



Prairie Rose
PUBLIC SCHOOLS



**SCHULER
SCHOOL**



Schuler School Education Plan

2025-2030

www.schuler.myprps.com

Principal's Message

Welcome to Schuler School

Dear Students, Families, and Community Members,

Welcome to Schuler School, where we take pride in being a cornerstone of learning, growth, and community in our rural setting. Our school is more than just a place for education; it's a vibrant community hub where students are encouraged to explore their potential, foster meaningful connections, and cultivate the skills they need for a successful future. At Schuler School we strive to create a safe, inclusive, and nurturing environment that reflects our values of respect, collaboration, and a commitment to lifelong learning. Guided by the Prairie Rose School Division's six core principles—Connect, Create, Communicate, Care, Contribute, and Challenge—we aim to ignite curiosity, inspire creativity, and empower our students to make meaningful contributions to the world around them. We also recognize the importance of Truth and Reconciliation in fostering understanding and respect for all cultures, particularly the Indigenous peoples whose land we are honored to learn and grow on. Together, we will work to deepen our knowledge and take steps toward building a more inclusive future. This handbook has been designed to provide you with the information you need to navigate our school year successfully. It outlines our policies, procedures, and expectations, as well as opportunities for students and families to get involved in our school community. Thank you for entrusting us with your child's education. We look forward to partnering with you in their journey of growth and achievement. Together, let's kindle hearts, ignite minds, and forge futures!

Warm regards,

Lyle Kennedy
Principal





Schuler School Council

Chairperson: Sarah Kirschenman

Vice Chairperson: Chelsi Bader

Secretary: Danielle McNeill

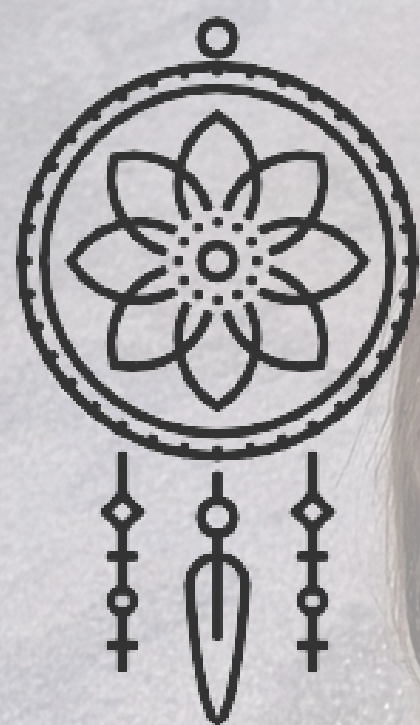
Treasurer: Jackie Hanson

School Profile

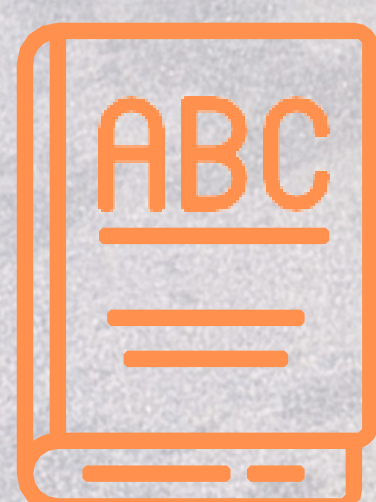
School Address: 20 1 Ave W, Schuler, Alberta, T0J 3B0
School Phone Number: 403-839-3732



78
Student enrollment
Junior Kindergarten ~ Grade 9



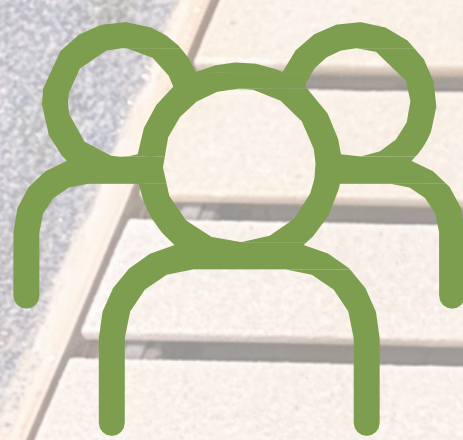
6
Self identified First Nations Metis Inuit Students



17
English language learners (ESL)



5.1
Full Time Equivalent Certified Teachers



3.5
Full-time Equivalent Support Staff



4
Number of Buses to the School

Our Vision

*Preparing Students Today for
the Achievements of Tomorrow*

Our Mission

Let's Give Back...Not Sit Back

School Values

- *Using Clear and Honest Communication
Resilience and Flexibility*
- *Being Solution-Focused*
- *Doing what is best for our students Being
Responsible for Self*
- *Having Integrity*
- *Using Persistence and Perseverance Emphasizing
Academic and Personal Excellence*

Land Acknowledgement

Treaty 4 and 7

Prairie Rose Public Schools acknowledges that we are situated on Treaty 7 and Treaty 4 territory, traditional lands of the Siksika, Kainai, Piikani, Stoney-Nakoda, and Tsuu T'ina as well as the Cree, Sioux, and the Saulteaux bands of the Ojibwa peoples. We also honour and acknowledge that we are on the homelands of the Métis Nation within Region 3.

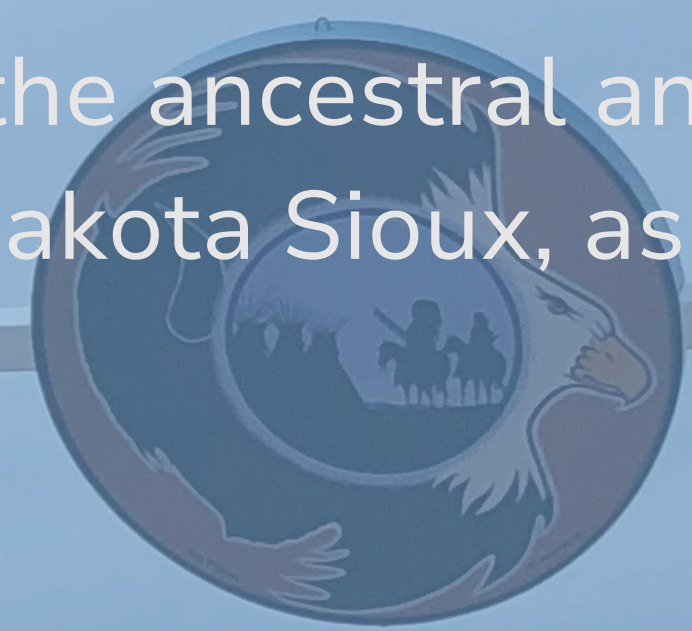
Treaty 7

Prairie Rose Public Schools acknowledges the Treaty 7 territory; ancestral and traditional territory of the Blackfoot Confederacy: Kainai, Piikani and Siksika as well as the Tsuu T'ina First Nation, Stoney Nakoda First Nation.

Treaty 6

Prairie Rose Public Schools acknowledges Treaty 6 territory; the ancestral and traditional territory of the Cree, Dene, Blackfoot, Saulteaux, Nakota Sioux, as well as the Métis.

We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognise the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.



Stakeholder Engagement

"When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."

Anne Anderson and Karen Mapp

Parents and School Council

Google Form Surveys that gave parents the opportunity to volunteer and share expertise for CTF and Option Classes at Schuler School. School Council Meetings (focus in increased participation)
Informal and Formal Gatherings with parents (Exhibition of learning, Spring Mother's Day Tea, Father's day floor hockey, Community/ School barbeque, Grade 9 Farewell, Field Trips, Parent Volunteers in School)

Teachers

Weekly Staff Meetings - keeping the lines of staff communication open
Generative Dialogue with individual teachers and scaffolded conversations as a teaching staff
Ensuring there are Distributed Leadership Opportunities Informal and on-going conversations professional Learning opportunities around literacy and numeracy

Support Staff

Weekly EA meetings - keeping the lines of staff communication open
Individual conversations
Ensuring there are Distributed Leadership Opportunities

Students

Student Council Weekly assemblies
Informal opportunities for idea sharing
Participation in yearly surveys, monthly assemblies,

Community Groups

Schuler Community Association - focus on strengthening relationship with community (ie- shared Remembrance Day Ceremony, Shared Community Christmas Celebration, community clean-up)
Drowning Ford Grazing Association - reaching out to propose future planning and mutual partnership, such as joint environmental initiatives and educational workshops to benefit both organizations. By fostering collaboration, we aim to cultivate a sense of shared purpose and mutual respect that enriches our community ties.
Our efforts also include enhancing communication channels through regular

Assurance Framework

What is the Assurance Framework?

In the Assurance Framework, all education stakeholders accept responsibility for building capacity of the education system — in classrooms, schools, school authorities and in government. Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts.

The Five Domains of Assurance

**Student Growth
and Achievement**

Teaching and Leading

Learning Supports

Governance

Local and Societal Context

Assurance in the education system happens when community members, system stakeholders and education partners engage across the five domains.

Source: 2022 Funding Manual for School Authorities

Results Driven Decision - Making

DOMAIN 1: Student Growth and Achievement



- | | | | |
|---|----------------------------------|---|--------------------|
| 0 | Student Learning Engagement | 0 | PAT Acceptable PAT |
| 0 | Citizenship | 0 | Excellence |
| 0 | 3-Yr High School Completion Rate | 0 | Diploma Acceptable |
| 0 | 5-Yr High School Completion Rate | 0 | Diploma Excellence |

DOMAIN 2: Teaching and Leading



0 Education Quality

DOMAIN 3: Learning Supports



- | | |
|---|--|
| 0 | Welcoming, Caring, Respectful and Safe Learning Environments |
| 0 | Access to Supports and Services |

DOMAIN 4: Governance



0 Parental Involvement

DOMAIN 5: Local and Societal Context



Prairie Rose Possibilities

We are excited to begin our Prairie Rose Possibilities Project based on utilizing our Commercial kitchen in a variety of ways. Starting with weekly hot breakfast to expert guest presenters to help us decide where we head with our project in year 2 and 3.

Numbers based on the Spring 2021 Accountability Pillar Results

Strategic Engagement

2025-2026

UNLEASHING POTENTIAL



OCT

TRUSTEE & SCHOOL LEADER SESSIONS

OCT 9-11, 2024

SCHOOL BASED ENGAGEMENT

SI DAY NOV 8/STUDENT ROUND TABLES

NOV



FEB

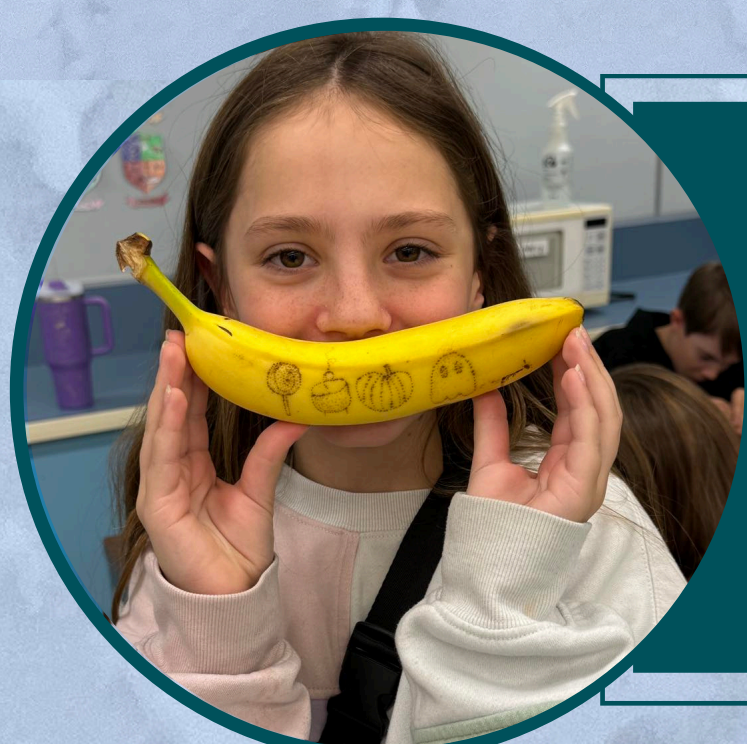
SCHOOL COUNCIL ENGAGEMENT

FEB SCHOOL COUNCIL MEETINGS

ENGAGE COMMUNITY PARTNERS

CONNECT WITH STAKEHOLDERS

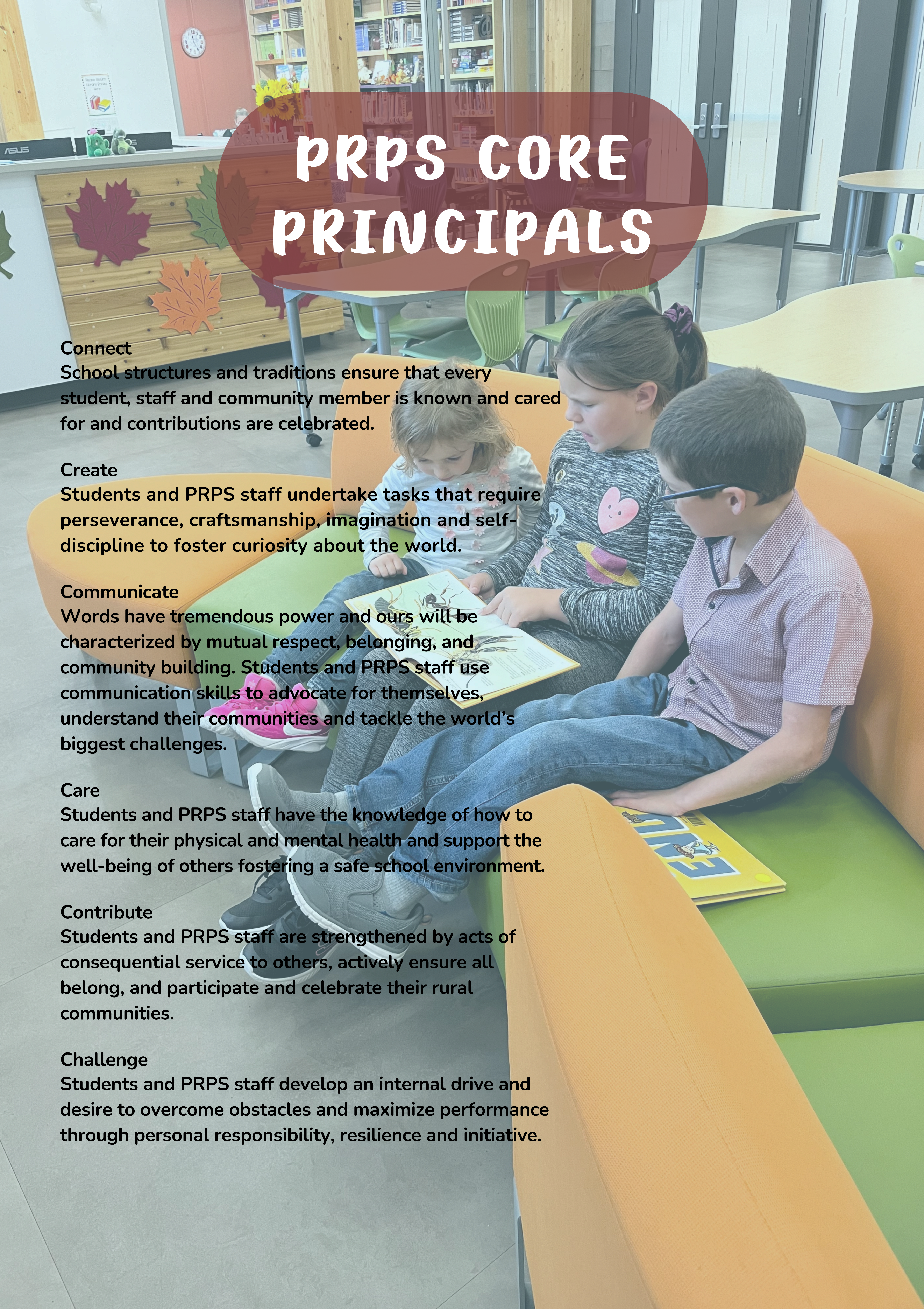
MAR



MAY

LAUNCH NEW EDUCATION PLAN

MAY 16, 2025



PRPS CORE PRINCIPALS

Connect

School structures and traditions ensure that every student, staff and community member is known and cared for and contributions are celebrated.

Create

Students and PRPS staff undertake tasks that require perseverance, craftsmanship, imagination and self-discipline to foster curiosity about the world.

Communicate

Words have tremendous power and ours will be characterized by mutual respect, belonging, and community building. Students and PRPS staff use communication skills to advocate for themselves, understand their communities and tackle the world's biggest challenges.

Care

Students and PRPS staff have the knowledge of how to care for their physical and mental health and support the well-being of others fostering a safe school environment.

Contribute

Students and PRPS staff are strengthened by acts of consequential service to others, actively ensure all belong, and participate and celebrate their rural communities.

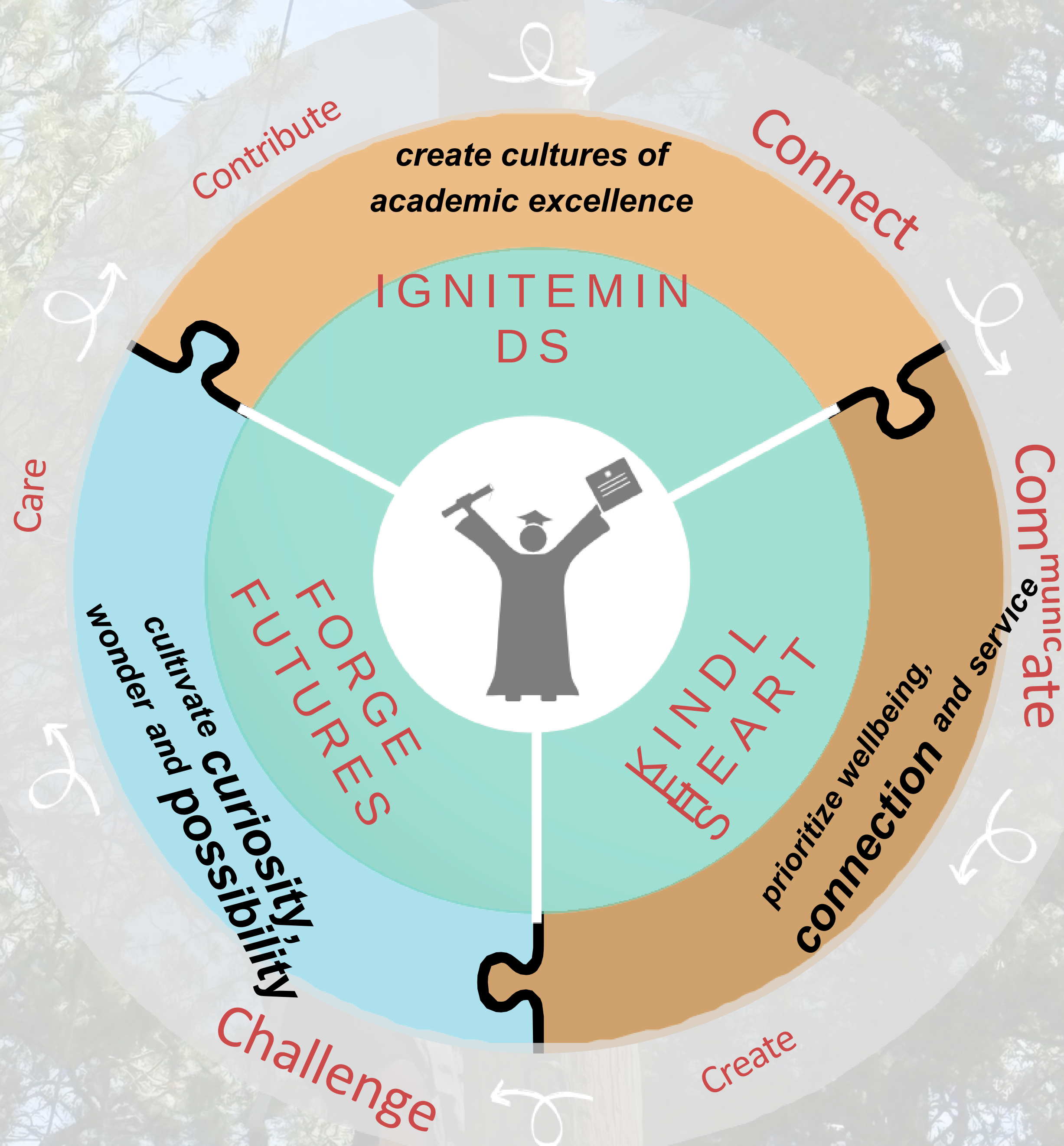
Challenge

Students and PRPS staff develop an internal drive and desire to overcome obstacles and maximize performance through personal responsibility, resilience and initiative.

Prairie Rose Public Schools Learning Model

At the end of the current year the Prairie Rose Public Schools strategic plan will conclude. As a result, consultation this year focused on establishing a new learning model based on what the people we serve envision for the future. This feedback has resulted in refocused Vision and Mission statements, the establishment of six Core Principles and new strategic goals.

Ignite Minds Kindle Hearts Forge Futures



PRPS GOAL 1: IGNITE MINDS

Background: We will ignite minds by creating cultures of academic excellence

Conceptual understanding, deeper learning and transfer are evident in all Prairie Rose classrooms Students have the background knowledge they need to be grounded, the scaffolding they need to be supported and the academic courage they need to explore possibilities

All students have the foundational knowledge in literacy and numeracy from which deeper learning grows

PRPS Core Principles are evident in the intellectual and academic pursuits of students and staff

PRPS GOAL 2: KINDLE HEARTS

Background: We will kindle hearts by prioritizing wellbeing, belonging and service.

Staff and students take care of themselves and others
Staff and students contribute to their communities and create belonging Environments are cultivated that inspire people to show up as their best selves PRPS Core Principles are evident in our culture

PRPS GOAL 3: FORGE FUTURES

Background: Futures will be forged by cultivating wonder and possibilities.

We offer programs and instruction that stretch what staff and students thought possible and sets PRPS apart

government in the communities we serve Students are engaged, motivated and resilient

Future prospects for PRPS students are abundant

PRPS Core Principles are evident in the initiatives and endeavors of students and staff

PRPS provides personalized, place based and multiple pathways to meet the diverse needs of families

Empower students to be confident communicators in a variety of formats

Strong partnerships with the families, businesses, nonprofits, and local

The full PRPS Education Plan can be found here: [Link to the Plan](#)

IGNITE MINDS

We will ignite minds
by creating cultures
of academic
excellence



MAP testing

This year, Schuler School will continue to emphasize continued literacy growth in our students from Kindergarten to grade 9.

Specifically, we will focus our instructional strategies on orthographic mapping and syllabication. Every word has three forms: its sounds (phonemes), its orthography (spelling) and its meaning. In addition, syllabication will be emphasized as it helps to build a solid foundation in literacy.

Resources such as Heggerty, Secret Stories, the Science of Reading along with enlisting the expertise of our instructional coaches and their website will help us become more confident educators in literacy skills.

KINDLE HEARTS

We will kindle hearts by prioritizing wellbeing, belonging and service.



**Student Wellness will be highlighted through:
Weekly Health and Wellness classes for grades 1-9
Mental Health Capacity Building
Small group or individual sessions with our FSLW (Teresa Kleinknecht) as necessary.
Weekly assemblies which, this year, will focus on the 7 Sacred Teachings. With each teaching, one student will be chosen for living that teaching in an outstanding way.**

A CALM room will be an added space where students who need to experience a sense of CALM can go so that they feel ready to learn.

**Staff Wellness will be highlighted through:
Professional Development activities such as recognizing workplace burnout
Established norms for professional communication and collaboration**

Students will increasingly feel a sense of belonging, and service to others with decreasing amounts of unsolved conflicts with each other. We will have increased success in learning because students will be regulated and ready to learn.

Staff will feel a greater sense of wellness and efficacy (results in HONE survey should remain steady and high).

FORGE FUTURES

**Background: Futures
will be forged by
cultivating wonder and
possibilities.**



Schuler Centennial Exhibition of Learning GIANT INTERACTIVE HISTORICAL MAP: providing students with learning opportunities that will help them understand the history of their community and invite the community to become active members of our school community through linked partnerships that investigate our collective history. A sense of community will be developed using our mapping skills, research skills, interviewing skills, photography skills, and technology skills (Drones, etc).

Developing an outdoor sensory space: We envision a space that includes:

1. Stimulation for multiple senses in many different ways
2. A walking area for active interaction
3. Areas to sit for quiet and calming for multiple users at once
4. Pieces that encourage interaction from disabled children
5. Room for as many senses as make sense outdoors (touch, hearing, sight)

Providing our students with opportunities through CTF classes to engage in Resilience Building:
Equestrian work
Service Learning Team Challenges

Pre and Post Surveys on questions related to resilience as students experience the challenges and activities of the Road to Resilience Academy (RRA).

Increased pro-social activities in the classroom, in the school community, and in the community at large.

Decreased referrals to FSLW for anxiety/depression as students develop skills and confidence

SCHOOL BASED STRATEGIES

Ensure that daily instruction includes:
explicit reteaching and reinforcing of subject-specific vocabulary levelled literacy intervention

Culturally responsive teachers know their students well and build on students' prior knowledge, stretching them beyond the familiar in a safe and encouraging classroom environment. They value the diverse knowledge and experiences students bring to class rather than seeing differences as problems to be overcome. They facilitate respect and empathy among students as members of a diverse society. (Glaze, Mattingly and Levin 2012)



BUDGET PRIORITIES

2025-2026 Budget Summary

Schuler School creates a budget in alignment with division priorities to drive academic excellence, social and emotional wellbeing and deeper learning, while addressing the operational needs of the school. Teaching and Learning is the area the majority of our resources are utilized with the following priorities guiding our budgetary process:

Classroom supports
 Student, staff and community wellbeing educational opportunities.

Staffing Purchased	\$4932.00
Professional Development	\$2000.00
Sub Costs	\$2000.00
Supplies	\$14000.00
Textbooks/Library Books	\$3500.00
Field Trips	\$3500.00
Other	\$2298.00
Total Expenses	\$30230.00



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