



**BUILDING
WONDER**

**BUILDING
CAPACITY**

**BUILDING
RESILIENCY**

HERONS CROSSING SCHOOL

2015 - 2019 SCHOOL EDUCATION PLAN

YEAR 4

MAY 2018



MESSAGE FROM SCHOOL PRINCIPAL

In support of Rocky View Schools' vision to ensure students are literate and numerate and are building 21st Century competencies, this year our school will employ a theme of building as we plan our focus for the 2018/2019 school year and beyond. Since our first year in 2012/2013, our school has been built upon the cornerstones of community, literacy, numeracy, collaboration, and flexibility. As we grow into our amazing new addition and the learning possibilities it brings, we are eager to continue to build multiple pathways towards excellence. To this end, we would like to ensure all aspects of our work, from how we operate our office area, to opportunities for lunch clubs, interest groups and options, to daily classroom planning, teaching and learning are based upon three key pillars: building capacity, building resiliency and building wonder. These pillars will provide the launching point for our deep dives into this year's priority areas around our communication of student learning, refining and optimizing a collaborative support model and creating high quality, authentic numeracy practices, as described in the Priority Areas section following below in this report. We will also be using these pillars and priority areas as the basis for our professional learning inquiry this year.

Transitioning to a kindergarten to grade 6 school, we are pleased to bring in a middle school lens to our work, including ongoing options classes, athletic teams, music/band programming, and student leadership opportunities. This year, we introduced interest groups, which were received with much excitement and engagement by staff and students alike. We plan to continue this student-driven learning experience, with increased frequency, to build school community, promote connections, and tap into interests and passions of our learners, from aged four to adult.

With our official first year starting in our huge new building, we are keen to take advantage of the learning opportunities our amazing facilities bring, including scientific inquiry, fine arts explorations in music, band, art and drama, physical education pursuits, outdoor classroom area and our learning commons and maker space. To this end, we welcome the role of learning coach to our school, providing teachers with elbow to elbow supports in optimizing the use of these areas and high quality pedagogical supports. Similarly, our building capacity theme will be brought to the forefront in our professional learning arena, working to stretch and grow our capacities as a staff, as a means to best support the diverse needs of our learners. Action research work in our priority areas will be an ongoing focus, as outlined in the Professional Learning section of this report.

Throughout the 2018/2019 year, we are committed to adopting a critical, collaborative mindset, sharing our skills, expertise, time and ownership throughout our building and beyond, into our community. We want to learn about and actualize the power of a school community discovering what it cares about, focusing what's possible through solution focused opportunities, teamwork and dreaming big for our students. Everyone in our community plays a role in defining the school we are, as well as the school we want to be. Together, let's build capacity, resiliency and wonder in our children and ourselves.

Yours in education,
Suzanne Martin, Principal

SCHOOL PROFILE

School Name: Herons Crossing School

Principal: Suzanne Martin

Address: 1860 Reunion Boulevard NW, Airdrie AB, T4B 0H2

Phone: 403-948-2330

Email: heronscrossing@rockyview.ab.ca

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

School Profile:

Grade Configuration: Kindergarten to Grade 6

Student Population: 665

No. of Teachers: 33

No. of Support Staff: 18

Unique Features of our school include:

- Currently a K – 6, transitioning to a K - 8 school with large phase 2 addition now open
- Collaborative, flexible and student-centric learning spaces
- Across the street from the Williamstown Nose Creek Preserve
- Access to technology and assistive technology including iPads, MacBooks, Apple TVs, Read & Write for Google, Mathletics and RAZ-Kids to support student learning, and to promote inquiry, innovation and creativity
- Consistent school-wide literacy, numeracy and inquiry structure in all classrooms
- Social Emotional Supports
 - Mind Up Social Emotional Learning
 - Zones of Regulation
 - Social Thinking
 - Kelso's Choice
 - Collaborative Problem Solving
- On-site before and after school care

Quotes from Parent Advocates:

"Herons Crossing School is a wonderful place for our students to learn life skills, practice responsibility, show kindness, and build resiliency. School staff go above and beyond to ensure all students achieve success and reach their potential through hard work and determination. Staff encourage each student and their parents/guardians to actively contribute in positive ways to our school community. Students learn to show kindness to others, embrace the unique abilities of each student in their classrooms, and take responsibility for their own actions and words every day. Herons Crossing is a place where students can thrive academically, socially, physically, and emotionally. It has been a wonderful place for my girls to make lasting friendships and build the literacy and numeracy skills that will be the basis of their academic success going forward. My kids love the process of learning, and, as a parent, I know this will serve them well as they continue to grow up in the dynamic and challenging world we live in."

"Herons Crossing School embodies a philosophy of growth for their students, parents, parents, friends, families, community and staff. They are an extension to our family."

"One of the reasons I like Herons Crossing is because the teachers take the time to get to know the students, even if they aren't in their class. Every teacher in that school knows my son's name. It's very personal. The school may have started small, but it has grown tremendously yet that part hasn't changed. They have built a very caring community. I also like that the staff have been open to learning about food allergies and what to do in case of an emergency. They have been very receptive to taking the precautions that are necessary to make the school safe for all students."

RECENT ACHIEVEMENTS

Instructional Design Focus – Capacity Building to Optimize Teaching & Learning

At Herons Crossing School, we are all learners. From our youngest learner in the building to the most experienced staff member, our unwavering focus remains on maximizing engagement, confidence and success for all. Throughout the 2017/18 school year, Herons Crossing School has worked to achieve this essential goal through a wide variety of learning experiences and investigations. With our school's yearlong theme of leadership, students and staff worked diligently to grow skills, build knowledge and showcase artifacts that best honored our individual and collective learning journeys in 2017/2018. Celebration of success points throughout this year allowed our learners to not only share their new understandings, but also our new learning spaces with the opening of our large addition in January 2018.

Design Work

In partnership with Rocky View Schools' Design Team, alongside talented educators throughout RVS, all Herons Crossing School grade teams and school administration members worked to improve the authenticity and efficacy of their instructional designs. Our shared, dedicated goal revolved around engaging and empowering our students to reflect upon their learning journeys and the impact this learning can have in the world around us. Our grade 5 team designed their learning journey around the theme of change making. One grade 5 class's year-long community project with *Bethany Airdrie Seniors Home* has had an immeasurable impact on the children in their grade five classroom. Students have realised their own agency and ability to make change in their community – and that one requires neither money nor power nor media campaigns to do so effectively. The largest impact can often come from the simplest action; if it's done with intention and love. The class's regular visits to *Bethany Airdrie Seniors Home* have allowed students to form long-lasting bonds with community members and individuals who are sometimes passed over in our "forward-thinking" society.

The impact of this project, however, has been shared between young and old alike. Students have benefited from the wealth of life experience shared with them by their "teachers" at Bethany, "teachers" who have helped impart the values of family, love of community, and respect and care for fellow humans in a manner that no instructional design ever could. The residents at Bethany have communicated both in words, and with their smiles and laughter during our regular visits, that they feel appreciated, respected, and rejuvenated – even if just for an hour or two. We can't think of a better community outreach project than the one we've taken part in at Bethany Airdrie this school year nor better role models for these students than those found in a retirement home less than a few blocks away.

Literacy

We are very proud of our ongoing achievements in supporting students' literacy skills, which has been a key focus of Herons' School Education Plans since our opening in 2012. Over the past two years, our learning support team engaged in a yearlong inquiry around how we may best support all students with just right instruction, support and strategies as literacy learners. With a focus on literacy learners who may benefit from increased supports, our goal was to establish a just right, just in time, joyful and highly engaging enhanced literacy program this year. By the end of term one, we were pleased to determine that some 97% of our students were reading sight words at or above (73%) grade level. Further, less than 1% of our learners were one grade or more below expectations, all of whom were supported with alternative programming requirements. Similarly, at the end of our term 2 period, over 91% of our students demonstrated reading comprehension and decoding scores at or above grade level. Programming is in place for those students working just at or below these levels with double the progress expected – as in, for one month of learning time, these students are averaging 2 months of reading growth. We look forward to tinkering with our literacy structures and processes to maintain and refine our successes in all areas across the literacy continuum.

Numeracy

This year, one classroom from each grade between grades one to five participated in a numeracy action research project under the leadership of their classroom teacher and a member of the school administration team. Collectively, students in each of these classes each completed numeracy running records to best understand their flexibility, automaticity, and mathematical disposition. This information allowed teachers to give students daily time on task at their just right numeracy level, supported by bi-weekly progress checks. Daily activities were intentionally designed to target each students' numeracy level and to be extremely engaging and fun. Response to this instructional design has been extremely powerful – student progress has been very solid, both in terms of rate of growth and in the affective domain. The gamification of this learning has served to engage students, interest them and maximize student time on task in this critical area. We hope to move this plan, with refinements based on teacher and student feedback, to use throughout the school for the 2018/2019 school year.

PRIORITY AREAS OF FOCUS

This year, Herons Crossing School has determined three key areas of focus for our daily work, as well as our professional learning time, including both ongoing, embedded learning as well as targeted time during professional learning days. These priority areas have been identified through observations, conversations and exemplars throughout our year, including conversations with students, parent engagement opportunities and feedback, and professional conversations as a school staff. These goals nest neatly within Rocky View Schools' 4YP goals and outcomes, building powerful literacy and numeracy skills, ensuring holistic success within academic achievements, and supporting learners through multiple pathways and systems of support.

Communication of Student Learning

Heron Crossing School is very excited to participate in Rocky View Schools' Real Time Reporting Prototype Project for the 2018/2019 school year. This project will provide families with real time assessment and evaluation updates regarding students' progress in their learning on an ongoing basis. Alongside the ease and accessibility of family access to their child's digital gradebook, families will also have access to their child's digital portfolio. These portfolios will highlight learning experiences and activities, incorporate goal setting structures, and chart progress in 21st Century competencies, such as self-directed learning, collaboration, and critical thinking abilities and mindset development. Several school-based leaders will champion this project, supporting teachers, students and parents in accessing and meaningfully using these digital tools as insightful windows into teaching and learning. Training, information sessions, and side by side supports will be provided throughout the year to staff, students and families to best leverage the information these communication of student learning tools will offer.

Collaborative Support Model

As our school grows, both in terms of grade level and population, we are committed to providing the best proactive, just in time, and responsive supports to our learners, academically, socially, and holistically. We will be transitioning our learning support services to a collaborative support model (CSM) as a means to best support this vital goal. Grade teams and learning support providers will meet on an ongoing basis throughout the school year to identify, target, and support learning needs, facilitated by a shared collaborative structure and preidentified process. Our overarching goals in supporting exceptional learners are framed with the same focus for all learners at Herons Crossing School – building capacity, building resiliency and building wonder. Staff will identify key leaders in all staffing categories to lead this work, liaising with both their own team members and CSM team leaders on an ongoing basis throughout the school year. This shift is based on our belief that we are all responsible for all students' success and that proactive and early supports best optimize students' learning experience, confidence and success journeys.

Numeracy

Throughout our 2017/2018 school year, one class in each grade level has participated in a numeracy pilot action research project, targeting students' fluency, efficiency and accuracy. Underpinning this project was the goal of targeting and increasing students' individual and collective conceptual understanding of number and mathematical strategic thinking skills and knowledge. Qualitative and quantitative data collection from this action research has provided powerful evidence of efficacy, in terms of instructional design, student engagement and overall success. We will be continuing this action research project with all classes in grade 1 through 6 next year. Further, we will continue to target the effectiveness and authentic program delivery of our math programming school-wide, as supported by our partnership with the RVS Numeracy Team. This year, we have had select teachers work with our numeracy specialist to ensure high quality mathematical problem solving, reasoning, and fluency through authentic, engaging learner experiences. Our work in this area will continue and intensify, through professional learning and development with key leads in each grade team, thereby embedding school based supports and capacity building expertise.

GOAL: LEARNERS ARE SUCCESSFUL.

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> ▪ (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. ▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. ▪ (RVS) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics (new). 	<ul style="list-style-type: none"> ▪ Use of HCS Literacy Learner Profiles to track student performance data, determine RTI learner candidates, and monitor efficacy of our literacy instructional designs and supports. ▪ School-wide adoption of our action research numeracy program, including numeracy running records, gamified instructional design and student-involved personal performance tracking. ▪ Adoption of RVS Numeracy Planning Framework, supported by RVS Numeracy Specialist and HCS Learning Coach for teacher coaching and mentorship.
Learners build 21st C competencies (skills and knowledge).	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship. ▪ (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending) ▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21st C competencies. 	<ul style="list-style-type: none"> ▪ Use of MyBlueprint Learner Portfolios to capture evidence of student understanding and growth in both goal setting and 21st Century competency development, and what each competency looks like, sounds like, and feels like in day to day living. ▪ Data analysis of our grade 6 students SLAs to determine areas of strength and areas for growth. ▪ Adoption of a school-based Learning Coach to support the use of authentic, real life learning experiences for students to partner with grade teams and liaise between RVS Design Team and HCS.
Learners take ownership of their learning.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning. ▪ (RVS) Percentage of staff that use balanced assessment practices to support student learning. 	<ul style="list-style-type: none"> ▪ Student involved assessment practices in all areas of the learning experience, from criteria setting, to goal setting, to self and peer assessment practices, exemplified in learner portfolios. ▪ Student-led assessment tracking in project work, literacy progress and numeracy tracking. ▪ School-wide adoption of RVS's Real Time Reporting Prototype Initiative, alongside MyBlueprint, to demonstrate evidence of balanced assessment and evaluation practices. ▪ Use of goal setting for learners by students, teachers and parents through our three way conferencing process, IPP process and MyBlueprint learner portfolio toolkits.

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

GOAL: LEARNERS ARE ENGAGED.

Outcome	RVS Performance Measure	Strategies
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices. ▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning. ▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ Use of learning coach, learning support team and RVS offerings for design-thinking supported professional capacity building experiences by all staff in the building. ▪ Use of a variety of tools, including celebrations of learning, student exhibition showcasing experiences, social media, interest groups, and options as learning deliverables by all grade teams. ▪ The creation of student-run projects, civic engagement initiatives and businesses, such not-for-profit works, fundraising, local activism, and entrepreneurial projects.
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> • (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. • (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness. • (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data). 	<ul style="list-style-type: none"> ▪ Community engagement around staff, student and parental involvement in ideas and options for learning pathways to leverage a wide variety of learning experiences. ▪ Creation of staff-run professional learning communities to support RVS 4YP, HCS SEP, and staff professional growth plans using an action research, goal structured yearlong learning process. ▪ Rebooting our school's learning support model towards a proactive, collaborative response model framework to better support all students' needs.
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community. 	<ul style="list-style-type: none"> ▪ Increased opportunity for parental involvement through subject matter expert opportunities, social media communiques, structured volunteer system, and surveys to garner feedback from interested parents as we transition to K-8, learning celebrations and social engagement opportunities. ▪ Ongoing parental engagement via Real Time Reporting, MyBlueprint, learning celebrations and exhibitions, and three way conferencing.

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

GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none">▪ (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness.	<ul style="list-style-type: none">▪ Implementation of HCS's pillars – Building Capacity, Building Resiliency, Building Wonder – and using this for all planning documents for school-wide and instructional designs.▪ Implementation of our proactive learning support system, including grade team learning support meetings appointing point-persons for learners requiring supports, academically and holistically.▪ Creation of interest-based learning experiences for all learners, K – 6, both during the instructional day and through lunch-based clubs.
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none">▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education.▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs.▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals.	<ul style="list-style-type: none">▪ Continued use and refinement of our learner assessment data profiling system to ensure appropriate and just in time supports are in place when and where required.▪ Use of learning coach to further and best leverage technology supporting learning – both access to and representation of learning.▪ Ongoing use of student-involved tracking and school-supported showcasing for learners with exceptional needs.
Student-centered decisions propel achievement.	<ul style="list-style-type: none">▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus.	<ul style="list-style-type: none">▪ Use of student-selected learning options, including options, interest groups, lunch clubs, extra-curricular activities and student leadership/advocacy groups.▪ Adoption of enhanced learner-involved assessment and celebration tools to showcase needs, strengths and learning documentations.▪ Incorporation of learning constructs based on students' "just right" developmental levels in literacy and numeracy, and the appropriate supports through student choice, voice and technology to access, compile and represent learning evidence and artifacts.

PROFESSIONAL LEARNING INQUIRY

Goal:

RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.

RVS Essential Question:

In the pursuit of best serving students' learning needs, how might the school help staff become self-directed, lifelong learners?

Hérons Crossing Staff Essential Question:

How does building capacity, resiliency and wonder in our learning community build capacity, resiliency in our students?

Hérons Crossing School-Wide Essential Question:

What is a leader?

Hérons Crossing School 2018/2019 Professional Learning Plan			
PL Category:	Timeframe:	Professional Learning Pathways:	Intended Capacity Building:
School-Based PL Day Experiences	<ul style="list-style-type: none"> ▪ Aug. 29 ▪ Sept. 24 ▪ Nov. 12 ▪ Dec. 3 ▪ Mar. 18 ▪ May 17 	<ul style="list-style-type: none"> ▪ Real Time Reporting/MyBlueprint Prototype ▪ Collaborative Support Model Framework ▪ Numeracy/Mathematics Instructional Design 	<ul style="list-style-type: none"> ▪ PLC Structure/Process Framework established/refined ▪ Subject Matter Expertise ▪ Entrenched culture of collaboration ▪ Increased technological capacity ▪ Student learning improvements
Divisionally Supported PL Experiences	<ul style="list-style-type: none"> ▪ Oct. 5 ▪ Ongoing ▪ Emergent 	<ul style="list-style-type: none"> ▪ RVS 4YP Planning Day Strategy Session ▪ RVS Design Team Cohorts/Partnerships ▪ RVS Numeracy Team Cohorts/Partnerships ▪ RVS Literacy Team Cohorts/Partnerships 	<ul style="list-style-type: none"> ▪ School-wide understanding of our 4YP planning & strategy structure ▪ Increased student engagement & achievement ▪ Increased staff ID capacity
Self-Directed PL Experiences	<ul style="list-style-type: none"> ▪ Aug. 30 ▪ Feb. 15 ▪ Feb. 21 ▪ Feb. 24 ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Professional Growth Plan Directed Learning ▪ Teachers' Convention Interested-Based PL ▪ PDLC Directed Learning Experiences 	<ul style="list-style-type: none"> ▪ Teacher self-selected areas for improvement/inquiry identified ▪ Targeted learning/outcomes/data tracking to determine learning achieved
Job-Embedded PL Experiences	<ul style="list-style-type: none"> ▪ Ongoing 	<ul style="list-style-type: none"> ▪ 3 Week Cycle CSM Sessions ▪ MRU Teacher Candidate Partnership ▪ HCS/CRC Learning Partnership ▪ Teacher Collaboration Release Hours ▪ Weekly Grade Team Meetings ▪ BI-Weekly PL Power Hour Sessions ▪ Emergent Lunch & Learn PL ▪ School Bundle Training & Supports ▪ Learning Support Mentorship/Coaching ▪ Learning Design Coach Partnerships ▪ Support Staff Targeted PL Sessions ▪ RVS PUF/MST Team Consultation/Coaching 	<ul style="list-style-type: none"> ▪ Shared ownership/collaboration for all students & their learning progress ▪ Mentorship & leadership opportunities within & beyond our school/jurisdiction ▪ Increased student outcomes, both academically & social/emotionally ▪ Teacher accessed "just in time" supports & learning experiences ▪ Established lifelines of subject matter expertise & support

SCHOOL BUNDLE ROLL-OUT

Roll-Out Categories:	Timeline:	Personnel	Considerations
Administrator Debriefing	April 30, 2019	Suzanne Martin, Principal Lynette Lapan-Smith, AP	Acting admin required
SGF Centralization & eCommerce Development	May 1, 2019 May 2, 2019	Denice McKinnon, Sec III Gisselle Otero, Sec II	Support office staff required
Public Website Development	May 6, 2019 May 7, 2019	Brian Jones, School Tech	N/A
Public Website Content Audits	May 13 – 16, 2019	Brian Jones, School Tech	N/A
Staff Web Portal Introduction	May 29, 2019	All Staff	Release subs required
Self-Exploration	May 30 – June 5, 2019	All Staff	N/A
Onsite Supports	June 6, 2019	All Staff, as required	Release subs as required

BUDGET HIGHLIGHTS

Herons Crossing School Annual Budget Allocation Overview						
Expense Category	2016/2017 Budget Highlights		2017/2018 Budget Highlights		2018/2019 Budget Highlights	
Category Range	<u>Typical % Range for Each Category:</u> Certificated Staff – 75% - 83% Support Staff – 13% - 20% Supplies & Services – 4% - 9% Variance/Contingency – 1% +					
Student #'s	580 students, K - 4		542 students, K - 5		660 students, K - 6	
Certificated Staff <i>(includes classroom teachers, fine arts, PE, learning support teachers, & school admin)</i>	\$2,744,242	77%	\$2,820,244	76%	\$3,286,545	78%
Support Staff <i>(all secretaries, CDA, resource & educational assistants, school techs)</i>	\$571,875	16%	\$687,774	18%	\$756,314	18%
Supplies & Services <i>(phone service, photocopies, paper, office supplies, equipment, furniture, technologies)</i>	\$229,880	6%	\$214,143	6%	\$214,143	4%
Contingency <i>(funds set aside for emergent & unexpected non-budgeted expenses)</i>	\$0	0%	\$0	0%	\$0	0%
Total Annual Budget	\$3,545,997	100%	\$3,722,161	100%	\$4,196,265	100%

2015 - 2019 SCHOOL EDUCATION PLAN - Year 4 APPROVAL FORM

Expectation:

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

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	May 17, May 18, & May 24, 2018
School Council	<input checked="" type="checkbox"/>	April 17, May 17, & May 24, 2018

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



Principal Signature

May 25/2018

Date

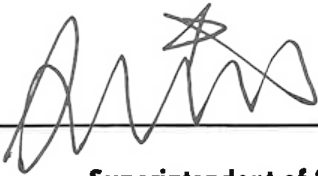


School Council Chair Signature

May 24 118

Date

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



Superintendent of Schools

July 6, 2018

Date