BARRHEAD ELEMENTARY SCHOOL

Annual Education Results Report
2019-2020
July 30, 2020

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Section 1: School Context: Foundation Statements, History and Demographics

School Council Involvement in Education Plan Development

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

As an advisory association, the school council advises administration on areas that effectively support and enhance student learning. Meetings between school administration and the school council chair occur prior to each school council meetings. Concerns are addressed and an agenda is collaboratively built.

Our school goals are shared with our school council during their meetings. Parent feedback is welcomed and considered at that time.

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the office.

PHPS Foundation Statements

Mandate
Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.
Purpose
Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.
Motto
"Together we learn"

School Foundation Statements

Vision Statement:
At Barrhead Elementary School our purpose is to encourage students to Rise to the Challenge to be successful.

School Values:
- Collaboration, Communication
- Flexibility, Virtues, Positive energy
- Safe, caring atmosphere
    - equality for all
    - respect & tolerance,
    - socially appropriate behaviour, problem-solving
    - Strong relationships, Teamwork, Uniqueness

Motto: Rise to the Challenge

Historical Background

BES continues to be the largest elementary school in PHRD. At one time BES was one of the largest elementary schools in the province with an enrollment of almost 900 students. This past year BES had approximately 677 students in Grades K-6 and a total of about 80 preschool students in PREP. Enrolment trends at BES have been downwards, however the rate of attrition has slowed in the last three years. BES numbers now appear to be stable. Declining enrolment in 1997 led to the demolition of the old west wing of the school, (the 20 room school as it was called). At this time the "pods" and computer rooms were constructed.

Barrhead Elementary School subsumed the "School of New Hope" in 1980. We have been a pioneer in ensuring that all of our students get an inclusive education with appropriate support in our regular classrooms. We have been a lighthouse program in this regard and attract students with special needs due to the support that we provide. We were also one of the first rural schools to support a dual-track French Immersion program. This program continues to be well supported in the community today. A third historical highlight has been our partnerships with the community. We share a common library with the Town and County of Barrhead, and provide a community gymnasium/community hall/kitchen for the surrounding community. We have a special partnership with FCSS that supports a hot lunch program for our students and have developed a full school based early intervention program for 2.5-5 year olds with special needs and typically developing students.

Demographics

BES is a dual track pre K-6 school. We have 677 K-6 students and 80 PREP students. We have 47 students on IPP's.

Section 2: Outcomes, Measures, and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents <u>Outcomes</u> defined by Alberta Education. **<u>Links</u>** are underlined and blue.

Blue text represents <u>Outcomes</u>, <u>Measures</u>, <u>Priorities</u> or <u>Strategies</u> defined by the Division .

2020-2021

(The 2019-2020 plan was built on the foundation of the 5 outcomes defined in Alberta Education's previous business plan. The measures and strategies were re-aligned to the current Outcomes as part of planning for 2020-2023)

OUTCOME ONE: Alberta Students are successful.

Jurisdiction Outcome 1-A: Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.

OUTCOME THREE: Alberta has excellent teachers, school leaders and school authority leaders.

Jurisdiction Outcome 3-A: PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.

Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Key Priorities and Strategies 2019-2020 - Barrhead Elementary School

	Alberta Education Outcome(s) impacted
Student - Teacher relationships *Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.*	

● Division **High Schools will continue to implement the principles of High School Redesign** to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to:
  ○ Teacher advisory structures to support enhanced student-teacher relationships
  ○ Use of MyBluePrint as a tool to organize and plan for student success
	1

● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.
● Division administration will continue to assign roles within district lead teacher / coordinator assignments to:
  ○ Guide and support the Mental Health Literacy project
  ○ Coordinate and monitor district counselling supports
  ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students
  ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students
  ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion
  ○ Support staff with students who have complex communication needs
  ○ Orient and develop capacity of new teachers to PHPS
● Division and **school level staff deployment decisions** will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard:
  ○ Two district First Nations, Metis and Inuit Liaisons
  ○ Site based mental health supports such as "success coaches"
  ○ Site based high school completion liaisons
● **All schools will continue to implement the mental health literacy project**, guided by and supported by division lead teachers / coordinators.
  ○ **Schools will assign a Mental Health Literacy 'point person'** to support the implementation and coordination of the Mental Health Literacy project.
  ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.
  ○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators.
  ○ **Other related school level strategies may include** aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model
● **Division high schools will take a lead role in coordinating effective transitions** of students from feeder schools
● The principal's role is to:
  ○ Create staff deployment and programming structures to focus on transitions from:
    ■ Elementary to Junior High
    ■ Junior High to Senior High
	3,4

○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding)	
● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas. ● At least one K-9 school will be selected to pilot the "Student Orientation to School" questionnaire.	4,5
In our school (BES) we will: ● Make use of the training on Mental Health First Aid that a couple of our staff members has received. ● Continue with accessing supports provided by our FSL. ● Continue with staff activities to promote staff mental wellness. ● Continue with community building activities that are an integral part of our school culture. ● Continue with health lessons provided by school counsellor in the classrooms ● Participate in the "Guarding Minds at Work" project. ● Participate in PD aimed at building capacity to support Mental Health.	

	Alberta Education Outcome(s) impacted
Literacy and Numeracy *Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.*	

● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator.
    ○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy.
● A Literacy Committee will include **certificated representation from each of the schools**, preferably the assigned school leads / pont persons.
● A Numeracy Committee will include certificated representation from **each of the schools**, preferably the assigned school leads / pont persons.
● The Education Services team will designate roles within district lead teacher / coordinator assignments to coordinate Literacy and Numeracy strategies. The intent of coordination is to :
    ○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy.
    ○ **Lead grade level and division level training sessions** intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy.
    ○ Orient and develop capacity of new teachers to PHPS
● **Schools will assign a Lead Teacher** (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy.
    ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.
	1, 4

- Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators.
- **All teachers are expected to participate in both strategies** and align instruction and interventions to the non-negotiable district standards.
- **All schools will continue to administer specified assessments** in Literacy and Numeracy, according to an annual work plan:
  - Reading Readiness Screening Tool - RRST (Literacy)
  - BenchMark Assessment System - BAS (Literacy)
  - Math Intervention Programming Instrument - MIPI (Numeracy)
- The principal's role is to ensure implementation and alignment by:
  - Ensuring and facilitating logistics for implementing the specified assessments
  - Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers
  - Supporting teacher release time to participate in Communities of Practice and or grade level training
  - Monitoring implementation of the Literacy and Numeracy strategy
  - Being a participant in professional learning

<u>**In our school (BES) we will:**</u>
- Continue to use RRST, BAS literacy assessment and the MIPI to assess student learning and inform instruction based on the discussion of the results.
- Continue to participate in PD on literacy and numeracy
- Work with the PHRD Literacy/Numeracy Lead teacher to implement literacy and numeracy assessments and instructional supports.
- Learn and implement "number talks" and other instructional strategies as introduced by our PHRD Numeracy Lead teacher.
- Assign a school based lead teacher who will attend PD sessions and help support teachers to provide effective numeracy and literacy instruction within their classrooms.

	Alberta Education Outcome(s) impacted
<u>Support for Staff</u> *A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.*	
● The division will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support to school teams for classrooms with Tier 2 and 3 students ● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels)	1, 2, 3

● **School principals will assign certificated staff** (lead inclusion teachers, or point person) to be responsible for:
  ○ Identification of students with risk factors
  ○ Planning or facilitating planning for identified students
  ○ Monitoring, supporting and reviewing the implementation of plans
  ○ Facilitating access to and support from division staff and/or external services
	3

● Division administration will continue to assign roles within district lead teacher / coordinator assignments to:	3, 4

- ○ Guide and support the Mental Health Literacy project
- ○ Coordinate and monitor district counselling supports
- ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students
- ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students
- ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3)
- ○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy.
- ○ Lead grade level and division level training sessions intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy.
- ○ Orient and develop capacity of new teachers to PHPS
- ○ Support staff with students who have complex communication needs
- Division and **school level staff deployment decisions will prioritize school level supports of Tier 2 students.** The following positions will continue to be assigned in this regard:
  - ○ Two district First Nations, Metis and Inuit Liaisons
  - ○ **Site based** mental health supports such as "success coaches"
  - ○ **Site based** high school completion liaisons
- Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students.
- **Schools will collaborate to align and distribute the services of PA Mentors**
- The division will partner with ERLC and Shelley Moore to support classroom case studies that can be used to create models of process and practice that demonstrate alignment between Purposeful Inclusion and the Concept Based structure of new curriculum
- The principal's role is to:
  - ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers
  - ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities
  - ○ Monitor how the needs of students and staff are being addressed
  - ○ Actively participate in professional learning

● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code) ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. ● The professional development plan will be intentionally designed to: 　○ Support a balance of teacher directed, school led and division focused PD 　○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction. 　○ Support implementation of the Mental Health Literacy Project 　○ Support implementation of the Moving Forward with High School Redesign 　○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels 　○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective.	4

○ Coordinate training and Professional Development for Principals (LQS)	

In our school (BES) we will:
- Continue to work with Regional Office staff to meet the needs of all of our students.
- Continue to include Indigenous knowledge and perspectives in our instruction and attend PD to further develop our foundational knowledge of FNMI students.
- Have staff attend ERLC sessions and PHRD sessions to support their teaching in knowledge of Mental Health, CBI, Purposeful Inclusion, Literacy and numeracy assessments.

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar Measures:

1.1 **PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

1.2 **PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).

1.3 **High School Completion Rate:** High school completion rate of students within three years of entering Grade 10.

1.4 **Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

1.5 **Drop Out rate:** Annual dropout rate of students aged 14 to 18.

1.6 **Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.

1.7 **Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.

1.8 **Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

Jurisdiction Measures:

1.9 **Student Achievement -** Grade 9 cohort results at the acceptable standard in Mathematics.

1.10 **Student Achievement -** Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

1.11 **Student Achievement -** Number of coded students who graduate (code 41 to 46).

1.12 **Citizenship** - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new Policy 27 - Division Citizenship Awards).

Jurisdiction Outcome 1-A

Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

Commentary:

Literacy Strategies
- Teachers' literacy instruction has improved through PD opportunities such as Balanced Literacy, Daily Five, Words Their Way.
- Teachers accessed our school based literacy lead teacher to incorporate effective literacy strategies and practices.
- This year all students with complex communication/significant learning needs were offered literacy programming on a daily basis to address their learning needs. These students learned to express themselves through a variety of communication tools (ie TouchChat, core boards, visual schedules, sensory regulating tools).
- Our Literacy lead teacher and 0.8 FTE literacy assistant provided intervention programs for students such as blitzes, LLI, Fly Leaf, LIPS,.
  - The literacy lead teacher also mentored and collaborated with teachers on effective literacy practices.
- All of our teachers have implemented the Words their Way Inventory and analyzed the results.
- Teachers in K and Grade 1 have completed RRST assessments this year and the data gathered will be used in programming decisions next year.
- New teachers were trained on how to do LLI with their students.
- Reading groups continued via online learning during school closure due to COVID pandemic.
- Dedicated literacy blocks were maintained for each grade group.
- Several classrooms have continued the practice of multi-graded buddy reading.
- School wide scheduled daily DEAR time

Numeracy Strategies
- Many teachers number talks within daily numeracy lessons
- Many teachers implemented spiralled curriculum during numeracy lessons
- Teachers used the results from MIPI assessments to program for student success.

Commentary on PAT Results
Due to the COVID-19 pandemic, and the cancellation of in-school classes during the spring of 2020, Provincial Achievement Tests were cancelled.

Citizenship Strategies
- Students were recognized for demonstrating skills related to virtue of the month during school-wide monthly virtues assemblies.
- BES staff participated in District citizenship recognition by nominating students.
- Students were recognized through school "Gotcha" Program

Early Learning Programming
- BES Early Learning Program (PREP) continues to support children's introduction to school. In 2019-2020 PREP had:
  - 33 typically developing students.
  - 26 PUF coded students and
  - 17 Mild/Moderate coded students.
- The program also accesses specialists such as OT, SLP, Behavioural Specialist, and PHPS Early Learning Teacher and Principal.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Accountability Pillar Measures:

2.1 **PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

2.2 **PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).

2.3 **High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.

2.4 **Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

2.5 **Drop Out rate:** Annual dropout rate of self-identified FNMI students aged 14 to 18.

2.6 **Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

2.7 **Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

Commentary:

Supporting First Nations, Metis and Inuit Students
68 students have self identified as First Nations, Metis or Inuit. As of September 2019, our FNMI liaison works with families who request support .

OUTCOME THREE: Alberta's education system is inclusive.

Accountability Pillar Measures:

3.1 **Program of Studies** Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

3.2 **Programs - (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

3.3 **Programs - PHPS Satisfaction survey**: Percentage of parents satisfied with the range of programs classes offered at the school.

3.4 **Programs - PHPS Satisfaction survey**: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

3.5 **Programs**: Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

3.6 **Programs - PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.

3.7 **Programs -** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.

3.8 **Excellent Staff** - **PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

3.9 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.

3.10 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.

3.11 **Excellent Staff** - **PHPS Satisfaction survey**: Percentage of parents, staff and students satisfied with behavior expectations at their school.

3.12 **Excellent Staff - PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

3.13 **PD (ACOL Measure – In-service Jurisdiction Needs)** Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Jurisdiction Outcome 3-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures:

3-A.1 **PHPS Satisfaction survey:** Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning

3-A.2 **PHPS Satisfaction survey:** Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

3-A.3 **PHPS Satisfaction survey:** Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding.

3-A.4 **PHPS Satisfaction survey**: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity.

3-A.5 **PHPS Satisfaction survey:** Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school.

Commentary:

Educational Programming
- Survey results showed over 90% satisfaction with school programming.

ExtraCurricular
- Some 2019-2020 extracurricular opportunities were cancelled due to COVID pandemic
- Students were given the opportunity to participate in a Robotics program

Satisfaction with instruction, teachers and administration
- Survey results showed overall satisfaction with instruction, teachers and administration.

Professional Development
- Teachers and administration participated in various PD identified through their PGP's.
- Many staff attended Shelley Moore and CBI training this year
- All teachers attended district numeracy sessions at beginning of year

Strategies to support formative and summative assessments
- Teachers analyze formative and summative assessments to guide their instructional practices and curriculum delivery
- Scribes, readers and other accommodations are available to support student success.
- Teachers regularly identify and share learning expectations with students.
- Teachers continuously elicit evidence of student learning
- Teachers adapt instruction to meet students' immediate learning needs.

Communication regarding Student Progress and Classroom Activities
- Regular phone/email contact with parents, including reporting of student success (as per AP 60-10 recommendations)
- Student Learning Showcase highlighting student achievement Parent teacher interviews in October and March shared students' growth and success in their classroom. will include information on reporting to parents
- Learning Showcase is an Open House model.
- Teachers will continue to use student planners, email, Remind and/or announcements on Freshgrade to inform parents
- BES staff will continue to communicate regularly with parents with a focus on improving reporting of student progress through the use of FreshGrade ePortfolios.
- Teachers will implement the use of FreshGrade e-Portfolios to track student success throughout the year.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Accountability Pillar Measures:

4.1   Safe and Caring: Overall teacher, parent and student are in agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

4.2 **Education Quality**: Overall teacher, parent and student satisfaction with the overall quality of basic education.

4.3 **Work Preparation:** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

4.4 **Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

4.5 **School Improvement**: Overall 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.

Jurisdiction Measures:

4.6 **Inclusion / Safe and Caring - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

4.7 **Inclusion / Safe and Caring -** Ratio of students in Response to Intervention levels.

4.8 **Safe and Caring - PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.

4.9 **Safe and Caring** - Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

4.10 **Character** - PHPS Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.

4.11 **Character**: Number of service projects/groups facilitated by the school in which students participated.

4.12 **Character:** Number and Percentage of students involved with or who participated in service projects.

4.13 **Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

4.14 **Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".

4.15 **Work Preparation** - Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

4.16 **Work Preparation** - Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

4.17 **Work Preparation** - Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

4.18 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.

4.19 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

4.20 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

4.21 Parent / Community Involvement -- PHPS Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning.

4.22 Parent / Community Involvement - Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).

4.23 Parent / Community Involvement - Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)

4.24 Parent / Community Involvement - Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

4.25 Technology / Management - PHPS Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

4.26 Technology / Management - The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

4.27 Technology / Management - Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

4.28 Technology / Management - Average age of computers in schools.

Jurisdiction Outcome 4-A

The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Jurisdiction Measures:

4-A.1 Fiscal - Balanced operational budget: The number of system, site and department budgets that are balanced.

4-A.2 Fiscal - Percentage of increase to Instructional Materials Fees

4-A.3 Fiscal - Amount of money acquired from third parties in support of community schools.

Commentary:

Welcoming, Caring, Respectful and Safe Learning Environments:
- Our survey results continue to indicate that our students feel safe while at school.
- Teachers continue to provide classroom instruction on socio-emotional and self-regulation learning.
  - Resources for all those programs were provided to all of the teachers.
- Our school counsellor reviewed zones of regulation, Kelso lessons and met with students one on one, as needed
  - These students worked on developing their own unique self-reg strategies.
- Students were provided access to self-reg tools (ie. Bike, therabands, fidget tools).
- Roots of Empathy programming was offered in Grade Three.
- Rainbows was offered this year through our FSL worker and counsellor.

Inclusive Practices / Support for students at Risk
- Our monthly student services meetings addressed the needs relative to students at risk.

- Self-regulation support included class demonstrations and individual counselling with students. An additional self-regulation space was created for students.
- Carolyn Lynch (a registered psychologist through RCSD framework) provided inservice, consultation and modeled strategies related to the NME mode
- Complex student needs were addressed in small group programming, by inclusive lead teacher and support team, in addition to classroom instruction. Classroom staff were invited to observe.

Engaging and communicating with the community
- Satisfaction of the overall quality of education at BES continually remains high for parents, staff and students.
- Our school council has played an instrumental role in allowing parents the opportunity to share concerns with members of the executive so that they can be addressed by the school administration.
- School council executive meets with school administration to set an agenda for every school council meeting.
- BES is very involved in many community events.
  - We participate in pumpkin carving for the annual Pumpkin Walk and have done so for the past nine years.
    - Over 600 pumpkins are carved for this popular community event.
- Several fundraising events were held this year to support various charitable foundations:
  - Santa's Toy Drive, Terry Fox Run, Heart and Stroke Fund (Heart and Stroke Fundraiser was planned but cancelled due to COVID pandemic).
- Other activities that our students were involved in included were:
  - choir singing at seniors' facilities,
  - grade six weekly visits to senior lodges
  - Grade two students visited senior lodges
  - annual recycling program,
  - Christmas cards were made and sent oversees to military personnel.
  - school grounds clean up (canceled due to COVID pandemic)

Strategies associated with the use of learning technologies
- More ChromeBook carts were purchased and made available for each grade group.
- FreshGrade blocks were timetabled so students could independently update their learning profiles.
- Teachers access online learning websites to enhance delivery of curriculum.
- Technology is used to assist those with complex communication needs (i.e. TouchChat, Choice Works, etc)

Communication Strategies
- BES teachers continue to use student planners, apps such as Remind , Freshgrade Announce and email to communicate with parents regularly.
- Student progress was reported through FreshGrade,Powerschool and Student Learner Showcases in March and October
- We also have a school Facebook account and website.

Budgets and School Generated Funds
- BES staff have ensured that the school is fiscally responsible and monies are being allocated properly to support student learning in the classroom.
- Overhead costs are kept to a minimum and emphasis is directed towards supporting student

learning and classroom instruction.
- BES continues to examine the teacher student ratios and strives to maintain appropriate class size numbers and program assistant support within the school.
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- BES continues to examine the teacher student ratios and strives to maintain appropriate class size numbers and program assistant support within the school.
- Required resources are purchased for teachers to ensure that students receive adequate instruction.