

INNOVATORS BY DESIGN

INDUS 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

Unprecedented.

This incredibly overused word has defined the last year in education, and while it would be nice if terms such as *preternatural*, *unique*, *anomalous*, or *aberrant* were occasionally used in its stead, it certainly does sum up the 2020-2021 school year. In addition to addressing protocols required for safe operation during a global pandemic, the staff and students at Indus School are also working in a temporary structure while our building undergoes renovations. Combined, these challenges prove daunting and even potentially overwhelming at times. Ever optimistic, we have found guidance in paraphrasing the famous quote attributed to Winston Churchill, "If you are going through hard times, keep going."

Collectively, the Indus School community is working together to make our school the best it can be. Students are taking ownership for both the physical school and their learning; parents support students and teachers in any way they can; and the staff members are pushing their teaching, encouragement, and operational effectiveness to new levels. Not content to let this tumultuous year impact our long-term direction, our staff members have deliberately engaged in professional growth and change to help us achieve the goals of RVS' Four-Year Plan: Innovators by Design.

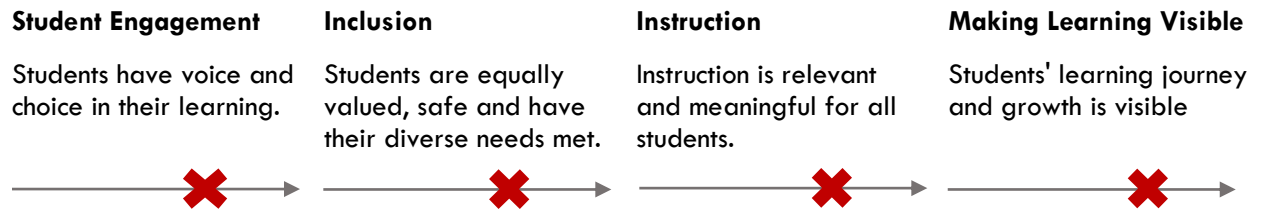
To achieve those 4YP goals, Indus School will focus on five main initiatives: *Teaching to Diversity*, aligning instructional and assessment practices with outcomes-based reporting, finding ways to exhibit student learning safely, and implementing *Indigenous Ways of Knowing* and the *Positive Behavioral Interventions and Supports*® (PBIS) framework across the school. Through professional learning, internal networking, implementation of strategies, and deliberate reflection, we are confident we will realize the objectives of RVS' *Innovators by Design*.

SCHOOL PROFILE

<p>Indus School</p> <p>Principal: Chael Wyper</p> <p>Address: 7 Indus Crt., Indus, AB</p> <p>Phone: (403) 936-5855</p> <p>Email: indusschool@rockyview.ab.ca</p> <p>Website: https://indus.rockyview.ab.ca/</p>	<p>Mission:</p> <p>The purpose of Indus School is to build in students a multifaceted personal foundation to carry them successfully through life.</p> <p>Beliefs:</p> <p>Accomplishment – seeing something through to completion</p> <p>Adventure - exciting, delight-filled experience</p> <p>Community – contributing to the good of all</p> <p>Creativity – working or thinking in unique ways</p> <p>Hard Work – putting in the best effort possible</p> <p>Honesty – being truthful in words and actions</p> <p>Joy – happiness that permeates all aspects of life</p> <p>Respect – giving a sense of importance to self, others, and property</p> <p>Service – sacrificing personal time and effort for others</p> <p>Spirit – the essential, positive, and resilient character of an individual and community</p>
<p>Unique features of our school?</p> <ul style="list-style-type: none"> • Indus School has widespread use of digital portfolios • Indus School has frequent exhibitions of learning • Indus School has a wetland observatory <p>No. of Teachers: 13</p> <p>No. of Support Staff: 10</p> <p>Grades Served: K-9</p> <ul style="list-style-type: none"> • Kindergarten operates full days, twice-weekly (changing to three days per week in March) • Middle School is Gr. 6-9 for the 2020/2021 School Year 	
<p>What parents say about our schools?</p> <p><i>Indus School has been a wonderful fit for my children! Their diligent, and passionate teachers truly care about the education and overall welfare of the students. Having a child that has extra needs, he has not fallen through the cracks, and extra efforts are made on his behalf to make school a positive learning experience. As a parent, I know my children are in excellent hands, and are encouraged to be as independent as possible for their age.</i></p> <p><i>Thank you, Indus Staff, we couldn't be happier!</i></p>	

THIS YEAR'S LEARNINGS

Students Insights



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

- Students are pleased with their educational experiences
- Students are appreciative of the feedback they receive from their Teachers, as well as the willingness of their Teachers to understand them as learners

What do you think could be worked on or improved?

- Students suggested additional learning opportunities regarding how to navigate conflict
- Students mentioned that occasionally the pacing of instruction or assignments is too fast

What actions could our school take to do better?

- Continued work in *PBIS* could serve as beneficial to support students in navigating conflict
- A focus on reflective practice and co-construction with students may assist with the instructional design piece and lead to more meaningful feedback

Parents Insights

Student Engagement

Students have voice and choice in their learning.



Inclusion

Students are equally valued, safe and have their diverse needs met.



Instruction

Instruction is relevant and meaningful for all students.



Making Learning Visible

Students' learning journey and growth is visible



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

- Meaningful experiences and public exhibition are going well
- Communication of Student Learning through Portfolios and digital means is going well

What do you think could be worked on or improved?

- Continue to provide social/emotional learning opportunities for students
- Communication of student due dates and comments on PowerSchool

What actions could our school take to do better?

- Professional learning in Assessment and Instructional Design
- Bolster our current plan regarding the communication of student learning

Staff Insights

Student Engagement

Students have voice and choice in their learning.



Inclusion

Students are equally valued, safe and have their diverse needs met.



Instruction

Instruction is relevant and meaningful for all students.



Making Learning Visible

Students' learning journey and growth is visible



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

- Opportunities for voice and choice for students
- Communication of student progress through portfolios
- Good planning involving the partnership between teachers and learning assistants - triaged based on the needs of each class

What do you think could be worked on or improved?

- Provision of spaces for students to meet their needs (Ex. a quiet space for speech-to-text) while keeping them connected to the class.
- Professional learning for teachers involving online group work and digital exhibitions of learning as we move forward while navigating our "new normal."

What actions could our school take to do better?

- Devise solutions to teach to diversity by improving our physical spaces
- Provide professional learning opportunities to support moving digital exhibition and collaboration online

School Diversity Profile

<p>Based on your school profile, what percentage of your student population falls in the targeted, specialized, and intensive categories?</p> <ul style="list-style-type: none"> • Targeted – 20% • Specialized – 2% • Intensive – 1% 	<p>What structures and strategies will you implement to support students with targeted needs?</p> <ul style="list-style-type: none"> • We will further implement <i>Universal Design for Learning</i> to support students through universal strategies, accommodations, and modifications, as necessary. • We will continue full-school and individual social/emotional learning as a part of our <i>Positive Behaviour Interventions and Supports</i> • We will have regular communication and reviews of student success with our school-based team.
<p>What structures and strategies will you implement to support students with specialized needs?</p> <ul style="list-style-type: none"> • We will support students with universal and specialized academic support • We will engage the school-based team regularly to review student needs • We will provide specialized and individual social/emotional support, as necessary • We will consult and engage divisional supports, as required 	
<p>What structures and strategies will you implement to support students with intensive needs?</p> <ul style="list-style-type: none"> • We will implement universal and intensive learning supports • We will meet as a school-based team regularly and will consult with and engage divisional supports • We will consult with and engage wrap-around services to support student needs 	

RVS Student Satisfaction

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.

	2019/20	Gr. 3-5	Gr. 6-9	Gr. 10-12

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	98.3	
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	76.92	
Fidelity percentage achieved for Tier 1 <i>PBIS</i> 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	100	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in English Language Arts and Mathematics.	Report Card Data		
		English Language Arts	Mathematics
Division 1 Emerging to Mastering		96.5	97.75
Division 2 Emerging to Mastering		98.05	96.1
Division 3 Emerging to Mastering		100	94.23
First Nation, Metis, Inuit: Emerging to Mastering		100	100
English Language Learners: Emerging to Mastering		91.67	97.9
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	82.2	

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

- Overall success results are excellent
- Results for Indigenous students are positive

What do you think could be worked on or improved?

- Supports for English Language Learners could be improved

What actions could our school take to do better?

- Determine a more focused approach to support English Language Learners

APORI Pillar Results

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Indus 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	Safe and Caring	92.7	95.1	90.2	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.0	81.4	74.5	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	97.2	93.9	92.1	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	0.0	0.0	1.2	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	67.2	74.5	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	21.9	20.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	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	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	85.6	82.8	86.9	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	88.0	90.9	86.9	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	85.4	88.8	90.4	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	88.2	84.6	85.4	81.5	81.0	80.9	Very High	Maintained	Excellent

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

- The overall quality of education is reported as excellent by students and parents/guardians
- The school community works collectively to promote a safe and caring environment that values diversity

What do you think could be worked on or improved?

- Continued work around *Positive Behaviour Interventions and Supports* could yield benefits
- The alignment of *Universal Design for Learning* with current assessment and instructional practices may bolster the high-quality instruction occurring at the school

What actions could our school take to do better?

- Professional learning to develop the alignment of standards-based assessment with instructional practice
- Professional learning which connects *Indigenous Ways of Knowing*, standards-based assessment, and instructional practice
- Continued work in the area of whole-school *PBIS*
- Continued work in the area of *Indigenous Ways of Knowing*

Provincial Achievement Tests Results

Due to the Covid-19 pandemic, provincial achievement tests, and diploma exams were not completed in 2019-2020. The results posted in the "current school year" are from the 2018-2019 school year.

LANGUAGE ARTS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
L.A. GRADE 6:							
Acceptable Standard:	88.9	83.5	95.2	83.2	N/A	N/A	%
Standard of Excellence:	22.2	17.9	23.8	17.8	N/A	N/A	%
L.A. GRADE 9:							
Acceptable Standard:	85	76.1	64.0	75.1	N/A	N/A	%
Standard of Excellence:	25	14.7	16.0	14.7	N/A	N/A	%

MATHEMATICS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
MATH GRADE 6:							
Acceptable Standard:	85.2	72.9	82.6	72.5	N/A	N/A	%
Standard of Excellence:	14.8	14.0	21.7	15.0	N/A	N/A	%
MATH GRADE 9:							
Acceptable Standard:	80	59.2	40	60.0	N/A	N/A	%
Standard of Excellence:	10	15.0	16	19.0	N/A	N/A	%

SCIENCE	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
SCIENCE GRADE 6:							
Acceptable Standard:	81.5	78.8	82.6	77.6	N/A	N/A	%
Standard of Excellence:	37	30.5	48.8	28.6	N/A	N/A	%
SCIENCE GRADE 9:							
Acceptable Standard:	85	75.7	48	75.2	N/A	N/A	%
Standard of Excellence:	35	24.4	16	26.4	N/A	N/A	%

SOCIAL STUDIES	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
SOCIAL GRADE 6:							
Acceptable Standard:	88.9	75.1	87.0	76.2	N/A	N/A	%
Standard of Excellence:	25.9	23.2	34.8	24.4	N/A	N/A	%
SOCIAL GRADE 9:							
Acceptable Standard:	75	66.7	52.0	68.7	N/A	N/A	%
Standard of Excellence:	25	21.5	4.0	20.6	N/A	N/A	%

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

- Excellent overall Gr. 6 achievement
- Standard of Excellence in areas such as ELA

What do you think could be worked on or improved?

- Continued support of skills and knowledge building in Gr. 9
- Continued work in instructional design which has occurred since the 2018/2019 PATs

What actions could our school take to do better?

- Continue to support students through Universal Design for Learning
- Continue to refine our assessment practices

Practice Guide(s) Reviews

Practice Guide Name(s): Inclusive Education Practice Guide

Fall Insights

What resonates, encourages or affirms staff?
<ul style="list-style-type: none"> • The strengths-based approach to supporting students • The promotion of <i>Three-block UDL</i>
What questions do you have, what needs clarification, what inspires staff?
<ul style="list-style-type: none"> • How might we best support the understanding of <i>Three-block UDL</i>? • How might we support students socially/emotionally to provide them with the best possible opportunity to demonstrate their strengths?
How might the practice guide inform next steps?
<ul style="list-style-type: none"> • The practice guide will inform professional learning in inclusive practices. • The practice guide will help to inform our work in <i>PBIS</i>

Winter Insights

What steps have we taken? What is working?
<ul style="list-style-type: none"> • Professional learning in <i>Three-block UDL</i>. • Planned professional learning to continue our work regarding <i>PBIS</i>.
What's been tricky?
<ul style="list-style-type: none"> • Clarifying terms and their application related to <i>Three-block UDL</i>. • Overcoming or unlearning fears or misconceptions related to differentiation.
What will we do, moving forward, to embed the practice guide into the fabric of our schools?
<ul style="list-style-type: none"> • Begin to implement <i>Three-block UDL</i> starting with the respecting diversity program. • Continue to support students by acknowledging and promoting their strengths.

PROTOTYPE PLANS

How Might We? – How might we re-imagine public exhibition?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

Sources of Feedback

- Survey and In-person feedback from students, staff, and parents/guardians has informed this prototype
- We will gather evidence from each of these groups to determine the success of the prototype

End Goals

- Our first end goal is establishing digital exhibitions of learning
- An additional goal is creating positive and meaningful connections in our community

PROTOTYPES

Name: Digital Exhibition of Learning

Scope: Re-imagine our exhibitions of learning in a digital form

Indicator of Success: Multiple digital exhibitions occurring during the school year

Description: This year, we will re-imagine our exhibitions of learning to align with COVID-19 protocols. This will provide an opportunity to continue our traditional of public exhibitions while building capacity and skills with digital mediums. Our hope is to celebrate the successes of our students and foster connection through this prototype.

Prototype Iterations:

Learnings: What is working well with this prototype is the willingness of staff and student to move the initiative forward. Multiple staff members have explored this idea throughout the fall and are formulating plans. What has been tricky is navigating the digital piece to connect with stakeholders.

PROTOTYPE PLANS

How Might We? – How might we increase our understanding of Teaching to Diversity?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

Sources of Feedback

- Survey and In-person feedback from students, staff, and parents/guardians have informed this prototype
- We will gather evidence from each of these groups to determine the success of the prototype

End Goals

- To increase and enhance a variety of ways in which students can learn and show what they know through strategies learned through the 3 Block Model of Universal Design for Learning
- An additional goal is to foster an increased sense of belonging for students through these opportunities

PROTOTYPES

Name: Teaching to Diversity

Scope: Increase our capacity to address the diverse needs of our students

Indicator of Success: Increase in pedagogical practices related to the 3 Block Model for Universal Design for Learning

Description: This year, we will engage in professional learning related to teaching to diversity and apply that learning to the classroom environment. We will then reflect upon the impact of our learning in practice.

Prototype Iterations:

Learnings: We are in the initial phase of this prototype. A teacher on our staff has researched teaching to diversity and modern iterations of *Universal Design for Learning* and has engaged our staff in professional learning in this area. We are now working on implementing this learning in our classrooms.

PROTOTYPE PLANS

How Might We? – How might grow in outcomes-based assessment and instruction?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

Sources of Feedback

- Survey and In-person feedback from students, staff, and parents/guardians have informed this prototype
- We will gather evidence from each of these groups to determine the success of the prototype

End Goals

- Our end goal is to improve our practice in navigating the relationship between outcomes-based assessment and its relationship with instructional design

PROTOTYPES

Name: Outcomes-Based Assessment

Scope: Solidify our practice in outcomes-based assessment to improve instruction and communication of students learning

Indicator of Success: Consistent assessment and instruction which aligns with standards-based assessment

Description: In this prototype, we will explore the benefits of outcomes-based assessment and its impact on instruction. We have completed initial professional learning in this area and will engage this prototype after our next school-based professional learning day.

Prototype Iterations:

Learnings: We have learned that teachers understand the benefits of outcome-based assessment and specific feedback. We are beginning to navigate the re-mix in practice required to fully enjoy the benefits of outcome-based assessment and associated instructional practices.

PROTOTYPE PLANS

How Might We? – Respect diversity through *Indigenous Ways of Knowing* and *Positive Behaviour Interventions and Supports*.

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

Sources of Feedback

- Survey and In-person feedback from students, staff, and parents/guardians have informed this prototype
- We will gather evidence from each of these groups to determine the success of the prototype

End Goals

- Continue and deepen our work in *Positive Behaviour Interventions and Supports* through traditional *Indigenous Ways of Knowing*

PROTOTYPES

Name: *Indigenous Ways of Knowing*

Scope: Deepen our *PBIS* work by intentionally interweaving *Indigenous Ways of Knowing*

Indicator of Success: *Indigenous Ways of Knowing* interwoven into our *PBIS* work with classes.

Description: This year, we will continue our *PBIS* work by intentionally focusing on this work through the lens of *Indigenous Ways of Knowing*. We will support students by explicitly Teaching and reinforcing appropriate choices through the lens of Indigenous knowledge.

Prototype Iterations: Future iterations will draw upon the expertise of Dr. Dustin Louie, Dr. Josh Hill and the divisional Positive Behaviour Interventions and Supports Coach.

Learnings: This prototype will occur in the Spring and will align with our professional learning at that time. Engagements with Dr. Dustin Louie and Dr. Josh Hill by the Indus School Administrative Team have helped to inform this work. Consultation has also occurred with our school CDA and Learning Support Teacher about this initiative.

PROFESSIONAL LEARNING PLAN

Driving Questions

- How might we increase our capacity in teaching to diversity through implementation of the 3 Block Model of Universal Design for Learning?
- How might we align our Assessment and Instructional practices through Outcomes-Based reporting
- How might we continue to promote social/emotional learning through Positive Behaviour Interventions and Supports by utilizing *Indigenous Ways of Knowing* as our lens?

Learning Outcomes

- An improvement in the ability to plan for and teach using 3 Block Universal Design for Learning
- Additional capacity in aligning assessment and instructional practices through Outcomes-Based reporting
- An increased ability to meet the social/emotional needs of all students

Strategies

- Professional learning: *Teaching to Diversity* – Jan. 29th
- Professional learning: *Standards-Based Assessment* – April 26th
- Professional learning: *PBIS through Indigenous Ways of Knowing* – May 21st

BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	1,319,231	1,332,311	1,422,683
Support Staff	471,087	434,693	383,936
Services & Supplies	80,0043	118,061	72,707
Other	0	0	0
Contingency	0	0	0
TOTAL EXPENDITURES	1,870,361	1,885,065	1,879,326

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: Dec. 7 / 2020

What resonates with parents? What inspired them? <ul style="list-style-type: none">• Support for students• Community engagement in the educational experience
What questions did they have? <ul style="list-style-type: none">• How is assessment communicated across the grades?• How can we continue to be involved in the school community?
What did they find tricky? <ul style="list-style-type: none">• The restrictions related to COVID-19
How can parents play a more active role in its implementation? <ul style="list-style-type: none">• Continued School Council Engagements and Online Forms• Feedback about the implementation on the Playbook

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

Principal Signature

February 24, 2021

Date

Assistant Principal Signature

February 24, 2021

Date

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

Strongly agree Agree Do not agree

School Council Chair Signature

February 24, 2021

Date