



Banded Peak
School Education Plan
2015-2019
May 2015 Year One





MESSAGE FROM SCHOOL ADMINISTRATION



Banded Peak is a community minded kindergarten to grade eight school where children can 'just be who they are'. Students often speak of 'growing up' at Banded Peak and being part of a family of friends. It is this strong foundation of positive school culture and relationships upon which excellence in learning is nurtured.

For the past three years, literacy has been a focus in our school. Brain research and literacy research continue to inform our practice as our knowledge of the complexities of literacy development, essential conditions and instructional strategies increase. MaryAnne Wolf highlights this complexity in her book, *Proust and the Squid; The Story and Science of the Reading Brain*,

The development of reading, therefore, has two parts. First, the ideal acquisition of reading is based on the development of an amazing panoply of phonological, semantic, syntactic, morphological, pragmatic, conceptual, social, affective, articulatory, and motor systems, and the ability of these systems to become integrated and synchronized into increasingly fluent comprehension. Second, as reading develops, each of these abilities is facilitated further by this development. This is the dynamic relationship between the brain's contribution to reading and reading's contribution to the brain's cognitive capacities.

Additional resources are allocated from the school budget to ensure small group targeted instruction can occur from kindergarten to grade four. Research has demonstrated that age 4 - 7 is a critical window of opportunity for children to learn to read and therefore early success in literacy is critical for learners. Early literacy plays a key role in enabling the kind of early learning experiences research shows are linked with academic achievement, reduced grade retention, higher graduation rates and enhanced productivity in adult life (Dorothy Strickland, Shannon Riley-Ayers, 2006). The Early Literacy teacher works closely with teachers at the younger grades to provide additional small group instruction for some students. At the grade three/four level, Book Club occurs three times per week, with additional staff allocated to provide smaller group targeted instruction for all students. This Response to Instruction model has been very effective the past two years and will be explored at the grade five/six level this coming school year. Staff attends relevant literacy professional learning sessions in grade teams and are provided time to discuss literacy development at their grade level and share promising practices. An eclectic approach is utilized to teach reading and writing due to the complexity of these processes. Teachers knowledgeable in literacy development use professional judgment to develop programs which meet learner needs in their classroom contexts. In addition, literacy development will become an increased focus in the various disciplines (math, science, social studies, art forms, etc.). Howard Gardner states that acquiring a disciplined mind is vital, because learners "must see information not as an end in itself but must be able to think in ways that characterize the major disciplines (2008). Each discipline's unique expectations of the reader require instruction aligned with its specific demands. Literacy is no longer the sole domain of the Language Arts teacher or the Language Arts class.

Numeracy, as defined by Alberta Education, is "the confidence and habits of mind to engage with, critically assess, reflect upon and apply quantitative and spatial information when making judgments and decisions or taking action in all aspects of daily living." Mathematics instruction is one component of developing numeracy and involves laying the foundation for the understanding of number, developing efficient mental math skills and applying mathematical thinking throughout the school day. We continue to provide professional learning opportunities through information sessions, scholarly articles, time for teacher collaboration, and increasing resources to provide multiple pathways to knowledge, understanding and transfer.

21st Century Competencies have been the focus of classroom instruction during the past two years. Teachers have worked with students to understand the expanded literacies and the ways of thinking and engaging now and in the future. These soft skills are cited by the business community as crucial to working in business, community organizations and professional environments. Students are becoming

The 21st C Learner is . . .

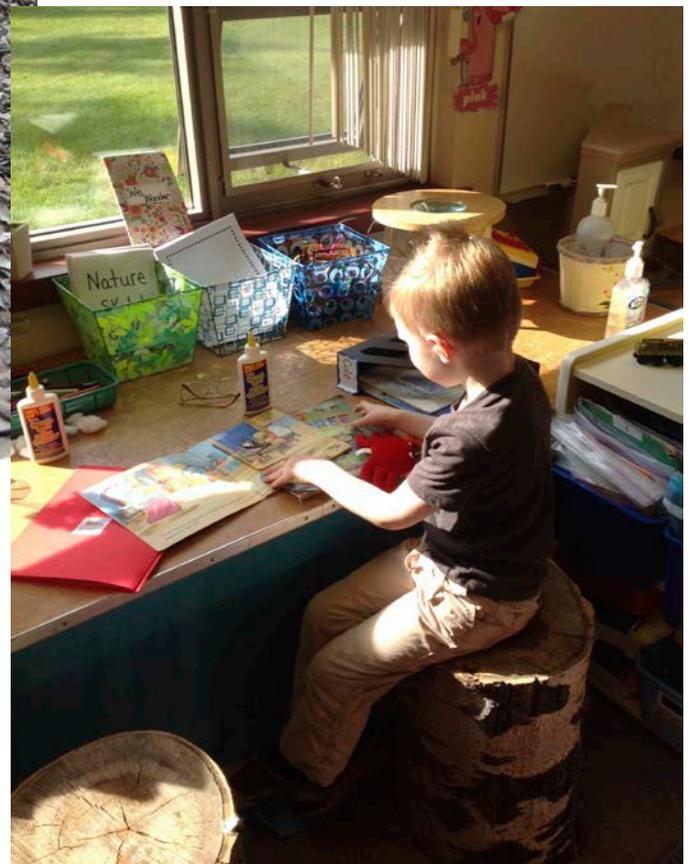


familiar with these skills and are able to provide evidence of growing competency in the different areas.

Reporting to parents has included progress and achievement comments for each student related to the 21st Century competencies. The development of the competencies will continue to be woven throughout the school day as teachers infuse opportunities for these ways of understanding, doing and engaging in authentic learning.

Banded Peak is a busy school with a focus on engaging students in meaningful, authentic learning experiences within a safe and caring, positive school family culture. The natural surroundings expand our learning spaces beyond the classrooms, hallways, break out and gathering areas. Students engage in real life hands-on projects, which underscore that learning is engaged 'living' and occurs well beyond the classroom and school walls. More than ever, the community has become involved in our school. Through Fine Arts Day, Eco Fair, Election Fair, numerous guest speakers (expanding and deepening student knowledge directly linked to the curriculum), student participation in Earth Day at Redwood House, a local T'suu Tina elder sharing stories of place and the Middle School Band Competition and Change Maker Fair held at the Bragg Creek Community Centre, Banded Peak School students are engaged in authentic learning experiences linked to their community and region.

At Banded Peak, we each strive to be the best that we can be, for ourselves, our students, our community and beyond!



Literacy lives everywhere!

SCHOOL PROFILE

School Name: Banded Peak School
Principal: Mrs. Deborah McLaren
Assistant Principal: Mrs. Mary Magee
Address: Post Bag #4
Bragg Creek, AB
T0L 0K0
Phone: 403-949-2292
Fax: 403-949-4067
Email: bandedpeak@rockyview.ab.ca
Website: bpeak.rockyview.ab.ca

School Profile:
Grade Configuration: Kindergarten to Grade 8
Student Population: 305
No. of Teachers: 19 (full time & part time)
No. of Support Staff: 13 (full time & part time)

Foundation Statements:

Mission

Within a safe and nurturing community, we engage and challenge learners to think, to take risks, to collaborate and to become confident, independent, life long learners who contribute as resilient, caring, global-minded citizens.

Vision

(The term learners applies to staff, students and parents)

- Learners apply what they know, and transfer their understanding to new and unique situations/circumstances.
- Learners are articulate about what they are learning
- Learners collaborate and inquire about interesting and meaningful ideas
- Learners tackle problems, with enthusiasm, that they have no idea how to solve
- Learners choose the direction of their learning and take ownership
- Learners use web based technology critically to connect globally
- Learners respect and accept differences
- Students participate in Global, school wide projects
- Students take their learning into their lives at home, in the community and connect it back to the school environment
- Students are comfortable asking questions, speaking up in class and talking to their teachers
- Students integrate feedback to improve quality of work rather than focusing on the grade
- Students are involved in their own assessment and express choice in their method of expressing their learning

- Students see teachers as coaches/guides and are confident in that relationship.
- Learners talk with other learners about their learning.
- Learners set goals.
- Learners are proud of their work.

Unique Features of our school include:

- Multi-level: Kindergarten to Grade 8 configuration
- Organizational structure comprised of combined classes from grades 1 - 8
- Focus on striving for personal excellence and developing student leadership
- Community school focus, building strong community ties
- Located in an art-rich community; numerous artists share their talents with Banded Peak students and staff
- Beautiful open architecture and log frame structure of the school which draws the outdoors in
- "Back 40": Our school site is on a 40-acre "natural classroom" in the foothills of the Rocky Mountains
- Ideal location for students to develop ecological intelligence and become lifelong stewards of natural spaces; recognizing our student's enhanced knowledge and respect of the environment
- Indoor climbing wall
- Vibrant music and band program
- Dynamic physical education program and excellent extra-curricular opportunities
- Located 2 km from the hamlet of Bragg Creek
- Walking/biking/jogging trail (Banded Peak Trail) connects the school and the hamlet (result of efforts of Greater Bragg Creek Trails Association); a recent addition includes a walking/hiking trail from Banded Peak School through the Back 40 and leased land to connect with the provincial park
- Named after Banded Peak Mountain which can be seen from Highway 22 near Redwood Meadows

Quotes from Parent Advocates

Banded Peak is an absolute gem. The location of the school in the majestic foothills paired with the people (students, families, teachers, administration and the greater community), make it truly unique yet humble simultaneously. There is clearly a shared understanding and vested interest in the education, development, and social and environmental consciousness of every student.

From the moment you walk through the front doors, you can feel the energy, instantly take wonder in the activities of the day, and experience the sights and sounds of dynamic learning. Students know they are safe here, respected and actively responsible for contributing to their learning. Instruction is personalized; interesting and additional resources are engaged when required. Opportunity for peripheral experiences and learning are most impressive. Fine Arts Day, guest speakers, assemblies, concerts, Music Monday, special phys-ed programs, field trips and more, all compliment the curriculum and daily instruction.

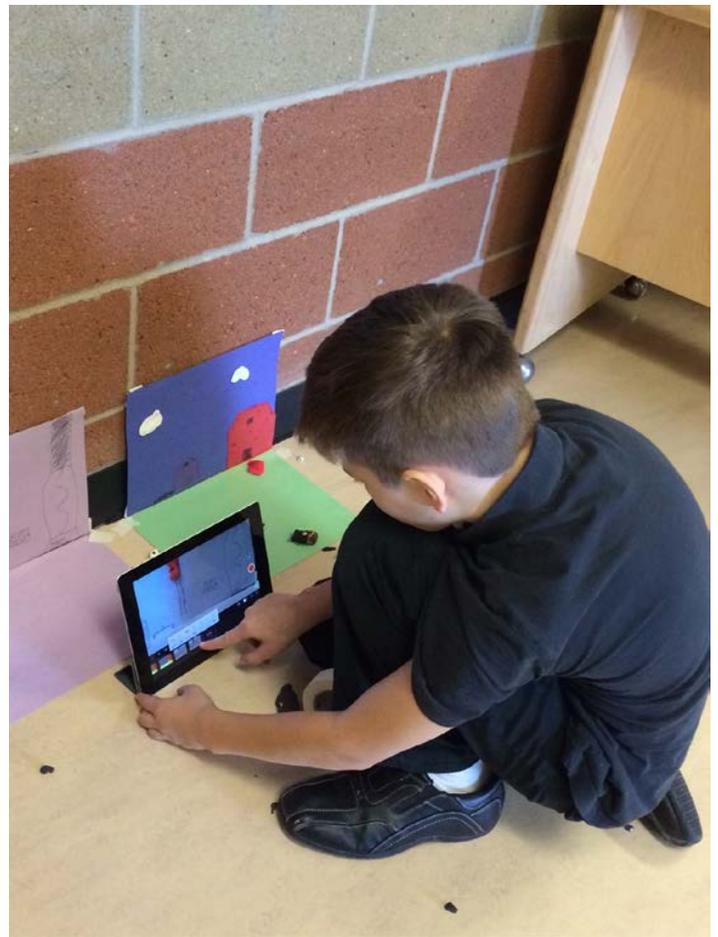
We have the utmost confidence that our little people are receiving an exceptional and well-rounded education, as well as the mentorship necessary to support them throughout their years at Banded Peak and beyond. Our boys are keen to go to school daily to be with their 'Family of Friends'. Being a part of Banded Peak is special, especially as a parent who too was raised in this amazing community. (H.R.)

What a privilege for our children to be a part of the Banded Peak community. We have experienced such a warm, nurturing and respectful learning environment at all grade levels. I have been so impressed with the friendly and understanding staff. The teachers truly want each child to succeed and are dedicated to helping the children reach their full potential. As a parent, I feel very connected and am grateful for the many opportunities to participate in the school community. From the beautiful natural environment, which provides the children such a unique opportunity to experience and learn outdoors, to the creative and inspiring teaching methods; our children have blossomed during their time at Banded Peak. There is a genuine sense of community at the school and I appreciate that my children are receiving an education that is linked to qualities such as respect, leadership, and responsibility. We have enjoyed so many of the activities and events at the school: band concerts, Fine Arts Day, in-line skating, cross-country skiing, eco-inquiry, and so much more. It has been a lot of fun and created some amazing memories! Thank you Banded Peak! (H.L.)



Science Observation & Sketching

Stop Motion Animation



Achievements

Banded Peak learners continue to thrive as staff and students work diligently to support and improve literacy learning. Professional learning in this area included the Barbara Mariconda Writing workshop as well as the Rocky View Reads workshop. Committed to helping students perform at their best, various strategies are used throughout the grades. K-4 teachers and the Early Literacy teacher focus on early literacy skills using the “Daily 5” strategies. Additionally, to improve reading at the grades 3/4 levels this year, teachers implemented targeted instruction (Book Club). “Book Club” consists of flexible groupings three times per week, providing an appropriate level of challenge for each student and direct support for students who are struggling. Grades 5-8 teachers are focused on building/expanding learners’ academic vocabulary. Across the grades, school wide reading time takes place each day after lunch, often with cross-graded learning buddies.

The new Divisional Report Card was implemented this year at Kindergarten and Grades 5-8. Teachers worked at creating, improving and implementing balanced assessment, both formative and summative, to meet the needs of our learners. Teachers designed Professional Learning days and Communities of Practice to support CoSL (communication of student learning). Three-way conferences continued, involving parents, student and teacher(s). Student-led conferences occurred in the elementary level classrooms, empowering students to share examples of their work and to set goals for future learning. Grades K-4 explored ways of communicating student learning through blogs

21st Century Learning is embedded in life at Banded Peak. Breadth of learning includes

social accountability, environmental stewardship, cross-curricular problem solving, and civic responsibility. Staff is motivating, encouraging and supportive of individual learning and the uniqueness of each student. Self-awareness is evident in learning, relationships, contribution and responsibility. As students become more self-directed, flexible learning spaces become increasingly important. Various spaces are available both inside and outside of the building in which to learn and build individual confidence and competence.

Enriched learning through connections with experts throughout the greater community has increased. In addition to RVS 21st Century learning specialists, experts from the areas of forestry, oil production, environmental stewardship, fine arts, marketing, service and citizenship have shared with students at Banded Peak. Enriched learning also included a diversity of extra activities providing students with a wide scope of opportunities, i.e. opera, hip hop dance, in-line skating, yoga, visiting bands, and an emphasis on fine arts and physical literacy (particularly outdoor activities). Global awareness and citizenship events this year included We Day, Adopt-a-Family, Change-Maker projects, and providing funds for a new roof for a school in Haiti.

Adequate technology provides access to carts of iPads, Chromebooks, and MacBooks, which are utilized throughout the school. Technology is used in authentic ways to support and communicate learning. Google Docs is one method commonly used for communication and collaboration between students and teachers. Alongside the students, staff continues to learn and grow, creating a rich universal learning environment.

Engaged 21st Century Learners – Multiple Pathways



PRIORITY AREAS OF FOCUS

Excellence in Learning

As a school community we continue to be highly committed to students building a strong foundation in literacy throughout their years at Banded Peak. Additional resources have been allocated to Early Literacy (K-Gr.4) and Language Arts instruction at the Gr. 3/4 level. This allows for small group targeted instruction to occur in the K-Gr. 2 years to provide students with additional assistance in developing and integrating the three cueing systems necessary to the reading process. In addition, the Rocky View Reads will continue, utilizing volunteers to read to kindergarten and grade one children who would benefit from further developing their knowledge and understanding of written language (the language of literature). Individual Learning Plans will be developed for students at the end of grade two, whose literacy development continues to show delay. The additional staff at the Gr. 3/4 level provides for smaller flexible instructional groupings for targeted regular instruction three times per week, increasing level of response to student achievement levels. It is hoped that time tabling in Gr. 5/6 can accommodate a common Language Arts time to allow for flexible instructional groupings responding to student need across all three classrooms. At this level and the Gr. 7/8 level, there will be an increased focus upon developing literacy in the disciplines. Learning Support will collaborate with teachers regarding vocabulary development and deepening comprehension.

There will be a continued focus upon developing authentic hands-on learning experiences for students at all grade levels to deepen understanding and transfer of learning. The utilization of flexible learning spaces is crucial to this process and, therefore, funds will continue to be sought (grants, School Council, etc.) to develop our Learning Commons, repurpose our current computer pod areas, and to collaboratively develop the reclaimed lagoon area. Natural

learning spaces are an important part of the Banded Peak School experience; students are becoming increasingly committed to the preservation and respectful utilization of these spaces. The opportunity for longitudinal learning with the reclamation project is a 'once in a school life' learning experience.

Social/Emotional Supports

At Banded Peak, as is evidenced in schools across North America, anxious behaviours are being exhibited by a number of students across the grades. Additional funds are allocated to maintain Child Development Advisor time at the current level. Social/emotional supports are tiered with overall programming to develop resiliency in kindergarten – Gr. 6 through Fun Friends and Friends for Life. The health curriculum is the vehicle in Gr. 7/8 with guest speakers, on-line learning and special presentations by the teacher and CDA to address social problem solving and resiliency through the adolescent years.

Additional supports are provided as needs increase: small group facilitation, individual social problem solving and resiliency skill building, etc. The involvement of the school psychologist, referrals to Community Outreach of Pediatrics and Psychiatry in Education, referrals to RVS School Liaison workers and Mental Health are other supports we seek to assist us in using techniques and strategies to build our students' resiliency.

Communication of Student Learning

We will continue to implement the components of the Rocky View Schools' Communication of Student Learning throughout the grades. The kindergarten and Gr. 5-8 teachers will act as site leaders to assist the Gr. 1-4 teachers in the implementation of the new divisional report card. There will be a focus upon increased communication with parents regarding each component to strengthen our partnership in learning.

GOAL: LEARNERS ARE SUCCESSFUL



Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> ▪ (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. ▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. ▪ (RVS) Divisional performance measures to be identified by Literacy/Numeracy Task Group. (Pending) 	<ul style="list-style-type: none"> ▪ Utilize Rocky View Schools' Literacy Beliefs and Understandings (developed by the RVS Literacy and Numeracy Task Group) as a guiding framework for literacy work at Banded Peak ▪ Become familiar with the Literacy and Numeracy Benchmarks (categorized as awareness, knowledge and understanding and strategies) ▪ Develop numeracy and literacy standards (exemplars and rubrics) across the grades ▪ Continue with targeted instruction and flexible grouping practices in Gr. 3/4; explore expanding to Gr. 5/6 ▪ Continue dedicated purposeful sustained reading time (RIP) ▪ Continue enhancing Early Literacy intervention ▪ Continue to offer multiple pathways to learning in mathematics through on-line learning opportunities ▪ Continue Learning Buddy program to mentor, assist and develop leadership
Learners build 21 st C competencies (skills and knowledge).	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship. ▪ (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending) ▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21st C competencies. 	<ul style="list-style-type: none"> ▪ Continue inquiry development (access 21st Century Learning Specialists) ▪ Develop a continuum for competencies incorporating grade appropriate language and organized into A&B years (Reference draft Cross-Curricular Competencies - Alberta Education Curriculum Redesign) ▪ Implement Alberta Education Gr. 3 Student Learner Assessments and utilize data to inform instruction ▪ Explore possibilities for organization of common planning time for grade teams ▪ Continue active citizenship practices i.e. Adopt-a-Family, WE Day and explore other opportunities ▪ Audit current recycling practices and revise to meet Rocky View Schools' new recycling guidelines with focus upon developing personal responsibility ▪ Connect with other communities of learners to broaden global awareness
Learners take ownership of their learning.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning. ▪ (RVS) Percentage of staff that use balanced assessment practices to support student learning. 	<ul style="list-style-type: none"> ▪ School-wide implementation of Communication of Student Learning (four components) ▪ Increase opportunities for students to showcase their learning processes and products (school web page showcase, School Council meetings, multi-media in school entrance, 21st Century Celebration Board etc.) ▪ Share our culture of excellence beyond our Banded Peak walls using digital tools (newsletter, school newsletter, Banded Peak YouTube channel...), setting up displays within the community, etc.

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

GOAL: LEARNERS ARE ENGAGED.



Outcome	RVS Performance Measure	Strategies
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices. ▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning. ▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ Continue and expand innovative learning opportunities i.e. Fine Arts, Eco-Fair, class initiatives, design opportunities ▪ Expand 'Bringing in the Back 40' Initiative, actively engaging students in the development: Lagoon Reclamation Investigation (building on this, student created learning activities related to the reclaimed space and shared with peers), 30x30 challenge, mindfulness regarding learning in natural spaces i.e. Art Gallery in the Forest, Pop in the Park, etc.
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> • (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. • (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness. • (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data). 	<ul style="list-style-type: none"> ▪ Explore best practices and how they contribute to the development of 21st Century Competencies i.e. expand Learning Walks; display student questions related to Learning Walks ▪ Plan for successful student transitions through coordination of information, communication of student learning, etc. ▪ Continue to build on common language and practices around physical literacy ▪ Engage in Power School training and collaborative sessions regarding implementation of Rocky View Schools' report card; establish school-based experts Gr. 1 – 4. ▪ Create an Assessment Planning and Action Group to facilitate balanced assessment and reporting practices ▪ Revise recognition and celebration of student achievement to reflect the Communication of Student Learning initiative ▪ Continue to recognize and celebrate students' outside of school experiences i.e. Talent Show, assemblies ▪ Continue transformation of library and current computer pods to increase flexibility of learning spaces (Learning Commons) ▪ Continue implementation of the RVS Learning Model: inquiry based, allow for student choice, focus on meta-cognition, multiple pathways and self- and peer assessment (professional learning through school-based professional learning days, professional readings and discussions at staff meetings, Community of Practice Days, webinars, conferences, etc.)
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community. 	<ul style="list-style-type: none"> ▪ Continue regular communication with parents via newsletters (school and classroom), school website, blogs, etc. ▪ Provide opportunities for parents to increase their understanding of Communication of Student Learning initiative ▪ Continue providing opportunities for parent and community volunteers to assist student learning and share knowledge and expertise ▪ Continue to celebrate students' learning and accomplishments utilizing regular sharing practices ▪ Continue connections with the expertise and resources in the community i.e. Fine Arts Day, Bringing in the Back 40, Seniors for Kids, Chamber of Commerce partnerships, Bragg Creek and Area Wellness Committee, Earth Day (Redwood Meadows) ▪ Develop and strengthen connection with indigenous communities

GOAL: LEARNERS ARE SUPPORTED.



Outcome

RVS Performance Measure

Strategies

Learners feel well, safe, valued, and respected.

- (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness.

- Continue integration of house system throughout the year (Spirit Days/Week, visual accomplishments, house seating during assemblies, etc.) to build upon a positive school culture
- Continue to explore school-wide, cross-graded Learning buddies opportunities (organized by class and also by intentional pairing of younger and older students on an individual basis)
- Continue to evolve leadership development with students at all levels having opportunities for leadership
- Investigate opportunities for student government
- Continue to focus on developing resiliency: Fun Friends, Friends for Life (empathy, positive relationships, social problem solving), with support from RVS school psychologist, guest speakers, etc. Continue administration of SOS-Q and accompanying strategies for students (Gr. 4 & 7); develop plan to in-service staff beginning with Gr. 7/8 as follow-up

Learning is accessible, individualized, and challenging.

- (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education.
- (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs.
- (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals.

- Continued development of information regarding supports on the website
- Continue to refine processes and increase resources needed for effective instructional design and supports to meet learner needs
- Continue focused, intentional staff learning and implementation of Universal Learning Environments; focus of professional learner i.e. time for grade teams to meet each term
- Budget for collaborative IPP development, including Gr. 5-8 student involvement and periodic formal review
- Continue "Book Club" (Response to Instruction model) at Gr. 3/4 level, explore at the Gr. 1/2 level mid-year
- Explore ways of challenging learners who demonstrate excellence in a curricular area
- Purchase additional technological devices i.e. mini iPads, laptops, as funds become available,

Student-centered decisions propel achievement.

- (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus.

- Continue to provide opportunities for student leadership through cross-graded experiences, i.e. lagoon reclamation inquiry, dance leaders, climbing wall belaying, sharing of learning, house captains, waste audits, etc.
- Continued implementation of the inquiry based RVS learning model, allow for student choice, focus on meta cognition, multiple pathways, self- and peer assessment
- Continue to build student awareness and reflection on his/her personal strategies, accomplishments and goal setting i.e. CAFÉ literacy reflections K-4

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

BUDGET HIGHLIGHTS

	2013/14	2014/15	2015/16
Certificated Staff	\$1,791,597	\$1,851,417	\$1,778,918
Support Staff	\$ 380,014	\$ 386,524	\$ 387,555
Services & Supplies	\$ 205,109	\$ 155,409	\$ 144,378
Other			
Contingency			
TOTAL EXPENDITURES	\$2,376,720	\$2,393,350	\$2,310,851

SCHOOL FEES

	Fee	Purpose (the direct course costs that lead to the establishment of the fee charged)
Board Established Mandatory Instructional Resource Fees		
• Kindergarten	\$25	
• Grade 1-4	\$105	
• Grade 5-8	\$105	
School Established Optional Course Fees		
• Digital Bootcamp – Grade 7/8	\$5	(Paper and printing costs) in order to prepare students for digital work during the year, all students will be involved in Digital Bootcamp. This course will cover an extensive range of topics, including: Microsoft Office Suite, file organization, Google platform, macbook usage, digital citizenship, iMovie, Garageband, iPhoto, etc.
• Band – Grade 7/8	\$20	Full year course cost (folders, sheet music, clinicians). This very popular group rehearses 2 days/week, playing a variety of music including jazz, pop, rock and Concert Band standards.
• Lego Robotics – Grade 7/8	\$5	(Kit replacements) with Banded Peak's amazing Lego Mindstorms kits, students will have a tremendous amount of fun designing, building and programming Lego robots. They will learn to work through a design process and compete in challenges against one another.
• Fine Arts (Arts & Drama) – Grade 7/8	\$25	(art supplies, props, etc.) Students develop confidence and competence in their art/drama skills through practice, reflection and presentation.
• Outdoor Leadership – Grade 7/8	\$20	(Upkeep, repair and replenish outdoor gear: fuel for camping stoves, GPS, etc.) This leadership course involves three pillars: Role Modeling (healthy living / healthy relationships); Active Citizenship (taking care of those around you) and Outdoor Leadership (finding your inner leader in challenging outdoor activities)
• Foods – Grade 7/8	\$20	(Purchase of ingredients & food items) Each week students will learn a new skill as they build their culinary skills in the kitchen.
• BP Media	\$30	(Cost of expert multi-media facilitator to work directly with students) This 'Banded Peak Media' course will incorporate many forms of media with the goal to create multi-media pieces for our student gathering area and school showcase.

<ul style="list-style-type: none"> FSL – Grade 7/8 	\$50	(Ongoing access to Rosetta Stone) Students continue to increase their knowledge and facility in French.
<p>Extra –Curricular Fees</p> <ul style="list-style-type: none"> Volleyball/Basketball/Badminton/ Soccer/Track <p>Other School Established Optional Fees</p> <ul style="list-style-type: none"> Fieldtrips (K-8) Physical Education Enhanced Activities (K-8) Fine Arts Day (K-8) Gym Strips Yearbook Special Food Days 	<p>\$15-\$60</p> <p>\$15</p> <p>\$25</p> <p>\$30</p> <p>\$6</p>	<p>RVS league fees (rental of space, referee costs, equipment), ongoing equipment /uniform expenses, substitutes when required to release teacher coaches</p> <p>Bussing for 2 field trips funded by School Council & Friends of Banded Peak. Additional costs by parents - variable per fieldtrip for entrance fees, program costs. There may be an additional fieldtrip for which parents pay costs of bussing, entrance fees, etc.</p> <p>Primary funded by School Council; with the exception of:</p> <ul style="list-style-type: none"> Cross country skiing (\$26 – rental of skis and instructors' fees) & In-Line Skating (\$13 – rental of skis & instructors' fees) <p>Art materials, artist costs – fees & honorariums</p> <p>School t-shirt & shorts</p> <p>Copy of yearbook</p> <p>Vendor food costs</p>

2015-2019 SCHOOL EDUCATION PLAN (Year One) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	Feb. 25, March 16, March 25, April 29, May 15, 2015
School Council	<input checked="" type="checkbox"/>	Feb. 25, March 25, April 22, May 22, 2015

I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.

Deborah Mc Larn

Principal Signature

May 25, 2015

Date

Hamsay

School Council Chair Signature

May 25, 2015

Date

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.

Superintendent of Schools

Date