



School Education Plan 2023/24



2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.



Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

As a new administration team, it is both an honor and a privilege to have been chosen to be a part of this learning community. We truly understand and appreciate the rich history and strong sense of community that Beiseker Community School holds. We are committed to honoring and upholding that legacy while also bringing fresh perspectives and ideas to further enhance the school experience for everyone involved. We believe in fostering a positive and inclusive environment where every student, teacher, and parent feels valued and supported.

Our primary objective is to cultivate a love for learning and equip every student with strong literacy and numeracy skills. By emphasizing these foundational areas, we aim to empower our students to become confident communicators and critical thinkers, enabling them to succeed academically and in their future endeavors.

We strongly believe that regular attendance is crucial for your child's educational progress. We strive to create a safe and stimulating learning environment that encourages students to attend school regularly, recognizing that consistent attendance is key to their growth and development. Our dedicated staff members are committed to providing engaging and innovative educational experiences that encourage active participation, ensuring that each student's unique needs and interests are catered to.

Creating an engaging and welcoming school atmosphere is central to our philosophy. We want every student to feel valued, supported, and inspired to reach their full potential. Our school fosters a positive and inclusive culture where diversity is celebrated, enabling all students to thrive academically, socially, and emotionally. We believe a collaborative partnership between educators; parents and the wider community is vital in achieving this goal.

We strongly encourage parental involvement in your child's education. We believe that when parents actively participate in their child's learning journey, it positively impacts their academic success and overall well-being. We offer various opportunities for parents to engage with school, including student conferences and celebrations, volunteering, and participation in the school council. By working together, we can create a strong support system that nurtures your child's growth and development.

As we embark on this educational journey, our school is dedicated to providing a safe, inclusive and enriching environment that fosters a love for learning. We are committed to providing a high-quality education that nurtures the whole child.

We look forward to the year ahead, filled with growth and joy in our learning.

Your administration team,

Jennifer Gervais and Joe Reina

School Profile

<p>Principal: Jennifer Gervais Assistant Principal: Joe Reina Email: beiseker@rockyview.ab.ca Website: https://beiseker.rockyview.ab.ca/</p>	<p>Mission: We engage learners through meaningful and challenging experiences, preparing them to understand, adapt, and successfully contribute to our changing global community.</p> <p>Vision/Purpose/Beliefs:</p> <ul style="list-style-type: none"> • Students are provided with varied opportunities for risk-taking through innovative instructional approaches that promote critical thinking. • Students, parents, staff, and the community work cohesively in a supportive, safe, and caring learning environment. • Student individual needs and abilities are recognized by providing empowering, diverse, and unique learning opportunities. • Student success is fostered, respected, and celebrated. • Members of the school community are positive contributors to both local and global communities.
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Total Number of Students:

Grades Served: K-12

Total Number of:

- Classroom Teachers: 18.5
- Learning Support Teacher(s): 1.75
- Learning Assistant(s): 5
- CDA(s)/Guidance Counsellor(s): 1.5
- Learning Commons Facilitator(s): 0.5
- Office staff: 1.5
- Caretaking staff: 3

School Diversity Profile

As with all Rocky View Schools, Beiseker Community School reflects a rich and diverse learning community that includes learners who self-identify as Indigenous.

Notably, 5% of our students self-identify as First Nations, Metis, or Inuit.

As an inclusive school, we welcome 2.4% of our students who have significant learning needs.

Additionally, our school offers Student Council, various sports (Hockey, Volleyball, Basketball, Track and Field, and we most recently added Wrestling), Junior Leadership, games club, a recycling program, and Drama. We are also a K-12 school that incorporates multi-level grade collaboration. We also offer a

variety of option and CTS courses our students can choose from. Our students participate in off-campus learning through Work Experience, RAP (Registered Apprenticeship Program) and Dual-Credit Programs.



Student Feedback from Spring 2023

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

- Sports teams
- Field trips
- Activities and options

What do students think could be worked on or improved?

- More engaging and fun learning activities in the class
- More clubs
- Building more community (specifically G7-9 and somewhat G10-12)

Parent Feedback from Spring 2023

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

- Satisfied with teachers and staff – they are friendly, welcoming, and caring.
- Many parents indicated satisfaction with the amount of communication between the school and parents.
- Great activities for students and community involvement

What do parents think could be worked on or improved?

- Making more of an effort to include parents in school activities

RVS Four-Year Plan Survey Results

What does the survey indicate is going well?

- G3-5 students
 - feel supported in their learning
 - value numeracy and math skills
 - understand what food is healthy for them
- G6-9 students feel
 - they use numeracy and math skills to solve problems in a variety of ways
- G10-12 students feel
 - they are given real-world and meaningful examples to help them learn
 - they reflect on their learning in a variety of ways
 - they have an adult in the building that they can talk to
- Staff believe students:
 - apply numeracy with confidence
 - learn through reading
 - use math to solve real life problems
 - can get help with learning at school when they need it
 - are provided with experiences that develop their ability to face obstacles and challenges
 - are provided with opportunities to learn about global diversity and world views
 - are taught the components of self-care to support a healthy lifestyle

What does the survey indicate could be worked on or improved?

Based on feedback from the RVS Education Plan Survey, BCS students were below the division average in the following measures:

- setting goals for learning
- engagement in learning – students would like more voice and choice in learning and assessment
- development of resiliency skills
- opportunities to learn about diverse cultures and perspectives
- valuing diversity (in various forms) and learning about varying perspectives

RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.	MIPI	30%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 9.	Groupe Beauchemin+	N/A
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	54%
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	15
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	0
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	TBD
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	52%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	57%

What does this data tell us is going well?

- A good number of students in the building are attending regularly
- Good work is being done to help students with special learning needs to develop skills and strategies to support their learning.

What does this data tell us could be improved or worked on?

- Although Math is significantly low and work needs to be done in this area, we also need to continue to work on literacy
- Attendance continues to be an issue
- Goals for our IPP's may be unrealistic

Alberta Education Assurance Measure Results

Assurance Domain	Measure	Beiseker Community 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
Student Growth and Achievement	Student Learning Engagement	81.8	81.7	81.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	81.4	80.6	78.3	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	91.7	75.2	78.7	80.7	83.2	82.3	Very High	Improved	Excellent
	5-year High School Completion	91.7	78.2	83.5	88.6	87.1	86.2	High	Maintained	Good
	PAT: Acceptable	n/a	66.5	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	15.4	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	86.7	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	10.0	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.8	87.7	87.9	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	82.2	83.5	83.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	84.0	87.7	87.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	86.7	96.8	87.6	79.1	78.8	80.3	Very High	Maintained	Excellent

What does our data indicate is going well?

- High School completion rates increased last year and is above the provincial average
- Most students feel that the quality of their education is good or excellent
- Parental involvement is excellent at BCS
- Students at BCS actively take part in their school culture
- Students feel like they have access to supports and services to help with their learning

What does our data tell us could be improved on?

- Achievement results for the standard of excellence on PATs and Diploma Exams are below the provincial average
- Achievement results for an acceptable rating on PATs are slightly below the provincial average
- Although good, student engagement is still below the provincial average

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

How Might We: increase student *literacy* skills in all areas of learning?

School Goal 1: Continue to increase our reading comprehension across all grades in the school. By June of 2024, reading assessment results will show an increase of 10% in the number of students reading at or above grade level.

Data that informed this goal:

Results from literacy benchmark assessments

- Fountas and Pinnell assessment (49% of students were below or approaching grade level),
- Grade 1 LeNS indicates 22% are at-risk,
- PAT results – 18% of Grade 9 students (n=22) did not meet the acceptable standards of the PAT. The entirety of the Grade 6 class (n=16) met the acceptable standards or above for their PAT.
- Diploma results – 91% of English 30-2 students (n=11) and 93% of English 30-1 students (n=15) measured at an acceptable standard or a standard of excellence on their diploma exam.

Connection to the practice guide(s):

Instruction and Assessment

- *meet students where they are and support them in the journey to where they need to go and want to be;*
- *include the application of universal strategies;*
- *Supporting student learning happens through a team approach. The team is comprised of classroom teachers, administrators, learning support teacher(s) and often support staff, using a collaborative support model.*

Inclusion

- *preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners.*

PL Practice Guid

- *Learning specialists in RVS may support staff engagement in the above research based professional learning practices. Areas of specialization include but are not limited to literacy, numeracy, instructional design, technology for learning, learning support, English as an Additional Language and Indigenous Ways of Being and Knowing.*

Strategies:

<ul style="list-style-type: none"> • Targeted intervention groups which include classroom teacher, literacy teacher and learning support, focusing first on our students who are slightly below grade level, then those who are more significantly below grade level in reading comprehension. • Home reading program. • Exploring consistent school-wide literacy tools. • Consultation with division literacy specialists. 		
<p>Measures:</p> <ul style="list-style-type: none"> • Literacy assessments, PAT, Diploma Exams, teacher observation. 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Model reading for learning and pleasure at home. • Read with their child at home on a daily basis. • Ask questions about what their child is reading. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • Home reading program for elementary has started. • Literacy committee has been developed. • Literacy committee have developed a plan for students in Grade 9 and higher to buddy “with a purpose” with our division one learners to provide opportunities to read, practice strategies 	
<p>March 15</p>	<ul style="list-style-type: none"> • Grade 9 English students are working the Grades 1 and 3 classes to build literacy skills and promote the joy of reading. Observations are showing that all students are enjoying the experience and the Grade 1 teacher has reported that all students are showing signs of improvement and believes this program is influencing this along with classroom activities. • Current literacy buddies with a purpose is promoting positive community development and creating connections between our high school and elementary. 	<ul style="list-style-type: none"> • Grade 3 students with their Grade 9 partners are introducing poem books as a strategy to increase students’ joy of writing.

	<ul style="list-style-type: none">• Parents have shared that they appreciate the program and its impact on their children.• Division 1 and 2 Indigenous Literature kits have been brought in to the school (on loan from the Indigenous branch) and have been used in all elementary classes.	
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Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We: increase student *numeracy* skills in all areas of learning?

School Goal 2: Increase students' understanding of numeracy and its connection to everyday life. By June 2024 -

- I. 60% more students will be at or above grade level as seen in the year-end numeracy assessment results as compared to the results at the start of the year,
- II. all students will see an increase of 3-5% when compared to their numeracy results from their previous year, and
- III. all students will have engaged in exploring how math is connected to career and everyday life.

Data that informed this goal:

Results from numeracy assessments

- Alberta Numeracy Screening Assessment shows 25% of Gr1-3 students are at-risk.
- 2022-23 MIPI data shows over 70% of G4-9 students are at-risk or may require attention.
- PAT results – 58% of Grade 6 students (n=17), and 36% of Grade 9 students (n=22) did not meet the acceptable standards of the PAT.
- Diploma results – 100% of students (n=8) in the Grade 12 Math 30-2 diploma exam measured at an acceptable standard or a standard of excellence.

Connection to the practice guide(s):

Instruction and Assessment

- *meet students where they are and support them in the journey to where they need to go and want to be;*
- *include the application of universal strategies;*
- *Supporting student learning happens through a team approach. The team is comprised of classroom teachers, administrators, learning support teacher(s) and often support staff, using a collaborative support model.*

PL Practice Guide

- *Learning Communities: Occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.*
- *Learning specialists in RVS may support staff engagement in the above research based professional learning practices. Areas of specialization include but are not limited to literacy, numeracy, instructional design, technology for learning, learning support, English as an Additional Language and Indigenous Ways of Being and Knowing.*

<p>Inclusion</p> <ul style="list-style-type: none"> • preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners. <p>PL Practice Guide</p> <ul style="list-style-type: none"> • Teachers, support staff and learning specialists build collective capacity to meet the needs of all students through a variety of structures. 		
<p>Strategies:</p> <ul style="list-style-type: none"> • Create a committee focused on ways as a school we can move our students forward in numeracy based on the understanding of where students are displaying lagging skills • School wide initiatives • Targeted Learning Support interventions focusing on numeracy at the Grade 4-6 level • Consultation with division numeracy specialists • Exploring current literature related to using high impact learning strategies for developing numeracy and math skills – for example, <i>Building the Thinking Classroom in Mathematics – 14 Teaching Practices for Enhancing Learning</i> (Peter Liljedahl) 		
<p>Measures:</p> <ul style="list-style-type: none"> • MIPI, Alberta Numeracy Screening Assessment, PATs, Diploma Exam results, teacher anecdotal, explicit use of numeracy in all classes. 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Play math-based games such as board-games and cards. • Practice basic math facts with their children at home (addition, subtraction, multiplication, and division). • Talk to their children about how math is used in their everyday life - i.e., time management, taxes, money management, budgets, travel, grocery shopping, etc. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • Numeracy committee has been developed • Committee has developed a school wide plan for our older students to teach our younger students math card games based on supporting math facts, games will be sent home, begin to track progress 	<ul style="list-style-type: none"> •

<p>March 15</p>	<ul style="list-style-type: none">• First round of numeracy games was shared between all upper and lower grades. Every grade participated. Overall, the activity was received well with students, and it helped to create connections with older and younger communities in the school.• Round two of the games is planned for the week following Spring Break.	<ul style="list-style-type: none">• More communication home about these activities to provide parents with information about these strategies.• Increasing frequency of activities.• Committee needs to establish a way that data is collected on the efficacy of the activities.
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Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How Might We: increase student **engagement** in all areas of learning?

<p>School Goal 1: Increase student engagement by offering programs that allow students to personalize their learning experience while in school.</p>
<p>Data that informed this goal:</p> <p>APORI results (May 2023)</p> <ul style="list-style-type: none"> 71% of students (n=49) believe they are engaged in their learning at school <p>Attendance rates (overall 2022-2023 school year)</p> <ul style="list-style-type: none"> 48% of students were absent from school more than 10% of the school year
<p>Connection to the practice guide(s):</p> <p>Instruction and Assessment</p> <ul style="list-style-type: none"> <i>engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights;</i> <i>move beyond classroom walls;</i> <p>Inclusion</p> <ul style="list-style-type: none"> <i>universal design for learning approach can increase student engagement, academic, social-emotional, and behavioural success and help teachers best support the diversity of learners in their classrooms.</i> <p>PL Practice Guide</p> <ul style="list-style-type: none"> <i>Teachers, support staff and learning specialists build collective capacity to meet the needs of all students through a variety of structures.</i>
<p>Strategies:</p> <ul style="list-style-type: none"> Flexibility in school programming allows students to pursue their passion. Offering students, the opportunity to engage in content in a relevant and engaging way and allowing them to demonstrate their learning in various ways.

<ul style="list-style-type: none"> • Projects in all classes that focus on content and how it relates to real life careers and opportunities. • Continual conversation with students about how learning is much larger than a grade. • Exploring literature related to building safe and caring schools – for example, Decolonizing Methodologies (Linda Tuhiwai Smith) 		
<p>Measures:</p> <ul style="list-style-type: none"> • Attendance rates • Students' involvement in career-based initiatives • Student achievement in all classes • Student enjoyment of learning (APORI) 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Ask their children about what they did at school each day and encourage them to remain actively involved in their learning. Seek out support if they notice their child is becoming less engaged. • Frequently check information shared on PowerSchool (i.e., grades and attendance). • Talk to their children about their career aspirations. • Ensure their child is attending school regularly. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • Looking at adjusting Semester 2 schedule to allow for different learning opportunities offered at the High School Level • Attendance Protocol is being developed in order have frequent check ins. 	<ul style="list-style-type: none"> •
<p>March 15</p>	<ul style="list-style-type: none"> • Added a special projects course that allowed students to extend their work in the industrial arts (use of CNC and laser engraver). • Grade 7-9 options now include a career component to their courses. • Students, staff, and admin are currently revamping the list of Complimentary Courses that are offered for the following school year. The intent here is to increase student engagement 	<ul style="list-style-type: none"> • Need to solidify the plan that was initially put into place at the end of Semester 1 as it is currently not working so well. • Request all Complimentary Courses have an off-campus experience or a guest speaker related to the area of study. These experiences will focus on career exploration and development.

	and allow students to be excited about their learning with a career focus will be incorporated into each course offered.	
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Creating inclusive, engaging, healthy learning opportunities for all students



Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

How Might We: help ALL students feel *safe and welcome* at BCS?

<p>School Goal 1: Create an environment where all students feel safe and valued</p>
<p>Data that informed this goal:</p> <p>APORI results (May 2023)</p> <ul style="list-style-type: none"> • 71% of students (n=49) feel safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly • Results are 35% lower in this area for Grades 7-9 students, and 25% lower for Grade 10-12 students when compared to the cohort of students in Grades 4-6. • 65% of students (n=49) model the characteristics of active citizenship • 100% of Grade 4-6 (n=8), 25% of Grade 7-9 (n=16), and 33% of Grade 10-12 (n=24) students report they feel students respect each other at school
<p>Connection to the practice guide(s):</p> <p>Inclusion</p> <ul style="list-style-type: none"> • <i>All children and youth can and want to learn.</i> • <i>All children and youth must feel accepted, valued and physically and emotionally safe in order to take the risks necessary for growth.</i> • <i>Some children and youth come to school with exceptional academic and social/emotional needs, which must be addressed before meaningful learning can occur.</i> • <i>We are committed to actively supporting recommendations made by Canada’s Truth and Reconciliation calls to action by fostering respectful, supportive, inclusive, and welcoming learning environments. By incorporating these practices, we will be supporting the inclusion of all.</i> • <i>Inclusive learning environments address four of the most significant determinants of mental health: social inclusion, academic inclusion, freedom from discrimination and violence and access to resources.</i> <p>PL Practice Guide</p> <ul style="list-style-type: none"> • <i>Teachers, support staff and learning specialists build collective capacity to meet the needs of all students through a variety of structures.</i>
<p>Strategies:</p>

- Focus on community building in all areas of the school, but with specific targeted interventions at the Grade 7-12 level – including things like service projects, collaboration lower and upper grades, celebrations of student learning, etc.
- Exploration of Indigenous ways of knowing and learning in the classroom (focus on connection, building resiliency, and community development) – teachers will work to understand and implement 2 new Indigenous ways of knowing and learning into their classrooms.
- Positive Behaviour in School (PBIS)
 - In October of 2023, students and staff will be surveyed to establish a baseline for PBIS
 - In November of 2023, a teacher-lead committee including administration, teachers, and students will be formed to plan school-wide PBIS strategies
 - In May/June 2024, our PBIS Matrix will be created and made visible in the school, and students will be surveyed again to measure the effectiveness of the interventions
- Exploring literature related to building safe and caring schools – for example, Decolonizing Methodologies (Linda Tuhiwai Smith)

Measures:

- APORI results (May 2024), PBIS surveys, student attendance rates

Parents can:

- Ask their child about how school is going
- Talk to their child about what it means to be a good citizen and how they can contribute to making their school (and community) a better place
- Communicate with teacher(s) about issues as they come up with a focus on gaining understanding, mutual respect, and trying to find a solution to the issue
- Have open conversations with their children about tough issues like truth and reconciliation

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • PBIS committee developed. • Tier 1 Fidelity completed. • Beginning stages of Matrix development • Indigenous Education Committee has been developed. • The Blanket Exercise Professional Learning has been proposed. 	<ul style="list-style-type: none"> • Student Council will play a more pivotal role in creating school-wide initiatives to provide opportunities to develop an energetic and enthusiastic school culture from K-12
<p>March 15</p>	<ul style="list-style-type: none"> • Pillars have been established for our PBIS and shared with divisional staff. 	<ul style="list-style-type: none"> • For PBIS, we could reach out to division supports more to help move this work forward. •

	<ul style="list-style-type: none">• Student and teacher engagement has started to establish what these groups feel are “tricky” areas of the school community. Parent engagement to follow.• Student consultation has been done to revamp our Complimentary Studies list so that is based on student interest and connected to career outcomes.• Division 1 and 2 Indigenous Literature kits have been brought in to the school (on loan from the Indigenous branch) and have been used in all elementary classes.• Indigenous Learning Committee has worked closely with division staff to move this work forward. All staff participated in the Blanket Exercise, an activity that most staff had not participated in before.• Indigenous Learning Committee has started to build more of an awareness (and do more activities) around Indigenous Education (including days that celebrate Indigenous culture and incorporating Indigenous learning into the classroom).	
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School Council Review

Presentation of School Education Plan

School council comments:

- The outlined goals and identified strategies are well thought out and detailed in their implementation and measurements for success. We feel the workbook as presented is an informative and comprehensive plan and are looking forward to the students and staff's achievements throughout the year.

Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of Beiseker Community School



Terri-Lynn Finck

October 10th, 2023

Principal signature on behalf of students and teachers of Beiseker Community School

Jennifer Gervais

October 11, 2023