

2024-2027

EDUCATIONAL PLAN YEAR ONE

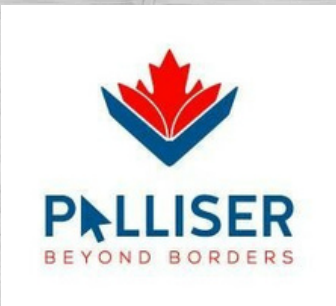


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PBB IN CONTEXT

Palliser Beyond Borders (PBB) was established in January of 2014 by the Palliser Regional School Division Board of Trustees and approved by Alberta Education one month later. The original intent of PBB was to provide Palliser high school students the opportunity to enroll in online courses by working with their high school principals and registering through their schools. Over the life of the school, PBB has evolved to provide access to courses for non-primary high school students across Alberta. In September of 2021, the grade levels that PBB offered for enrollment was increased to span grades 1 through 12.

For the 2024-2025 school year, PBB will meet the needs of students as a:

- stand-alone virtual school, acting as the primary school for students in grades 9 thru 12,
- partner school for high school students within the Palliser School Division,
- partner school for high school students in communities across Alberta,
- virtual school for mature (graduated and adult) students,
- summer school provider,
- home education school.

Instruction at PBB has been offered in stand-alone online courses using learning management systems (LMS) and through live instruction using video conferencing software. With a focus on student-teacher relationships, PBB does not provide access to print based distance learning materials.



MESSAGE FROM THE PRINCIPAL

At Palliser Beyond Borders, we prioritize strong relationships as the cornerstone of a successful online learning environment. We recognize the profound impact of collaboration between students, parents, and teachers. This interconnectedness fosters a supportive community that cultivates both academic excellence and personal development. We actively encourage open communication and collaboration, ensuring every student feels seen, heard, and valued. Through regular virtual meetings, engaging discussions, and personalized feedback, we cultivate a sense of belonging and create a space where students can flourish.

We acknowledge that each student is unique, possessing diverse interests, strengths, and aspirations. To honour this individuality, we offer flexible pathways within our curriculum. This deliberate design empowers students to tailor their educational journey, pursue their passions, explore new areas of knowledge, and develop the skills necessary for future success.

Furthermore, we are committed to delivering course content that is both academically rigorous and engaging. Our dedicated team of educators has meticulously crafted learning activities that adhere to the Alberta Curriculum. We believe in nurturing a love of learning, and by providing rich and intellectually stimulating content, we aim to inspire our students to delve deeper, think critically, and cultivate a lifelong thirst for knowledge.

By prioritizing these core values, we strive to create an educational experience that is both nurturing and academically enriching.

We value the connections between students, parents, and teachers, as they form a supportive community that nurtures academic growth and personal development.

Jason Kwasny, Principal

PBB'S FOUNDATION

Vision statement

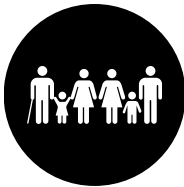
Palliser Beyond Borders endeavors to build strong relationships with students by providing guidance and flexible learning pathways to success in an increasingly digital world.

Mission

PBB's mission is to:

- Build strong relationships with students by providing guidance and flexible learning pathways to success in an increasingly digital world.
- Maintain an accessible and inclusive digital learning environment.
- Support all home based learning environments.
- Cultivate student independence and the development of executive functioning skills.
- Foster a learning community for students that encourages academic excellence.
- Foster a professional community for staff that encourages professional excellence.

PBB's priorities over the next 3-years are:



No. 01 – Relationships

Palliser Beyond Borders prioritizes a collaborative partnership between students, families, and our partner schools for a thriving learning community.



No. 02 – The online learning experience

Palliser Beyond Borders prioritizes a dynamic online learning experience that prioritizes depth over breadth in course offerings, user friendly technology, and engaging academic resources.



No. 03 – Professional growth

Palliser Beyond Borders prioritizes student success through continuous professional development for our educators in innovative assessment practices and effective online learning pedagogies.

GOAL #1

Palliser Beyond Borders will strengthen relationships with students, families, and partner schools through a communication and engagement plan, to increase opportunities for collaboration on student needs.

Palliser desired state within the domain of teaching and learning

Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.

Palliser desired state within the domain of attending to local and societal context

The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Teacher Quality Standards (TQS) connections

Fostering Effective Relationships - A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Establishing Inclusive Learning Environments - A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Palliser Beyond Borders caters to a wide range of communities and was specifically established to address the needs of students who wouldn't be well-served by a traditional school setting. Staff should be aware of these motivations and demonstrate empathy towards individual student needs. However, this requires a balance with maintaining accountability for learning outcomes, ensuring they are appropriate to the specific context.



MEASURING PROGRESS

What we might do	What we might see
Assign Palliser Beyond Borders students a student advisor	<ul style="list-style-type: none">• Students would have access to academic counseling in selecting courses to meet their academic goals (e.g. graduation, post-secondary entrance requirements, etc)• Increased interactions and discussions between students and teachers, and teachers and families• Increased sense of community
Specific intervention strategies to communicate regularly with families of disengaged and struggling students	<ul style="list-style-type: none">• Course information and student grades will be available in Edsby.• Edsby report cards will be available earlier in the semester.• Review of current intervention strategies with a focus on student engagement and family communication.• Regular scheduled 1-on-1 meetings between Palliser Beyond Borders administration and teachers to discuss student engagement and achievement.
Specific strategies to address engagement and academic success of concurrent Palliser students.	<ul style="list-style-type: none">• Class times timetabled at the beginning of the semester to meet the availability for the majority of students• Online reports of concurrent student status and engagement made available to partner schools.• Regular scheduled meetings between Palliser Beyond Borders and partner school administration to discuss concurrent students.
Developing Home Education resources and workshops	<ul style="list-style-type: none">• Home education families will have access to additional academic resources• Increased sense of community

GOAL #2

Palliser Beyond Borders will develop and implement a comprehensive online assessment framework that utilizes a variety of methods to accurately and reliably measures the academic achievement of all students.

Palliser desired state Within the domain of learning supports

Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.

Teacher Quality Standards (TQS) connections

Establishing Inclusive Learning Environments - A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Effective online learning environments necessitate distinct pedagogical approaches compared to traditional classroom settings. By investing in professional development opportunities, educators can refine their teaching toolset, enabling them to better address the diverse learning and well-being needs of their students.



**Palliser Beyond Borders
Assurance educational plan
2024-2027 - Year 1**

MEASURING PROGRESS

What we might do	What we might see
Staff provided a copy of “Grading From the Inside Out (Tom Schimmer)”	<ul style="list-style-type: none">• More frequent discussions on assessment methodology.• A move away from traditional assessment strategies.• A common vocabulary when staff are discussing assessment strategies.
Multiple staff members attending CAfLN Alberta Assessment Conference	<ul style="list-style-type: none">• Changes in assessment strategies and reporting based on the information learned from leading assessment researchers.
Course evaluations	<ul style="list-style-type: none">• Provide student voice regarding pros and cons of course structure, resources, and assessment strategies.
Provide staff with scheduled course development time	<ul style="list-style-type: none">• The incorporation of research based principles and student choice (i.e. UDL) into course development• Deepening of course offerings to include more 20 and 30-level option courses• Inclusion of additional asynchronous classes
Follow Palliser directives and work with partner schools on assessment and reporting	<ul style="list-style-type: none">• Credit recovery model to assist schools with student graduation
Professional development specific to the tools and reports available in Moodle and Intelliboard	<ul style="list-style-type: none">• More options and student choice in assessments.• Increased teacher use of student engagement reports in Moodle.

MORE ABOUT PBB

Palliser Beyond Borders' connection to Palliser's Outreach programming

While Palliser Beyond Borders (PBB) has historically been associated with Palliser's Outreach programs, enrolment at these schools has seen minimal participation over the past four years. While individual schools will continue to provide Outreach programming, in the upcoming 2024-2025 academic year, Coaldale will be the sole remaining off-site Outreach school location.

To address this and enhance program visibility, a collaborative effort will be undertaken in 2024-2025 between PBB and Coaldale Prairie Winds Secondary School. This initiative aims to identify students who would benefit from the services available at PBB's Outreach school in Coaldale. To further support this effort, the majority of PBB staff will be stationed at Coaldale, allowing Outreach students to access them directly for face-to-face interaction when they visit the program.

Palliser Beyond Borders' Learning Technology Stack

PBB leverages a robust suite of technologies to support effective teaching and learning. Outlined below are the core components of this learning technology stack.

Learning Management System (LMS): Moodle

Moodle serves as PBB's primary LMS. Widely used by K-12 and post-secondary institutions globally, Moodle offers a customizable platform for educators. Teachers can integrate diverse teaching resources and assessment tools to cater to individual learning styles. Notably, Moodle operates independently of Palliser's student information system.

To enhance student engagement analysis and reporting, PBB seamlessly integrates Intelliboard tools within Moodle.

Productivity and Communication Tools: Google Workspace

PBB utilizes Google Workspace for all communication and productivity needs related to student learning. This comprehensive suite includes:

- GMail and Google Chat: Streamlined communication channels for educators and students.
- Google Drive and Associated Office Apps: Secure cloud storage and collaborative editing tools for documents, spreadsheets, and presentations.
- Google Meet: Facilitates virtual meetings and video conferencing, fostering real-time interaction within the learning environment.

Support and Availability

Google Workspace and Moodle are all centrally supported by Palliser's Technology Team. These services are readily available to all Palliser schools, ensuring consistent and reliable access for educators and students.

Intelliboard is supported by Palliser's Technology Team, but is a product that is unique to PBB within the division.