

# Success Within Individual Students

## 2026-27 Education Plan



Teaching HOW to think  
not WHAT to think

# Our Commitment

The program at Summit West Independent School is designed to approach student learning with a student centered approach. The aim of our model of curriculum delivery is driven by parent and student input to meet them where they are at, not where everyone else is, and not where they are "supposed to be" according to age or other criterion. Independent School Authority's 2025-2026 Education Plan, Success Within Individual Students place's the focus on working with the individual in order to strengthen the community as a whole. This is reflective of not only our belief that the onus is on the individual to manage their skillset and promote themselves from within to better their community, but also that strengthening the individual also strengthens the SWIS community.

## Accountability Statement

The Education Plan for Independent School Authority commencing May 31, 2026, was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the *Independent Schools Regulation and Ministerial Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and/or governing body has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The operator and/or governing body reviewed and approved the 2026/2027 Education Plan on May 26<sup>th</sup>, 2026.

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# About Summit West

## Vision

Personal excellence through student success.

## Mission

An independent school that offers an individualized, self-directed learning approach for tomorrow's leaders that nurtures life long learning, engaged thinkers, and ethical citizens within a spirit of entrepreneurialism.

## Planning for the Future

At Summit West, our goal is the goal of the student. Career and academic planning supports their goals, whether it is through the Registered Apprenticeship Program, Work Experience, or our Dual Credit Programming, we meet the needs of our diverse student body, regardless of their individual goals.

## The Numbers

- 850+ Home Education students with ByDesign and 100+ SWIS students
- 26 wonderful staff members
- 2 amazing schools!

## ByDesign Home Education

With our experienced and dedicated group of home education facilitators, we guide families and help them to stay focused on supporting their child's passions and pursuits, all while obtaining the education that best suits the child and the family.

## The Options

We offer students Art, Drama, Music, Cosmetology, Philosophy, Sports Performance, Physical Education, Foods, Outdoor Education, Ski and Snowboard Club, Field Trips, and more, the real limit is that of the imagination.

## What else we offer

Full Day Kindergarten through to grade 12

The child moves from exploration of childhood concepts and interests, begins to take on more responsibility and learns to be accountable, all while gaining independence, confidence, and learning to make the best choices for themselves.



# SWIS Believes

## “ Teaching How to think, not WHAT to think

All children can vary in their levels of independence. Guiding children through the "unwritten curriculum" which includes matters of real-life importance, they learn to navigate the world around them in a way that best suits their needs and speaks to their strengths. The choices they make, the direction they take, and their life goals are all interrelated. Many children just don't know this yet.

With curiosity comes questions. Children learn to advocate for themselves, teachers and peers model appropriate interpersonal skills, ask real and relevant questions, helping them to better understand that it is okay to ask for help and that there is nothing to be afraid of. The aforementioned "unwritten curriculum" includes concepts surrounding mutual respect, time management, making good choices and holding themselves accountable for the choices they make. All of these, and much more, are a part of the "unwritten curriculum", and are all pertinent life skills that allow one to grow and learn, and ultimately, find personal excellence through student success.

Success Within Individual Students is a multifaceted approach with several things taken into consideration. Success is paramount, and to achieve success, students need to feel those successes within themselves, and in *their* context. An emphasis on a growth mindset guides their daily actions and interactions to produce an intrinsic sense of self worth and this helps to improve motivation and ultimately, confidence, leading to student success.

Teaching the Individual how to work with their strengths is not only a valuable lesson to learn, but it also serves them throughout their lives. Every Student deserves the focused attention and the intimate knowledge they gain of themselves. Teaching children not only how they learn best, but how to adapt to an ever-changing world will encourage and empower them to pursue lifelong learning while attending to their goals both individually, and collectively.

Independence often requires a level of guidance before one can move forward, and our ultimate intention is to provide that guidance and support as they mature, for them to gain the confidence to move forward independently, and to find their own personal success.



# SWIS Students Will



At Summit West Independent School (SWIS), our students design their learning so they can find...

## **Success** in academics, society, and life

SWIS students are taught "How to think, not WHAT to think". The unwritten curriculum aims to develop the child from the heart outward, giving them the tools to be a successful and ethical citizen. The written curriculum (Alberta Program of Studies) is the foundation of the school system, and our method of curriculum delivery enables students to explore personal interests, be unique, and find success beyond the provincially mandated curriculum. It also allows SWIS teachers to focus the program and curriculum delivery for every student based on their individual strengths, needs and goals.

## **Within** each of them

Intrinsic motivation is undoubtedly one of the greatest advantages one can have. Being motivated from within produces a sense of empowerment, followed by a sense of ownership and accomplishment. SWIS teachers use specific questioning techniques in conjunction with a growth mindset and behaviour modelling to empower and engage students in all of life 's challenges. Have you ever thought about how different it sounds when you say to a child, "I am proud of you!" compared to "You should be proud of yourself!"? These small changes in our approach to every child makes all the difference.

## **Individual** empowerment

In an ever-changing society, curriculum included, students need to understand what works best for them, and not always what they like the best. "Is this the best way for you to learn or is it your favourite way to learn?". Rarely do these two ideas of how a child learns align. They can, but by providing the guidance to allow students to differentiate between the two not only empowers them, but it also enriches them in a multitude of ways. Knowing yourself is often a major factor to become your best self.

## **Students** passion for lifelong learning

When a child knows themselves deeply, understand their strengths, it can motivate them intrinsically, and when given the environment and the structure to self-promote, the sky's the limit! Navigating the world successfully is important, as we all know, and SWIS students always aim high!



# Our Roadmap



To reach our goals, SWIS will focus on:

## **Individual's** (Students, Staff, and Leaders)

Engagement is critical in the growth and achievement of every student. Engaged teachers and school leaders produce an environment conducive to creating engaged and active learners. Formal and informal assessments coupled with metrics designed to identify areas of growth and achievement will help to highlight and support individual needs in response to the individual's growth and achievement goals. SWIS teachers and leaders continue to engage in meaningful professional development based on individual and collective staff needs, wants, and their own professional goals.

## **Growth in the Community**

Learning supports are delivered by our staff at Summit West and are tailored to enhance and obtain the goals of each individual child. With mutual respect and a collaborative approach, our school community grows stronger every year. Relationships are at the heart of education at Summit West. The behaviours modelled by our staff are observed by the students, and in turn, become characteristic of our students in and out of our school community, beyond the walls of the school and into the students' homes. SWIS students are proud to represent our school, even when they are away from it.

**When the needs of the individual are attended to, the community benefits. When the community thrives so does the individual.**



# SWIS Domain One

**Domain** - Student Growth and Achievement

**Outcome** - Empower students to engage in their passion areas



How we measure success

1. Percentage of students who achieve the acceptable or standard of excellence on PAT's and Diploma Exams (AB Ed)
2. High school completion rate within three and five years of entering grade 10 (AB Ed)
3. Teacher, parent and student agreement that students model the characteristics of active citizenship (AB Ed)
4. Teacher, parent and student agreement that students are engaged in their learning at school (AB Ed)
5. Literacy and Numeracy Results Reporting for students in grades 1-3 (SWIS)

Strategies

1. Continue to enhance our staffing with areas of specialization in the core courses, as well as in areas of interest that can lend to other CTS courses and options courses.
2. Continue to implement our Mental Health in Schools initiative to best support student mental health, academic pursuits, sense of community, and sense of self.
3. Actively promote our Dual Credit Program in partnerships with SAIT, Bow Valley College Lethbridge Polytechnic and Olds College.
4. Staff professional learning initiatives that promote safe and caring values to best support student growth and ethical citizenship while growing the capacity of our staff members.



# SWIS Domain One

**Domain** - Student Growth and Achievement

**Outcome** - Empower students to engage in their passion areas

Insights from Results Analysis (Nov 2025 AERR)



1. Percentage of students who achieve the acceptable or standard of excellence on PAT's and Diploma Exams (AB Ed)

It is important to remember that individual student improvement/achievement is not indicated by this measure. **Strength:** We were successful in reaching our goal of 50% of students writing PAT's and diploma exams at an acceptable level, and the work done continues to prove that our approach has some merit and is providing the expected results. We will continue to aim higher every year!

2. High school completion rate of students within three and five years of entering grade 10 (AB Ed) At Summit West Independent School, "our goal is the students' goal". While this measure looks to be of concern, we feel that it exemplifies our mission, that we are here to serve the students goals. These goals often include taking a step back, learning material with more depth before moving forward. **Area of Improvement:** It should be noted that our home education population is significantly greater than our SWIS students, and it is not uncommon to see our home education students taking 4 or 5 years to complete high school. There are several reasons for this, and we look to identify some emerging trends and interventions, but this cohort is also intertwined in the data with our in-house student data as they fall under the same school code

3. Teacher, parent and student agreement that students model the characteristics of active citizenship (AB Ed)

**Strength:** With a major emphasis on SWIS' "unwritten curriculum" (mutual respect, ownership and accountability, resiliency, and more), it is not surprising that our results continue to trend very high. A culture and climate has developed through modeling techniques and honest conversation, that helps students understand the importance of being a good person, in and out of the classroom, and beyond the school and into their homes and communities.



# SWIS Domain One

**Domain** - Student Growth and Achievement

**Outcome** - Empower students to engage in their passion areas



Insights from Results Analysis (Nov 2025 AERR)

4. Teacher, parent and student agreement that students are engaged in their learning at school (AB Ed) Summit West prides itself on how our students have a choice and a voice on how they want to learn.

**Emerging Trend:** With significant growth over the past few years, we feel this has impacted the approach to student learning and choices of how to learn, as many of our staff and students are new to the program. Feedback from both parents and students, as well as the impact this situation has on teachers led us to understand the importance of ensuring readily accessible professional development where we incorporate many of the foundational aspects of the SWIS program, and to work further on modifying our program to enable both teachers and learners to work efficiently, and actively, no matter what the environment.

5. Literacy and Numeracy Results Reporting for students in grades 1-5 (SWIS)

Strategies to help our at-risk students in Reading and Numeracy involved providing smaller group sizes. This allowed the teacher to work more closely with the students, especially on their phonic and phonemic awareness. Regularly reading with the teacher also improved their decoding and fluency skills as well as our almost weekly “Reading Buddies” program with a senior care center have proven to be crucial and important interventions. Direct and early intervention have always proven to be positive mechanisms for effective intervention, and the measures summarized in the associated table in the November 2025 AERR, and low student teacher ratios offer students the attention they need, on a regular basis, providing a lot of opportunity for the teachers to implement student specific strategies/interventions. **Strength:** SWIS will continue to maintain low student-teacher ratios, as it is a core facet of the program at SWIS, all while continuing to provide an independent, self-directed approach to each child's learning and growth.



# SWIS Domain Two

**Domain** - Teaching and Leading

**Outcome** – Students are proactive, resilient and active in their community



How we measure success

1. Teacher, parent and student satisfaction with the overall quality of basic education (AB Ed)
2. Teaching and leadership quality through professional learning, supervision and evaluation processes (SWIS)

Strategies

1. Adding additional supports and services through our Mental Health in School initiative while attending to our home education division using Open Parachute resources and services.
2. Ongoing professional development based on jurisdictional needs, local needs, and individual needs. Continuing to encourage and model a healthy lifestyle and work/life balance.
3. Seeking more community partnerships to actively engage with, to enhance active and ethical citizenship in the community. Increase the number of school events, open to the families of Summit West students, to encourage and strengthen the sense of our SWIS community.



# SWIS Domain Two

**Domain** - Teaching and Leading

**Outcome** – Students are proactive, resilient and active in their community



Insights from Results Analysis (Nov 2025 AERR)

1. Teacher, parent and student satisfaction with the overall quality of basic education (AB Ed)  
In looking at the data, we find the teacher data interesting in the sense that the 2023 value, while it did decrease from the year prior, was considered “Low” and an “Issue” by Alberta Education standards. Our school did go through a somewhat disruptive move 3 years back that did have a reasonable and understandable negative effect on the data, however, the fact that through this disruption, our lowest value for 2023 was sitting just under 88% (overall result), and continuous upward trending has put us back to near our historical highs (92.3% overall for 2025). The implementation of several initiatives that include greatly enhanced mental health training and services for both staff and students, as well as a maintaining our low student-teacher ratios.

**Strength:** In the face of ~25% growth year over year, the data has shown marked improvements in not only student and staff mental health and the perception of the quality of basic education, but an overall sense of family and community within the school walls.



# SWIS Domain Two

**Domain** - Teaching and Leading

**Outcome** – Students are proactive, resilient and active in their community



Insights from Results Analysis (Nov 2025 AERR)

2. Teaching and leadership quality through professional learning, supervision and evaluation processes (SWIS)

Administration strives to provide the most relevant and up to date professional development based on trends, teacher and student feedback, current trends and the needs of the program at SWIS. Furthermore, administration's open-door policy and regular staff check ins provide the opportunity to provide the individual and group guidance and support necessary for the smooth functioning of the school, as well as the professional growth necessary to stay at the forefront of modern education. Annual staff evaluations for each staff member help guide us in determining PD that is relevant, necessary and forward looking, and is based solely on our staff needs as determined by the administrations evaluations and considers the TPGP's for each staff member. TPGP's are reviewed 2 times per year to further discuss trends and areas of need and interest of the individual and collective staff cohort while attending to the core facets of the SWIS program.

**Emerging Trend:** As artificial intelligence creeps further into our daily life, staff have been increasingly worried about its potential impacts on teaching and learning, academic integrity, and its overall role in the school. We have been fortunate enough to be given an opportunity to work with a small group who specializes in the field of artificial intelligence, and our staff is excited to venture into this realm. Our recently board reviewed TGSE policy passed unanimously, and we continue to implement the policy on an annual basis.



# SWIS Domain Three

**Domain** – Learning Supports

**Outcome** – All students are supported to enhance their confidence and learn to take risks



How we measure success

1. Learning environments are welcoming, caring, respectful and safe (AB Ed)
2. Students have access to the appropriate supports and services at school (AB Ed)
3. Access to a continuum of supports and services, including specialized supports and services (SWIS)
4. First Nations, Metis and Inuit student success (AB Ed)

Strategies

1. Continue to model and promote a safe, caring and respectful environment based on Summit West's "unwritten curriculum" where students learn about mutual respect, trust, honesty, ownership and accountability and more.
2. The Mental Health in School initiative is carrying forward from last year where much success was observed.
3. The addition of a second school counsellor only shows that we are truly looking to further enhance student success through resiliency and in being actively involved with their own mental health.
4. While we do have a statistically low number of self-identified FNMI students, their success and growth is not overlooked or underserved. We continue to work with the community and members of different FNMI groups to enhance our understanding of their culture and garner further insight into their needs and their way of life, both historically and in modern times.



# SWIS Domain Three

**Domain** – Learning Supports

**Outcome** – All students are supported to enhance their confidence and learn to take risks

Insights from Results Analysis (Nov 2025 AERR)



1. Learning environments are welcoming, caring, respectful and safe (AB Ed)

Considering the culture and climate of Summit West, parents, students and teachers feel safe and cared for. Our focus on the “unwritten curriculum” (mutual respect, ownership and accountability, resiliency, problem solving, and more) and the modeling of such behaviours by our SWIS staff only helps to enhance the students’ understanding of what this all actually means, and what it looks like. Staff at SWIS work with the students, helping them to understand that all stakeholders in their education, including the students themselves, have jobs to do, and that these jobs are interrelated. **Strength:** Involving students in this discussion along with other discussions, gives the students the knowledge and surety that they have a voice and a choice in their education, and that they are truly cared for and respected members of our community.

2. Students have access to the appropriate supports and services at school (AB Ed)

From the data we have, one can deduce that we still have a solid support system in place with an ever-growing range of supports and services. We were awarded a mental health grant that was implemented in the 2023-24 school year and continued in 2025-26 school year. **Emerging Trend:** The 2026-27 school year will continue the enhanced supports, this will help us to further expand our ability to serve the needs of our student body, and in doing so, I expect the values in response to improve markedly. Some of the interventions implemented at the start of the 2023-24 school year and are continuing this school year and beyond, are yoga for all ages, the onboarding of our School Counselor, enhanced early intervention strategies for each of the domains of social, psychological and academic/developmental growth which will also attend to the needs of SWIS staff and students. Further to this is the continued implementation of the PATHS program, which is an evidence based social-emotional learning curriculum.



# SWIS Domain Three

**Domain** – Learning Supports

**Outcome** – All students are supported to enhance their confidence and learn to take risks

Insights from Results Analysis (Nov 2025 AERR)

3. Access to a continuum of supports and services, including specialized supports and services (SWIS)  
As a collective, during the 2024-2025 school year, it was assessed that it would benefit our current demographic to enhance our service connections available to the student population. To better create pathways to a continuum of services, Summit West applied for and was awarded a Mental Health Grant to implement programs and access to services in the areas of importance for our school community. This is still our current trajectory and have full confidence in the programming and its continuance in the 2026-27 school year. **Developing Need:** With what we were able to achieve and implement (self-regulating practice, SEL programming, dedicated School Counsellor, etc.) will continue to monitor the outcomes in how engage within our school continuum.
4. First Nations, Metis and Inuit student success (AB Ed)  
While the curriculum does a good job in covering many of the aspects outlined in our vision for FNMI student success, the teachers and students at Summit West also engage in frequent discussions, linking concepts and ideas to those aspects of indigenous culture and experiences. One example is how our students in Social Studies evaluate how indigenous communities influenced the development of Canada and Alberta through engaging projects, field trips (Tsuut'ina Cultural Museum to name one) and guest speakers. **Strength:** Students and staff at Summit West have a very open, inclusive and caring culture. This culture of safe and caring attitudes and beliefs allows for respectful dialogue between students, staff and the many presenters that come into the school, as well as when we are out attending one of our many field trips surrounding FNMI history and culture.



# SWIS Domain Four

**Domain** – Governance

**Outcome** – Parental feedback is heard and applied to the operations of the school

How we measure success

1. Teacher and parent satisfaction with parental involvement in decisions about their child's education (AB Ed)
2. Summary of Financial Results (SWIS)
3. Stakeholder engagement (SWIS)

Strategies

1. At Summit West we continuously strive to involve parents at the highest level, so they feel and know that they are effectively engaging in and have say over their child's education. From direct work with the Parent Involvement Team (PIT) to assisting with field trips, in class experiences and larger trips outside of our local community, parents have substantial opportunity to be involved in and with their children's education at the school. Effective communication and a welcoming atmosphere offers parents a sense of a respectful, professional and caring environment where they are safe to share their thoughts, provide feedback, and ultimately, be a part of the Summit West community.
- 2/3. See the following pages for financial results summary and the stakeholder engagement pages to show our commitment to transparent and effective management of our financial resources and ensuring that families are engaged at all appropriate levels of the decision making process.





# SWIS Domain Four

**Domain** – Governance

**Outcome** – Parental feedback is heard and applied to the operations of the school

Insights from Results Analysis (Nov 2025 AERR)

## 1. Teacher and parent satisfaction with parental involvement in decisions about their child's education (AB Ed)

Historically, Summit West has had high levels of satisfaction in terms of parental involvement in decisions about their child's education. Our addition of the new facility (Elementary building) was a rather sudden opportunity that we did not anticipate. **Developing Need:** The transition from our current facility, splitting into two campuses, required us to adjust what our community looked and felt like, where in the past we have been a community spanning all grades. Flash forward two years, and we continue to adjust to the division of our community into SWIS Elementary (K-5/6) and SWIS Secondary (6-12).

The new facility and the timing of the procurement allowed for substantial parent involvement from the very start of the process. Their feedback was valuable and it also enabled the parent body to engage in all the major steps surrounding the new building, right down to the colours of the new playground. On a different note, we are getting geared up for an international trip (our third one) to Costa Rica in November of 2026. This is an amazing opportunity for the students who wish to participate, and the plethora of fundraising opportunities has allowed for further growth in the sense of community and togetherness, recently completing a highway cleanup, an elementary sleepover, bottle drives and more.



# Budget 2026-27

Follow this link to our 2026-27 Budget, 2024-25 Audited Financial Statement, Annual Results Report and the 3 year Plan:

<https://summitwestschool.ca/ed-plan%2C-aerr-and-afs>



# Stakeholder Engagement

The engagement process to create the School Education Plan is taking into consideration five main stakeholder groups; Students, Staff, Parents and the Parent Council (Parent Involvement Team - PIT), and the Community. As outlined under Section 12 of the School Councils Regulation, School Council, parents and guardians are invited to provide input and feedback into Summit West's 3 Year Education Plan. Beyond the formal surveys and meetings, there are multiple informal opportunities for engagement and gathering of feedback where information gained is used in future planning.

This includes the following:

## Student Engagement:

At least once per year, a comprehensive sample of students are asked a set of questions and conversation is had surrounding their experience at Summit West. We highly value feedback and the best feedback we can get is that of the most important stakeholder, the student.

The student data from the Alberta Education Assurance Survey helps to inform the Education Plan. Students participate in a school-based survey to provide further feedback and input for the Education Plan as well as current and future practices. Student feedback is regularly shared, discussed, and revisited with staff and the board as needed. Information garnered from the engagement process with students will help inform teacher and administrative best practices, as well as assist in the organic evolution of the program to keep with current trends in education specific to our students and the program at Summit West.

## Staff Engagement:

Regular (weekly) staff and administrative meetings preceded by a group/district staff session where themes from individual conversations and student and parent feedback were shared. Additional staff sessions were hosted to share new or updated feedback from students and parents meant to attend to the additional input and response for the School Education Plan.

Professional growth (TPGP) conversations with staff are held one to two times per year, focused on setting personal and professional goals that are aligned with school priorities, mission, and vision. Goals set by staff were also used to form best practice policies and procedures for both the short and the long term. The leadership team periodically reviews the education plan to ensure new practices and/or procedures are in line with our goals. Staff also participate in a school-based survey to provide further feedback and input for the Education Plan as well as current and future practices. The staff data from the Alberta Education Assurance Survey also helps to inform the Education Plan.



# Stakeholder Engagement

## Parent Engagement:

The Parent Involvement Team (PIT) provides time during many of the parent council meetings for attendees to participate in an engagement session for school education plan input on an ongoing basis. Following these sessions, a feedback form is sent to all parents/guardians in the community for input into the plan. Feedback gained from the formal and informal sessions with all stakeholders was then taken to the board to align the given feedback with future planning to be included in the Education Plan. Parents were also invited to complete school-based surveys to provide feedback regarding our program and its efficacy. An open invitation to parents is extended to participate in a community engagement session. The parent/guardian data from the Alberta Education Assurance Survey helps to inform the Education Plan.

## Community Engagement:

Summit West is proud to have moved to a facility that is literally in the middle of the community of Okotoks, surrounded by many businesses and community operations such as Okotoks Recreation, town hall and the Western Wheel newspaper, to name a few. Facilitated by administration, community partners and parents participated in a session to provide feedback on what they see from their professional and unique perspectives, what Summit West can do to best utilize the community partners surrounding us. Themes were noted and have been considered in the development of the education plan.



# Plan for Implementation

## Domain 1: Student Growth and Achievement

- What resources, professional learning and processes must be established?

This domain of the 3-year plan primarily requires human and financial resources necessary to address any area in need of strengthening, to deliver the curriculum at a high level, reach the students, and ensure not just the finding of information, but the retention of the information. Attracting and retaining high quality, skilled staff members requires a true understanding of our program and the intricacies within. Obviously, financial resources are necessary to attract these staff members, and every year we strive to approach the pay grid of the public boards, and every year we get a little bit closer. The professional learning necessary to put forward the program and SWIS rationale is all done in house, as it is unique to any other school approach. Monitoring progress and making any adjustments are done on a quarterly basis when feedback is received, and areas in need of attention are highlighted and attended to in our PD sessions where we actively approach the fundamentals of our program and its effective delivery.

## Domain 2: Teaching and Leading

- What resources, professional learning and processes must be established?

Again, as in Domain 1, human resources are primarily the driving factor behind the successful implementation of this area for growth. Not too dissimilar from Domain 1, this area rests heavily on administration in accepting feedback and applying it, to provide the most effective and impactful program for both the staff and the students. This area is primarily delivered through in-house professional development as is the monitoring of progress and adapting to the feedback to make any adjustments as deemed necessary.



# Plan for Implementation

## Domain 3: Learning Supports

- What resources, professional learning and processes must be established?

The mental health grant funding is what has allowed us to venture deep into this domain, providing for another staff member to join our team and to assist with career planning, university planning, counselling and mental health services, student accommodations, and more. This financial resource is critical to assisting us in delivering a robust and effective program centered around mental health, resiliency and wellbeing. Beyond the government grant, training and resource gathering is undertaken by our Director of Student Success and Wellbeing and our Counsellor, regularly monitoring progress and adjusting as needed, which is overseen by both in concert with administration, to reflect the needs of the community at large.

## Domain 4: Governance

- What resources, professional learning and processes must be established?

While resources needed are minimal, the human resources are what make this domain important. Financial transparency and ensuring parents feel they have a say in the direction of education and the outcomes of the program at SWIS is critical in maintaining our sense of community. Feedback and adjustment based on such, is a recurring cycle throughout the year and our finances and direction from parents and the board of directors are reflected in our goals of growing our school both in student body and programming, and in effective financial asset management, as we look to the future growth of our school and the addition of a new building where we can bring all grades and ages back together under one roof again at a brand new facility. This facility also aims to serve the greater community, and while this process is in its infancy, momentum is building, as is the excitement!



# Mental Health in School Initiative

Outcome: To enhance the overall mental health of our students

How we measure success and strategies to implement our mental health programming

According to our current school survey outcomes, 41.8% of our student population reported a neutral response to whether they feel they live a healthy lifestyle overall (physically, psychologically, socially). Students also reported a 42.4% neutral response and an 16.3% disagree, when asked the question, “you believe that you can overcome life's obstacles, both in school and outside of school”. As a collective, we have assessed that this is an area of importance for our school community. After careful consideration and assessment, we determined that our Mental Health and Wellbeing practice and policies required a review and enhancement in to stay current and engaged in up-to-date, evidence-based practices. Further steps that we are taking will be continuing with the OURschool outcomes measurement tool, to enhance our mental health and well being questionnaires that will be sent to our students, families, and staff members. With this being a pre and post survey roll out, to focus first on the areas of improvement that are highlighted by our community.

We have partnered with Liminal Psychology to perform a full policy review to assess that all our active policies are up to date with an evidence based Mental Health lens; with the creation of policies where enhancement is identified. This has also created a pathway to the connection of our school community and more individualized mental health support as identified.

We are utilizing a tiered approach; at the Universal level we are introducing a systematic roll out of the PATHS program. With the goal to train and then implement the PATHS program across all K-6 teachers. PATHS will be taught sequentially with the goal to engage the students in learning self-regulation and increase their emotional vocabulary. This will also create a foundation of mental health literacy for our students in continued growth across transitions. With PATHS being already clearly laid out, our Directors of Student Success and Wellbeing will be the point person to support teachers in training around how to implement the PATHS curriculum as she is fully trained in PATHs program. With the goal to hire and train a 0.5 PTE that will be able to assist with the Universal roll out of the program, to confirm that we will be able to add it into our daily practice so that we can confirm longevity of the program.



# Contact Us

“ Teaching How to think, not WHAT to think ”

If you have questions about this annual report, please contact:



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You can find a digital version of our annual report at: <https://summitwestschool.ca/aerr-and-3-year-plan>

