



Banded Peak SCHOOL

School Education Plan

May, 2017

Year Three

2017-2018

MESSAGE FROM SCHOOL PRINCIPAL



In support of Rocky View Schools' vision to ensure students are literate and numerate and are building 21st Century competencies, this year Banded Peak will introduce, develop and refine programming to ensure that students are supported in their learning, are challenged in their academics, and are provided unique and engaging opportunities to learn.

At Banded Peak School, we believe that a comprehensive foundation in literacy is paramount to ensuring the success of all students. That only through this foundation are students able to demonstrate success across the curriculum. As such, various school wide supports and initiatives are being refined or introduced throughout the school to support learning. The introduction of a Response to Intervention (RTI) model in grades one through four ensures that student learning is effectively targeted and that students receive instruction that is focused specifically at their achievement level. This model has recently been expanded to students in grades five and six, with students in grades seven and eight participating in Guided Reading and Writer's Workshop. Through access to our school literacy specialist and divisional literacy coaches, our teachers and learning support team are provided continued professional learning opportunities designed to enhance classroom instruction and improve student performance. In addition, and where appropriate, students are provided access to digital tools to enhance their learning. Tools such as RAZ Kids, a web based literacy resource comprised of high interest, electronic books, iPads and associated APPS, and Chromebooks are used to both engage and promote literacy in the classroom.

During the 2017-2018 school year, Banded Peak will continue to improve numeric competency amongst students and staff. We will focus on exploring promising practices in mathematics to support our learners and provide ongoing professional learning opportunities for staff. With the guidance of Rocky View Schools' Learning Department and the offerings of the Calgary Regional Consortium (CRC), we will explore assessment tools and improve upon program delivery. In addition, we will continue to examine the viability of flexible math groupings; specifically at the grade 5/6 and 7/8 levels. Finally, students will be provided access to digital tools such as Mathletics and Kahn Academy to complement their learning beyond the formal school day.

Banded Peak will maintain its balanced approach to teaching and learning; balancing the acquisition of literacy and numeracy with elements of innovation, exploration and critical thinking. To this end we will continue to support teachers in their efforts to provide unique, authentic, and engaging learning experiences for their students, which promote the acquisition of 21st Century competencies. Teachers will continue to be encouraged to extend student learning beyond the context of the school, to access subject area experts working in their field, and to challenge students to think beyond their immediate context.

Through these initiatives and strategies Banded Peak School is well positioned to provide our students, our teachers, and our community improved access to quality education.

Mr. Simon Pols

SCHOOL PROFILE

School Name: Banded Peak School

Principal: Mr. Simon Pols

Address: Post Bag 4, Bragg Creek, Alberta T0L 0K0

Phone: 403.949.2292

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Email: bandedpeak@rockyview.ab.ca

Website: <http://bpeak.rockyview.ab.ca>

School Profile:

Grade Configuration: Kindergarten to Grade Eight

Student Population: 280

No. of Teachers: 17

No. of Support Staff: 8

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 students 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

"We were new to Banded Peak School this past fall, and from the moment we stepped onto the property to register our children, we were welcomed with open arms. The staff (including the principal and assistant principal) went out of their way to make sure our two sons felt comfortable in their new environment, and by mid-September it felt like they'd always been students here. This is truly a place where "everybody knows your name" and it's wonderful to be part of the community.

My children love all the opportunities for outdoor learning; including learning how to set up a camp, what to do when you're lost in the forest, snowshoeing, cross country skiing, and planting a garden among others. They've been exposed to so many new things, and they come home begging to do them with the family. The fact that the teachers can (and do) take the children on hikes in the "Back 40" on any given day to enhance their studies - is just fantastic. They are learning in a way that they couldn't in another school.

We feel so fortunate to be able to send our children to this amazing school, with its dedicated teachers and staff, in this stunning outdoor setting. We love Banded Peak! (SB)"

"There is palpable energy and enthusiasm emanating from the building. The teachers embrace new technology, challenge themselves with fresh projects, and are committed to lifelong learning. As the staff stretches and grows, they encourage our children, by their example, to reach higher too. We are confident in the skill of the teachers and comforted by their special efforts to connect with our children. Threading through their interactions with each student, is the message: *We care about you. You matter. You can do this.*

The school's profound connection to its natural setting is evident in the outdoor classroom, happy shrieks on the toboggan hill, garden projects, and homes for bats. The school reaches outward, actively meeting the community where it lives, through events like the *Celebration of Learning, Fine Arts Day*, and, during one wintery week, the leadership team joining the children on their frosty early morning bus rides.

We are grateful that our children are safe, cared for, and challenged at Banded Peak (AS)."

RECENT ACHIEVEMENTS

Literacy Programs

Banded Peak continues to focus on implementing and enhancing rich, diverse literacy based programming in our school. Through the recent implementation of a Response to Intervention (RTI) model in grades one through six students are provided individualized targeted instruction at their achievement level. Groups meet frequently throughout the week to read, discuss and engage in reading and writing. At Banded Peak, we take an “all hands-on deck” approach and encourage everyone to facilitate a group – this includes parents, teachers, our learning support team, and our school administration. This model will be further enhanced during the 2017 -2018 school year with a more thoughtful Professional Learning Design to support teachers and embedded time to allow them to work in collaboration to develop their craft. In addition, students are provided ongoing support through our Learning Support Assistants who frequently provide small group pullout or individualized instruction. This may include working with students on high frequency sight words, organizing Home Reading programs, or implementing specific, targeted instructional strategies. Literacy programs at Banded Peak are frequently enhanced through the appropriate use of technology including RAZ-Kids, iPads, and Chromebooks.

Authentic Learning Opportunities

Banded Peak continues to offer authentic, engaging and inquiry based learning opportunities for all students. Throughout the 2016-2017 school year students were challenged to think critically, work collaboratively, communicate, innovate and become civically engaged. These

competencies were introduced to students through activities such as our “Sock it to ‘em” program which saw the Banded Peak community make a sizeable donation to the Mustard Seed Street Ministry; the “Outdoor Design Challenge” which engaged students in grades 7/8 in designing an outdoor space in the hamlet of Bragg Creek and showcased their ability to communicate, think critically, and collaborate; “Growing Learners” which provided students in grades one and two the opportunity to construct their own garden beds and begin to grow crops; and the “Digital Trail” project designed by our grade 3/4 team who engaged students in a cross curricular study to explore the province of Alberta and the history of Bragg Creek – a project which culminated in the creation of a brochure, trail maps, and audio recordings of local experts.

School Culture

The staff, students, and parents at Banded Peak take pride in our school. We work diligently to establish an environment where each child can achieve success, engage in their learning, participate alongside their peers in all activities, and feel that they are larger than themselves. Through programs such as our “House Leagues”, day long activities such as “Fine Arts Day” or the “Outdoor Learnapalooza”, clubs such as SWAT (Student Wellness Team), Girls Group, or our Knitting Club, our School Marching Band, or the various sports teams offered throughout the year – every child has the opportunity to enhance our school culture. Parents are paramount to our success; they are actively encouraged to participate in our reading programs, attend field trips, become experts in our

classrooms, share their talents, and engage in conversation through School Council.

PRIORITY AREAS OF FOCUS

Student and Staff Wellness

Banded Peak has long had a focus on providing opportunities for students to develop academically, socially and emotionally. For the 2017-2018 school year, we will aspire to further develop these programs with a broader focus on student and staff wellness. We will strive to develop a common language around character development by further embedding programs such as Social Detective, Superflex, Social Explorers, and the Zones of Regulation. At the grade seven and eight level we will work to develop teacher competency and student resilience in the area of mental health awareness. Further, we will continue to expand our Student Wellness Action Team (SWAT) to include members of our teaching staff, and promote broader student participation; expanding this group from four to include the school as a whole. This work will be supported by engaging students and staff in the “Shaping the Future” events, the Healthy Active Student Symposia (HASS), by working with Stepping Stones to Mental Health, and active living initiatives promoted through our Physical Literacy Programming. In addition, we will continue to be cognizant of student and staff well-being and will strive to promote an energized, healthy, balanced work environment.

Excellence in Teaching and Learning

Banded Peak continues to focus on excellence in teaching in learning. Through opportunities such as “Growing Learners”, “The Outdoor Design Challenge” and “The Digital Trail” students have been provided opportunities to actively engage in their learning and with others. Through the ongoing development of a comprehensive literacy program throughout the school, all students are provided the support they require to achieve excellence; be it through RTI, small group pull out, or individualized programming. As we begin to look towards

the 2017-2018 school year we recognize the importance of continuing to improve upon the standard of excellence at Banded Peak. Through active participation with the Rocky View Schools’ Design Team, embedded planning time, and thoughtful Professional Development we will continue to provide teachers with the supports necessary to both challenge and engage their students. In addition, increased attention will be given to further support the deployment of the new PowerTeacher Pro Gradebook. This will involve improved Professional Development for teachers and instruction for students and parents. Through the use of PowerTeacher Pro Banded Peak will continue to increase communication between home and school, improve upon the timely reporting of student achievement, and enhance transparency. Finally, we will work in collaboration with the RVS Learning Department to improve upon our literacy programming; this will involve improved access to Professional Learning, shoulder to shoulder coaching, and increased planning time for teachers.

Outdoor Education/Environmental Awareness

Banded Peak School is surrounded on all sides by fresh air, mountains, and trees. In this environment students are engaged in outdoor leadership, physical activity, and environmental stewardship. Through participation in three-day leadership hikes which see students travel 30KMs through Kananaskis Country, to cross country skiing, running, snowshoeing, and biking, to determining where plants come from and growing their own gardens, students are active in their outdoor setting. As we consider the 2017-2018 school year, we will look to provide opportunities for students to engage with their environment and demonstrate stewardship towards the land. We will strive to develop a deeper relationship with the Tsuu T’ina to develop an improved understanding of the environment, provide improved and experiential professional learning for staff, and continue to work on meaningfully

connecting learning to our environment and
the outdoors.

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 and Numeracy Framework as a guide to further develop and align the literacy program at Banded Peak. • Continue to expand targeted instructional practices to include students in Grades Five through Six; accomplished through realignment of focused daily reading time (RTI). • Refine targeted instruction and flexible grouping practices in Grades One through Four through improved Professional Development and involvement of RVS Literacy Team. • Provide ongoing professional learning for all staff related to early literacy, literacy, response to intervention • Increase parent knowledge and understanding of literacy practices through the use of weekly school bulletin, classroom blogs, parent council and Literacy Evenings • Continue to offer multiple pathways to learning in mathematics through the use of digital, online learning and authentic experiences. • Continue <i>Learning Buddy</i> program to mentor, assist and develop student leadership • Introduce the Calgary Regional Consortium Mathematics Specialist and Professional Learning opportunities to teaching staff
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"> ▪ Introduce and incorporate school based 21st Century Awards to Recognition Assemblies for students in Grade Five through Eight ▪ Continue to access Rocky View Schools' 21st Century Learning Specialists as a means to improve authentic, inquiry based program delivery to all students ▪ Continue to provide common planning time for all grade teams ▪ Continue active citizenship practices throughout the school i.e. 'Sock it to em', WE Day, Change Maker Projects, and Gift of Time ▪ Connect with local and surrounding communities i.e. Tsuu T'ina, Bragg Creek, Cochrane, Calgary to broaden global awareness and appreciation of diversity, experience and culture
Learners take ownership of their learning.	<ul style="list-style-type: none"> ▪ (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10. ▪ (AE) Annual dropout rate of students/FNMI students aged 14 to 18. ▪ (AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship. ▪ (AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10. ▪ (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"> ▪ Enhance our understanding of the components of the Communication of Student Learning requirements through ongoing professional learning and reflection. ▪ Implement PowerTeacher Pro and Parent Portal from Kindergarten through Grade Eight by the beginning of the Third Trimester ▪ Increase opportunities for students to showcase their learning processes and products i.e.: school council, staff meetings, social media, and school webpage ▪ Continue to celebrate our culture of excellence beyond our Banded Peak walls through the use of social media, school newsletter, and Banded Peak YouTube channel, digital tools, and community displays

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 to expand innovative, engaging and authentic learning opportunities for students i.e. Fine Arts, outdoor learning experiences, independent class initiatives, involvement with RVS 21st Century Design Team, and Professional Learning for all staff (teaching and/or paraprofessional staff). ▪ Following lagoon reclamation in the Spring of 2016, engage students in activities to promote the use of this natural space
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"> ▪ Plan for successful student transitions through coordination of information, communication of student learning, etc. ▪ Explore embedded opportunities for classroom teachers and school learning support team to collaborate and discuss student progress with a focus on literacy and Response to Intervention Model. ▪ Continue to build on common language, practices and professional learning around physical literacy ▪ Continue to engage in professional learning around the Communication of Student Learning ▪ Continue to develop a broader understanding and begin implementation of Rocky View Schools' Literacy and Numeracy Framework (Assessments, Resources, Continuums) ▪ Continue to revise recognition and celebration of student achievement to reflect the Communication of Student Learning initiatives including the introduction of 21st Century Awards in each Trimester ▪ Continue to recognize and celebrate students' outside of school experiences i.e. Talent Show, assemblies, Pep Rally ▪ Introduce Learning Commons to students in the Fall of 2017 and develop protocols around utilization and expectations
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"> ▪ Promote ongoing dialogue of student learning with parents through use of PowerTeacher Pro and the Parent Portal ▪ Provide parents access to PowerTeacher Pro in the Fall of 2017 and follow up with in-service opportunities during parent evenings ("Take a Peek at the Peak", Student Conferences) ▪ Continue regular communication with parents via classroom newsletters, social media, school blogs ▪ Provide opportunities for parents to increase their understanding of school based initiatives through Parent Council, Collaborative Conferences, Theme Based Evenings. ▪ Provide ongoing opportunities to showcase student success (Recognition Assemblies, Celebration of Learning Events, Student Led Conferences, opportunities within the community etc....) ▪ Continue to establish connections with experts and resources within our school community i.e. Fine Arts Day, Bringing in the Back 40, Snowbird Chalet Seniors, Chamber of Commerce, Bragg Creek and Area Wellness Committee, Earth Day at Redwood Meadows ▪ Develop and strengthen connections with indigenous communities by reaching out to the Tsuu T'ina First Nation, local Elders, and Rocky View Schools' FMNI Liaisons ▪ Introduce and promote professional learning opportunities for teachers to support integration of FNMI students and curriculum outcomes

GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> ▪ (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. 	<ul style="list-style-type: none"> • 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 ▪ Explore opportunities to enhance leadership throughout the school via House System, Leadership Groups, Student Wellness Group (SWAT) and external opportunities (Middle School Conference, Ever Active Conference) ▪ Continue to focus on developing student and staff resiliency through Fun Friends, Friends for Life, Girls/Boys Groups, Zones of Regulation, Staff Social Committee, and Social Emotional Community of Practice ▪ Continue administration of SOS-Q and accompanying strategies for students (Gr. 4 & 7) ▪ Use Child Development Advisor as a conduit to external resources and as a resource for program delivery
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> ▪ (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. 	<ul style="list-style-type: none"> ▪ Budget for collaborative IPP development, including Gr. 5-8 student involvement and periodic formal review ▪ Enhance opportunities to challenge students who demonstrate excellence in a particular area(s) of the curriculum ▪ Introduce regular Team Lead meetings in an effort to improve communication throughout the school ▪ Introduce new technologies (iPads, MacBook Airs, Green Screen) to students in the Fall ▪ Introduce the new Learning Commons to students and staff as a space to improve innovation, communication, collaboration
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus. 	<ul style="list-style-type: none"> ▪ Continue to provide opportunities for students to engage in real world, authentic learning opportunities facilitated by classroom teachers i.e. Growing Learners, Outdoor Design Challenge, Changemakers, and Gift of Time ▪ Continue to implement Rocky View Schools' Inquiry Model to further engage students ▪ Encourage communication of student learning through the use of school blogs, social media (#bandedpeakrvs), and Google Plus community

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

PROFESSIONAL LEARNING PLAN

<i>Date</i>	<i>Activity/Topic/Strategy</i>	<i>Sustainability Strategies</i>	<i>Support Staff or Certificated</i>	<i>Proposed Budget</i>
August 30	<ul style="list-style-type: none"> ▪ Team Building at Camp Horizon (AM) ▪ Balanced Literacy Programming 	<ul style="list-style-type: none"> ▪ Collaborative Work with RVS Literacy Team – school based PL ▪ Focus on developing an overview of literacy programs for 2017-2018 school year 	Certificated	<ul style="list-style-type: none"> ▪ \$ 500.00
August 31	<ul style="list-style-type: none"> ▪ Literacy ▪ PowerTeacher Pro 	<ul style="list-style-type: none"> ▪ Grade Teams to “audit” existing literacy programs ▪ Grade Teams to develop a scope and sequence timeline of anticipated benchmarks and meeting times to support programming ▪ Grade Teams to explore existing PL opportunities/offerings through RVS ▪ Grade Teams to explore PowerTeacher Pro and discuss/develop common assessment tools/assignments 	Certificated	<ul style="list-style-type: none"> ▪ \$0
November 13	<ul style="list-style-type: none"> ▪ Literacy ▪ PowerTeacher Pro 	<ul style="list-style-type: none"> ▪ Introduce new literacy strategies ▪ Grade Teams to explore Literacy Programming, assess student performance as it relates to RTI model and make necessary changes to group placement ▪ Grade Teams to explore PowerTeacher Pro and discuss/develop common assessment tools/assignments 	Certificated	<ul style="list-style-type: none"> ▪ \$0
March 12	<ul style="list-style-type: none"> ▪ Literacy ▪ PowerTeacher Pro 	<ul style="list-style-type: none"> ▪ Introduce new literacy strategies ▪ Grade Teams to explore Literacy Programming, assess student performance as it relates to RTI model and make necessary changes to group placement ▪ Grade Teams to explore PowerTeacher Pro and discuss/develop common assessment tools/assignments 	Certificated	<ul style="list-style-type: none"> ▪ \$0
May 18	<ul style="list-style-type: none"> ▪ Literacy ▪ PowerTeacher Pro 	<ul style="list-style-type: none"> ▪ Introduce new literacy strategies ▪ Grade Teams to explore Literacy Programming, assess student performance as it relates to RTI model and make necessary changes to group placement ▪ Grade Teams to explore PowerTeacher Pro and discuss/develop common assessment tools/assignments 	Certificated	<ul style="list-style-type: none"> ▪ \$500.00

SchoolBundle Roll-out

Administrator Debriefing	<ul style="list-style-type: none"> January 8th, 2018 		
Public Website Development	<ul style="list-style-type: none"> January 9/10th 2018 	<ul style="list-style-type: none"> Simon Pols / Craig Churchill / Jesse Paul 	<ul style="list-style-type: none"> One substitute teacher will be required to support Mr. Churchill who is a Grade 7/8 homeroom teacher
SGF Centralization and Ecommerce Development	<ul style="list-style-type: none"> January 11/12th 2018 	<ul style="list-style-type: none"> Attendee(s) Name (Business Manager, Secretary II and/or III) 	
Staff Web Portal Introduction	<ul style="list-style-type: none"> January 22nd, 2018 	<ul style="list-style-type: none"> 3:15PM 	
Onsite Support	<ul style="list-style-type: none"> January 30th, 2018 	<ul style="list-style-type: none"> Approximately three substitute teachers would be required to support our grade teams which consist of three teachers each. 	
0365 Training the Trainer Lead	<ul style="list-style-type: none"> Craig Churchill / Jesse Paul 	<ul style="list-style-type: none"> One substitute teacher will be required to support Mr. Churchill who is a Grade 7/8 homeroom teacher 	

BUDGET HIGHLIGHTS

	2015/16	2016/17	2017/18
Certificated Staff	\$ 1 778 918	\$ 1 679 609	\$1 522 211
Support Staff	\$ 387 555	\$ 439 169	\$308 891
Services & Supplies	\$ 144 378	\$ 67 790	\$59,078
Other			
Contingency	\$25 000	\$ -28.00	\$0
TOTAL EXPENDITURES	\$2 335 851	\$2 186 540	\$1 890 180

- Maintenance of Early Literacy and Literacy programs will continue as a focus at Banded Peak School. With an overall reduction in funding of 0.14 Full Time Equivalency (FTE) the school will allocate funds from other areas to maintain the current level of programming.
- Banded Peak has received an additional 0.5 FTE teacher that will be used to assist in our Grade 7/8 wing where numbers are anticipated to be higher for the 2017-2018 school year. This 0.5 FTE has been enhanced through the school budget to allow for more flexibility in the timetable
- Despite an increase in Inclusive Education Support Funding (IES) Banded Peak will see a reduction in learning support as a result of the perceived level of need throughout the school
- Anticipated carryover and/or contingency has been lower year over year as a result of staffing changes, capacity building and infrastructure improvements

2015-2019 SCHOOL EDUCATION PLAN (Year Three) 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"/>	March 20 th , April 26 th
School Council	<input checked="" type="checkbox"/>	April 26 th

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.

	May 25 th , 2017
Principal Signature	Date
	June 2 nd , 2017
School Council Chair Signature	Date

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

Superintendent of Schools	Date