovation in learning and technology
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Total Number of Students: 260 Synchronous 1000+ Asynchronous

Grades Served: 10-12 Total

Number of:

- Classroom Teachers: 15
- Learning Support Teacher(s): 1
- Learning Assistant(s): 2
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2 (shared with Discovery Trails)
- Caretaking staff: 0

School Diversity Profile

As with all Rocky View Schools, reflects a rich and diverse learning community.

Notably, 9 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 5.5 per cent of our school population. The most common first languages for these students are French, Urdu, Punjabi, Turkish, Spanish .

As an inclusive school, we welcome 29 per cent of our students who have significant learning needs.

Student Feedback from Spring 2024

What do students think are some things that are going well?

- Online is helping them remove distractions in their life.
- Teachers helping them attend to the classes regularly.
- School helping with their mindset.
- Their time management is getting better each semester.
- They feel they are giving good to high effort in their classes.
- Appreciate the level of respect for everyone in the school.
- Feel prepared for the next level.
- Students felt safe a school.

What do students think could be worked on or improved?

- Desire for more courses offerings.
- Students find it difficult to manage what is due when, because teachers are using different tracking systems.
- The website is not easy to navigate.



Parent Feedback from Spring 2024

What do parents think are some things that are going well?

- Their child feels generally happier.
- There was clarity in how the school operates.
- Teachers show they care routinely.
- Incredible graduation experience.
- Online gave their child more time to complete the learning.
- Great support overall.

What do parents think could be worked on or improved?

- The online system is still difficult to navigate for new students.
- Making sure all the courses are up to date with technology (links, navigation etc.)

The image contains two posters. The left poster, titled "Summit Expectations", features a central circular diagram divided into four quadrants: Well-Being, In-Class, Engagement, and Online Interaction. Each quadrant is surrounded by a list of expectations:

- Well-Being:**
 - taking time each day for outdoor break
 - be organized - time management
 - take advantage of flexibility
- In-Class:**
 - respectful
 - mindful of mic, camera, surrounding
 - following assignment directives
- Engagement:**
 - daily effort on assignments/studying
 - respond to teacher prompts
 - attend Connect Class - reach-out to your advisory teacher
- Online Interaction:**
 - aware of words and how we communicate through text
 - the work you hand-in is your own learning (be smart with AI)

The right poster, titled "SUMMIT COMMUNITY", features a mountain peak background and lists three core values: RESPECT, ENGAGEMENT, and WELL-BEING. Each value has associated student and teacher roles:

- Respectful Learning Community:**
 - Student Role:** Learn in an environment where kindness and consideration are valued, and take responsibility for one's actions.
 - Teacher Role:** Foster respectful communication and accountability in the student's progress.
- Engage with Online Learning:**
 - Student Role:** Actively participate in lessons and discussions, show responsibility in completing assignments, and respect classroom contributions.
 - Teacher Role:** Encourage students to take responsibility for their own learning, while respecting diverse learning styles and abilities.
- Well-Being Focused:**
 - Student Role:** Explore opportunities related to overall well-being and access supports provided to them.
 - Teacher Role:** Create an atmosphere where students' well-being is respected and be cognizant of student stress and workload.

At the bottom of the right poster, it says "SUMMIT TRAILS" and "COME AS YOU ARE".

RVS Assurance Results

	Data Source	Most Recent Results
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EICS Math Assessment grades 4-10	ECIS Math Assessment 2024	60%*
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	0%
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	0%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	57%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	90%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	70%

What does this data tell us is going well?

- Attendance for our students is combination of online presence and class attendance. The students have flexibility to learn both synchronously and asynchronously. Combined with that number is the understanding that some courses would have higher attention than others. Though the student was present in learning during the day, it does not necessarily mean that every class was attended to.
- 70% of students who are support by an IPP are reaching or beginning to reach their goal shows us students are engaging in their learning journey.

What does this data tell us could be improved or worked on?

- Dual-credit enrollment is not moving forward with our students at this time. While we encourage and work to connect students to such programs, it is not currently a primary goal for them. We need to continue to work towards connecting students with career pathways.
- *Our recent math assessment results show that a significant portion of students performed below the median: 26% of students scored in the 25th percentile, and 34% reached the 40th percentile. This means that over half of the students are currently performing below average in comparison to the broader student group for this test.
- We are continuing to work through the PBIS protocol.

OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	40%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	50%
The average score for relevance, rigor and effective learning time.	6.2/10
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	62%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	77%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	7.1/10
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	47%

What does our data indicate is going well?

- Students are self-aware and have feeling of “knowing one’s self”.
- The data shows that grade 11 motivation is low specifically, however, we see that Grade 10 and 12 are above the national average by approximately 20%.
- Students a positive relationship with their teachers. We are above the average in all grades.

What does our data tell us could be improved on?

- Assisting with intrinsic motivation and interest is challenging. However, we must continuously explore ways to support high school students in setting and achieving their goals through goal orientation and encouragement.
- We would like to see a higher result of students valuing their own time and schools goals.
Half of the students feel they struggle to control their emotions and maintain focus. The area for improvement lies in finding ways to support students in sustaining their task completion throughout the day.

Alberta Education Assurance Measure Results

Assurance Domain	Measure	Summit Trails Online High Scho			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	95.2	85.7	82.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	90.9	82.5	81.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	56.6	80.6	80.6	80.4	80.7	82.4	Very Low	Declined Significantly	Concern
	5-year High School Completion	*	*	n/a	88.1	88.6	87.3	*	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	69.0	69.0	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	12.0	12.0	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.5	90.6	87.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WC-RSLE)	88.9	86.7	87.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	94.1	90.6	88.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	91.2	91.8	90.5	79.5	79.1	78.9	Very High	Maintained	Excellent

What does our data indicate is going well?

- Our engagement level is increasing year over year.
- Our citizenship levels also have increased year over year.
- The community sees our educational quality as excellent
- The access to supports is very high and maintaining
- Overall, the school's intentional efforts to support students and prepare them for the future are having an impact.

What does our data tell us could be improved on?

- This year our 3 year completion rate has dropped significantly. This is not surprising to us as many students to come to Summit Trails are taking the full 5 years to complete school.





Advancing students numeracy and literacy skills

Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We: Cultivate student proficiency in reading and comprehension, to increase academic success and personal growth.

School Goal 1: By June 2025 grade 10 and 11 RVS Writing assessment will look at a 10% increase.

Data that informed this goal:

- RVS Writing Results (45% approaching grade level in grade 10)
 - o The benchmark testing is showing us that 55% grade 10 students starting with the school are below grade level specifically in literacy.
- Students in lower course streams are reporting difficulties in reading and comprehension, a trend supported by teacher observations. Currently, 36% (2023-2024) of our students are barely passing English Language Arts. While we don't attribute this solely to ability, benchmark testing data reinforces these concerns.
- Ourschool data (metric used to reveal school climate) shows an average reported percentage of 71% in Language Arts competence. We aim to improve student efficacy and increase this response rate.
- Read Theory Results – Read Theory is an online platform that enhances reading comprehension through adaptive benchmark testing. It assesses students' reading levels and provides tailored passages and questions. The program tracks progress, helping educators identify strengths and weaknesses in comprehension skills. The data from this metric is matching that of the RVS Benchmark Testing.

Connection to the practice guide(s): Literacy/Numeracy Frame Work – Research and Evidence (pg.10).

Strategies:

- Teachers are completing professional learning with the “180 Days” book on literacy pedagogy.
 - Applying the strategies from the 180 Days professional learning to the online classes.

Examples of application are:

 - Daily or routine activities focused on reading and sharing a level of comprehension with classmates.
 - Interactive online activities: creating spaces for students to engage with one another digitally on the topic of the book they are reading
 - Differentiation: providing options in the courses to support levels of ability

Why are the strategies above important and challenging?

Online courses, particularly asynchronous ones, often occur in isolation. These courses are typically designed for students to progress through a series of tasks to completion. However, differentiation and interaction are often neglected due to the complexities of online learning and the distance between the teacher and student. As teachers work to incorporate these critical elements—

communication, differentiation, and ongoing evaluation—into their courses, we aim to shift students' habits towards more active engagement in this form of learning.

- **Humanities committee of teachers are being mentored by RVS Learning Specialist monthly.**
 - This strategy allows teachers to be guided through the “what” and “how” of improving their practice.
- **Staff apply “Micro Mentor Texts” in classes to spear on great reading habits for students.**
 - Micro mentor texts are short, focused examples of writing that serve as models for students to emulate in their own writing. These texts typically highlight a specific writing skill or technique, such as using vivid descriptions, crafting strong introductions, or varying sentence structure.
- Applying interest-based activities for free reading, use of book clubs, and guest speakers for online students.
- Inviting to students to read novels by adding a new or updated online reading collaboration for students.
 - Specifically, some courses have a “Online Book Club” where students are having discussions about their reading experience. Summit is supporting the purchase or locating of novels for students. There is an incitive to participate in the club in regard to marks in the course.
- **Collaborate with the Summit librarian** to increase student access to books and resources through mail, digital platforms, school-wide giveaways, and classroom visits to demonstrate the Marigold system. By getting more books into students' hands, we can cultivate their reading proficiency.

Measures:

- OurSchool Data tracking of reported results for success in Language Arts – looking for, at a minimum, par with the Canadian norm. We are approximately 5% below the norm.
- Comparing Semester to Semester RVS benchmark – looking for an increase of comprehension skills year over year.
- Increased use of Marigold resources by students – tracking usage so that we see an increased trend of usage overtime.
- Include in the semester survey: "Have you given more attention to how often you read or to reading in general?" This will help us assess whether our efforts are having the desired impact.
- Student engagement with reading activities on the digital platform as reported by teachers.

Parents can:

- Engage their children in regular discussion about the reading and communication level of the courses.
- Be aware of initiatives which will be seen in the newsletters as it relates to literacy.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Students were guided to use ReadTheory weekly to improve comprehension in key areas and participate in guided Book Clubs, such as Indigenous-themed units in English courses. They engage with curated texts, digital forums, and creative assessments like Minecraft. A Reading Rainbow forum on Moodle was introduced to book discussions. Students accessed resources through systems like Marigold and Destiny Discover. Strong collaborative session between Humanities and RVS Learning. Efforts continue to prioritize choice and engagement in reading. 	<p>We will discuss ideas for implementing the distribution and use of physical copies of books in our classes.</p>
<p>April 4</p>	<ul style="list-style-type: none"> • We analysed the data from 2023-2024 to this year, and though initiatives are still being built, we are not seeing an whole school improvement in student results. However we are seeing improvements with students who have an IPP, are EAL and 	<ul style="list-style-type: none"> •



Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How Might We: Offer students opportunities to develop a post-high school mindset through practical experiences in research, building connections, and active engagement.

School Goal 1: To see a 15% increase in the overall metric of “the percentage of students who are interested and motivated, trying hard to succeed”. Our hope is that students see the connection between motivation and future post-secondary goals.

Data that informed this goal:

- MyBluePrint - results show that while students are interested in seeking information, they lack direction. Their focus is more on exploration than on a specific goal. Anecdotal results from students during class discussions they feel a general lack of knowing as it relates to their future.
- OurSchool data metric – “Students planning to pursue a trade or apprenticeship program” The grade 10 and 11 students well below (7%) the Canadian average (16%).
- OurSchool data metric – “Students planning on finishing High School” OurSchool data shows that 2% more students than the Canadian average plan to finish high school, indicating strong interest in school completion.
- OurSchool data – “Students planning to go to college or university” Specifically, the grade 11’s showed a lack of interested (20% lower than the Canadian average) in post-secondary.

Connection to the practice guide(s): RVS Inclusion Practice Guide – Specifically, how to remove barriers to inclusive education (pg. 8) “It is an ongoing process of identifying and removing barriers so that all children and youth are engaged within the social and academic learning opportunities, within welcoming, caring, respectful and safe learning environments .”

Strategies:

- Online career fairs and connecting with Alberta jobs
- Teachers to create project-based school assignments connecting the course learning to a profession.

- Teachers will incorporate job-related examples in their lessons where appropriate to illustrate concepts.
- Connect Class - specific lessons on Career planning – Advisor based discussion on post-high school planning.
- Courses where interviews of professional in the field occur – lived experience
- Newsletter communication with students and parents on post-high school preparation
 - Information on post-secondary orientations, career options available, mentorship, and more.
 - Connect with Prospect to assist students in resume building and career counselling.
- Staff Member visit with SAIT and Bow Valley College for program learning and philosophy.

Note about strategies: Our premise is that if students have a sense of direction and goals for the future, they may be more motivated to "stay interested and strive to succeed."

Measures: We want to see an increase in the following data points:

- MyBluePrint – increase in active use for researching professions.
- OurSchool data metric – “Students planning to pursue a trade or apprenticeship program”. We aim to see levels more closely aligned with the Canadian average.
- OurSchool data metric – “Students planning on finishing High School”. We aim to leverage this interest to encourage students to engage in post-high school planning. Specifically, we expect the current grade 12 results to surpass those from when the same cohort was in grade 11, and we will also monitor if this year’s grade 11 results remain consistent with their performance in grade 10.
- Our School data metric – “Students who are interested and motivated”. Increase by 7% (meet Canadian norm) specifically for grade 11 students who are below the norm, while grade 10 and 12 are markedly above the Canadian norm.

Parents can:

- Take note of what is being shared and chat with their child/dependent about possibilities.
- Contact the school, the student’s advisor or guidance counsellor if there are questions about applying for programs.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • We are on track with our outcomes, and classes are fostering meaningful conversations and opportunities to learn about career pathways. Teachers visited 	<ul style="list-style-type: none"> • We pivoted from the career fair to guiding students to identify areas of interest. We will then look at lining up a couple of guest speakers.

	SAIT and Bow Valley College to gain an in-depth understanding of college operations, enabling more comprehensive discussions with students.	
April 4	<ul style="list-style-type: none"> As part of our ELA improvement project, we compared Semester 1 data from 2023–2024 and 2024–2025. The results show stable overall performance with promising gains among FNMI, SPED, and ESL students. These improvements suggest that our targeted supports and instructional changes are beginning to make a positive impact. Teacher consistency and alignment with goals also contributed to these outcomes, reinforcing the value of our current strategies. 	<ul style="list-style-type: none"> No adjustments on track



Creating inclusive, engaging, healthy learning opportunities for all students

Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

How Might We: How can we support students in developing resilience, both within the school environment and in their broader life experiences, through the resources and guidance provided by the school?

School Goal 1: To increase the metric of Self-Regulation by a minimum of 10%.

Data that informed this goal:

Attendance data – the data shows that most students are attending to their education, we are able to track when the engagement of school starts to drop off. We find this is predominately due to motivation. This is confirmed by the internal surveys we give students.

Numbers of students enrolling in the school due to mental health needs such as anxiety and depression – we have an increased population of students with mental health needs.

The OurSchool data shows that students report strong levels of both eudaimonic well-being (rooted in personal virtues) and hedonic satisfaction (based on emotional experiences). However, this is not reflected in their ability to regulate emotions or develop autonomy, as indicated by the self-regulation data. This insight is crucial in understanding the broader factors that contribute to building resilience.

Connection to the practice guide(s): Inclusion Practice Guide – Approach to Mental Health (pg. 10) “Promoting healthy cognitive, social, and emotional development through positive school cultures.”

Strategies:

- **Increase teacher and student understanding of the brain in relation to supporting positive mental health.** We are partnering with Hull Services and psychologist Phil Herman to help teachers implement trauma-informed teaching and foster positive mental pathways through effective communication. The goal of this strategy is to equip staff with the knowledge necessary to enhance both staff-student and peer-to-peer relationships.
- **Create a resource list,** monthly learning events, and newsletter items for parents and student, specific to student resiliency.
- **Compare** the measure data year-over year from results of the previous grade (OurSchool Data).
- **Indigenous Learning Support** – Staff provide weekly support to nurture the whole child in a supportive atmosphere. This includes regular communication, monitoring educational progress and attendance, promoting cultural events, and offering leadership opportunities for students.
- **Connect Class** – Teachers design lessons to align with school culture. This year, we are adding lessons aimed at building resilience for hedonic well-being. For example, practical strategies for organizing one’s day in online school to reduce daily stress. Connect class teachers act as teacher advisors. We must continue fostering environments and situations that strengthen these relationships.
- **Wellness Sessions** – Each month, topics are chosen by students and health professionals, focusing on one concept at a time. For example, "How can breathing help manage anxiety?" or "How do substances impact mental well-being?" These sessions aim to build resilience through practical skills while also fostering stronger staff-student relationships.
- **Wellness Summit** – This event is an extension of the wellness sessions, designed to incorporate lived experiences and cover a wider range of topics for students. It is collaboratively planned by both students and staff.

Measures:

- **OurSchool Data analysis** of the following metrics from the survey:
 - Positive teacher-student relations
 - Positive learning climate
 - Self-regulation
 - Hedonic Results
 - Eudaimonic Results
- **Attendance data** – are the dips in engagement continuing to occur.
- **School-based survey (conducted each semester)** – Collects anecdotal feedback focused on resiliency by asking: “Was there something this semester you felt you were able to overcome?” Our goal is to determine if students are applying elements of resiliency in their daily lives.

Parents can:

- Encourage students to attend school wellness sessions
- Read the material sent home for support

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • We are on track with our outcomes, having positive experiences with teacher training, student involvement, planning of wellness sessions, and updating our PBIS structure. 	<ul style="list-style-type: none"> • Not at this time.
April 4	<ul style="list-style-type: none"> • Teachers were trained with Phil Herman on building resiliency in students, and we hosted the 2025 Wellness Summit specifically focusing on resilience and health. Students reported a favourable report on the event. We also released a school podcast on student mental health (OCD, Anxiety and more). 	<ul style="list-style-type: none"> • Adjustments to the wellness summit for next year.

School Council Review

Presentation of School Education Plan

School council comments:

- Summit Trails communicates the goals for the year and results via video at which time parents are able to ask questions and send comments based on our goals. Communicated out September 2024.

Principal signature on behalf of students and teachers of School