



INNOVATORS BY DESIGN



**ROCKY VIEW
SCHOOLS**

RANCHEVIEW SCHOOL

March
2023

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FOUR-YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators...

CONNECT TO PASSIONS, INTERESTS AND PEOPLE

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

ACHIEVE THEIR POTENTIAL

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community, and the world.

To achieve our plan, we will focus on:

- **Student engagement:** Enhance and measure student voice in the co-construction of their learning.
- **Inclusion:** Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.
- **Instructional practices:** Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.
- **Make learning visible:** Enhance the visibility of all students' learning journey and growth.

SCHOOL ADMINISTRATION MESSAGE

The learning community of RancheView School is intentionally designed to develop innovators. Staff and community members connect to impart curiosity and wonder, to create an environment where every learner can achieve their potential, and to plan for the whole child – physically, emotionally, socially, and intellectually. To achieve RockyView Schools' Four-Year Plan, Innovators by Design, this year we focused on learning and assessment of literacy/ numeracy and reconnecting with community to create a sense of belonging for all students.

In response to the school community's concern of learning disruption and decreased sense of student belonging resulting from the last few years of the pandemic, RancheView established a Learning Support team and environment to gather, review, and act upon the needs of students. RancheView's Learning Support team is comprised of Administration, Learning Support Teachers, Literacy/Numeracy Coach/Teacher, and Child Development Advisors. We think of the whole school as a learning environment; however, intentional spaces were designed and added this year to meet student need and access; the Zen Den, Learning Hub, and Learning Commons.

RancheView teachers along with our Literacy/Numeracy coach compiled data from various standardized literacy and numeracy assessments that were administered to students in grade 1 -8 early this year. The data gathered was appraised by the relevant grade and Learning Support teams. Instructional design was intentionally made to meet the student need. Real-world, hands-on, authentic learning experiences were celebrated with this purposeful instruction through in-school experts/guests, professional learning opportunities, buddy teams, target groups, and out-of-school field trips. Our Fine Arts and Career and Technology Foundations programs expanded to include grade 6 this year and continue to connect staff passions with student interest and engagement. RancheView continues to make learning visible by utilizing MyBluePrint, Instagram, the Weekly Highlights newsletter, PowerSchool, class/school websites, and parent groups.

RancheView continues to be a true community school, with most families commuting within Sunset Ridge. We take pride in the connections that are being fostered as families come together in and around the school. RancheView students, staff, parents, and guardians embody respect, kindness, diversity, inclusion, and leadership every day. Our community members belong to a school where they believe, inspire, learn, respond, and lead. We are so grateful to the families and volunteers who come into our school to help with and see the learning journey of our students. Reconnecting and establishing communities that create a culture of belonging has been so rewarding. RancheView has a strong volunteer base with many active members in School Council, Fundraising Society, Grandparents Program, Breakfast Club, Athletics, and classrooms.

RancheView is creating a culture of belonging through our start of Positive Behavioural Interventions and Supports (PBIS). Staff completed the beginning course of establishing a framework to provide social culture, behaviour supports, and citizenship. We continue to increase staff, student, and family knowledge and capacity of Foundational Ways of Indigenous Knowing. RancheView has many celebrations of learning and culture to help foster belonging. Athletic events such as Volleyball and Basketball tournaments, K-4 Musicals, and Band/Choir concerts continue to be a success. Recognizing multicultural celebrations is important to understanding diversity. Spirit days throughout the year bring our Pre-K -8 school closer together. We continue to nurture belonging among our students with complex needs through compassionate conversations, universal learning environments, collaborative support for teachers and targeted interventions. We are thankful to the staff, families, and professionals who are helping us with our journey of celebrating diversity.

It is an honor to be a part RancheView School's learning community. The Wrangler students, staff, and families are connected, kind, and genuinely care for each other. RancheView is a fun, engaging, and compassionate school and we are so grateful to be a part of it.

Kind Regards 🌸

Lynette LePan-Smith and Cody Kempster

SCHOOL PROFILE

<p>Principal: Lynette LePan-Smith Assistant Principal: Cody Kempster Website: https://rancheview.rockyview.ab.ca/ 2 Sundown Road, Cochrane, AB. T4C 0X8</p>	<p>Mission/Vision: We believe that we can make a difference in our world. We inspire each other, we find inspiration within, and we are open to being inspired! We learn about leadership and the environment. We respond to the individual needs of all learners by ensuring that learning is personalized and is relevant to our interests and our needs. We Lead ... regardless of our age, we are leaders!</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="191 642 1122 762"> <p>Total number of: Teachers: 35 Support Staff: 22 Students: 655</p> </td> <td data-bbox="1122 642 1422 762"> <p>Grades Served: PreK through grade 8</p> </td> </tr> </table>		<p>Total number of: Teachers: 35 Support Staff: 22 Students: 655</p>	<p>Grades Served: PreK through grade 8</p>
<p>Total number of: Teachers: 35 Support Staff: 22 Students: 655</p>	<p>Grades Served: PreK through grade 8</p>		
<p>Percentage of students:</p> <ul style="list-style-type: none"> • identified with specialized or exceptional needs: 14 • who are English Language Learners: 4 • who self-declare as First Nations, Inuit, or Metis: 4 • students reading at or above grade level: <ul style="list-style-type: none"> ○ Grade 2: 46% ○ Grade 3: 64% ○ Grade 4: 51% ○ Grade 5: 31% ○ Grade 6: 22% ○ Grade 7: 23% ○ Grade 8: 11% • performing mathematics at or above grade level: <ul style="list-style-type: none"> ○ Grade 2: 61% ○ Grade 3: 84% ○ Grade 4: 51% ○ Grade 5: 68% ○ Grade 6: 80% ○ Grade 7: 42% ○ Grade 8: 31% 	<p>Unique features of our school?</p> <ul style="list-style-type: none"> • PreK-8 school in the heart of Sunset • Strong community focus • Focused on connecting strong literacy and numeracy practices into instructional design • Connecting with the land by utilizing the proximity and space of the Cochrane Ranche • Embracing complexity and diversity of learners <div style="text-align: center;">  </div>		

Students Insights to guide our plans and goals for the 22-23 year

What do students think are some things that are going well?

- Fun, kind, helpful and nice teachers
- feeling of safety from adults and other students
- reading every day
- canteen
- choir, sports teams, grandparent program, morning news
- Zen Den, Wellness Room
- Assemblies
- CTF choices
- Freedom – able to eat lunch in gathering area
- PE, DPA
- Composting, recycling

What do students think could be worked on or improved?

- Longer lunch and recess breaks
- More field trips
- Smaller class sizes
- Increased PE time in the gym, technology, & Learning Commons visits
- Swings on the playground
- Increased outside time
- Increased access to cell phones

In response to what students think, what actions could our school take to do better?

- Positive Behavioral Interventions and Supports
- Purchasing, deploying and planning in response to Evergreening of technology
- Building learning from the land into instructional design

Parents Insights to guide our plans and goals for the 22-23 year

What do parents think are some things that are going well?

- Connections and relationships with students and staff
- Weekly emails from staff
- Friendly, fun, and helpful staff and environment
- Clean and beautiful school
- Relaxing environment for students
- Engaging children
- Website
- Complementary course choices for 7/8 students

What do parents think could be worked on or improved?

- Cross-grade relationships now that covid protocols are done
- More notice for meetings/events
- Slower slow entry
- Tall kids should get taller lockers
- Organization
- Consistent communication
- More Crossing Guards and/or Student Patrols
- Physical Literacy / Outdoor Education

In response to what parents think what are actions could our school take to do better?

- Buddy classes
- Peer mentors
- Reconnect with Canadian Parks and Wilderness Society (CPAWS)
- Office communication via several mediums

Staff Insights to guide our plans and goals for the 22-23 year

What do staff think are some things that are going well?

- Through specialty programming (ie. Exploratory courses), students are provided opportunities to explore their own interests.
- Exciting project-based, real-world learning that is connected to the community and the outdoors.
- Working to connect with students' cultural backgrounds.
- Increasing focus on literacy and numeracy

What do staff think could be worked on or improved?

- Implementing literacy and numeracy supports to address gaps in learning
- Common language and goals around Indigenous education
- Re-establishing norms and routines that were impacted by Covid-19 protocols.
- Reconnecting grade teams throughout the school through school and community-based events.

In response to what staff think, what actions could our school take to do better?

- Implementing buddy teams
- PBIS
- Collaborative Support Model addressing class reviews, data, literacy, numeracy, and universal design for learning

RVS Four Year Plan Survey Results

[Four Year Plan Survey Results](#)

What does the survey indicate is going well?

- Students make a positive difference in their school and community.
- Students are healthy, safe, and cared for.
- Students feel they are literate and numerate.
- Students understand how they learn and expect to be successful.
- Students engage in real-world, hands-on learning experiences.

What does the survey indicate could be worked on or improved?

- Consistently provide opportunities for students to have voice and choice in their learning.
- Supporting students in managing problems with others and having an adult that they can speak with when needed.
- Providing opportunity for students to explore and value different cultures.

In response to the survey, we can?

- Development of a common space where all learners can access a Child Development Advisor or safe adult when needed.
- Having a plan to acknowledge diversity within our school as well as the greater community.
- Continually refining our instructional practices to ensure we more consistently acknowledge student voice and provide choice in the learning process.

RVS Assurance Model

	Data Source	2022/23
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	52.1%
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0.15%
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	N/A
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	92%
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	N/A
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	97%
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	Alberta Education Assurance Measures	68.5%

Alberta Education Assurance Measures Results 2021-22

Assurance Domain	Measure	RancheView School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	77.6	77.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	73.3	80.5	74.2	81.4	83.2	83.1	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	73.4	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	10.3	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
	Education Quality	84.6	84.8	85.6	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCBSLE)	81.2	85.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	69.3	75.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.2	70.9	74.1	78.8	79.5	81.5	Low	Maintained	Issue

Based on the data above, what do you think is going well?

- Student Learning Engagement
- Education Quality

Based on the data above, what do you think could be worked on or improved?

- Citizenship
- Parental Involvement
- Access to Learning Supports and Services

Based on the data above, what actions could our school take to do better?

- PBIS
- Communication to parents through various mediums
- Re-engaging with community and volunteers
- Advocating and assessing student need, supports and services

PROTOTYPE PLANS

How Might We? Use data to respond to the Literacy & Numeracy needs in our students?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Conversations with staff, parents and school council about literacy and numeracy data that has been collected.
- Conversations with members of the Workbook Action Committee to summarize and prioritize information received from stakeholders.

End Goals

- Increased scores on standardized tests for literacy and numeracy (BAS and MIPI assessments)
- Increased growth of literacy and numeracy skills reported through RVS Education Plan Survey.

PROTOTYPES

Name: Assessments

Scope: Grades 1-8

Indicator of Success: Students are more literate and numerate as indicated through F & P, MIPI, CC3 (Gr.1-3), LeNs (Gr.1-3), standardized tests as well as through balanced assessment in the classroom.

Description: We will be assessing students using standardized tools. We will then reflect on this data and use it to inform our practice and direct shifts we need to make regarding instructional practices.

Prototype Iterations:

What is working? Being able to see the data which has been used to inform teaching. This has allowed us to have deeper conversations of what is happening at the school, and we are able to align our focus as a school. It has been good to help up examine our barriers.

What has been tricky? The time it takes to administer all these tests as well as the time of year they need to be administered. Having difficult conversations with staff about best practice, data and next steps.

What will we do moving forward? Administration and Learning Support will meet with grade teams to analyze data. From this we will make student groups that target lagging skills. Our Literacy/Numeracy coach will work with teachers to build capacity.

Winter Learnings:

The logistics and rolling out of the assessments took a solid routine and structure. In grade team reflection meetings, many of our staff were surprised by the results. We were able to establish solid

planning for intervention for students and teachers appreciated learning from colleagues through this process.

Spring Learnings: Gathering data has supported reflection on instructional design. The data provides a guided when designing whole class and targeted literacy/numeracy interventions. Understanding of the assessments has guided professional learning and provided opportunity for collaboration and alignment when developing our interventions and reflecting on instructional practices.

Name: Enhancing Instructional Design

Scope: K-8 Teachers

Indicator of Success: Increased teacher efficacy with instructional design. Instructional planning that is data informed.

Description: Working with teachers during professional learning events, collaborative support model meetings, and grade team meetings to shift planning routines to address the data we have gathered. Using our learning support team to help teachers plan for the diverse needs in their classrooms (unpacking data, class reviews, planning for inclusion)

Prototype Iterations:

What is working? We have a cohort of teachers who have dived into building thinking classrooms. We also have a literacy target plan and have targeted small groups happening in all grades.

What has been tricky? Having time to plan as a grade team as well as having vulnerable and real discussions with teachers where they feel safe to share.

What will we do moving forward?) We are hoping to be able to figure out the logistics and be able to have learning walks in our school. Continue to have reflective conversations with staff.

Winter Learnings: Teachers who met after school embraced the Thinking Classrooms in-house PL that was run. Small group target time has also been a success. We are hopeful to start up with our collaborative support model later this year.

Spring Learnings: Using standardized assessments and on-going balanced assessment data to inform our instructional practice has been paramount. We have seen the development of targeted instruction and center-based activities to support numeracy and literacy learning. Collaboration among grade teams and with the Learning Support team has built capacity across all grades.

How Might We? Establish and reconnect with communities to create a culture of belonging?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Conversations with staff, parents, and school council about connection and belonging.
- Conversations with members of the Workbook Action Committee to summarize and prioritize information received from stakeholders.

End Goals

- Students, staff, and families feel supported and cared for.
- Students gain an understanding of Foundational Indigenous Knowledge.
- Students will feel connected to the school.

PROTOTYPES

Name: Positive Behavioral Interventions and Supports (PBIS)

Scope: Pre-K – 8 Students, Staff, & Community

Indicator of Success: Tier I Implementation Components reviewed and ready for Tiered Fidelity Inventory

Description: We will begin the process of establishing a multi-tiered framework to provide social culture and behavior supports needed to improve social, emotional, and academic outcomes for all students.

Prototype Iterations:

What is working? The staff completed PBIS 101.

What has been tricky? Having the time as a whole school to look at the mission and vision.

What will we do moving forward? At our Division PL, we will look at how our current vision and mission connects with the 4YP and at a following school PL we will look at the mission and vision as a whole staff.

Winter Learnings: Staff have started the pre-work to establishing a positive behavioral support framework. It was found that we need to explore the school mission and vision and make sure that all staff understand and feel connected to it. A PBIS lead team has been established.

Spring Learnings: We are realizing the need to clearly identify who we are at RancheView by critically reviewing our mission and vision. Through this process it is apparent that we need to refine our mission and vision as a staff.

Name: Reimagining Learning Support and Learning Commons

Scope: Pre-K – 8 Staff

Indicator of Success: Spaces and systems connected to Learning Support will be clearly defined for staff. Data will be collected and utilized to determine efficacy. Learning Commons will begin to establish a vision and purpose linked to Learning Support.

Description: We will examine and create spaces and support systems to enhance student learning and build staff capacity in Learning Support and Learning Commons. This will include but not be limited to the Zen Den, the Corral, Universal and Complex Learning Environments.

Prototype Iterations:

What is working? The Zen Den is working well, and students are aware of it and comfortable asking to use it. The grade 7/8 tasked with coming up with a solution for a quiet place to work and they came up with a solution: The Learning Hub.

What has been tricky? Due to long term leaves, finding staff to properly support the learning support room as well as the learning commons. The Zen Den being closed on one afternoon a week, with afternoons being trickier times. Also, having students come back to class in a timely manner once they leave the Zen Den.

What will we do moving forward? We have an ALP project that is going to reimagine the Learning Commons to be used with Learning Support.

Winter Learnings: Students and staff understand the expectations and routines of the Zen Den, Learning Hub, and Learning Commons. Students are self-advocating for what space works for their need. Staff are learning alongside staff in the Learning Commons with the established structure of Literacy & Numeracy centers.

Spring Learnings: Students and staff have refined their use of the Zen Den, Learning Hub and Learning Commons. The space has transformed from a library to a multi-faceted space that invites belonging through universally accessible learning activities. We are modelling the intended use of this space to provide entry points for how the space can be optimally used by all.

Name: Indigenous Learning

Scope: Pre-K – 8 Staff

Indicator of Success: Increased staff knowledge and capacity of Foundational Ways of Knowing. Making first connections with Indigenous Leaders and Elders. Developing a relationship with RVS Indigenous Learning Branch.

Description: We will identify and build teacher training needs. Build staff capacity for intercultural understanding, empathy, and respect. Start first steps towards a long-lasting relationship with our Stoney/Nakoda neighbours.

Prototype Iterations:

What is working? We have started conversations; we have staff champions that are working with staff. We have access to some great Indigenous recourses that are being used to anchor learning. On Wednesday, we play an Indigenous version of O Canada. We have outdoor learning happening and have formed connections with CPAWS. We have a very successful Orange Shirt Day/Truth and Reconciliation Assembly.

What has been tricky? Making sure that the learning is continuing year long and is not in isolation. We are faced with racism that still exists in the community. How can we get on the land more and needing to connect with an Elder to guide our work forward.

Moving Forward: The school has booked the Indigenous kit from Ed Centre with artifacts to be used in classrooms. Started the process of connecting with an Indigenous Elder.

Winter Learnings: Students and staff are increasing their Foundational Knowledge of Indigenous Peoples. Staff are open to having students on the land and are working on ways to make this meaningful.

Spring Learnings: We are incorporating Indigenous ways of knowing into the learning commons through our redesign process. Teachers are striving to create authentic learning opportunities for students while also providing an opportunity to embrace and share their own personal stories. As we continue our journey, we are considering how to weave PBIS strategies and routines in with Indigenous ways of knowing.

Name: Celebration Days

Scope: Pre-K – 8 Students, Staff, Families, and Community members

Indicator of Success: RancheView calendar, hallways and classrooms will show evidence of multicultural Celebrations. Students will show understanding of these celebrations.

Description: As a school community we will acknowledge, learn, celebrate, and make visible multicultural celebrations through community connections and relationship building. Students will build understanding, empathy, and joy around diverse festivities.

Prototype Iterations:

What is working? We have a school bulletin board dedicated to a calendar where we have all the celebrations. We have pockets of celebrations connected to multicultural celebrations in our classrooms that are student driven. Spirit days, celebrations, and concerts have included student voice and there has been an effort to be more inclusive in the language used and with the traditions.

What has been tricky? Have the communication go out to the school community in a timely manner. Students are still shy and reluctant to talk about their culture.

What will we do moving forward? We will have staff incentives for Spirit Days and will have books available in the LC the week before the celebration so staff can access it and we can make it more visible.

Winter Learnings: Creating a school-wide visible calendar of cultural and spirit days has been a good start to recognizing celebrations. We have had parent volunteers help in various ways through their teaching and time. We are working towards establishing a committee to lead this work.

Spring Learnings: We have made the celebration days visible for our learning community students get excited about these days, especially when it relates to them culturally. Celebrating the growing cultural diversity, perspectives and traditions supports belonging and connection at RancheView. One wonder moving forward is how we might offer more family events to extend the celebrations and learning to the greater community.

PROFESSIONAL LEARNING PLAN for the 2022-2023 year to support our goals and plans

Driving Questions

- How might we use data to respond to the Literacy & Numeracy needs in our students?
- How might we establish and reconnect with communities to create a culture of belonging?

Learning Outcomes

- Establishing collaborative model of instructional design with staff to meet Literacy & Numeracy needs.
- Building capacity in the use of data, reflection of it, and instructional design to support learning.
- Continue staff members journey of Indigenous Ways of Knowing.
- Staff understanding of Tier 1 PBIS and establishment of a Leadership team
- Increase knowledge and capacity of multicultural Celebrations

Strategies

- CSM meetings – Class Reviews, Digging into Data, Universal Learning Environments,
- Thinking Classrooms Numeracy cohort
- RancheView Communities of Practice: Literacy, Numeracy, Instructional Design, Indigenous Learning, Diversity, Learning Commons, Executive Functioning, CTF Instruction
- PBIS 101
- Indigenous Learnings – Director of Indigenous Branch leading Grounding, Treaties and Indian Act Education and Blanket Exercise
- 4 Seasons of Reconciliation
- Walking Together - LearnAlberta
- Inclusion Practice Guide
- Literacy cohort connecting with Learning Specialists

BUDGET HIGHLIGHTS

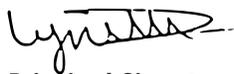
	2019/20	2020/21	2021/22
Certificated Staff	\$4,178,428	\$3,864,305	\$3,217,634
Support Staff	\$933,543	\$920,651	\$806,075
Services & Supplies	\$217,022	\$145,869	\$108,591
Other	-	-	-
Contingency	-	-	-
TOTAL EXPENDITURES	\$5,395,993	\$4,930,826	\$4,132,300

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: October 18, 2022, January 17 & March 21, 2023

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> • Children are excited to share their new Indigenous education with parents • Communication has been great. • Engaging students where they are at • Inclusive, friendly, and caring place for children to learn
<p>What questions did they have?</p> <ul style="list-style-type: none"> • What opportunities might there be outside of the classroom time to engage learners and families in Literacy/Numeracy? Example would be clubs, volunteering, summer work. • Are there Buddy teams between grades? • Why is there so much emphasis on Professional Learning around Indigenous Ways of Knowing? • Why are so many grades below grade level reading?
<p>What did they find tricky?</p> <ul style="list-style-type: none"> • The balance of inclusion. Some students feel they are not learning
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> • School Council Sub-Committee • Better understanding of the process

This School Workbook was made in keeping with RVS planning norms and the advice and participation of students, staff, and parents.



Principal Signature

March 31, 2023

Date

Representing our school's parent body, members of the parent body played an active role in the development of the School Workbook.

Strongly agree	Agree	Do not agree
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School Council Chair Signature

March 31, 2023

Date