



# **INNOVATORS BY DESIGN**

## **BANDED PEAK SCHOOL**



ROCKY VIEW SCHOOLS February 2021

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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:

- **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.

## PRINCIPAL'S MESSAGE



To achieve our Four-Year Plan, Innovators by Design, Banded Peak will introduce, develop and refine programming to ensure that all students are supported in their learning, are challenged in their academics, and are provided unique and engaging opportunities to learn. We will explore opportunities to enhance our learning support model to ensure that all students and staff are supported and cared for. We will strive to make learning visible by introducing real time reporting and promoting an open dialogue around achievement and individual goal setting. We will enhance opportunities for students to engage in the outdoors by improving staff professional learning and creating open spaces to encourage exploration and collaboration.

Banded Peak is an inclusive learning environment where every child is supported and cared for. We recognize that all children are unique, have their own interests and learn at their own pace. We endeavor to provide appropriate support so that each child can attain their own, individual potential. Our learning support team, which consists of administration, learning support teacher, literacy teacher, and Child Development Advisor (CDA), work in collaboration with classroom teachers to program, problem solve and plan for students. As we look forward, our focus is to refine program delivery and find efficiencies to improve student learning. To support this, we will refine our School Resource Group to enhance communication and decrease redundancy, track school wide literacy development, improve teacher professional development, and introduce classroom reviews.

Central to staff at Banded Peak is our belief that all students can achieve personal excellence. Through sustained hard work, perseverance, dedication and support, “we strive to be the best that we can be”. As we look forward, our focus is to adopt real time reporting to improve home/school communication, aid in goal setting and improve student achievement. In an era when the school is not the physical hub of the community, we will improve our digital presence to showcase student work and will utilize online resources to engage parents in an open conversation about their child’s experience and learning journey at school.

Banded Peak is fortunate to be situated on 40 acres of forested land, affectionately referred to as “The Back 40”. This untouched outdoor space is used for cross country running, skiing, snowshoeing, orienteering, leadership, as a classroom, and as a play space. Looking forward our focus will be on further infusing this space into all curriculum in meaningful ways. Through ongoing professional development, continued access to the outdoors, and the construction of a new outdoor classroom, students and teachers will develop confidence in accessing the Back 40.

Through these initiatives Banded Peak School is well positioned to provide our students, our teachers, and our community access to an engaging, enriching, innovative and quality learning experience.

Sincerely,

Mr. Pols and Mr. Pedersen

Banded Peak Administrative Team

## SCHOOL PROFILE

### Banded Peak School

**Principal:** Simon Pols

**Address:** Post Bag 4, Bragg Creek, AB

**Phone:** 403.949.2292

**Email:** bandedpeak@rockyview.ab.ca

**Website:** <https://bpeak.rockyview.ab.ca/>

### Mission:

Banded Peak is a community of learners committed to developing and fostering personal excellence, respect for the physical, natural and social environment, and responsible participation in our community. We pride ourselves in building strong relationships between home, school and the broader community. Together we strive to enhance our ability to be the best that we can be. Success for our students at Banded Peak can be described by two words... *personal excellence*. It is our mission to encourage, enhance and acknowledge the students' efforts to strive for personal excellence in every endeavour that they take on. Whether it be related to academics, the fine arts, sports, leadership or good citizenship, we expect our students to make a commitment to 'do the most with what they have'. Personal excellence, therefore, is defined not by standards or comparisons to others, but by doing the absolute best with the skills, knowledge and abilities that they possess at that time.

### Unique features of our school:

- 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)
- Named after Banded Peak Mountain which can be seen from Highway 22 near Redwood Meadows



**No. of Teachers:** 13

**No. of Support Staff:** 7

**Grades Served:** Kindergarten to Grade 8

- 257 students attend Banded Peak
- Classes are designed on a combined grade model with each homeroom consisting of two grades (K, 1/2, 3/4, 5/6, and 7/8)

**What parents say about our schools?**

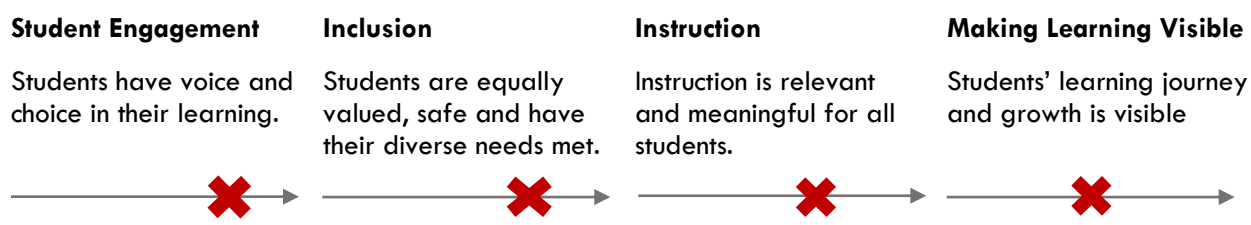
*"Our children are in their final years at Banded Peak and it is only at this point that we truly realize what we have in a school community. The Banded Peak teachers and administration have created a school environment and atmosphere which is truly unique: a school culture which is nurturing, built on excellence and personal best. We have had the honor to connect and have our children be enriched and taught year-after-year, not only by teachers but by leaders who want and truly desire the best for their students. Teachers who are capable of building character and life lessons that will serve them throughout their life. A culture and school environment which starts in the parking lot where the Principal demonstrated leadership and welcomes the students daily. As parents we feel an overwhelming sense of pride and gratitude for the consistent professionalism, creativity and innovation demonstrated over the last eight years and the ability to foster community experienced at Banded Peak school."* JK

*"Both our son and daughter have been well supported this year, despite a surreal pandemic experience throwing everyone off mentally and emotionally. The way the teachers and staff were able to pivot under pressure and implement a wide variety of changes was so comforting and a testament to their dedication and care for our children and the community. Through both the abrupt switch to online schooling and dealing with a return to in-person classes in the Fall, the entire staff remained calm and upbeat and gave our kids the stability they needed as they worked through all the transitions and changes. Despite so many COVID related changes this year our family has so appreciated the fortitude of the school community as well as their creativity in helping the kids to have as close to a normal year as possible. We have really appreciated the inclusion of First Nations history and cultural education and look forward to when more interactive learning is possible again in that realm."* AG

## THIS YEAR'S LEARNINGS

### Students Insights

RVS believes students should have a voice in their education experience. We are committed to seeking feedback and input from our learners as demonstrated in the 16,000 student responses we received in the most recent survey reported in our 2018/19 AERR. To align with the jurisdiction's updated goals in the Four-Year Plan, we felt it was appropriate to refresh the survey questions. The new survey was to be piloted with students in May of 2020. As a result of the impacts of COVID-19, the survey was not administered



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

- The school has done a good job to manage all the COVID protocols to help keep everyone safe while still making Banded Peak a fun place to be and learn
- Teachers make the learning fun at Banded Peak, even with the restrictions about remaining in cohorts in place because of COVID. They give us a variety of activities, like projects and games, that engage us in different ways but are at the right level for everyone. The activities are not too hard and not too easy
- The teachers and staff care about and understand the needs of the students, and everyone at the school is nice to each other. The teachers value their students as people, and everyone is treated fairly, and teachers and staff listen to the students
- There is help available when students need it, though even more would be good
- The teachers really teach you instead of just expecting you to know how to do something
- The use of the outdoors for both teaching and non-teaching time makes the school a fun place to be and learn. The activities that the teachers do with students outside, such as cross-country skiing, snow shoeing, and using outdoor spaces, including in the Back 40, for outdoor classrooms is something that makes Banded Peak special
- teachers using different activities for Phys. Ed. that aren't available at most schools, like our climbing wall
- The use, during both COVID and non-COVID times, of the different spaces around the school for students to be able to learn outside of their classrooms
- The extra activities, like the Terry Fox Run, the Walk-a-Thon and Fine Arts Day
- How involved the school and the community are with each other
- The use of outside experts to teach us, even during COVID

What do you think could be worked on or improved?

- Because of the split classes, having harder work for the higher grade to complete would be good. Also, making more challenging academic work available to students who have finished their assigned work
- Include the Grade 1/2s in more of the outdoor activities like snow shoeing and cross-country skiing
- Have even more special, out of school events, like the Sock Hop
- The monitoring of student behaviour on the busses. Students aren't following the COVID protocols on the busses and sometimes ignoring the rules about staying in your seat and leaving your mask on
- Bringing back clubs when COVID restrictions are lifted
- Supervising students to ensure that COVID protocols are followed and so that students don't do things like hide in the washrooms during recess times
- Use the outdoors, including the Back 40, for learning even more
- Provide even more people to help in class when students need it
- Having a slightly longer lunch period for students to eat and not feel rushed
- Slowing down the speed at which tests come up in a variety of subjects so that students have more time to learn and practice their skills before the test
- If we return to online learning at any point, have teachers run a regular schedule of classes online where they are present to monitor students throughout the entire day
- Look at changing the dress code in school to provide students with more freedom to choose what they wear





What actions could our school take to do better?

- Allow students to have a greater say in what they are learning
- Have more fundraising for equipment that could allow more students to do more of the activities, like skis and boots for the younger grades
- Make sure that students at the younger grades have a better understanding of their reading levels so that they can better choose the books they read
- Have more whole school activities, like the Terry Fox Run, throughout the year
- Improve supervision on the busses by having cameras or bus supervisors
- Have more one-on-one time with teachers to share ideas and talk, not just to help with schoolwork
- Add other languages besides French for students to learn
- Have students work in alternate spaces around the school even more often, once COVID restrictions have been lifted
- Have even more books available for students to read, particularly chapter books and for the higher grades
- Have students plant trees on the school grounds to give back to nature
- Bring more of nature inside the building through having more live plants in the building and classroom
- Increase the amount of art activities that happen in classes



- Increase the number of student teachers in the building to help those teachers and students learn. This would help students by having a second teacher in the room to help students when they need it
- Take a little time out of the complementary courses to increase the length of the lunch period
- Have all students on the bus wear masks, regardless of age or grade

## Parents Insights

Student Engagement	Inclusion	Instruction	Making Learning Visible
Student have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible
			

### What do you think are some things that are going well?

- Communication from all teachers to parents about assignments, lessons and deadlines has been very well received.
- Students are heard and appreciated by teachers who work diligently to program for their individual needs and provide innovative instruction.
- Students are engaged, love learning and enjoy coming to school each day
- Students are empowered to make decisions about their individual learning and have choice as it relates to their demonstration of learning.
- Students with special needs are treated as individuals with their specific learning needs addressed. Communication from staff has been excellent in keeping parents aware of changes to individual learning plans, assessments and concerns in the classroom.
- Students continue to be safe and cared for while at school
- Instruction is balanced between an innovative approach to teaching and providing the basic building blocks (reading, writing, math) to learning.
- PowerSchool has become a wonderful way for parents to be active participants in their child's learning
- Communication between teachers and parents has been greatly improved this year with the introduction of Real Time Reporting and weekly classroom updates.





### What do you think could be worked on or improved?

- A stricter adherence to deadlines would be appreciated
- Additional focus on gradually increasing academic expectations for students as they move through the school. This as a means to lessen the impact of transitions to new grades
- Increased opportunities for students to work one on one with a teacher or a learning support assistant.
- Improved alignment of instruction across the grades as students enter into the higher grades additional emphasis should be placed on academic performance and increased expectations.
- Despite the use of Real Time Reporting parents suggested that they would like to have access to samples of their children's work, perhaps through the introduction of a digital portfolio. This would allow families to celebrate incremental steps as they occur.

**What actions could our school take to do better?**

- Introduction of a digital portfolio to house student work
- Continued focus on academic rigor across the grades with an emphasis on increasing the level of complexity and accountability between grades

## Staff Insights

Student Engagement	Inclusion	Instruction	Making Learning Visible
Students have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible
			

### What do you think are some things that are going well?

- Despite COVID, staff have continued to work exceptionally hard to provide opportunities for students to demonstrate their learning in innovative, creative and exciting ways. This has resulted in sustained student engagement throughout the school both during periods of online instruction and while working in person.
- Through differentiated instruction students continue to have voice and choice in their learning
- Comprehensive, differentiated and evidenced based instruction remain the backbone of our program with the individual learning needs of our students always front of mind
- Teachers and staff consistently put their best effort in and consistently strive to improve learning for all students. Without the “extras” placed on teachers this year there is a sense that everyone is “engaged and ready to teach”.
- Staff who design and redesign lessons to ensure that instruction is accessible to everyone in a myriad of settings.
- Parent and student access to Real Time Reporting
- Despite many teachers working in isolation there is a feeling that the use of our bulletin boards provides insight into what is happening throughout the school. This visual provides a “portal” for students and teachers.

### What do you think could be worked on or improved?

- Exploring more efficient ways to allocated resources and learning supports throughout the school to positively impact students and staff.
- A continued focus on providing students multiple ways to represent their understanding of concepts.
- Ongoing professional development for teachers to ensure that they feel confident and competent meeting the individual learning needs of all students. This may include a focus on literacy, brain development, and developing a shared understanding of inclusion and inclusivity.
- Increased class sizes have had an impact on the classroom teacher’s ability to meet the learning needs of all students in a meaningful way. We will continue to examine ways to cohort students differently in a post-COVID era.
- Seek additional opportunities for students to explore their culture, heritage and identity.

- Improved access to technology such as iPads/pencils, Go-Pros, 3D printers, newer Google Chromebooks, assistive technology.
- Improved opportunities for students and staff to participate in each other's classrooms; observing instruction, co-teaching, presenting. Increased opportunities for staff to meet and discuss curriculum, assessments, and programming across grades.

**What actions could our school take to do better?**

- Improve the vertical alignment and instructional/assessment practices between grades.
- Improved opportunities for students to demonstrate their understanding of learning across the grades.
- Improved understanding of the learning support model; what services are available to teachers, how to access services for the classroom and where to find resources to support learning?
- Continue to engage in conversations around how to best meet the learning needs of students who are confined to their individual cohorts as a result of COVID. This may include how to use resources, space, time more effectively and efficiently.
- Additional Professional Learning focused on Real Time Reporting for all teachers. Additional communication to parents around RTR and the merits of going feedback to improve student learning.

## School Diversity Profile

Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations?

- Targeted – 14.7 %
- Specialized – 1.6 %
- Intensive – <1 %

What structures and strategies will you implement to support students with targeted needs?

- Redesigned School Resource Group (SRG) process to ensure that student needs identified by classroom teachers are discussed in a timely manner, allowing us to develop and implement a plan to address the needs as quickly as possible
- Realignment of human assets from the Learning Support department, administration team and Child Development Advisor (CDA) to maximize support for entire classes, small groups and individual students
- Study blocks at the Grade 5/6 and 7/8 levels to target identified knowledge, skill and ability needs of students
- Connect classroom teachers with the appropriate support provider within the school (Learning Support teacher or CDA) to provide appropriate support for students
- Implement classroom reviews to assess the needs and strengths of entire classrooms, in addition to any targeted supports needed
- Work with divisional Learning Specialists to determine appropriate strategies for students with targeted needs
- Re-examining individual job descriptions for the Learning Support teacher, Child Development Advisor and Literacy Specialist to ensure that redundancy of services provided to students is minimized, ensuring effective and efficient supports are put in place
- Increasing the Literacy Specialist FTE (Full Time Equivalent) to allow that teacher to provide literacy support to a greater number of students over a wider range of grades within the school
- Purchase of additional assistive technology to support the learning needs of students with targeted needs

What structures and strategies will you implement to support students with specialized needs?

- Redesigned School Resource Group (SRG) process to ensure that student needs identified by classroom teachers are discussed in a timely manner, allowing us to develop and implement a plan to address the needs as quickly as possible



- Connect classroom teachers with the appropriate support provider within the school (Learning Support teacher or CDA) to provide appropriate support for students
- Using the new School Learning Support Group (SLSG) to identify available divisional supports and connect them with students within the building
- Creation of IPPs by classroom teachers, with the support of the Learning Support teacher, to enhance student learning through specific learning strategies and educational tools for those students identified with an Alberta Education Special Education Code
- Work with divisional occupational therapists, physical therapists, speech pathologists, school psychologists and the Family/School Liaison to address the specialized and intensive needs of identified students
- Allocating human resources to work one-on-one and in small groups for students exhibiting specialized needs
- Literacy Specialist to provide literacy support to students on IPPs to help meet learning goals
- Purchase of additional assistive technology to support the learning needs of students with specialized needs

What structures and strategies will you implement to support students with intensive needs?

- Redesigned School Resource Group (SRG) process to ensure that student needs identified by classroom teachers are discussed in a timely manner, allowing us to develop and implement a plan to address the needs as quickly as possible
- Using the new School Learning Support Group (SLSG) to identify available divisional supports and connect them with students within the building
- Connect classroom teachers with the appropriate support provider within the school (Learning Support teacher or CDA) to provide appropriate support for students
- Work with divisional occupational therapists, physical therapists, speech pathologists, school psychologists and the Family/School Liaison to address the specialized and intensive needs of identified students
- Allocating human resources to work one-on-one and in small groups for students exhibiting intensive needs
- Purchase of additional assistive technology to support the learning needs of students with intensive needs
- Ensure that the building is accessible and safe for students with physical impairments and needs



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

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What do you think could be worked on or improved?

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What actions could our school take to do better?

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**RVS Assurance Model**

	Data Source	2019/20	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	99%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0%	
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	Data source in development	
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	86%	
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	Data Source in development	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	0%	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in <b>English language arts and mathematics</b> .	Report Card Data		
		English Language Arts	Mathematics
Division 1 Emerging to Mastering	Dossier Data	98%	100%
Division 2 Emerging to Mastering	Dossier Data	99%	99%
Division 3 Emerging to Mastering	Dossier Data	100%	96%
Division 4 50 per cent +		N/A	N/A
First Nation, Metis, Inuit: Emerging to Mastering	Dossier Data	98%	86%
English Language Learners: Emerging to Mastering	Dossier Data	100%	100%
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.	APORI ACOL Measure	91%	

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

- Banded Peak School continues to be a place that students feel is safe, welcoming and a place where they want to come to learn. This is evidenced by the fact that the vast majority of students, prior to the shift to online learning in February, were in attendance for over 90% of the days of school
- In Division 1, 84.7% (ELA) and 89.5% (Math) of students received an overall mark of Progressing or higher. In Division 2, 87.1% (ELA) and 87.5% (Math) of students received an overall mark of Progressing or higher. In Division 3, 89.9% (ELA) and 86.2% (Math) of students received an overall mark of Progressing or higher. These results demonstrate strong numeracy and literacy programming and instruction at Banded Peak School
- The percentage of teachers who believe that the professional development and in-servicing provided by the division to aid them in their on-going growth as teachers increased from 78.4% in 2019 to 91.1% in 2020

What do you think could be worked on or improved?

- Better engaging our FNMI students, particularly in the area of English Language Arts will be an area of focus for the school
- Getting more teachers using myBlueprint as a means of collecting and sharing student work, and to allow students and parents another method of observing student growth

What actions could our school take to do better?

- Engage the whole staff in training on the myBlueprint to allow for a switch from the Google Suite of applications to myBlueprint
- Re-engage with FNMI elders and the neighbouring Tsuu T'ina Nation once COVID restrictions ease to help enrich all students learning, including our FNMI students
- Additional participation in Professional Learning focused on Indigenous culture and ways of knowing

## APORI Pillar Results

As a result of the COVID-19, provincial achievement tests and diploma exams did not proceed. The results posted under "current result" are from the 2018-2019 school year. The tables provided for each are included as a placeholder for reference only to demonstrate what we would normally report in the AERR.

Accountability Pillar Overall Summary  
3-Year Plan - May 2020  
School: 5232 Banded Peak School



Measure Category	Measure	Banded Peak 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
Safe and Caring Schools	<a href="#">Safe and Caring</a>	89.1	91.1	87.5	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	80.4	78.5	78.6	82.4	82.2	82.0	High	Maintained	Good
	<a href="#">Education Quality</a>	92.2	95.0	90.8	90.3	90.2	90.1	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	n/a	*	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	79.5	79.7	85.4	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	<a href="#">PAT: Excellence</a>	12.2	18.6	26.1	20.6	19.9	19.6	Low	Declined	Issue
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	83.3	92.9	79.6	84.1	83.0	82.7	High	Maintained	Good
Parental Involvement	<a href="#">Citizenship</a>	90.0	88.4	84.0	83.3	82.9	83.2	Very High	Improved	Excellent
	<a href="#">Parental Involvement</a>	85.8	80.0	80.4	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	91.4	87.0	80.0	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

## APORI Pillar Results Analysis

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

- Parents, students and staff overwhelmingly continue to identify Banded Peak School as a safe and caring place of learning, and where all students feel heard and valued
- Parent involvement in the school continues to be higher than the provincial average, with an increase of 5 percent over both the previous year's results and the previous 3-year average, showing that Banded Peak School parents feel to a high degree that they are an important and valued part of Banded Peak School
- Satisfaction with the rate at which parents, students and staff feel that Banded Peak School has improved over the past number of years continues to outstrip the provincial average, by a margin of 10% for the 2019-2020 school year. This is made more significant given the switch to at home learning in February

What do you think could be worked on or improved?

- Improving the number of students who are meeting the PAT standards of Acceptable and Excellence
- When comparing the 2019-2020 results to the 2018-2019 results, we see that, even though the results show that the number of parents, students and teachers who are satisfied with student access to education involving the Fine Arts, technology, health and



physical education have increased, more opportunities to engage in these types of activities are desired

What actions could our school take to do better?

- When COVID restrictions are lifted, move back to option style courses instead of complementary courses where students from Grades 5-8 can select their options courses based on personal interest and availability. These types of courses often have more of a fine arts, technology and health/physical education focus
- Continue to refine classroom instruction and use models of instruction and class organization to improve student learning and achievement. Examples of this include multi-class support systems such as book club, looping in the math curriculum and increasing the number of math class groupings from 3 to 4 at the Grade 7/8 level

## Provincial Achievement Tests Results

As a result of the COVID-19, provincial achievement tests and diploma exams did not proceed. The tables provided for each are included as a placeholder for reference only to demonstrate what we normally report in the AERR.

LANGUAGE ARTS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
<b>L.A. GRADE 6:</b>							
Acceptable Standard:	94.7	83.5	63.2*	83.2	N/A	N/A	NA*
Standard of Excellence:	21.1	17.9	13.2*	17.8	N/A	N/A	NA

MATHEMATICS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
<b>MATH GRADE 6:</b>							
Acceptable Standard:	81.1	72.9	77.8	72.5	N/A	N/A	NA
Standard of Excellence:	8.1	14.0	8.3	15.0	N/A	N/A	NA

SCIENCE	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
<b>SCIENCE GRADE 6:</b>							
Acceptable Standard:	92.3	78.8	89.5	77.6	N/A	N/A	NA
Standard of Excellence:	38.5	30.5	10.5	28.6	N/A	N/A	NA

SOCIAL STUDIES	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
<b>SOCIAL GRADE 6:</b>							
Acceptable Standard:	94.6	75.1	100	76.2	N/A	N/A	NA
Standard of Excellence:	16.2	23.2	19.4	24.4	N/A	N/A	NA

\* The results shown for the levels of Acceptable Standard and Standard of Excellence for the 2018/2019 L.A. Grade 6 assessment do not reflect the results for 9 students whose results were erroneously omitted by Alberta Education. The results are expected to be updated by the time of the release of the 2020/2021 Accountability Pillar results by Alberta Education. The reported results are significantly lower than the actual results obtained by Banded Peak School students in the area of Grade 6 Language Arts on the 2018/2019 PATs.

\* As Rocky View Schools' Grade 6 students will not be writing the PATs again during the 2020/2021 school year, the targets for the school year have been listed as NA (Not Applicable).

## Provincial Achievement Tests Analysis

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

- The percentage of Banded Peak students attaining the level of Acceptable Standards continues to be higher than the provincial average year after year. This includes the 2018-2019 scores for ELA when the corrected results for students are taken into account, where the percentage of students achieving the level of Acceptable Standards is approximately 87% as opposed to the 63.2% originally reported by Alberta Education
- Banded Peak School's three-year average continues to outpace the province's results at both the levels of Acceptable Standards and Standard of Excellence by 11.8% and 6.5% respectively

What do you think could be worked on or improved?

- Continuing to explore new strategies and supports for numeracy and math instruction to help bolster math results and improve the number of students achieving Acceptable Standards as well as Standard of Excellence to bring the results more in line with the results from the other PAT results at Banded Peak School
- Continuing to refine programming in all core subjects to further raise the number of students who are achieving the Standard of Excellence in every subject

What actions could our school take to do better?

- Adjust and refine the use of the Grade 5/6 Study Block period to further support students who require additional support in all subjects, with an even greater focus on literacy and numeracy
- Develop cohorts of students between the Grade 5/6 classes, once COVID restrictions are lifted, as we have done in the past, to provide all students with more targeted support based on their individual needs in the area of numeracy

## Practice Guide(s) Reviews

**Practice Guide Name(s):** Inclusive Education Practice Guide

### Fall Insights

What resonates, encourages or affirms staff?

- Staff appreciated the explanation of “teaching to diversity”. They felt that they were working hard to reflect many of the characteristics described and that in a post-pandemic classroom other characteristic could be easily adopted.
- Staff appreciated that the guide acknowledged the importance of multiple entry points to learning, differentiation, backwards planning, and Universal Design for Learning.
- The principles associated with “Taking Action Towards Inclusive Education” were valued. Staff felt that the 6 characteristics listed provided an important roadmap for schools and provided an element of accountability. This was conversation was mirrored when staff discussed the Essential conditions for inclusion.
- Staff appreciated that steps have been taken to align our work at Banded Peak with the Divisional Guide. In particular the introduction of Classroom Profiles and a new model for our School Resource Group.
- Staff appreciated that the guideline explicitly outlines the funding and allocation of resources for schools

What questions do you have, what needs clarification, what inspires staff?

- Does the practice guide focus solely on academic inclusion and if so should there be additional focus with respect to gender identities, cultural inclusion and socioeconomics?
- While the Inclusive Education Practice Guide provides a comprehensive roadmap to support students in our diverse classrooms, there appears to be a disconnect between the resources (support, expertise, resources) needed to support classrooms and the funding available.
- With continued change in the Learning Department staff felt that there was a need to improve communication around the roles, responsibilities, and the availability of resource support.

How might the practice guide inform next steps?

- Staff discussed the importance of further aligning our Learning Supports Team with RVS’ model to reduce redundancy in practice
- Staff felt that the guide provided a comprehensive overview of what is attainable and felt that additional professional development and access to resources was important.
- Staff felt that working together to develop a common understanding of inclusion at Banded Peak was an important next step.

## PROTOTYPE PLANS

### PROTOTYPE PLAN ONE

**How Might We?** – How might we use a combination of RTR and learning visibility projects to improve communication of student learning and better engage parents and students in learning at Banded Peak School?

#### What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

#### Sources of Feedback

- Staff
- Students
- Parents

#### End Goals

- Provide parents and students with real-time feedback on the students work and progress
- Ensure that parents, students and staff are aware of what learning looks like across the entire school

### PROTOTYPES

**Name:** Making Learning Visible Bulletin Board

**Scope:** Monthly

**Indicator of Success:** Bulletin board is updated monthly by every grade team across the school with examples of the month's focus

**Description:** Each month, members of each grade team will post examples of student work based on a pre-defined course of study. The student work displayed should represent a diverse cross-section of student ability levels across the grade team.

**Prototype Iterations:** This is the second iteration of the Making Learning Visible bulletin board. We got it up and running following the return to school in January 2021. Students have appreciated being able to see what the other grades are working on in the various subjects and see how learning looks different within a subject area as we move from grade to grade. Parents have not been able to access the bulletin board this year due to COVID restrictions. Moving forward, we have developed a second prototype that can be pushed out to parents to ensure that they are aware of the working being done at the school.

**Fall Learnings:** N/A

**Winter Learnings:** This prototype works really well for making learning visible for our students but does not inform parents of the work being done. A second prototype is necessary for that aspect.

**Name:** Flat Grizzly Goes to Class

**Scope:** Weekly

**Indicator of Success:** A slideshow will be produced by the administration team documenting Flat Grizzly's work within the school in every classroom. This slideshow will be available to parents through the parent blog and School Messenger each week.

**Description:** A student designed flat grizzly bear mascot will visit each classroom once per week so that a photo can be taken with students working with on their daily tasks. This evidence of daily learning will then be amalgamated into a weekly slideshow that will be available to parents which will provide a snapshot of learning across Banded Peak School.

**Prototype Iterations:** This is a new prototype that will be implemented in March 2021.

**Fall Learnings:** N/A

**Winter Learnings:** To be determined.

**Name:** Weekly Parent Blog Survey Question

**Scope:** Weekly

**Indicator of Success:** Parents will respond to the weekly survey question. Their responses will provide quantitative, and possibly some qualitative data that can be analyzed by the school to determine how parents feel about the visibility of learning at Banded Peak School.

**Description:** Each week a new survey question will be pushed out to parents through the Parent Blog. These questions will be designed to measure some aspect of how visible learning is for the parents and guardians of our students. The questions can be focused on various aspects of making learning visible, including the use of tools available to parents and guardians, like the PowerSchool Parent Portal and the Parent Blog, to the flow of information between teachers and parents, as well as information about the various departments within the school. In addition, a "Did you know..." section will be provided after each survey question to further inform and prompt parents to look deeper into the focus of the question and to reach out for more information where desired.

**Prototype Iterations:** This is a new prototype that will be implemented in March 2021.

**Fall Learnings:** N/A

**Winter Learnings:** To be determined.



## PROTOTYPE PLAN TWO

**How Might We?** – Further incorporate the use of our outdoor learning spaces to enhance student learning?

**What Priority Areas Does It Address?**

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

### Sources of Feedback

- Staff
- Students

### End Goals

- To create an easily accessible repository of teacher resources to inform instruction in the outdoors.
- To harness technology (QR Codes/Shared Drives) to collate ideas from across the school
- To further engage students and enhance their learning experience by meaningfully incorporating elements of the outdoors and providing improved access to the “Back 40”.

## PROTOTYPES

### Prototype One: Outdoor Learning Day

**Scope:** To re-introduce Banded Peak Staff to the Back 40 by providing a comprehensive day of outdoor Professional Learning that is multi-graded and cross curricular in nature.

**Indicator of Success:** Teaching staff will begin to design lessons and cross-curricular units of study that incorporate elements of the outdoors. Staff will begin to contribute the online repository by sharing resources and engaging in conversation with colleagues.

**Description:** Staff will participate in a day long outdoor inspired workshop hosted by Banded Peak teachers Craig Churchill and Leith Monaghan. The focus will be to re-introducing staff to our wonderful Back 40 and inspire conversations around the incorporation of cross-curricular, land-based learning opportunities for students. Staff will be given the chance to participate in leadership games and activities and engage with curricular resources designed by members of the prototype group. This work will continue throughout the year with the focus on establishing an online repository, accessible through Google, of lesson plans, units and experiences

**Prototype Iterations:** The first iteration of this prototype was highly successful and was introduced to staff on January 29<sup>th</sup>. Staff engaged in all of the activities and began conversing as team members about their work and how they might improve opportunities for students to get outside. Additional support and encouragement will be required to fulfill our goal of creating an online repository for staff. Moving forward more time will be provided to

grade teams during staff meetings and professional learning days to reflect on their practice and consider units and lesson plans.

**Fall Learnings:** N/A

**Winter Learnings:** This prototype works really well for providing opportunities for staff to engage in the short term in the outdoors in a meaningful way. Additional time and support will be required to ensure that this model is sustainable. A second prototype will be necessary.

### **Prototype Two:** Digital Resource to Promote Outdoor Education

**Scope:** To provide Banded Peak teachers easy access to a repository of lesson plans, unit plans, templates and resources, specific to our environment, that will encourage the use of our beautiful outdoor learning space and further engage students in their learning.

**Indicator of Success:** Teaching staff will begin to design lessons and cross-curricular units of study that incorporate elements of the outdoors. Staff will begin to contribute the online repository by sharing resources and engaging in conversation with colleagues.

**Description:** A shared folder was designed in [Google](#) by members of the prototype team to house lesson plans, unit plans, templates, and resources that can be easily accessed Banded Peak staff. The folder was populated with the ideas and resources introduced during our Professional Learning Day and teachers were encouraged to upload their own work.

**Prototype Iterations:** The first iteration of this prototype was introduced to staff on January 29<sup>th</sup> and continues to be a work in progress. Moving forward there has been conversation around incorporating QR Codes as a means to increase teacher use and improve access to the online repository.

**Fall Learnings:** N/A

**Winter Learnings:** This prototype works well for providing opportunities for staff to share resources in a meaningful way. Additional time and support will be required to ensure that this model is sustainable. A second prototype will be necessary.

## PROTOTYPE PLAN THREE

**How Might We?** – Implement the principles of Universal Learning Environments to further support the learning needs of all students?

### What Priority Areas Does It Address?

Student Engagement

**Inclusion**

Instructional Design

Making Learning Visible

#### Sources of Feedback

- Students
- Learning Support Team
- Classroom Teachers
- Learning Assistants
- Parents

#### End Goals

- To establish fluid classroom environments that are highly responsive to the individual learning needs of students
- To improve lines of communication between Rocky View Schools, Banded Peak's Learning Support Team, classroom teachers, learning assistants, parents and students.
- To improve individual student success in the classroom by making data informed decisions and implementing evidence-based interventions
- To provide opportunities for reflective, strategic conversation focused on student learning

## PROTOTYPES

**Name:** Classroom Review

**Scope:** To support teacher and learning support team understanding of classroom profiles through enhanced communication and improved, focused, and strategic dialogue. Opportunities are provided for teachers to assess classroom strengths and overall areas of need and to discuss strategies that will support proactive planning. To create even more inclusive learning environments for students that foster student confidence and success

**Indicator of Success:** Students who are met with programming that provides universal supports to ensure success across a broad range of subjects. A feeling that planning is proactive, anticipating the diverse needs of the classroom.

**Description:** As part of RVS Learning Support Model, Banded Peak School will begin implementing Classroom Reviews with homeroom teachers. This model was first piloted by the school in February 2020 when all staff participated in the process but was interrupted by the onset of COVID. For the 2020-2021 school year, staff will be asked to review the strengths and areas of growth for their classroom, with a focus on determining where the greatest area

of need resides. From these conversations teachers will develop a goal area and leave with strategies to implement these goals.

**Prototype Iterations:** Classroom reviews have been successful in helping teachers identify commonalities and determine a focus for their practice. They continue to be helpful for members of our learning support team who participate in robust conversation about the needs of our students and subsequently the classroom. It has been challenging to find time to meet as groups to conduct the classroom review. Our consideration moving forward is to begin embedding these meetings in our weekly School Resource Group Meetings.

**Fall Learnings:** N/A

**Winter Learnings:** The use of Classroom Reviews has been helpful for teachers and our learning support team. Our focused meetings have allowed us to support teachers and seek necessary resources to aid in the classroom. We will continue with this Prototype while reflecting on how to make it more meaningful and manageable.

**Name:** School Resource Group (SRG) Referral Process

**Scope:** To incorporate a data driven understanding of student needs and teacher implemented strategies to inform decision making.

**Indicator of Success:** Teachers who indicate that they have increased understanding of their learners and greater confidence in working with students with diverse needs in an inclusive classroom environment. Students who demonstrate success across a broad range of subjects. A feeling that planning is proactive and not reactive. A feeling that teacher voice is heard and appreciated. The establishment of an efficient, responsive model to support all stakeholders.

**Description:** In an effort to improve communication and provide necessary classroom supports the Banded Peak Learning Support team will redesign our SRG process. This includes expediting the referral process, changing meeting times and improving documentation. SRGs will be further aligned with the divisional “Collaborative Problem-Solving Model” to reduce redundancy.

**Prototype Iterations:** This prototype is being developed and will be fully implemented in March 2021, following our upcoming Professional Learning day.

**Fall Learnings:** N/A

**Winter Learnings:** to be determined

**Name:** Literacy Spreadsheet

**Scope:** To begin tracking student phonemic awareness, letter names/sounds, and reading levels (decoding and comprehension)

**Indicator of Success:** Teachers will be in a position to make informed, data driven decisions about the needs of the students in their classroom. Our Learning Support team will be able to accurately determine the level of need of specific grades and/or classrooms. Staff at Banded

Peak will be able to measure and celebrate the success of students whose reading and comprehension has improved.

**Description:** In the Spring of 2020 a discussion began around the importance of making data informed decisions to support literacy at Banded Peak. As a result of these discussions an Excel Spreadsheet has been developed to track each of our students as they progress throughout their time at the school. Measures such as phonemic awareness, letter names/sounds, and reading level are measured throughout the school year and the data entered into grade levels and homerooms. The data acquired from these assessments will be used to determine the level of need in specific grades, what supports are required and where supports are best distributed.

**Prototype Iterations:** This prototype continues to be developed and will be fully implemented in March 2021, following our upcoming Professional Learning day.

**Fall Learnings:** N/A

**Winter Learnings:** to be determined

**Name:** LS Resource Digitization

**Scope:** To utilize simple technologies (QR Codes/iPhones/Cameras/Google Drive) to provide timely, evidenced-based resources to teachers.

**Indicator of Success:** Teachers and Learning Assistants who indicate that they have regular access to evidenced-based information to inform leaning, planning, and program development. Teachers who indicate that they have increased understanding of specific learner profiles. Teachers who indicate that they have greater access to tools, exemplars and resources to support learning strategies.

**Description:** In an effort to improve access to resources and evidence-based tools the Banded Peak Learning Support team will create a Learning Support bulletin board, a digital repository, and information binders. These resources will utilize technology in the form of QR codes to provide seamless access to articles, exemplars and tools to support teaching and learning. This information will also be stored in a binder that staff can readily access. Coupled with this work staff will be invited to a series of "Lunch and Learns" throughout the year that will focus on various aspects and strategies of learning support and the specific needs of our students.

**Prototype Iterations:** This prototype is being developed and will be fully implemented in March/April 2021, following our upcoming Professional Learning day.

**Fall Learnings:** N/A

**Winter Learnings:** to be determined

## PROTOTYPE PLAN FOUR

**How Might We?** Incorporate more hands-on learning, authentic learning opportunities for all students?

**What Priority Areas Does It Address?**

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

### Sources of Feedback

- Students
- Classroom Teachers
- Learning Assistants

### End Goals

- To provide increased opportunities for students to engage in authentic hands-on learning opportunities
- To foster a sense of imagination and inquiry
- To promote collaboration and problem solving
- To foster a sense of play, physicality and creativity

## PROTOTYPES

**Name:** Outdoor Materials

**Scope:** To purchase materials such as buckets, shovels, trowels, molds, toboggans, and various balls for student use during the winter months to encourage interactive and imaginative play. At this time, the focus of this prototype is on students in kindergarten through grade two.

**Indicator of Success:** Students will use materials to increase inquiry, cooperation, collaboration, and creativity. Reduction of conflict between students over recess and lunch hour.

**Description:** Outdoor equipment was purchased earlier this year for student use; including buckets, shovels, trowels, toboggans, and balls of various sizes. Much of the equipment has been made available to students over the winter months during recess and phys. Ed. New equipment has recently been purchased by the school and will be shared with students in the day and weeks ahead.

**Prototype Iterations:** As a result of COVID and the need for students to remain in their individual cohorts throughout the day, Banded Peak has begun to utilize our beautiful outdoor space in increasingly unique ways. Students no longer venture solely to the playfield and the playground at recess. Instead, students are accessing three distinct areas for play: Mouse Heaven, the garden playfield, and the playground. This has resulted in some observable changes to the way that students are playing. Traditional games have in part been replaced by an increase in imaginative play, game play, and construction. To enhance this experience, students have been provided access to outdoor play materials throughout the winter months.



Materials are housed in individual bins in classrooms and are shared with students ahead of their recess times.

**Fall Learnings:** N/A

**Winter Learnings:** This prototype works well for increasing imaginative play and encouraging cooperation and collaborative between students. Additional resources will be required in the spring months as the weather improves and the snow melts. A second prototype will be necessary.

**Name:** Outdoor Classroom

**Scope:** To design an outdoor learning space that can accommodate large groups and one that is easily accessible to students in kindergarten through grade four. To provide a space that improves student connections to the outdoors, to our existing garden beds, and one that provides limited shelter from the elements.

**Indicator of Success:** Teachers who indicate that accessing outdoor learning has improved through the addition of a learning space in close proximity to their classroom. Teachers who incorporate elements of hands on, authentic learning opportunities connected to the outdoors into their practice. Increased student engagement as a result of time spent in this learning environment.

**Description:** Banded Peak School opportunistically resides on 40 acres of potential outdoor learning sites and the land-based learning capital needs to be optimized. This project to develop a classroom station close to the developed garden boxes, pollinator houses, and untouched natural forests and lands, will provide potential for outdoor learning which is easily accessible for our youngest students. The area will be purposeful for whole class use to engage, inspire and educate students through stewardship of the environment and scientific inquiry, as well as other curricular outcomes including art, language arts, math etc. The installation of large outdoor tables will allow students to work on a table surface to aid in documenting their learning and as a place where whole groups of students can meet to collaborate, study and learn. The outdoor classroom is proposed to have two large (5 foot x 14 foot) log wood tables. Each table has the capacity for 14 students. Given these dimensions, two classes would fit around the tables for shared learning. Since the area proposed is close to the school building, the students will have easy access to the indoor facilities of the school. This is particularly important for our younger students due to their more immediate physical and/or emotional needs as support for them would be immediately close by. The area is designed next to the school for protection from the sun as it would be a shady spot. Trees would be planted to provide additional shade. It is foreseen that this area would be utilized by classes throughout the school year and almost every school day. We would have a sign up (online) form for teachers to use to access the area. Banded Peak School already has this set up through the school calendar. This space permits students and teachers to be on the land and close to the garden area to discover and scientifically inquire in an authentic land-based area. Teachers may use the area for gathering the students for learning as a commencing activity before venturing out into the forested areas, garden, or meadows and then meet again to

document and discuss the learning. This will provide an authentic, immediate, real time learning experience.

**Prototype Iterations:**

**Fall Learnings:** N/A

**Winter Learnings:** to be determined

## PROFESSIONAL LEARNING PLAN

### Driving Questions

- How can Banded Peak leverage existing resources to further impact student learning?
- What impact does a refined learning support model have on individual student achievement and teacher satisfaction?
- How does ongoing communication of student learning impact classroom performance, student accountability, ownership over learning, and parent involvement?
- How do opportunities to be outdoors impact academic achievement, engagement, physical well-being and mental health?

### Learning Outcomes

- The learning support team will be able to conduct School Resource Group meetings that provide timely support to classroom teachers
- The learning support team will be able to describe their individual responsibilities and determine the best way to allocate existing resources throughout the school.
- The learning support team will be able to access student data in a timely manner to make informed decisions to support students and classroom teachers
- Through the classroom review process, teachers will be able to identify 1-2 classroom goals
- Teachers will be able to navigate PowerTeacher Pro with confidence to update assignments
- Students and parents will be able to access PowerSchool as the primary tool to stay informed about their child's learning and to assist in determining next steps.
- Teachers will demonstrate increased confidence/competence when working in an outdoor environment
- Teachers will integrate curricular outcomes with opportunities for students to participate in the outdoors

### Strategies

- Learning Support:
  - a. Work with members of Rocky View Schools' learning support team to conduct an audit of our existing model
  - b. Work collaboratively with learning support team to determine individual responsibilities
  - c. Facilitate a professional learning day to introduce teachers to SRG, Class Reviews, Literacy Supports, Social Emotional Supports, and Assistive Technology
  - d. Book Club: "Your Students, My Students, Our Students: Rethinking Equitable and Inclusive Classrooms"
- Making Learning Visible:
  - a. Provide professional development to teachers on RTR; open the discussion to "My Blueprint"
- Outdoor Learning:
  - a. Outdoor Learning PL Day focused on leadership in the outdoors, outdoor safety, team building, and curriculum integration
  - b. Professional Learning Day focused on the construction of outdoor learning space

## BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
<b>Certificated Staff</b>	\$ 1 742 296	\$1 753 405	\$ 1 754 692
<b>Support Staff</b>	\$405 102	\$ 368 960	\$ 266 683
<b>Services &amp; Supplies</b>	\$131 201	\$ 49 750	\$ 74 569
<b>Other</b>	0.00	0.00	0.00
<b>Contingency</b>	0.00	0.00	0.00
<b>TOTAL EXPENDITURES</b>	\$ 2 278 599	\$ 2 172 115	\$ 2 095 944

## SCHOOL COUNCIL REVIEW

Date of School Council Engagement: February 24<sup>th</sup>, 2021

What resonates with parents? What inspired them?

- Parents were very supportive of our proposed use of our outdoor learning environment. They shared that they appreciated that the space was being used in an authentic manner to support student learning.
- Parents appreciate that our protocols involved the integration of outdoor spaces into curriculum and specific units of study.
- Parents appreciated efforts being made by the school to make learning visible. In particular efforts around pushing information out (Flat Grizzly and Weekly Parent Questionnaires)
- Parents felt that the initiatives proposed by the school were a great way to reach out to parents and connect with families. It was mentioned that some families have not yet had the opportunity to visit the school, yet they felt connected to the building and the spirit of Banded Peak.

What questions did they have?

- Parents wondered how students could be involved more in efforts to share information directed by the school. It was proposed that perhaps students could provide write ups for the Flat Grizzly protocol that would be disseminated by the school
- Parents wondered how the use of the QR code initiative could be connected to meaningful, timely resources to support teachers.

How can parents play a more active role in its implementation?

- School Council is exploring the option of collecting parent/guardian emails through Google to begin direct communication to families. The purpose of this is to improve dialogue between council and the community and further engage busy families.
- Continued participation in School Council
- Continued participation in Collaborative Conferences
- Continued use of Real Time Reporting
- Continued access to School Blogs, Twitter, Facebook

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



**February 28<sup>th</sup>, 2021**

Representing our school's parent body, members of the parent body played an active role in the development of the playbook. (Circle One)

**Strongly agree**

Agree

Do not agree



**February 28<sup>th</sup>, 2021**