INNOVATORS BY DESIGN

Mitford School (6-8)

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FOUR YEAR PLAN: INNOVATORS BY DESIGN

In RVS (Rocky View Schools), we design learning so innovators,

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

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

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

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

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

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

To achieve our plan, we will:

- **Student engagement**: Enhance and measure student voice in the co-construction of their learning.

- **Inclusion**: Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.

- **Instructional practices**: Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.

- **Make learning visible**: Enhance the visibility of all students' learning journey and growth.

PRINCIPAL'S MESSAGE

To achieve our Four-Year Plan, Innovators by Design, our school focus began with a revisioning and rebranding of who we are as a school community. This extensive and consultative process with our families, our students, and our staff as well as the support of a Knowledge Keeper from Stoney Nakoda ensured every voice was actively engaged in this process. Our new mission and vision centres on our circle of strength with our relationship with each other at its core. Our Mitford vision of care, connect, belong, and grow together is the foundation of who we are and how we support every learner.

Our circle of strength and our four key words within our circle formed the basis of our prototypes to support the RVS Four-Year Plan. Connecting at Mitford is being further enhanced through various tools and supports including our weekly family communication (Beats & Buzz), weekly staff communication (Mitford Express), daily student led communication (Mitford Morning News Live and via video link) which have experienced extremely high readership and viewing rates. In addition, the communication of student learning through the implementation of Real Time Reporting and the sharing and reflecting of student learning through myBluePrint is providing authentic, timely, and meaningful feedback for students and families. These assessment tools support and guide teacher instructional practice to improve student progress and outcomes.

Caring and connecting at Mitford is evolving with the implementation of a strength-based approach to goal setting as well as the implementation of common school-wide expectations with a strong positive behaviour intervention support system. The teaching and positive reinforcement of these behaviours through community action and the support of our school house team system is beginning to make a meaningful and positive impact on school culture.

Through feedback gathered from students, parents, and staff we are confident that we are moving in positive direction for our school community. Our stakeholders have shared that we are exceeding in the areas of inclusion, instruction, student engagement, and making learning visible. We have implemented a strength-based approach to goal setting with every learner. The implementation of classroom profiles has guided and supported our professional staff to ensure a more meaningful and an authentic approach to inclusion. This process has guided our understanding and our collaborative team approach to ensure the right supports are activated for optimal student outcomes and personal accomplishment.

We will continue to consult and partner with our school community as we move forward with our next year of school improvement planning. Mitford School is excited to add and welcome grade 5 students in 2021/22 as well as the students from the Heartland community! Here we grow again!

Peter Fultz, Principal
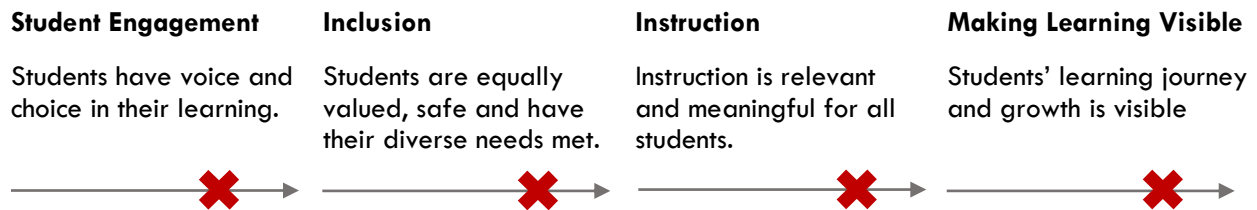
SCHOOL PROFILE

Mitford School (6-8)

Principal: Peter Fultz

Assistant Principal: Brianna Storey

Address: 110 Quigley

Phone: (403)932-4457

Email: mitford@rockyview.ab.ca

Website: mitford.rockyview.ab.ca

Mission:

Our Circle of Strength nurtures our students and community by fostering whole-child development and lifelong learning.

Beliefs:

At Mitford, our Circle of Strength is to care, connect, belong, and grow together.

Mitford's four core values are caring, connecting, belonging, and growing.

Unique features of our school:
- One to One Technology
- Student Passions Supported with Comprehensive Career and Technology Foundations (CTF) Options
- STEAM Approach to Student Learning
- Partnership with Cochrane Christian Academy for Career and Technology Foundations Options and School Athletics
- Focus on Outdoor Education

No. of Teachers: 9

No. of Support Staff: 16

Grades Served: 6-8

What parents say about our school:
- The school administration is approachable and creative with good leadership. The school offers so many opportunities to apply learning/academics in diverse ways.
- From our parent insights survey: A "very supportive, approachable and understanding team."

THIS YEAR'S LEARNINGS

Students Insights

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

What do you think are some things that are going well?
- The school staff have fostered a safe and caring environment in which to learn.
- There is a strong sense of support (both academic and social emotional) within the school community.
- Engagement, choice in their learning, and a sense of inclusion and belonging are self-evident.

What do you think could be worked on or improved?
- Students miss the ability to have sports and extra-curricular opportunities due to Covid restrictions.
- Students want more flexible time built into the school day.

What actions could our school take to do better?
- Continue with Positive Behavioral Interventions and Supports (PBIS) implementation to address concerns regarding the use of respectful language among students.
- Encourage students to listen, learn, participate, and create a quiet and focused learning environment.

Parents Insights

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

What do you think are some things that are going well?
- School staff create a positive environment where parents feel that students are engaged in their learning and supported in their academic and social-emotional needs.
- Parents feel that the school administration and teaching staff communicate effectively, providing information and responding to questions, concerns, and learning needs.
- Parents feel the school is keeping their children safe through the pandemic.

What do you think could be worked on or improved?
- Ensure supports for students focus on inclusion, peer relationships, and academics.
- Increase parent engagement so that more parents show a willingness to participate in and be involved in school life.

What actions could our school take to do better?
- Continue to provide and broaden opportunities for online students feel connected to the Mitford School community.
- Continue to broaden supports to students with diverse needs and interests.

Staff Insights

Student Engagement	Inclusion	Instruction	Making Learning Visible
Students have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible
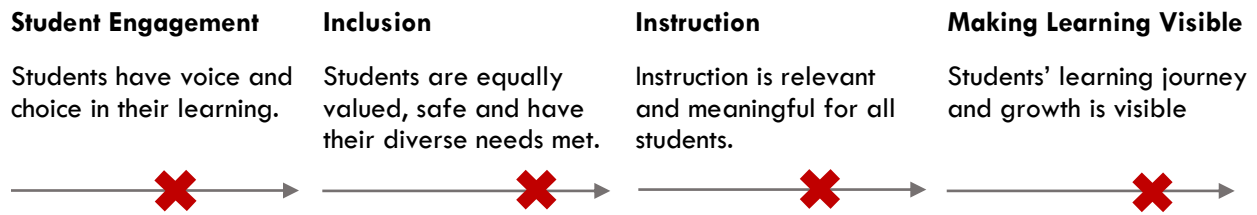
What do you think are some things that are going well?
- Complex students are included in classrooms; teachers are involved in planning and assessment
- Communication to parents of student learning, activities (eg. Weekly student email and Beats and Buzz)
- Communication and collaboration between staff to support the needs of students
- Use of MyBlueprint in documenting learning for all students, including those with complex needs
- School feels positive and united, working together to support students and each other
- Staff appreciate school leadership that supports them

What do you think could be worked on or improved?
- Increase parent access and involvement in MyBlueprint
- Improve staff collaboration and planning in cross-curricular/academics
- Look for opportunities to make school fun and engaging in the face of COVID restrictions

What actions could our school take to do better?
- Include MyBlueprint work during Flex Block on Friday
- Including universal supports for executive functioning skills in Flex Block and/or Health
- Investigate ways to adapt for lack of field trips, guest speakers, assemblies
- Explore the use of Discovery Education as a tool to augment student learning

School Diversity Profile

Based on your school profile, what percentage of your student population falls in the targeted, specialized, and intensive populations? • Targeted – 22% • Specialized – 16% • Intensive – 3%	What structures and strategies will you implement to support students with targeted needs? • Assistive technologies such as Google Read and Write, Speech to Text • Frequency Modulation (FM) System in all classrooms • Child Development Advisor and Learning Support Team • Classroom profiles • Alternative workspace • Small group instruction • Accommodated in-class instruction in an inclusive setting • Literacy and numeracy support programming • Indigenous Connector support for students and families • School-Based Suicide Prevention professional learning for all teachers with the University of Calgary

What structures and strategies will you implement to support students with specialized needs?
- Assistive technologies such as Google Read and Write, Speech to Text
- Frequency Modulation (FM) System in all classrooms
- Child Development Advisor and Learning Support Team
- Alternative workspace
- Small Group instruction
- Accommodated in-class instruction in an inclusive setting
- Literacy and numeracy support programming
- Indigenous Connector support for students and families
- Family School Liaison supports

What structures and strategies will you implement to support students with intensive needs?
- One to One support with Learning Assistants
- Assistive technologies such as Google Read and Write, Speech to Text
- Augmentative and alternative communication devices
- Frequency Modulation (FM) System in all classrooms
- Alternative workspace
- Modified in-class instruction in an inclusive setting
- Indigenous Connector support for students and families
- Speech and Occupational Therapy supports
- Family School Liaison supports

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 (Annual Education Results Report). 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

What do you think are some things that are going well?
• N/A • N/A
What do you think could be worked on or improved?
• N/A • N/A
What actions could our school take to do better?
• N/A • N/A

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	94.9%	
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	95%	
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	Data source in development	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	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 2 Emerging to Mastering		93%	96%
Division 3 Emerging to Mastering		86%	91%
First Nation, Metis, Inuit: Emerging to Mastering		60%	77%
English Language Learners: Emerging to Mastering		92%	90%
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	94.4%	

What do you think are some things that are going well?   • School-wide use of MyBlueprint to make student learning visible   • A high percentage of students are meeting or exceeding expectations in Language Arts and Mathematics

What do you think could be worked on or improved?
- Ensuring First Nations, Metis, and Inuit students are meeting or exceeding expectations in Language Arts and Mathematics
- Ensuring all students with Individual Program Plans achieve their learning goals

What actions could our school take to do better?
- Target learning supports for First Nations, Metis and Inuit students and enhance our connections by developing a meaningful relationship with the Stoney-Nakoda community
- Consistently use the SMART goals process for Individual Program Plans so that learning goals are achievable

APORI Pillar Results

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Mitford 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	**79.1**	88.9	87.3	**89.4**	89.0	89.2	Low	Declined	Issue
Student Learning Opportunities	Program of Studies	**75.4**	79.0	76.3	**82.4**	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	**79.4**	88.5	87.4	**90.3**	90.2	90.1	Very Low	Declined	Concern
	Drop Out Rate	*	*	n/a	**2.7**	2.6	2.7	*	*	*
	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**	74.6	72.9	**n/a**	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	**n/a**	14.5	14.4	**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	**59.1**	85.3	74.2	**84.1**	83.0	82.7	Very Low	Declined	Concern
	Citizenship	**70.3**	77.4	77.7	**83.3**	82.9	83.2	Low	Declined	Issue
Parental Involvement	Parental Involvement	**74.6**	80.2	79.0	**81.8**	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	**60.2**	83.8	77.2	**81.5**	81.0	80.9	Very Low	Declined Significantly	Concern

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What do you think are some things that are going well?
- The launch of our NEW Mitford School Vision and Mission.
- The implementation of PBIS and common school-wide expectations to support our students.

What do you think could be worked on or improved?
- Continue the development of a STEAM-based approach to student learning that embraces cross curricular connections.
- Continue planning to welcome grade 5 to our school as well as new families from the Heartland community.

What actions could our school take to do better?
- Continue our ongoing successful efforts regarding inclusion to ensure all students and grow together and reach for their potential.
- Continue our work to ensure every student lives our new vision of care, connect, belong, and grow together.

Provincial Achievement Tests Results

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

LANGUAGE ARTS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
L.A. GRADE 6: Acceptable Standard: Standard of Excellence:	82.5% 14.6%	83.5% 17.9%	80.0% 9.4%	83.2% 17.8%	N/A N/A	N/A N/A	83%

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: Standard of Excellence:	66.0% 5.8%	72.9% 14.0%	64.7% 3.5%	72.5% 15.0%	N/A N/A	N/A N/A	70%

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: Standard of Excellence:	72.8% 26.2%	78.8% 30.5%	71.8% 25.9%	77.6% 28.6%	N/A N/A	N/A N/A	75%

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: Standard of Excellence:	71.8% 10.7%	75.1% 23.2%	67.1% 18.8%	76.2% 24.4%	N/A N/A	N/A N/A	72%

Practice Guide(s) Reviews

Practice Guide Name(s): Inclusive Education Practice Guide

Fall Insights

What resonates, encourages, or affirms staff?
• Use of myBlueprint is well underway to showcase learning for all students • Teachers and learning assistants feel successful working together to program and plan inclusive learning tasks • PBIS School-Wide Matrix is finalized and to be implemented in January 2021 with students and community • Classroom profiles for Grade 6 are underway and are having a positive impact on teaching and learning
What questions do you have, what needs clarification, what inspires staff?
• How can we involve students more in reaching their Student Success Plan (SSP) goals? • How can we support teachers in the Student Success Plan goal creation and review process? • How can we make inclusion materials more engaging for complex needs students? • How can we ensure the PBIS matrix is implemented with fidelity and success?
How might the practice guide inform next steps?
• Examine ways in which we can improve goal setting, programming, and inclusion for complex and Success Plan students • Continue the Classroom Profile process for Grades 7 and 8 in the Winter and Spring • Look ahead to 2021/22 to program and plan for inclusion as Mitford welcomes Grade 5 students, and students in Grades 6-8 arriving due to boundary changes

PROTOTYPE PLANS

How might we: embrace all students by building opportunities to ensure they have responsibility, ownership, and a sense of belonging in their school community?

How might we: foster relationships between students, parents, and staff to enhance school culture?

What Priority Areas Does It Address? Student Engagement and Inclusion

Sources of Feedback
- Mitford Staff – school communication survey data, Alberta Education (AE) Assurance Measures 2021 survey data
- Students – Mitford Morning News survey data, Wellness Wednesday survey data, AE Assurance Measures 2021 survey data (Grade 7 students)
- Parents – school communication survey data, AE Assurance Measures 2021 survey data (Grade 7 parents)

End Goals
- Robust communication including the launch of our daily Mitford Morning News with student hosts
- Implementation of school wide PBIS expectations with accompanying lessons
- Varied groups where students can join in support of school culture, positive peer relationships, and personal belonging.

PROTOTYPES

Name: Connecting at Mitford
Scope: Communicating with the whole community to ensure that all stakeholders have a voice and opportunity to participate in building, maintaining, and strengthening school culture.
Indicator of Success: High levels of parent, student and staff engagement on digital communication platforms, vibrant student participation in House Teams, Morning News, leadership, and groups
Description:
- Parent communication through Beats and Buzz, Child Development Advisor supports, MyBlueprint, Flex emails, Google Classroom, Student Success Plan meetings, PowerSchool, Remind App, Facebook, Twitter, RVS Learning supports, Indigenous Connector, School Resource Officers
- Student communication though Google Classroom, email, MyBlueprint reflections, Zoom, Child Development Advisor supports, Student Success Plan meetings, PA announcements and Mitford morning news, leadership group, TV visual announcements.
- Staff communication through Mitford Express, MTF Sharepoint sites, LST (Learning Support Team) meetings, School Learning School Resource Group (SLSG) meetings, collegial supports

Name: Caring and Belonging at Mitford
Scope: Providing meaningful opportunities for all students and staff to build positive relationships and to find ways to belong to and participate in our school community.
Indicator of Success: High levels of student engagement to participate in school groups and promote school events, House Team bead counts and collections, data collection via PBIS Tiered-Fidelity Inventories and PowerSchool

Description:
- Student ownership of school community through Mitford Morning News, leadership fundraising initiatives, Grade 8 Farewell, House Teams and beads, Positive Behavior Intervention System (PBIS) Matrix, Random Acts of Kindness
- Student and staff building positive relationships and a sense of belonging to school community through relaxed morning entry, student-staff check-ins, House Teams challenges, Child Development Advisor groups, classroom profiles with our Learning Support Team, School-based Suicide Prevention Professional Learning (PL) for staff with University of Calgary.

Prototype Iterations:

Fall Learnings: Communication is taking place on multiple platforms in effective ways between parents, students, and staff. Our Positive Behavior Intervention System (PBIS) work is gaining momentum and will launch school-wide in January 2021. Things that have been tricky, and we will focus on moving forward, are maintaining connection with Stoney-Nakoda community and resources, creating a Gay-Straight Alliance, launching Mitford Morning News, improving inclusive peer connections for all students, connecting with external supports from our community, adapting to the loss of extra-curricular activities.

PROTOTYPE PLANS

How might we: utilize instructional design to engage all learners?
How might we: provide opportunities for and choices to students to make their learning visible?

What Priority Areas Does It Address? Instructional Design and Making Learning Visible

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Sources of Feedback
- Mitford Staff – data from redistributed Staff Insights survey in May 2021, Alberta Education (AE) Assurance Measures 2021 survey data
- Students and Parents – Student Success Plan meetings, 3-Way Conferences, data from redistributed Student and Parent Insights surveys in May 2021, AE Assurance Measures 2021 survey data

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End Goals
- Continue the use of Science, Technology, Engineering, Art and Math (STEAM) programming to help students connect to their passions and interests.
- Involve students and parents in timely, meaningful assessment that makes student growth and learning visible and accessible.
- Prepare for future growth of Mitford School in 2021-22 as we expand to include Grade 5 students, and welcome more Grade 6-8 students due to boundary changes.

PROTOTYPES

Name: Growing at Mitford
Scope: Creating engaging learning opportunities for all students so that they can grow as learners and share their achievements in meaningful ways.
Indicator of Success: Students are engaged in learning, completing tasks and making their learning visible in multiple ways. Goals in Student Success Plans are being achieved. Parents and student are regularly accessing PowerSchool to inform academic progress.
Description:
- Creating engaging learning opportunities through project-based learning/STEAM programming, CTF courses, cross-curricular work, and providing students with choice in their learning activities
- Enabling students to share their achievement in meaningful ways through self-assessment and rubrics, MyBlueprint, Real-Time-Reporting, Standards-Based Reporting, 3-way conferences, strength-based SSP goals

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Prototype Iterations:

Fall Learnings:

Mitford continues to program engaging instruction for students to learn through a STEAM lens. Core and CTF course offerings provide students with choice to collaborate and create authentic opportunities to learn and do. Our learning support team is working hard to support staff with SSPs and SMART goals. Things that have been tricky and will be a focus moving forward are ensuring robust cross-curricular instruction and design due to COVID limitations, ensuring grade-team planning time that is purposeful and intentional, promoting and celebrating STEAM at Mitford to the community.

PROFESSIONAL LEARNING PLAN

Driving Questions
- How can we ensure that we have fostered and developed a caring and safe environment in which our students can learn?
- How can we ensure that authentic assessment guides and supports engaging instruction that facilitates optimal student achievement?

Learning Outcomes

- Professional and para-professional staff can continue to build upon strong relationships that respond to students' social-emotional needs.
- Professional and para-professional staff can use student achievement and assessment to respond to learning needs.

Strategies
- Targeted PL for: PBIS Implementation, School Mission and Vision Implementation, School Suicide Prevention Training with the University of Calgary
- Targeted PL for: Real-Time Reporting, Outcomes-based Assessment, MyBlueprint, Classroom Profiles, Student Success Plans and SMART Goals

BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	$1,322,557	$1,133,907	$1,116,236
Support Staff	$402,118	$355,152	$359,314
Services & Supplies	$173,672	$154,601	$123,701
Other	$0	$0	$0
Contingency	$0	$0	$0
TOTAL EXPENDITURES	$1,898,347	$1,643,660	$1,599,251

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: February 11, 2021

What resonates with parents? What inspired them?
• Implementation of PBIS to promote positive behaviour and student interactions to help student demonstrate understanding and mutual respect. • Support for social emotional learning including suicide prevention professional learning for staff.

What questions did they have?
• Can there be follow up surveys to better capture the changing perspectives of the school community? • Can smaller schools survey every family rather than just one grade?

What did they find tricky?
• The APORI results and breaking them down in an easier to understand manner. • Breaking report card data into each indicator rather than such a broad range as it loses its meaning.

How can parents play a more active role in its implementation?
• Find ways to encourage and engage parents in the life of the school. • Provide more opportunities regarding volunteer roles and opportunities within the school.

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

Principal Signature   **Date February 26, 2021**

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

Strongly agree   Agree   Do not agree

School Council Chair Signature   **Date February 26, 2021**