



W. H. CROXFORD HIGH SCHOOL

INNOVATORS BY DESIGN



**ROCKY VIEW
SCHOOLS**

March
2023

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FOUR-YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators...

CONNECT TO PASSIONS, INTERESTS AND PEOPLE

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

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

ACHIEVE THEIR POTENTIAL

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

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

NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

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

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

To achieve our plan, we will focus on:

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

SCHOOL ADMINISTRATION MESSAGE

To achieve our Four-Year Plan, Innovators by Design, W.H. Croxford High School remains focused on refining our instructional framework with a focus on inclusion and student engagement underpinned by ensuring learning is visible.

W. H. Croxford has fully implemented Outcomes-based Reporting in Grades Nine to Eleven. Our professional learning has been focused on allowing staff to review their own assessment strategies and work collaboratively, within departments, with teachers from other schools, and with Rocky View Learning Specialists to expand our assessment strategies to provide a balance of observations, conversations, and products from students. This will ensure we do our very best to ensure learners are presented clear and accurate reflections of their achievement of curricular outcomes that will improve their ability to self-assess and result in a greater awareness of which outcomes they have mastered and those remain an area of focus. This will also identify areas in need of support which would lead to targeted interventions as necessary.

The return of Provincial Achievement Tests and Diploma Exams provided an opportunity to calibrate our own assessment practices with those of the province. As results are released, each department examines our students' performance and are working towards creating a targeted scope and sequence covering student's growth from Grades 9 to 12 aimed at supporting increased achievement. This work began in August and will continue throughout the year as new results are made available. This comprehensive review of information will help staff provide specific and meaningful feedback to students as they seek to improve their skills and performance. This comprehensive review of our assessment and evaluation practices will ensure our instructional practices are authentic, relevant and meaningful for all students

W. H. Croxford has continued to experience significant growth over the term of the current Four-Year Plan growing from 999 students in Year One, to 1356 in this current school year. This growth has required us to continually refine our inclusive framework to ensure all students are equally valued, safe and have their diverse needs met. To achieve this goal, our Learning Commons, which is central in location, is a one stop support centre for all learners regardless of their academic or social/emotional needs. We have used this year's Learning Disruption Fund monies allocated to us to hire an additional learning assistant designated to support our English as an Additional Language students and allocated a .25 FTE teaching assignment to plan and program for these students. We will continue to build capacity for students, families, and staff to understand the opportunities students have for academic/social emotional support. We have created consistent and common practices in accessing resources for students and teachers. This in turn increased the capacity all learners to identify who, what, where and how to access services.

A continued area of growth for us is in making learning consistently visible throughout our school and all curricula. The Croxford Academies continue to excellently showcase student learning and have built a culture of celebrating student success. We look to add to this by strengthening the ways our core classes meaningfully celebrate and share student successes.

Clearer assessment and reporting practices, an enhanced support model, and increased visibility of student learning will ensure Croxford High School is a place where you are free to be who you are while discovering what it is you want to be.

Jeffery Smith
Principal

Nashira Dernesch
Assistant Principal

Scott Thompson
Assistant Principal

Vladimir Stelkic
Assistant Principal

SCHOOL PROFILE

<p>Principal: Jeffery Smith</p> <p>Assistant Principal: Nashira Dernes</p> <p>Assistant Principal: Scott Thompson</p> <p>Assistant Principal: Vladimir Stelkic</p> <p>Website: https://whcroxford.rockyview.ab.ca/</p>	<p>Mission: At W. H. Croxford, we aspire to innovate confidently together. We are a united and caring learning community that is resilient and committed to seizing opportunities to explore new and existing passions and interests in creative and unique ways to achieve personal excellence.</p> <p>Beliefs: Unity, Innovation, Excellence</p>
<p>Total number of:</p> <p>Teachers: 62 Support Staff: 20 Students: 1356</p>	<p>Grades Served:</p> <p>Grade 9 (414)</p> <p>Grade 10 (370)</p> <p>Grade 11 (307)</p> <p>Grade 12 (265)</p>
<p>Percentage of students:</p> <ul style="list-style-type: none"> • identified with specialized or exceptional needs: 19% • who are English Language Learners: 7.3% • who self-declare as First Nations, Inuit or Metis: 4.6% • students reading at or above grade level: <ul style="list-style-type: none"> ○ Grade 9: 97% • performing mathematics at or above grade level: <ul style="list-style-type: none"> ○ Grade 9: 31.5% 	<p>Unique features of our school?</p> <p>Modern educationally-designed building that features the following:</p> <ul style="list-style-type: none"> - Triple gymnasium - Fitness Centre - Professional Culinary Arts kitchen - Professional Cosmetology Salon - Construction Lab - Mechanics Lab - Fabrication Lab - Drama Theatre - Dance Studio - Music Room with sound booths - Communication Technology Room - Large Science Lab - Adjustable classrooms with multiple configurations - Seven Learning Academies - Teacher collaboration spaces

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

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

- There are many ways of exploring their interests through academic programming, academies, and the wide variety of complementary offerings.
- Improved school spirit to start the year.
- Students appreciate the Learning Commons/Success Centre and that there is always somewhere and someone to go to for help
- Inclusive nature to the start of the school year including Truth and Reconciliation Week.

What do students think could be worked on or improved?

- Make the interior of the building look more vibrant and inviting
- Offer addiction support and more mental health resources
- Enhance diversity and inclusion: offer more education about consent, 2SLGBTQ+, People of Colour and non-Western religious holidays.

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

- Increase the number of clubs offered at the school
- Increase the amount and visibility of student-created work around the building (artwork, projects, etc.)
- Provide information seminars around addiction and mental health. Partner with community groups to offer our students more resources and options for additional help
- Deliberately and thoughtfully plan and execute a wider range of special events that explicitly celebrate diversity and inclusion (e.g. Black History Month, Women's History Month, Pride, Transgender Day of Remembrance, Transgender Day of Visibility, Autism awareness, World Down Syndrome Day, World Sight Day, International Day of Persons with Disabilities, Ramadan, Diwali, Vaisakhi, Hanukkah, Chinese New Year, etc.)

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

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

- High level of communication from administration with parents allows o a positive presence in the school.
- Croxford creates a safe and caring environment for their kids to learn.
- Additional academies offer more opportunities to wider variety of students.

What do parents think could be worked on or improved?

- Increased opportunities for student leadership.
- Increased communication from teachers when student struggle.
- Teacher gradebooks are not kept up to date.

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

- More frequent communication from teachers when students are struggling, especially phone calls
- Gradebooks need to be updated more often
- Increased number of clubs offered at Croxford

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

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

- Variety of academic programming
- Assessment practices are continuing to evolve in our journey in outcomes-based assessment

What do staff think could be worked on or improved?

- Laying out commonalities between classes so that it is a level playing field for students when they go onto the next grade
- Attendance
- Missing assignments/work/deadlines (communication home)

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

- Provide more opportunities for staff to collaborate within and between departments
- Increased celebrations of learning
- Deliberately and explicitly communicate assessment to parents and students

RVS Four Year Plan Survey Results

<https://whcroxford.rockyview.ab.ca/news/2021-22-whc-survey-results>

What does the survey indicate is going well?

- 89% of students are graduating high school in 3 years: this is ahead of the RVS average
- Real-world hands-on learning
- Choice of academic programming and extracurriculars
- Students identify that they have a voice in their learning

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

- Staff, students and parents agree that students do not set learning goals (all below RVS scores)
- Despite scoring above the RVS average, there is a low number (39.9%) of students who report that they have an adult they can talk to at school
- Creating a stronger sense of belonging

In response to the survey we can:?

- Refine Connect to offer more targeted academic and social-emotional support
- Strengthen Connect to enhance students' feeling that they can talk to the adults in our school
- Strengthen intramurals, teams, clubs, and our new addition of table tennis

RVS Assurance Model

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

Alberta Education Assurance Measures Results

Assurance Domain	Measure	W.H. Croxford High School			Alberta			Measure Evaluation		
		Current Result	Pre-2020 Result	Pre-2020 3 Year Average	Current Result	Pre-2020 Result	Pre-2020 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	71.0	76.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	62.4	63.0	66.3	81.4	83.2	83.1	Very Low	Maintained	Concern
	3-year High School Completion	85.9	89.1	83.1	83.2	83.4	81.1	High	Maintained	Good
	5-year High School Completion	88.9	86.3	85.9	87.1	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	59.0	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	8.6	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	72.9	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	12.8	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	78.1	79.0	81.5	89.0	89.6	90.3	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	70.4	74.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	72.4	75.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	60.6	64.8	71.5	78.8	79.5	81.5	Very Low	Declined	Concern

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

- 3-Year Completion Rate (85.9%) remains above provincial average.
- 5-year completion Rate (88.9%) is above provincial average.
- Education Quality remained consistent with pre-pandemic measures

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

- Parents and teachers scored education quality very low
- Parental involvement remains below provincial average
- Focus on offering increased access to supports and services

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

- Increase all stakeholders' awareness of the continuum of supports available to students
- Improve communication, awareness and interaction between and within all stakeholders of the school community
- Use purposeful collaboration to align assessment practices for written work within disciplines
- Increase focus on assisting students to improve their approach to and performance on in-class summative assessments across disciplines.

PROTOTYPE PLANS

How Might We? How might we rally Croxford stakeholders to heighten school culture and encourage pride in being a Cavalier?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Staff
- Students
- Guardians

End Goals

- Increase student involvement and build a culture of connection
- Increase attendance in co-curricular and extra-curricular events
- Create more inclusive activities that occur in the school that meaningfully involve our students with exceptional needs

REVIEW OF CURRENT PROTOTYPES

Name: Curating and applying curricular outcomes to student identities and life experiences.

Scope: Increasing student “buy-in” and appreciation for curriculum.

Indicator of Success: Assessment products that showcase curricular outcomes with students’ interests.

Students can make connections between the content and real-life experiences. Students are motivated to explore more outside of the learned curriculum. Students own their learning.

Description: Teacher will design lessons/learning activities/tasks that can be applied to students' lives outside of academics. Use language that affirms students' non-academic interests and priorities.

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Description: Teacher will design lessons/learning activities/tasks that can be applied to students' lives outside of academics. Use language that affirms students' non-academic interests and priorities.

Name: Increased student voice

Scope: Create a student athletic council tasked with promoting school events and increasing the visibility of our school logos and colours. Create a volunteer student advisory group that will provide administration with student’s voice and increase students’ opportunities for form school clubs and volunteer opportunities.

Indicator of Success: The successful creation of a student athletic council and seeing a visible increase in students wearing school colours and logo and participating in school events. Increased number of school clubs and students volunteering within the school and in the community.

Description: The athletic council will increase the promotion of school events and visibility of school colours/logos throughout the building to encourage everyone to identify as a Cavalier. The student advisory will provide a stronger student voice to administration and school staff.

How Might We? How might we create shared, supportive learning environments built on strong relationships and a sense of belonging for all?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Staff
- Students

End Goals

- Create a space for all learners to find success.
- Provide a central location that celebrates all learners.

PROTOTYPES

Name: Refine how students access supports in our building.

Scope: Maximize space and location of our student services team.

Indicator of Success: Students accessing space and prior stigma of learning support space becomes a positive association which students embrace.

Description: Build a robust Student Services Support Center accessible by all learners. Design the Learning Commons which is centrally located as a one-stop support centre for all learners regardless of academic or social/emotional needs. Designing a space that celebrates learning can reduce the stigma around learning supports as well as the barriers to access.

Name: Implement assistive technology

Scope: With Universal Design for Learning in mind, we will teach all students to use assistive technology to aid in literacy strategies, creative thinking, and learning strategies.

Indicator of Success: Students are comfortable with using these tools when necessary while teachers embrace the use of these as inclusion strategies.

Description: RVS learning specialists will work with teachers and students to showcase Orbit Note, Google Read & Write, and other tools so that every student can understand what they read and work with when accessing digital texts to demonstrate understanding.

Name: English as an Additional Language (EAL) Supports

Scope: EAL Students will receive targeted supports from a designated teacher and learning assistant.

Indicator of Success: Increased number of EAL students receiving targeted supports.

Description: Establish a single period class students received targeted literacy supports.

Name: English as an Additional Language (EAL) Supports

Scope: EAL Students will receive universal and targeted supports from classroom teachers.

Indicator of Success: Increased staff capacity to provide supports for EAL students

Description: Benchmarks, school wide sharing of resources and strategies, continuous PL on how to support EAL students.

Name: Refine how students access supports in our building.

Scope: Develop and curate resources and clarify the process to be followed in their utilization

Indicator of Success: All stakeholders understand the process for supporting students.

Description: Create consistent and common practices in accessing resources for students and teachers. Building capacity for all learners to identify who, what, where and how to access services will create a robust environment for all stakeholders.

Name: Mindfulness Practices

Scope: Lower student levels of stress and anxiety in classroom settings

Indicator of Success: Increased number of students identifying they feel safe and cared for at school. Increased class collaboration and discussions.

Description: Incorporate mindfulness/grounding practices in the classroom to create a less stressful, more inclusive classrooms. Croxford staff will engage in professional learning to gain understanding of how to implement mindfulness practices in their classrooms.

How Might We?

How might we engage in purposeful work designed to build foundational skills and competencies through projects that foster deep understanding?

How might we utilize continuous, timely and transparent assessment practices that help students build knowledge of themselves as learners?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Course-specific Outcome-based data (longitudinal studies tracking student progress)
- Staff (colleague discussion and observation)
- Students
- RVS Learning Specialists
- MIPI
- Fountas and Pinnell
- Provincial Achievement Tests
- Provincial Diploma Exams
- School determined Outcome Assessments
- Increased number of parents/guardians/students/teachers who identify that students are engaged in their schoolwork, take ownership, are acquiring needed numeracy and literacy skills

End Goals

- Increased student capacity to understand and showcase learning according to specific outcomes of the program of studies resulting in increased student ownership of their learning.
- Students are working at or above grade level in literacy and numeracy.
- Diploma Exam and Provincial Achievement Test results show and increased congruency with school-based assessments.
- Increased percentage of students earning Acceptable Standard and Standard of Excellence in Diploma Exams and Provincial Achievement Tests

PROTOTYPES

Name: Targeted instructional practices that allows students to be assessed, then reassessed according to specific learning outcomes at the 9, 10 and 20 level.

Scope: Targeted instructional practices to showcase learning of specific outcomes, students will identify the outcomes they struggle the most with and with support, build their capacity to improve proficiency with outcomes.

Indicator of Success: Students are initiating strategies to reflect and improve in their recognized areas of growth.

Description: Through a variety of instructional assessments, teachers and students will be better able to pinpoint Curricular Outcomes that they find troublesome. With purposeful and targeted assessments and reassessments, students will have a greater capacity to showcase their understanding of these outcomes. Utilizing outcomes-based assessment will provide students with greater awareness of which outcomes they struggle with and improve their ability to self-assess

Name: Common Scope and Sequence

Scope: Collaboration among teachers to develop common course scope and sequence designed to enhance understanding of outcomes and applications of learning to outcomes.

Indicator of Success: Co-creation of long-range plans, course outlines, learning tasks and assessments.

Description: Teacher collaboration to build capacity of identifying connections to curricular outcome in subject assessment.

Name: Reassessment Procedure

Scope: Creation of a school-wide process that allows for students to be reassessed according to specific learning outcomes at the 9, 10 and 20 level.

Indicator of Success: To ensure students are able to reflect upon their current level of achievement, identify then improve upon their recognized areas of growth, supported by a school-wide re-assessment procedure.

Description: Each curricular area will create a common department approach that will allow students to be reassessed according to learner outcomes. As the school year unfolds, each approach will be evaluated and together, teachers will create a school-wide approach to reassessment that is consistent between departments and in alignment with Rocky View Schools' approach to end of semester final assessment periods.

Name: Calibration of school-based assessment practices

Scope: Teachers will compare school-based assessments of student achievement according to specific learner outcomes with data gleaned from Provincial Achievement Tests (PATs), Diploma Exams and RVS supported numeracy and literacy assessments.

Indicator of Success: School awarded grades will align with provincial assessment in grades 9 (PATs) and 12 (diploma examinations). Increased number of students achieving Acceptable Standard and Standard of Excellence in Provincial exams.

Description: With support from Divisional Learning Specialists, teachers will compare and exam school-based assessments with external achievement data, recognizing congruencies while identify in-congruencies. Teachers will then examine their current instructional and assessment practices and create a longitudinal plan to address areas of concern.

Name: Increased understanding of Outcomes-Based assessment

Scope: Information explaining outcomes-based assessment will be continually shared with school community.

Indicator of Success: Students and guardians will clearly understand the school's approach to assessment and will more frequently access the "Standards Grades" view when accessing PowerSchool.

Description: Students and parents are given exemplars and demonstrations on what a "MAS" looks like versus an ADV, PRG, etc. Students are instructed on what outcomes are the focus of the lesson/unit and how each outcome is being assessed (given key indicators of success).

How Might We?

How might we enhance the visibility of all students' learning journey and growth?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Students
- Parents
- Staff

End Goals

- Highlight the connection of learning with community.
- Celebrate student learning and success with greater community.

PROTOTYPES

Name: Celebration of Learning

Scope: Students of all interests and achievements have the opportunity to showcase and celebrate their learning.

Indicator of Success: Students feel that their learning is purposeful and important, increased school-wide pride in learning.

Description: Transparency of students' level of achievement through ongoing showcases of a variety of learning projects, interdisciplinary collaboration. Increase involvement in Celebration of Learning events from all stakeholders while highlighting moments throughout the year that showcases student learning and success. Build capacity for staff and students to recognize the importance of celebrating all students and its ability to motivate learning. Build stronger community partnerships by providing opportunities to engage community members and stakeholders in school events and achievements.

Name: Celebrate Learning within the school day prior to evening celebration.

Scope: Improving visibility of student work to other students and staff

Indicator of Success:

- Students and staff can actually learn about work done in other classes.
- Students and staff will gain a greater insight into the learning expectations and outcomes of each subject area.

Description: When scheduled Celebrations of Learning are scheduled, display artifacts of student work before the end of the school day. Students will then “tour” around the school to learn about what other students are doing in different classes.

Name: Celebrating Academic Success

Scope: Create opportunities to publicly celebrate student achievement.

Indicator of Success: An in-person, academic awards ceremony is once again held at Croxford.

Description: An annual academic awards ceremony will be re-established. We will also publicize academic success through announcements and displays.

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

Driving Questions

How might we engage in purposeful work designed to build foundational skills and competencies through projects that foster deep understanding?

- How might we ensure our consistent, continuous, timely and transparent assessment practices to help students build knowledge of themselves as learners?
- How might we refine our shared, supportive learning environments built on strong relationships and a sense of belonging for all.
- How might we increase the visibility of innovative teaching practices and the celebration of all student Learning
- How might we engage in purposeful work designed to build foundational skills and competencies through projects that foster deep understanding?
- How can we create standardized assessment and reassessment opportunities for all students at all grades/levels so they may be successful?

Learning Outcomes

- Through collaboration and with assistance from RVS' Learning Department, ensure outcomes-based assessments are consistent within departments and calibrate with provincial assessments.
- Through collaboration between different curricular areas, create a consistent, school-wide approach to re-assessment so students will gain a more in-depth understanding that re-assessment targets specific outcomes (i.e., not reassessing the entire essay but rather focusing their reassessment efforts on specific outcomes that they have identified as areas for growth).
- Develop a school-wide, multi-tier support model to support student social-emotional and academic needs.
- Increase visibility of innovative teaching practices and celebrations of student Learning.
- Within our classrooms, how can we better support students with mental health or learning needs?

Strategies

- Implement regular, structured opportunities for teachers/departments to collaborate
- Create scope and sequence and common major assessments in each course.
- Continue to refine process for the creation and implementation of Individual Program Plans.
- Longitudinal examination of Provincial Testing results (Diplomas and PATs) to help guide our instructional practices, most notably in comparison with our own outcomes-based data.
- Explore opportunities for student academic program acceleration.
- Provide learning for teachers on how to support student learning needs and mental health.
- Embrace opportunities for staff to engage in team-building activities to promote morale.

BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
Certificated Staff	\$4,816,611	\$5,610,074	\$6,571,180
Support Staff	\$711,418	\$775,730	\$991,697
Services & Supplies	\$264,874	\$414,140	\$567,745
Other	-	-	-
Contingency	-	-	-
TOTAL EXPENDITURES	\$5,792,904	\$6,799,944	\$8,130,622

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: Monday, May 2, 2022

What resonates with parents? What inspired them?

- The goal of refining and improving Connect class as they see value in this time.
- That mental health was being included in our PL Plan
- Hearing that the students were advocating for more inclusion

What questions did they have?

- Can we use social media as part of our celebration of student learning?
- Can we expand our celebration of learning beyond the academies?

What did they find tricky?

- Feel that teachers should update PowerSchool more often
- Would appreciate communication from teachers when there are missing assignments

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

- School Council can send information home explaining the role of the council and that it isn't a fundraising initiative.

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



Principal Signature

Date: April 3, 2023

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

Strongly agree	Agree	Do not agree
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School Council Chair Signature

Date: April 3, 2023