



Westbrook School

School Education Plan 2023/24



March / 2024



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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

To achieve the goals in RVS' 2023-27 Education Plan, our school is focusing on the following key priorities:

Improving students' numeracy skills, including reducing the number of students not currently meeting grade level expectations by 10%. Strategies include:

- Organizing staff PL focused on numeracy instructional practices
- Introducing a year-long targeted numeracy intervention program
- Developing a home numeracy program similar to a home literacy program
- Transforming our existing literacy period into a literacy/numeracy period
- Inviting parent volunteers to engage in numeracy development activities and games both in and out of school

Building "Future Ready Students" by improving students' understanding of the connection between what they are learning at school and possible career pathways. Strategies include:

- Organizing Career Exploration afternoons where grades 5-8 students will have the opportunity to engage in experiential learning activities related to a variety of careers
- Introducing new Career and Technology Foundations (CTF) courses for middle school students with explicit focus on CTF learner outcomes related to careers
- Working with community partners to facilitate opportunities for students to engage in hands-on learning opportunities directly related to entry categories in our 2024 School Fair handbook
- Encouraging classroom teachers to expand involvement of community partners, including parents, to facilitate career exploration and/or hands-on, real world learning experiences for students

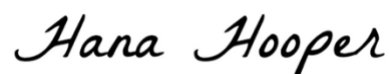
Creating inclusive learning experiences for students by encouraging understanding and appreciation of cultural diversity, especially in the area of Indigenous Education. Strategies include:

- Engaging staff in Indigenous Education professional learning that builds on the work from last school year
- Building relationships with members of our local Indigenous community to help us learn about the history and purposes of tipis and to collaboratively plan, design, set-up and use a tipi
- Introducing some aspects of Indigenous culture to students in the classroom during assemblies
- Developing protocols for a respectful National Indigenous People's Day assembly on June 21

The priorities discussed above are directly linked with RVS' 2023-27 Education Plan and are responsive to the needs of the school community.



Earl Castiglione, Principal



Hana Hooper, Assistant Principal

School Profile

<p>Principal: Earl Castiglione Assistant Principal(s): Hana Hooper Website: https://westbrook.rockyview.ab.ca/</p>	<p>Mission: Westbrook School's purpose is to nurture students' intellectual, physical, social, and emotional growth</p> <p>Vision: Our vision is for the Westbrook School community to be a collaborative partnership of learners where students achieve their personal best and become responsible citizens in a safe, respectful, supportive and caring environment.</p>
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Total Number of Students:

Grades Served: K - 8

Total Number of Students: 199

- Classroom Teachers: 12
- Learning Support Teacher(s): 1
- Learning Assistant(s): 3
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 2

School Diversity Profile

As with all Rocky View Schools, Westbrook School reflects a rich and diverse learning community.

Notably, 5% of our students self-identify as Indigenous students.

As an inclusive school, we welcome 3.5% of our students who have significant learning needs.

Additionally, our school offers extra-curricular athletics, optional classes, and targeted literacy and numeracy support for students not currently meeting grade level expectations. Westbrook School students also participate in longstanding Westbrook School traditions, such as a Walk-a-thon and a School Fair.

Student Feedback from Spring 2023

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

- “Older grades are appreciative of how staff and admin listen to them and let them have a voice, for example advocating to be allowed to wear hats/caps in school.”
- “Students are recognized as individuals and we know them personally.”
- Students appreciated having choice and voice in class and in selecting optional courses.
- Students are welcoming and kind to one another.

What do students think could be worked on or improved?

- More opportunities to learn in the outdoors

Parent Feedback from Spring 2023

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

- “I think the school puts an emphasis on being welcoming and friendly.”
- “The literacy program is amazing. We really liked the home-based reading approach. All aspects of his learning to read at Westbrook have given him such a positive perspective when it comes to reading. Our son has become a strong reader and loves to read.”
- “Focus on academic excellence and a specific focus on literacy and numeracy. Support of extracurricular sports for all students within the school.”
- “I have talked to many parents following our Christmas production and lip sync who have expressed a joy and excitement in all of us coming together and celebrating the students this way.”
- Parents have commented that they appreciate that students are known, appreciated and supported at Westbrook School.
- Parents have expressed appreciation for the creation of choice in new optional programming, including CTF Outdoor Education, CTF Communication Technologies, CTF PE Enrichment, and CTF Leadership.
- Parents have expressed appreciation for the access students have to extra learning opportunities (trips, speakers, etc.) beyond the school.
- Parents have expressed appreciation for the many opportunities for parents to be involved in school events, field trips, athletics, and other volunteer opportunities. “Parents love to volunteer.”

What do parents think could be worked on or improved?

- “This may not apply to all kids. I know my son has boundless energy. I feel that he could definitely benefit from more physical education time or more physical activity. Not sure if that is an option, but I know that if he can express that energy in a productive manner then he will focus better in class time.”
- “Intentionally taking learning outdoors when possible.”
- “Parents have shared that students could be encouraged to have more independence in decision making.”

RVS Four-Year Plan Survey Results

What does the survey indicate is going well?

- 77% of students and parents reported students “always” or “often” have the opportunity to make choices in their learning
- 87% of students reported that they are “always” or “often” supported to do their best
- 83% of students report that they are “always” or “often” learning skills they need to be successful in the next grade

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

- 33.4% of students report they “always” or “often” create things to show their learning

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	72.4%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	93%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	83%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	56%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	87%

What does this data tell us is going well?

- Literacy instruction in classrooms supported by targeted intervention and a home reading program is resulting in improved achievement in reading.
- Students with IPPs are supported in achieving their learning goals.
- PBIS initiative is gaining traction in the school.

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

- Student achievement in numeracy could be improved.
- Student attendance could be improved.

Alberta Education Assurance Measure Results

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Westbrook 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	86.2	80.7	80.7	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	84.1	79.5	84.2	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	80.0	90.0	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	26.7	45.0	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.7	81.6	87.0	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	81.1	81.1	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	78.5	71.2	71.2	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	90.4	76.8	79.7	79.1	78.8	80.3	Very High	Improved	Excellent

What does our data indicate is going well?

- Significant year over year improvement in all areas
- Governance: Parent Involvement increased from 76.8% to 90.4% year over year
- High level of “satisfactory” achievement on PAT exams
- Very high level of “excellence” achievement on PAT exams

What does our data tell us could be improved on?

- While evaluation of education quality has improved year over year from 81.6% to 85.7%, students were the group of respondents who provided the lowest score, 82.2%, on this section of the survey.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

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

How Might We:

School Goal: How might we improve students' numeracy skills, including reducing the number of students not currently meeting grade level expectations by 10% this school year?

Data that informed this goal:

MIPI (Sept. 2023): 27.6% of grades 4 to 8 students assessed as "Requiring Attention"

Grade 6 Math PAT: (June 2023) 93.3% achieved "Acceptable" standard and 26.7% achieved "Excellence" standard

Alberta Numeracy Screening Assessment: (Sept. 2023) 17% of grades 2 and 3 students assessed as "At Risk"

Connection to the practice guide(s):

Instruction and Assessment Practice Guide

- "When data indicates student learning is not moving forward, teachers engage in the collaborative problem-solving process, communicate and **engage parents**, alter instruction, provide multiple ways for the student to demonstrate their achievement of the learning outcomes."
- "Universal Design for Learning (UDL): Intentionally planning learning around the student, taking into consideration where each is on their learning journey, is critical for success."

Professional Learning Practice Guide:

- "School-based Professional Learning Days: School administrators consider the data collected through the School Education Plan and the RVS Education Plan to determine priorities for school-based professional learning days."
- "School based professional learning plans are developed to support school priorities, outcomes and strategies for professional learning each school year and are embedded in the goals of the School Education Plan."

Inclusive Education Practice Guide:

- "Allocating Resources – Dedicate staff, money, time and resources toward inclusion, accessibility, and accommodation."
- "Professional learning aligned with the education plan initiatives will be provided through full day and half-day sessions throughout each school year by invited guests, as well as by RVS staff and specialists."

<p>Strategies:</p> <ul style="list-style-type: none"> • Organize whole school PL focused on numeracy instructional practices in classrooms • Introduce a year-long targeted numeracy intervention program • Develop a home numeracy program similar to a home literacy program • Transform our existing literacy block into a literacy/numeracy block • Make a variety of numeracy resources accessible to staff (manipulatives, games, whiteboards) for student use • Invite parent volunteers to work with small groups of students on numeracy activities during our Numeracy Block 		
<p>Measures:</p> <ul style="list-style-type: none"> • MIPI retesting; PAT results; Alberta Numeracy Screening Assessment 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Participate in the home numeracy program • Volunteer to help small groups of students with numeracy skills through guided activities 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • PL session, “Components of Fluency”, for staff by numeracy specialists Jaelyn Mackenzie, Chelsey Schubert on August 31, 2023 • November 20 PL session and guided conversation with staff facilitated by numeracy specialists Jaelyn Mackenzie, Carolane Contant regarding: <ul style="list-style-type: none"> ▪ teachers’ perceptions of our students’ lagging number sense skills; ▪ strategies and resources that might be used in the classroom, during a Numeracy Block, and at home to support development of students’ varying needs. • Establishment of a targeted numeracy program, including: 	<ul style="list-style-type: none"> • Delayed the launching of our Numeracy Block and Home Numeracy Program until January because we are still creating this plan. We are not aware of any other schools working on a similar initiative so there are not many resources, protocols, and approaches we can borrow from other schools. • In the first draft of this school education plan, we also had a literacy goal. While we will, of course, continue constructive work in literacy, we have decided to focus our PL time this year on our numeracy goal. • Added a strategy of making a variety of math resources accessible to teachers and students.

	<ul style="list-style-type: none"> ▪ identifying students who could benefit from support through analysis of numeracy assessments and teacher recommendations; ▪ developing plans for small groups of students; ▪ collaborating with an educational assistant. • Westbrook School's Numeracy Team has engaged in several collaborative discussions with staff, specialists and parents about the scope, purpose, and strategies that could be used to develop a Numeracy Block and Home Numeracy Program. • Created a Numeracy Cart with manipulatives and games; bolstered the number of white boards available to all classrooms. 	
<p>March 15</p>	<ul style="list-style-type: none"> • From January 9th to Feb. 1st, RVS numeracy specialists spent three afternoons a week supporting numeracy initiatives at Westbrook School. Chelsey Schubert and Alida South facilitated numeracy centers for students in the learning commons, modeling innovative math practices for teachers, including a "thinking classroom" approach. Staff also had an opportunity to plan with learning specialists, observe a lesson style, or have a conversation about supporting students. • Our <i>Westbrook Home Numeracy Approach</i> was launched on February 1. Our approach built upon pre-existing home numeracy resources from Ontario, Australia, and Scotland. • Teachers continued to develop resources for students to use 	<ul style="list-style-type: none"> • We have made significant progress on the first five strategies we identified to "improve students' numeracy skills, including reducing the number of students not currently meeting grade level expectations by 10% this school year". • The only strategy we are implementing more slowly is "inviting parent volunteers to work with small groups of students on numeracy activities during our Numeracy Block." The reason for this is that some teachers need more time to develop numeracy activities before involving parents.

	<p>independently during numeracy/literacy block.</p> <ul style="list-style-type: none"> • All math games and resources that were recommended by our math specialists were purchased for teacher and student use. • Two MathUp digital licenses were purchased in February for use with grades 5-8 students. MathUp is an online learning resource that incorporates contemporary mathematics pedagogy. • Assistant Principal Hana Hooper and Numeracy Lead Jen Steiner facilitated a Numeracy Progress & Next Steps PL session on March 11. 	
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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:

<p>School Goal: How might we improve students’ understanding of the connection between what they are learning at school and possible career pathways so that 10% more students report on RVS’ Education Plan Survey that they are always or often learning things they can use in their lives?</p>
<p>Data that informed this goal:</p> <p>RVS Education Plan Survey: (56.7% of grades 6-8 students report that they are always or often learning things they can use in their lives);</p> <p>AES Survey: (90.9% of parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.)</p>
<p>Connection to the practice guide(s):</p> <p>Instruction and Assessment Practice Guide</p>

- “Keys to designing learning opportunities: engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights; move beyond classroom walls;”

Inclusion Practice Guide:

- “Collaborate for Success – School and system staff, families and community partners are committed to ongoing and meaningful collaboration to support the success of all learners.”
- “Community Engagement – Parents, school councils, students, community members, businesses, industry, and post-secondary institutions are partners in supporting implementation.”

Strategies:

- Organize Career Exploration afternoons where grades 5-8 students will have the opportunity to engage in experiential learning activities related to a variety of careers.
- Introduce new CTF courses for middle school students with explicit focus on CTF learner outcomes related to careers.
- Work with community partners to facilitate opportunities for students to engage in hands-on learning opportunities directly related to entry categories in our *2024 School Fair Handbook*.
- Encourage classroom teachers to expand involvement of community partners, including parents, to facilitate career exploration and/or hands-on, real world learning experiences for students.

Measures:

- RVS Education Plan Survey; AES Survey

Parents can:

- Volunteer to share career related information or experiences with students, either through classroom visits or through our Career Fair or School Fair
- Work in partnership with the school to strengthen student understanding of Learner Competencies

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • Formed a Career Exploration committee and met as a committee to establish a plan to arrange for as many as three Career Exploration afternoons at our school starting as early as February. Also met with our Area Director, Sandy McDuffe, to discuss our school's career exploration plans. 	<ul style="list-style-type: none"> • Moved from the idea of a Career Fair with parents providing short discussions about their professions to organizing up to three Career Exploration afternoons where students may have the opportunity to engage in an experiential learning activity.

	<ul style="list-style-type: none"> • Shared the plan with families through our November Newsletter and through School Council meetings, Friends of Westbrook meetings, and through informal conversation with parents. • Sent a survey to families on November 23rd to gather community interest in volunteering to be involved in a Career Exploration afternoon. • Introduced three new CTF classes for grades 7 & 8 students: Communications Technology, Leadership, and Physical Education Enrichment. • Trip to SAIT booked for Communications Technology students to engage in a Digital Youth workshop in March. • Parents involved in the School Fair Planning Committee are creating a new School Fair Handbook. 	
<p>March 15</p>	<ul style="list-style-type: none"> • Students used MyBlueprint to identify areas of career interests. Students also had discussions in class about possible career interests. Teachers gathered this information, which became the basis for approaching our parent community for volunteers in particular career fields. Lastly, students were surveyed to choose which sessions they were most interested in exploring at our Career Exploration morning. • We hosted our first Career Exploration Morning on February 27. Seven different sessions were offered. Each student chose their preferred sessions and engaged in two active learning career exploration opportunities. For example, students dismantled and assembled Rinai teaching furnaces, used hair salon equipment and products to style 	<ul style="list-style-type: none"> • We moved our career exploration activity to the morning so that there would be enough time for each 75-minute session to be repeated. • Organizing two Career Exploration Mornings was a major undertaking that involved a significant number of parent volunteers. Consequently, we will wait until next year to move forward with approaching parent volunteers to facilitate opportunities for students to engage in hands-on learning opportunities directly related to entry categories at our School Fair.

	<p>hair, calved a life-sized plastic teaching cow with a rubber calf inside, competed in an engineering design challenge to create an elastic propelled airplane that flew the furthest. Students also identified cyber security risks such as phishing emails and developed a sales pitch for veterinarian pharmaceuticals.</p> <ul style="list-style-type: none"> • Staff created reflection questions for students to complete after the Career Exploration afternoon as part of a follow-up plan to further explore future careers in Health class. • On March 5, our Communications Technology students visited the Digital Youth facility at SAIT to learn about 3D modeling and printing as well as virtual and augmented reality. Students created their own 3D models. Students also participated on a tour to get an overview of some of SAIT's programs. 	
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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.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

How Might We:

School Goal: How might we build students' cultural understanding and appreciation, especially in the area of Indigenous Education, in a manner that improves the *RVS' Education Plan Survey* results in the areas that address learning about other cultures by 5%?

Data that informed this goal:

RVS' Education Plan Survey:

- 63.3% of grades 6-8 students report they always or often learn about other cultures;
- 66.7% of grades 6-8 students report they always or often learn about diversity among people;
- And 73.3% of grades 6-8 students report they always or often value the contributions all people make to society.

Connection to the practice guide(s):

Instruction and Assessment Practice Guide:

- “Implementing Indigenous Ways of Knowing provides all learners, Indigenous and non-Indigenous, access to high quality learning. Decolonizing and Indigenizing methodologies support all student learning and create safety in the learning environment.”
- “**Physical spaces:** Space is often referred to as the third teacher. Classroom set up can help make a room more inviting and conducive for learning. Space does not need to be limited to the four walls of a classroom and can be extended beyond the building.”
- A foundational document cited in RVS' *Instruction and Assessment Practice Guide* is an Alberta Education resource titled *Our Words, Our Ways: Teaching FNMI Learners*, where it states, “Different **Elders** hold different gifts. **Their contributions to schools and classrooms can be significant when they are involved in meaningful ways such as bringing traditional ceremonies and teachings into the school or classroom.**”

Inclusion Practice Guide:

- “Professional learning aligned with the education plan initiatives will be provided through full day and half-day sessions throughout each school year by invited guests, as well as by RVS staff and specialists.”

Strategies:

- Engage in Indigenous Education PL that builds upon the work staff engaged in last year. Specifically, in addition to learning about Indigenous history, staff learned about some pillars of Indigenous ways of knowing and some Indigenizing practices and engaged in a “relational” protocol. This year, we would like to continue to build a deeper understanding of some of the other Indigenizing practices introduced, including land-based learning.
- Build relationships with members of our local Indigenous community, including David Bearspaw from the Stoney Nakoda Nation, through the process of learning about the history and purposes of tipis, collaboratively planning and designing a tipi, and setting up and using a tipi for educational purposes.
- Introduce the pillars of Indigenous ways of knowing with students through classroom activities and special events
- Work with RVS' Indigenous team and community partners to respectfully acknowledge National Indigenous People's Day.

<p>Measures:</p> <ul style="list-style-type: none"> • RVS' Education Plan Survey 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Help connect our school with the local Indigenous community • Take part in the raising of a new Westbrook School tipi 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • A parent of students at our school facilitated a meeting between administration and a local Stoney Nakoda knowledge keeper, David Bearspaw. Administration met with David and discussed the prospect of working collaboratively to acquire, plan, design and purposefully use a tipi. • David Bearspaw provided a PL session for staff on November 20 focused on building an understanding of the history, culture, contemporary reality, and aspirations of the Stoney Nakoda Nation. He also helped guide us towards an understanding of how we might respectfully approach the building, design, ceremony, and purpose of a tipi. A member of RVS' Indigenous team attended the session and helped guide us and understand protocols for working with Indigenous partners. 	<ul style="list-style-type: none"> • At the beginning of the year, our original plan was to work with a family from the Tsuut'ina Nation who the school had worked with previously to acquire a new tipi. However, we prioritized the opportunity to nurture relationships with members of the local Stoney Nakoda Nation through the collaborative process of learning about, acquiring, planning, designing, and using a tipi.
<p>March 15</p>	<ul style="list-style-type: none"> • RVS' Indigenous Learning Team has indicated that they will provide financial support to help our school purchase a tipi from our Stoney Nakoda neighbours. • We have made arrangements for David Bearspaw to select poles for our tipi in the spring. We have also requested a canvas for an 18-foot tipi. And we will invite a Stoney Nakoda elder to work with staff and 	<ul style="list-style-type: none"> • In September, we did not fully anticipate the financial costs associated with purchasing a tipi, which include not only purchasing a tipi, but inviting knowledge keepers and elders into our school to help us understand the significance of a tipi, how to respectfully decorate and use a tipi. In retrospect, we ought to have anticipated that individuals who agree to share their time, perspectives and expertise should be compensated

	<p>students to decide upon how our tipi will be decorated and used.</p> <ul style="list-style-type: none"> On February 14 and 15, RVS' Indigenous Cultural Liaison, Stacey Dyck, collaborated with our kindergarten teacher to share some knowledge about Indigenous culture, including tobacco tying and the medicine wheel. On the May 17 PL day, RVS Learning Specialist Dawn Granley will facilitate staff learning more about Indigenous ways of knowing and Indigenizing practices. In addition, staff will develop activities that can be used in the classroom to help students learn about Indigenous ways of knowing and Indigenizing practices. 	<p>appropriately. Thanks to the financial support of the Indigenous Learning team, we were able to carry out our plan. We are appreciative of this opportunity to build a respectful relationship with our Stoney Nakoda neighbours through the collaborative process of planning, building, raising, painting and using a tipi.</p> <ul style="list-style-type: none"> We have decided to take a different approach to respectfully acknowledging National Indigenous People's Day assembly on June 21st. Rather than have a whole school assembly for K-8 students as originally planned, we have decided to put our efforts into respectfully acknowledging National Indigenous People's Day through classroom activities and a whole school outdoor activity which will involve each group demonstrating stewardship and appreciation for a section of our land.
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School Council Review

Presentation of School Education Plan

School council comments:

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Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of Westbrook School

Signature: Lenore Oler
Lenore Oler (May 21, 2024 16:39 MDT)

Email: westbrook-schoolcouncil@rvschools.ab.ca

Principal signature on behalf of students and teachers of Westbrook School

A handwritten signature in black ink that reads "Earl Castiglione". The signature is written in a cursive style with a large initial "E".

Earl Castiglione, Principal