



Bridge Network Outreach School

Principal: Ken Dunfield

3-Year School Education Plan

2024/2025 – 2026/2027

Year 2 – 2025/2026



**Grande Prairie
Public School
Division**
Every Student Succeeds



<https://bridgenetwork.gppsd.ab.ca/>

Who we are!

Our Mission: Supporting students to become actively engaged and committed to their education while providing an alternative, flexible and personalized learning environment.

Grade 10 - 12



250 Students



5.4 Staff



At the Bridge Network Outreach School, we help students with....

Diploma Credits

Do you just need a few more credits for your diploma but can't commit to a full semester? We can help with that!

Course Challenges

Do you have your diploma already, or are you 19 years of age before September 1st? Students can challenge courses to meet graduation requirements and upgrade school-based marks. We can help with that!

Credit Recovery

Failed a course at one of our Division High Schools but you don't want to take the entire course again? We can help with that!

Concurrent Enrolment

Can't fit a course into your timetable at one of our Division High Schools? With your school's approval, we can help with that!

Upgrading

Do you need to improve your mark, but don't have time to go to school full-time due to work commitments? We can help with that!

Flexible Hours & Days of Attendance

Do you need to get a course or two for your diploma while working? We can help with that!

Our Education Plan is focused on:

Priority: Teaching and Learning

Outcome: Creating an optimum learning environment to support individual student needs.

Strategies

- Providing effective/quality resources for teaching and learning – resources should be clear, concise & support students to be self-reliant in an alternative learning environment.
- Teachers continually review essential learning outcomes and effective resources needed for courses delivered in an outreach setting for student optimum learning.
- Teachers continue to review and improve assessments of and for student learning.
- Teachers elicit student feedback regarding course material effectiveness and teacher one-on-one strategies of support for student learning.
- Continue to look for and add Indigenous resources to help infuse curricular outcomes with Indigenous content.
- Continue to look for additional Moodle Option courses that support credits needed for graduation.
- Focus on developing courses on learning strategies to support students to become self-reliant in an alternative learning environment.

Evidence

- Overall credits generated per year
- Average number of credits earned per student
- Overall average course completion time
- Provincial & Division Assurance Survey results
- Diploma Exam Results
- Diploma marks compared to school based marks
- Tracking student credits earned by grade level
- Percentage of credits earned at Bridge Network by graduates
- Addition of one or more Learning Strategies courses

Outcome: Effective practices and processes that support student success in an alternative educational environment.

Strategies

- Review, update, and improve intake/registration process supporting personalized planning for students.
- Teacher inquiry professional growth plans linked to effective teaching and learning.
- Continue weekly Case Management meetings identifying “at risk” students and strategies of support.
- Continue weekly time set aside for reviewing and implementing needed changes to course material.
- Continue setting deadlines and due dates for student course work.
- Continue to build & review the “Bridge Way” document that supports student success by establishing effective processes and effective pedagogy in an alternative setting.

Priority: Belonging

Outcome: Creating a safe and welcoming learning environment.

Strategies

- Creating a welcoming learning environment with aesthetic posters /prints, plants, and overall décor.
- Continue to Indigenize spaces within our school – “Every Child Matters”.
- Providing safe spaces for students struggling emotionally or dealing with heightened anxieties.
- Continue to support food insecurity for students through "Daily Nutrition Cart program" & "Student Food Pantry Program".
- Continue to recognize and engage in learning opportunities for students & staff around Indigenous Foundational Knowledge.
- Continue to develop processes to make learning within our space comfortable and as stress free as possible – quiet space, expectations of in-person learning well laid out.

Evidence

- Engagement through in-person attendance numbers/avg per day & month.
- Provincial & Division Assurance survey data
- Anecdotal responses from students during advisory meetings.
- Number of students participating in Lunch Discussion Club.
- Number of students submitting notes for the Suggestion Box.

Outcome: Creating opportunities for students to feel a sense of belonging.

Strategies

- Connecting students with at least two adults via our Intake process and daily sign-in procedure.
- Students are greeted by an adult each time they enter the school.
- Create student advisory opportunities with meetings between students & Admin throughout the year.
- Bridge wear/swag for students via academic incentive draws.
- Bridge wear online store for student purchase & giveaways
- Continue with a student lunch Discussion Club – Led by Social Worker - opportunity for student voice & connection to community organizations of support through presentations.
- School BBQs & seasonal celebrations.
- Shared optional break times added to schedule.
- Continuing with a student lounge/break area.
- School based year-end awards for both academic and personal achievement.
- Personalized Graduation– solo grads/no cost for students
- Use of digital clickers for severe anxiety students to access teacher support
- Create a “Suggestion Box” that will allow students to give feedback or suggestions.