

Provide a detailed description of the project including, when possible:

a) Who was involved in the implementation?

Principal, Vice-Principal, PLPP Lead Teacher, Faith Based Lead Teacher

b) How you measured the impact?

Weekly conversations with parents, weekly feedback from parents, pre and post assessments for readers who are struggling, end of year survey, and evidence of alignment of learning activities with provincial learning outcomes.

c) Reflecting on the impact that was realized, how successful were you in achieving the desired outcome that was identified (include evidence that supports your conclusion)?

Ongoing with evidence of alignment with provincial learning outcomes, anecdotal feedback from parents regarding student engagement, and reading skills.

d) Other factors that might have led to the impact.

Relationship with parents in discussing their intentions and the real life learning that is occurring on a daily basis which is aligned with the curriculum outcomes.

The unique skill sets of parents are indicative of the direction that the learning is taking. We are offering faith based learning opportunities for families who would like their child/ren to have that as a part of their faith journey.

e) Challenges that were experienced and how those were mitigated (if they were).

Budget, travel, distance, atypical students' abilities, boundaries, communication preference, by letting the parent preferences leads the decision-making,

f) Policy or procedure changes that were required.

Regular assessments, parent contacts, grading, reporting, educational plan needs to be framed differently.

g) Lessons learned.

Patience, patience, patience, letting go of control, transfer of responsibility, we have moved from "I do", to "we do" to "you do", building confidence, we are moving from being the lead in educating to being a partner in the educating.

h) Ongoing plans or enhancements.

- Research personalized learning and engagement enhancing the educational plan form
- Research other program delivery models from other online schools (Heritage Christian, ADLC, Argyll Centre, FLVS, Self-Design)
- Meet with families to develop educational plans collaboratively
- Provide assessment options to ascertain learning needs and achievement if desired/required
- Coordinate Student Support Services if needed
- Establish an assessment plan
- Make recommendations for supplementary resources
- Review a collection of resources and evaluate alignment with Saskatchewan curricular outcomes
- Ensure families have the resources they need to complete their plan
- Make adjustments to plan as needed, in collaborative consultation, with families
- Review ongoing portfolio providing meaningful anecdotal feedback
- Survey families on the success of the program delivery model
- Make alterations to the program
- Evaluate feasibility of offering the program on a larger scale expanded grades in a future state

i) Suggestions for others.

Eliminate the boundaries

j) Costs that were incurred.

- Funds to purchase pilot resources for staff and families
Funds for some travel expenses related to family collaborative meetings and student assessment
- Access to Student Support Services when necessary
- Input and guidance of the Administrative Team on executing this vision logistically

k) Responses/reactions from parents, students, staff.

- Parental excitement about having a learning partner
- Appreciation from families regarding workshops and fieldtrips
- Engagement from families who were disenfranchised
- Excitement from the students for new learning opportunities
- Pride from parents and students who could actually share a picture of where their child/ren attend school
- The trust developing between school and families as evidenced by families' disclosure of relevant personal information.