

École Manachaban Middle School

2015 - 2019 School Education Plan

May 2015

Year One



MESSAGE FROM SCHOOL PRINCIPAL

In support of Rocky View Schools' vision to ensure students are literate and numerate and are building 21st C competencies, this year our school will continue to focus on the following three initiatives:

- > Student owned digital portfolios,
- > Mental health awareness in students,
- > Universal Learning Environments (ULE): *Project-Based Learning, Numeracy Block and Wisdom through Inquiry, Learning and Doing (WILD)*

These initiatives are not new to our school and will continue to provide our staff and students with the opportunity to grow in becoming numerate, literate and self-directed learners who are resilient during the potentially difficult time of their development through puberty.

Digital portfolios, part of RVS' Communication of Student Learning initiative, will evolve this year from training our staff in how to utilize Google Sites to using the sites as a reflective gathering tool that shows an individual student's progress and make a learner's changes visible to them and others over time. While some of our staff members are beginning to use Google Sites with individual students, the 2015-16 school year will see grade level teams use Google Sites to create sites that will bring us to a point where we are congruent in what should be on a site and how students can regularly update these sites. Looking ahead to the 2016-17 school year, we will see the roll out of having students use the Google Sites as their own student owned digital portfolios.

One area that has emerged clearly in the 2014-15 school year, was the need to have staff be more educated about student mental health. Based on our student results from the 2013-14 year and staff requests, we have begun to provide in-services that will create better ability of recognizing signs of mental stress in students. This is supported with the use of the divisional Student Orientation to School Questionnaire (SOS-Q) tool and the Stan Kucher Educator Go To training workshop, as well as through work with Dr. Wayne Hammond. It is, after all, extremely important to address students' needs, such as a positive state of mental and physical health, which will lead to the resiliency we want and need to foster in them, so they can be successful and engaged learners in our care and in our society. It is of paramount importance to address the social emotional needs of our learners, which invariably impacts their ability to learn in our classes.

Our continued focus on Universal Learning Environments (ULE) will address the question of numeracy and literacy. Under the umbrella of ULE, we will continue to offer staff training with Rosalind Carson (budget dependent) in the area of numeracy and will provide time during PL days to have teachers collaborate on authentic project-based learning inquiries that will engage students. This will further be supported by small group project-based learning workshops led by Joshua Hill from the RVS Learning department. We have begun this cyclical initiative in April of 2014 and hope to continue it, until a "project-based way of doing things" is the norm at Manachaban. Our staff, as well as recent research (Hattie, 2014), is supportive of this approach to creating change in the way students learn in 2015-16.

Manachaban Middle School continues to be an exciting and vibrant place for students, staff and the school community to learn and grow together. As always, we continue to operate with an "Open Doors, Open Minds" mindset and invite you to be an active part of our school community, be that as classroom expert visitor, school council member, field study chaperone or watchful parent of your child.

Sincerely,

Thomas Elbel

SCHOOL PROFILE

School Name:

Principal: Mr. Thomas Elbel

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School Profile:

Grade Configuration: French Immersion and English Grades 5-8

Student Population: 434

No. of Teachers: 22

No. of Support Staff: 11

Unique Features of our school include:

- Dual-Track School – nearly balanced distribution of our students enrolled in French Immersion program and English program
- Wide variety of exploratory option courses
- Hockey program from Grades 5 to 8 when numbers warrant
- WILD (*Wisdom Inquiry Learning Doing*) outdoor inquiry program available to Grade 8 English stream students
- Easy access to outstanding natural outdoor environments including Cochrane Rancho
- High level of parental support and engagement
- Continuous reporting of formative and summative assessment data, mostly online
- Classroom environments and teaching practices support collaboration amongst teachers and students
- Pedagogical focus on project-based learning and inquiry

Quotes from Parent Advocates

"Manachaban Middle School has been, and will be, educating my 4 children from 2010-2020. Manachaban has been an exceptional educational experience for my boys and for our family. The administration team is present and engaged with the parents, staff, and kids: they seem to know the face and name of every child in the school. The Manachaban community has always been a welcoming and exciting environment for my children to learn and develop." -Marla B

"Manachaban Middle School in Cochrane is one of the main reasons we moved to Cochrane from Calgary. We received such positive feedback from our research that we knew this is where we wanted our children. The teachers here go above and beyond to ensure the students succeed and have fun doing it. Our children actually enjoy going to school mostly because of the great staff at Manachaban." – Bruce W

RECENT ACHIEVEMENTS

WILD Program

This year, École Manachaban was able to offer the WILD (Wisdom Inquiry Learning Doing) program to two sections of our Grade 8 English stream students. This hands-on, outdoor inquiry-based program provided students with tremendous access to a variety of field experiences and multi-disciplinary learning units. The results were impressive: students, their families and teachers reported high levels of engagement. In several cases, students and their families reported the program to be the highlight of their educational experiences to date. The program saw students' core courses taught by one classroom teacher and curricular outcomes were drawn together to create multi-disciplinary units of study. The barriers of classroom walls were broken down as WILD students participated in many field studies outside of École Manachaban, including our local environment at Cochrane Ranche, as well as overnight camps at Bow Valley Provincial Park, Nordegg, Mosquito Creek, and culminating in a year-end trip to Bamfield Marine Sciences Centre. This pilot program was a success, and plans are continue offering and refining the program in subsequent years.

Flexibility and Choice

Another area of celebration for École Manachaban centers around flexibility and choice. Firstly, we take great pride in being able to offer a variety of programming options for our students. Our student body is divided almost evenly between English stream and French Immersion programs. In addition to the aforementioned WILD outdoor inquiry program for our Grade 8 learners, we are pleased to offer a Hockey program for Grades 5 to 8. Our option courses covered such topics as Woodworking, Foods, Sewing, Leadership, and Italian, to name just a few. We were creative and responsive to our student needs by being able to provide opportunities for small groups of students to take part in a drama experience or receive computer technical certification through online Moodle courses. For our adult learners, professional learning was structured in such a way to give individuals greater freedom and flexibility in designing a learning plan that met their needs, while addressing our main school goals of improving our skills at Numeracy, Digital Portfolios and Universal Learning Environments. Lastly, the physical environments at Manachaban are evolving to be more conducive to flexibility. Sliding glass walls and doors between learning spaces are opening up to allow for more collaboration. Students regularly set up learning stations in the hallway to create an environment that is student-centered. Our drop-in Learning Centre continues to grow in usage. All of our classes access the abundant natural learning areas nearby, including the Cochrane Ranche. Clearly, we are doing very well in meeting our students' needs by approaching teaching and learning with a growth mindset.

Student Leadership

Our student leaders have stepped up and continue to make a positive difference at school and in our community on a daily basis. From attending and being inspired at events such as *We Day*, to helping a variety of local and international charities, Manachaban leaders are becoming known for their positive attitude and hearty spirit. We feel strongly that the leadership lessons learned at Manachaban will foster a positive difference in our students' lives going forward.

PRIORITY AREAS OF FOCUS

ULE – We will continue to focus on creating a Universal Learning Environment in the 2015-16 school year. As stated previously, our learners need to be able to access learning in a variety of ways. One of these pathways is the work we will do with Project-based Learning (PBL). While traditional projects are tasks that are designed to be completed by students, PBL places emphasis on having tasks that are authentic (ideally, inherently interesting and valuable to the learner and the school community), often cross-curricular and have a deliverable at the end of the learning process. We have set aside funds to support our cyclical model of having teachers work with Joshua Hill and Dan McWilliams, two of the RVS Learning Specialists. As part of a rich and authentic learning environment, literacy will be addressed in multiple ways, both traditional and innovative. Further, we continue to strengthen our WILD program, which is now in its second official year of existence. The focus in this program is environmental stewardship and learning in environments outside of school. Again, a balance of traditional instruction and innovative project work is the goal we are aiming for to achieve strong literacy and numeracy skills in our learners. In addition to the instructional strategies to achieve as universal a learning environment as possible, we will also access our Manachaban Fundraising Society lottery funds to support innovation in providing physical spaces, such as our learning commons and centre, that provide a variety of physical learning spaces for our learners. We also endeavor to create more collaboration time for teacher teams so that their instructional strategies and pedagogical beliefs can become more congruent, resulting in consistent best practice in our school.

Numeracy – The development of sound numeracy skills will continue to be a focus for our school in the 2015-16 school year. What began as the numeracy block in 2014-15, will continue as further teacher development through ongoing work with Rosalind Carson, a mathematics expert, who has developed a framework for our school of essential math skills in each of the grade levels. Teachers have identified the need to keep working with Ms. Carson to further strengthen their instructional set in Mathematics. We will also continue to work with Mount Royal University and Junior Achievement to foster financial literacy, which often provides a real life context to seeing numeracy from a different perspective.

Student Mental Health – This focus area has come from a number of sources. First it was our grade 7 survey feedback from the 2013-14 school year that gave us some indication that we need to bolster our ability to recognize mental health issues in students better. Secondly, our experience over the 2014-15 school year has confirmed the need that was present in the surveys. Lastly, and perhaps most importantly, our staff has underlined their need to have access to further training that will allow them to show greater awareness in recognizing student mental health issues. We have aligned a number of strategies that will support this focus area. We are working closely with the RVS Student Services department to provide expertise to our staff via Stepping Stones to Mental Health and the Stan Kucher Educator Go To mental health awareness training. Additionally, we have engaged Dr. Wayne Hammond, in collaboration with Elizabeth Barrett School and the RVS learning department, to continue his work with our staff in the fall of 2015. We also continue to use the SOS-Q, provided through RVS, to continue to gain insights about our students' connection to their school. In terms of student strategies, we have moved our grade 8 leadership option out of the options offering and are providing leadership in grade 8 as an extra-curricular club. We expect that this leadership club will be a focus group that will allow us to gauge student needs in the school throughout the school year, rather than waiting for survey and questionnaire results.

GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	X (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. X (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. X (RVS) Divisional performance measures to be identified by Literacy/Numeracy Task Group. (Pending)	<ul style="list-style-type: none"> • Enhance Numeracy supports via professional learning • Increase supports for Literacy, particularly targeting French Immersion • Promote Financial Literacy through community partnerships (ie Junior Achievement Program, Mount Royal University) • Focus instructional design around Project-Based Learning
Learners build 21 st C competencies (skills and knowledge).	X (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship. X (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending) X (RVS) Percentage of students, parents, and staff who agree that students are building 21 st C competencies.	<ul style="list-style-type: none"> • Promote Digital Portfolios as a means of capturing growth in 21st Century competencies • Use "I Can" statements for self-reflection and metacognition around 21st Century skills • Purposefully integrate 21st Century Skills in Project-Based Learning approach
Learners take ownership of their learning.	X (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10. X (AE) Annual dropout rate of students/FNMI students aged 14 to 18. X (AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship. (AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10. X (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning. X (RVS) Percentage of staff that use balanced assessment practices to support student learning.	<ul style="list-style-type: none"> • Clearly communicate student learning and set future learning goals in a regular and timely fashion (ie Parent Portal, Digital Portfolios, formative assessment practices, weekly class emails) • Increase student engagement and ownership of learning through Project-Based Learning • Increase staff capacity in instructional design by participating as RVS Design-School

(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"> •Provide a variety of engaging programming alternatives to students (ie WILD, CTF options, band performances) •Utilize the rich natural environment of Cochrane Ranche as a multi-faceted learning space •Dedicate Professional Learning time to the development of inquiry and project-based learning activities •Invite real-world expertise and leverage current events to make learning relevant for students
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"> •Support teachers in shifting practice toward Problem-Based Learning through Professional Learning opportunities •Enhance metacognition through the use of multiple platforms (portfolios, blogs, journals) •Provide choice in student programming and demonstrations of learning •Provide opportunities to showcase learning beyond the classroom •Utilize off-campus field studies to enhance learning
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"> •Engage in a variety of community-based initiatives (ie weed pull, mock council, mentorship) •Engage parents and community partners through multiple platforms (PowerSchool, Weekly bulletins, Twitter, Newsletters) •Encourage parents to play a role in the classroom (volunteers, guest speakers, chaperones) •Continue mentorship partnerships at the tri-school site with Elizabeth Barrett and Cochrane High School •Continue to promote community partnerships (ie Boys and Girls Club, Town of Cochrane Youth Council)

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

GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	X (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. X (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"> •Enhance Professional Learning around mental health awareness, healthy relationships and resiliency •Provide opportunities for students to explore non-curricular interests (ie grandparent group, special interest clubs) •Establishment of a Mentorship Hub with Elizabeth Barrett and Cochrane High School •Support students outside of instructional time (ie Breakfast Program, homework study groups) •Administer Student Orientation to School Questionnaire to identify trends in students' connection to school as well as students who are at-risk for being disconnected from school
Learning is accessible, individualized, and challenging.	X (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. X (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs. X (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals.	<ul style="list-style-type: none"> •Promote the Learning Centre as a hub for student support on an as-needed basis •Provide access to educational technologies that remove barriers to learning •Structure learning in accessible and open-ended ways through Project-Based Learning
Student-centered decisions propel achievement.	X (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus.	<ul style="list-style-type: none"> •Provide opportunities for student leadership and student-directed initiatives •Instructional design enables student choice •Incorporate regular reflection and goal-setting as part of the learning cycle

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

SCHOOL FEES 2015-2016
ECOLE MANACHABAN MIDDLE SCHOOL

	Fee	Purpose (the direct course costs that lead to the establishment of the fee charged)
Board Established Mandatory Instructional Resource Fees	\$105	Mandatory Instructional Resource Fee established by Rocky View Schools' Board of Trustees. The purpose of the fee is to offset the cost of student support and instructional resources including digital resources and licensing. These materials may include: Alberta Education recommended resources, and all other instructional resources except as outlined in school-established optional fees.

School Established Optional Course Fees	Fee	Purpose
Hockey Development Program	\$200	Course fee for students participating in the Hockey Development Program. Program open to Grade 5 & 6 students as part of their Physical Education Program and to students in Grade 7 & 8 as an option for Terms 1 & 2. The fee covers the cost of ice rentals and other materials needed for the course
WILD Program Fee	\$550	Program fee for those Grade 8 students in the WILD Program. This fee covers the cost of the outdoor activities that are included in the program and includes bussing, camping and trail permits, accommodation for outdoor trips, and other specialized activities
RVSD Musical Instrument Rental	\$210 (includes \$50 caution fee)	As mandated by Rocky View Schools, this fee is applied to students who rent instruments directly from the school.
Percussion Instrument Rental	\$30	This fee covers the use by students of the school's percussion instruments
Band Course Fee (Full Year Course)	\$30	Applied to students taking Band in Grade 6, 7 & 8. This fee covers the cost of music and other supplies needed for the program
Art 7 – Painting (Term 1)	\$10	Fee covers the cost of materials for the program including paint, paintbrushes, etc.
Art 7 – Sculpture (Term 2)	\$10	Fee covers the cost of materials for the program.
Art 7 – Visual Journals (Term 3)	\$15	Fee covers the cost of materials for the program including a blank journal for each student.
Art 8 – Mixed Media Art (Term 1)	\$15	Fee covers the cost of materials for the program.
Art 8 – Multi-cultural Art (Term 2)	\$10	Fee covers the cost of materials for the program including dyes, fabric, wax, etc.

Baseball 7 (Term 3)	\$15	Applied to students taking the Baseball 7 option in Term 3. This fee covers the cost of supplies for the program. Additional costs for field trips may be anticipated.
Business 8 – Environment (Term 3) Business 8 – Marketing (Term 1) Business 8 – Relationships (Term 2)	\$10	This fee is applied to each course of the Business 8 series and will cover the cost of supplies of the course. Additional costs may be anticipated with the development of the business such as raw materials.
CTS 8 – Claymation Animation (Term 2)	\$15	This fee will cover the cost of materials for the course (i.e. plasticine, etc.)
CTS 8 – Digital Photography (Term 1)	\$10	This fee will cover the cost of materials for the course.
Drama 7 (Term 1)	\$10	This fee will cover the costs of the program. Additional fees for field trips may be anticipated.
Drama 8 – Shakespeare (Term 3)	\$5	This fee will cover the costs of the program. Additional fees for field trips may be anticipated.
Foods 7 – Baking Basics (Term 2)	\$20	These fees will cover the cost of supplies (food, groceries, etc. for the program)
Foods 7 – Food Basics (Term 1)	\$20	
Foods 7 – Meal Planning (Term 3)	\$20	
Foods 8 – Canadian Heritage Cuisine (Term 2)	\$20	
Foods 8 – Food and Nutrition Basics (Term 1)	\$20	
Foods 8 – Food Decisions and Health	\$20	
French as a Second Language – Grade 7 & 8 (Full Year Course)	\$10	This fee will cover any cost of materials for this program.
Golf 8 (Term 3)	\$15	This fee will cover the cost of materials for this program. Additional cost for field trips may be anticipated.(2014/2015 two golf games for \$45)
Leadership 7 (Term 2 or 3)	\$15	This fee will cover the cost of materials for this program. Additional costs for field trips may be anticipated.
Outdoor Education 7 – Survival Skills (Term 1)	\$15	This fee will cover the cost of materials for this program. Additional costs for field trips may be anticipated (approximately \$30).
Outdoor Education 7 – Water World (Term 3)	\$15	This fee will cover the cost of materials for this program. Additional costs for field trips may be anticipated (approximately \$30).
Outdoor Education 7 – Winter Pursuits (Term 2)	\$15	This fee will cover the cost of materials for this program. Additional costs for field trips may be anticipated (approximately \$50).
Sewing 7 – Hand Made School Supplies (Term 1)	\$30	These fees will cover the cost of materials for the program including fabric, thread, patterns, needles etc.
Sewing 7 – In the Kitchen (Term 2)	\$30	
Sewing 7 – Toys R Us (Term 3)	\$30	
Sewing 8 – Design Ur Own (Term 1)	\$30	
Sewing 8 – Sleeping in Comfort (Term 2)	\$30	
Sewing 8 – Up-Cycling	\$30	

Shop 7 – Rocket Building (Term 3)	\$20	These fees will cover the cost of materials for the program.
Shop 7 – Woodworking I and II (Term 1 or 2)	\$20	
Shop 8 – Woodworking I, II and III (Term 1, 2 or 3)	\$20	

Other School Established Optional Fees		
Lock Purchase Fee	\$7	Fee for a new school-issued lock. School issued locks allow administration to open lock as necessary. Students with non-school issued locks may find locks may be cut off if situation arises.
Optional Agenda Fee	\$7	Agendas are provided by the school for Grade 5 and 6 students at no cost. Grade 7 and 8 students may purchase an agenda from the office if desired.
Quebec Trip	\$2200	Approximate cost for 6 day, 5 night trip to Montreal and Quebec City. This trip is open to Grade 8 students in the French Immersion program or who are taking Grade 8 FSL. Fee covers airfare, accommodation, breakfast, dinners and activities. Some meals and souvenirs are at the student's expense.
Bamfield Marine Sciences Trip	\$1400	Approximate cost for 5 day, 4 night trip to Bamfield Marine Sciences Centre on Vancouver Island. This trip is open to students in the WILD program and the Grade 8 English Program. Fee covers airfare to Comox, shuttle bus to Bamfield MSC, accommodation, meals and activities.
Telus Spark Science Centre	\$15-\$30/trip	Assorted classes travel to Telus Spark for programmes related to the science curriculum. Fee includes the cost of bussing, admissions and program costs.
Grade 7 to Heritage Park	\$20	Grade 7 classes travelled to Heritage Park to participate in the Toils, Tears and Triumph program. This fee covers the cost of bussing and the program at Heritage Park.
Grade 8 Financial Literacy Trip	\$6	Grade 8 students travel to Mount Royal University for Financial Literacy workshop. Fee covers part of bussing costs, balance is subsidized by Junior Achievement
Grade 8 Gymnastic Program	\$25	Students participate in a two session gymnastic and indoor soccer program Fee covers cost of program and bussing.
Grade 5 Trip to Frank Slide	\$100	Two day, one night trip including bussing, meals, accomodations and program costs. Has been subsidized by walkathon proceeds in the past.
Grade 7 & 8 Outdoor Ed Trips	\$20-\$77	Depending on the season, various trips are offered in the Grade 7 Outdoor Ed Program. Fees cover the cost of transportation, programming and substitute teachers.

Grade 7 and 8 Badminton Team	\$20	Fees covers the cost of plug in fees for activities (established by the Rocky View Sports Association), equipment usage, uniforms, substitute teacher costs and other costs as determined by the coaches.
Jr. A Boys & Girls Basketball & Volleybal	\$70-\$85	
Jr. A. Boys & Girls Volleyball	\$70	
Jr. B Boys & Girls Volleyball	\$35-\$40	
Cross Country Running Meet	\$15	
Grade 6 Volleyball, Basketball, Soccer	\$10	
Grade 6 Beginner Band Clinic	\$25	Fee covers the cost of clinicians hired to work with the Grade 6 students as they begin the band program
Active Living Day Fee	\$0-63	A day where students can try out different activities. Fee is dependent on activity chosen and includes admission costs, bussing, etc.
Grade 7 & 8 Band Camp	\$225	Band Camp is a 2 night, 2 day camp at Camp Caroline. Fee covers cost of bussing, clinicians and accomodations.
Hot Lunch Program	\$4-\$7	Hot lunch program which is run on Wednesdays. Price depends on options chosen.

2015-2019 SCHOOL EDUCATION PLAN (Year One) 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"/>	April and May staff meetings and May 15 PL Day.
School Council	<input checked="" type="checkbox"/>	Signed by Chair May 21 and presented to Council May 26. Subject to changes after feedback.

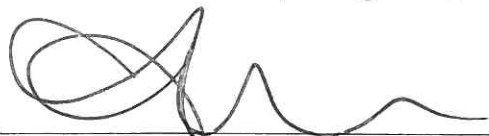
I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



Principal Signature

May 21 / 2015

Date



School Council Chair Signature

May 21 / 2015

Date

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

July 6, 2015

Superintendent of Schools

Date