



Doing What's Best for Kids



# École Dickinsfield Public School School Growth Plan 2016-2017

**Combined 3 Year Strategic Education Plan (SEP)  
& Annual Education Results Report (AERR)**



# *MISSION STATEMENT*

At École Dickinsfield, we are a nurturing community of leaders who inspire lifelong learning, respect and responsibility for self, others, our environment and our world.

## *Motto*

Together we fly higher. / Ensemble nous volons toujours plus haut.

## *Profile*

1. Leadership Team-  
Paul Smith, Principal; Thomas Andrews, Vice- Principal; Erin Keca, Vice- Principal
2. Staff- 52
  - ♦ #ATA- 33 (plus one contracted counsellor)
  - ♦ #CUPE – 15 (plus three custodians)
  - ♦ Recruitment history- New to staff this year: 5 ATA
3. Students (Based on Sept 30 enrolment data)
  - ♦ Enrolment- 692 (Based on Sept 30 enrolment data)
  - ♦ Enrolment trends- numbers remained high despite wildfire
  - ♦ Grade range in school - ECDP-6
  - ♦ Exceptional Student Count- Code 30's (Mild/Moderate): 97 ; Code 40's (Severe Disability): 9 ; Code 50's (Learning/ Communication Disability): 15
  - ♦ ELL count- 130... Grant 2=18, Grant 3= 112
  - ♦ FNMI count- 47... Status=18, Non-status=7, Metis= 21, Inuit=1

## *Summary of Accomplishments*

- ♦ Leader in Me School, Apple School and Healthy Schools initiatives, PEAK school
- ♦ Social Conscience: Environmental initiatives, Green Team Ecology group, Food Bank drive, SPCA, Cambodian School support, Terry Fox Run, Jump Rope, etc.
- ♦ Good STEM learning through such things as , Lego league Robotics, DiscoverE Science presentations, Coding, Little Bits and other technology, Athletics, Science Fair, etc.
- ♦ Arts: Dickinsfield Musical theatre, Great Christmas and spring concerts , choir, handbells,
- ♦ Athletics: PEAK dance and Hockey , Vista Ridge ski/snowboard program, volleyball, basketball, badminton, and track and field.
- ♦ Literacy: Strong Reading Program results, Author visits, etc.
- ♦ List of Leadership roles: student morning announcements, apple core healthy eating trackers, ATB school bank, Birthday card makers ,Bucket filling leaders, Bus greeter, Chair setup leaders, Crossing guards, Front sign leaders, Playground Buddies, Gardening leaders, Global team, Greeters, Holiday Decorating, Hot lunch bin leaders, Library leaders, Lost and Found Leaders, Lunch Monitors, Music Leaders, O Canada singers, Office Leaders, Photographers, Public Speaking leaders, Recycling, Student Blogs, School Tours, Stage Leaders, Student Lighthouse team, Swiffers, Team shirt washers, Whiteboard and quote leaders, Wormologists.

**Note:** Due to the wildfire, the 2016 sample only reflected the results of those students who a) enrolled in a another school subsequent to evacuation and b) elected to write the Gr. 6 PATs. In some situations, students also changed from French Immersion to English program during the evacuation. For comparison purposes, 2015 data is included below.

**Combined 2015 Accountability Pillar Overall Summary**

Measure Category		Measure	Ecole Dickinsfield School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	90.3	86.8	89.4	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities & Achievemt.	n/a	Program of Studies	85.2	85.1	80.2	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	92	94.3	92.2	89.5	89.2	89.5	Very High	Maintained	Excellent
		PAT: Acceptable	81.1	76.8	83.7	73	73.1	73.9	High	Maintained	Good
Prep. for Lifelong Learning, World of Work, Citizen-ship	n/a	PAT: Excellence	22	13.2	19.3	18.8	18.4	18.9	High	Maintained	Good
		Work Preparation	83.1	88.7	79.2	82	81.2	80.4	High	Maintained	Good
		Citizenship	87.5	87.1	87.2	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	85.2	84.4	80.1	80.7	80.6	80.2	Very High	Maintained	Excellent

**Combined 2016 Accountability Pillar Overall Summary**

Measure Category		Measure	Ecole Dickinsfield School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring	Good	Safe and Caring	86.0	90.3	88.9	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities & Achievement. Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Program of Studies	87.2	85.2	79.9	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	91.6	92.0	93.0	90.1	89.5	89.5	Very High	Maintained	Excellent
		PAT: Acceptable	71.7	81.1	80.4	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	23.9	22.0	16.7	19.4	18.8	18.6	n/a	n/a	n/a
		Work Preparation	72.9	83.1	81.3	82.6	82.0	81.1	Intermediate	Maintained	Acceptable
		Citizenship	79.0	87.5	87.1	83.9	83.5	83.4	High	Declined	Acceptable
		Parental Involvement	74.1	85.2	81.2	80.9	80.7	80.5	Low	Maintained	Issue
School Improvement		School Improvement	72.0	85.3	80.9	81.2	79.6	80.0	Intermediate	Declined	Issue

**Outcome One: Alberta's students are successful**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	91.2	83.1	76.8	81.1	71.7		n/a	n/a	n/a			
Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	30.0	14.8	13.2	22.0	23.9		n/a	n/a	n/a			

**Comment on Results**

Due to the wildfire and subsequent evacuation, the sample that is used was not the "overall percentage of students in Grade 6" but the "overall percentage of students in Grades 6 who evacuated to a school in Alberta and elected to write the PAT in the new school." Even for those students who did elect to write the PAT the effects of the following are difficult to quantify due to the following: 1. Change of not only the school, but also in some cases the program (e.g. French immersion to English) 2. Disruption to learning due to evacuation 3. New school may have not followed the same sequence of units E.g. The order of Science units is teacher choice: DF: Tree and Forest/ Evidence/Sky Science/ Aerodynamics.... Those units were completed by May, but the unit

on Flight was not done due to the evacuation. If the new school did the unit of flight prior to May, DF evacuees would miss that unit altogether. 4.Size of sample writing was substantially smaller than usual.

**Strategies**

- Continue to adopt the literacy centre approach and CAFÉ (Comprehension, Accuracy, Fluency and Expanding vocabulary) which have cross curricular applications.
- Benchmark students using Fountas and Pinnell and GB+ to inform instruction.
- Track progress through the years by using a Benchmark reading folder.
- Promote reading through school wide reading minute goal. This goal is supported as well through the home reading program.
- Ensure common writing standards across the grades through cross grade collaboration
- Promote use of PLF time for differentiation of literacy centres in both ELA and FLA.
- Provide literacy support for the tier of students who are most at risk.
- Utilize a balanced literacy approach to teaching (The components of our 'balanced literacy' approach are as follows: Both whole language and phonics, read aloud, guided reading, shared reading, interactive writing, shared writing, CAFE, Writing Workshop and Word study.)
- Promote implementation and development of differentiated numeracy centres
- Continue to work on over-learning of basic math facts to make math problem solving more efficient.
- Promote Mathletics- Teachers are assigning math skills for review and students are setting goals about math minutes
- Encourage implementation of Math Homework Kits
- Promote Buddy reading
- Use Raz-Kids and Lexia to differentiate and help students progress in their reading
- Use PLF time to develop consistent benchmarks for various grade levels of numeracy skills.
- Promote Leader in Me Leadership roles which have good linkage to real world numeracy skills: e.g. ATB banker leaders
- Provide PLF time for teachers to work with grade partners to analyse assessments data, and strategize to address gaps in learning
- Promote teacher focus on critical thinking, skills, Exam banks, Problem Solving, Applications and connection.
- Encourage cross-curricular activities (e.g. bring Social and Science topics into LA, Art, Music
- Promote teacher analysis of specific questions in past PATs that were most missed, then collaborate on ideas to integrate those areas at each grade level (not just Gr. 6)
- Foster increased comprehension of vocabulary in Social Studies and Science (both English and French) and using the vocabulary (all school levels included, students and teachers) E.g. Word of the Week.
- Promote support for students in French Immersion as well as English through deployment of inclusive EA's at all grade levels
- Build more Math Social and Science opportunities (e.g. Math Fair, Sci. Fair, field trips).

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.8	86.6	87.1	87.5	79.0		High	Declined	Acceptable			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they	76.8	72.1	88.7	83.1	72.9		Intermediate	Maintained	Acceptable			

finish school.											
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**School: 1854 Ecole Dickinsfield School**

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Parent - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
Your child is taught attitudes and behaviors to be successful at work when he or she leaves school	2012	17	24	41	12	0	24	65
	2013	13	15	38	31	0	15	54
	2014	16	38	44	6	0	13	81
	2015	13	31	38	15	8	8	69
	2016	6	33	17	0	0	50	50

Teacher - Grade 4

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
Students at your school are taught attitudes and behaviors to be successful at work when they leave school	2012	3	*	*	*	*	*	*
	2013	9	67	22	0	0	11	89
	2014	5	*	*	*	*	*	*
	2015	6	67	17	17	0	0	83
	2016	4	*	*	*	*	*	*

**Comment on Results**

Results are based on a survey. For the six parents who answered the question in regard to attitudes and behaviours for success in the work world, three were satisfied, but three said they didn't know. This results in a 50% rating. In order to ensure a higher result, it is necessary that no-one puts "don't know" on the survey. We must continue to tell the story that the Leader in Me and extensive leadership roles available to students though the Leader in Me, have helped develop behaviours that will make them successful at work such as responsibility and self-confidence. Implementation of the Leadership Binders are assisting students with goal setting and tracking while creating personal accountability.

**Strategies**

- Continue to implement and develop practices that will enhance our student understanding and implementation of goal setting, school leadership roles, and active leadership. The Leader in Me teaches students to set goals and develop a Leadership Notebook that encourages accountability and tracking of goals. Through the Leader in Me Program each child in the school has a leadership position and can apply for leadership jobs both in class and at the all school level. The classroom and school wide leadership roles provide them with the opportunity to develop skills and perform real world jobs such as public speaking leaders, crossing guards, that will make them successful at work in their future.
- Teach students learn the behaviour of "beginning with the end in mind" of financial stewardship and savings through the ATB Jr. Banking program.
- Promote student organization and participation in active citizenship by participating and initiating in fundraising for various charitable causes (WB Food Bank, Terry Fox, Jump Rope for Heart, McMann House, Project Cambodia, UNICEF).
- Promote citizenship through Green Team and environmental efforts such as our wormologists, community clean up and weekly recycling.
- Encourage initiatives which serve the school community (announcements leaders, bus greeters, school tour leaders, O Canada leaders, Swiffer leaders, recycling committee, birthday card makers, office leaders, etc.) Utilize student Lighthouse team combined with other school social justice groups and other community causes
- Promote pro-social initiatives- Leader in Me, Friends, Chester the Cat, Bully Beware programs all teach life skills

- Continue to emphasize “telling the story.” Social media, website, newsletter, media (radio/Shaw TV) etc.
- Provide other opportunities for public awareness: Leadership Day, School Showcase, teacher newsletters, open houses, etc.
- Teach students to self-assess across all subject areas through continued use of student leadership binders for goal-setting.

## Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	85.4	80.8	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	20.8	11.5	n/a		n/a	n/a	n/a			

**Comment on Results:** Due to the wildfire and evacuation, the PAT measure was non-applicable in 2016.

**Strategies:** The same supports that assist any child academically will be useful in ensuring good success for our FNMI population. FNMI teacher is on staff. Resource Team meetings to assist in programming for FNMI students. Class visits and presentations by First Nations community member and Elders: social studies presentations on history, our community, the environment and story -telling. Cultural/Educational presentations. Differentiation and remediation to help struggling learners.

- Special events: Metis Day, etc., cultural/educational whole school assemblies with aboriginal performers, etc.
- Class visits and presentations by First Nations: social studies presentations on history, our community, the environment and story -telling.
- Assignment of an FNMI teacher to assist all students in learning about aboriginal heritage.

## Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.8	89.5	86.8	90.3	86.0		High	Maintained	Good			

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

Parent - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students treat each other well at your child's school	2012	18	22	72	6	0	0	94
	2013	13	8	77	15	0	0	85
	2014	20	20	60	5	10	5	80
	2015	14	14	57	7	0	21	71
	2016	7	14	43	29	0	14	57
Teachers care about your child	2012	18	44	56	0	0	0	100
	2013	13	23	69	0	0	8	92
	2014	20	40	45	10	0	5	85
	2015	15	33	67	0	0	0	100
	2016	7	43	43	0	0	14	86
Your child is safe at school	2012	17	29	71	0	0	0	100
	2013	13	8	92	0	0	0	100
	2014	20	35	50	15	0	0	85
	2015	15	20	73	7	0	0	93
	2016	7	14	71	14	0	0	86
Your child is safe on the way to and from school	2012	17	35	53	6	6	0	88
	2013	13	23	69	8	0	0	92
	2014	20	20	70	5	5	0	90
	2015	15	27	73	0	0	0	100
	2016	7	29	71	0	0	0	100
Your child is treated fairly by adults at school	2012	18	33	67	0	0	0	100
	2013	13	8	77	0	0	15	85
	2014	20	40	45	15	0	0	85
	2015	15	33	60	0	0	7	93
	2016	7	14	57	14	0	14	71

Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students are safe at your school	2012	18	72	28	0	0	0	100
	2013	31	65	29	3	0	3	94
	2014	26	65	35	0	0	0	100
	2015	34	76	21	3	0	0	97
	2016	24	75	25	0	0	0	100
Students are safe on the way to and from your school	2012	18	39	56	6	0	0	94
	2013	31	48	45	3	0	3	94
	2014	26	62	35	0	0	4	96
	2015	34	62	35	3	0	0	97
	2016	22	55	45	0	0	0	100
Students are treated fairly by adults at your school	2012	18	67	33	0	0	0	100
	2013	31	84	16	0	0	0	100
	2014	26	77	23	0	0	0	100
	2015	34	79	21	0	0	0	100
	2016	24	75	25	0	0	0	100
Students treat each other well at your school	2012	18	67	28	0	0	6	94
	2013	30	43	57	0	0	0	100
	2014	26	58	42	0	0	0	100
	2015	34	44	56	0	0	0	100
	2016	24	54	46	0	0	0	100
Teachers at your school care about their students	2012	18	78	22	0	0	0	100
	2013	30	87	13	0	0	0	100
	2014	26	81	19	0	0	0	100
	2015	33	85	15	0	0	0	100
	2016	23	91	9	0	0	0	100



Student - Grade 4-6		N	Yes %	No %	Don't Know %	Top 2 Box %
Are you treated fairly by adults in your school	2012	74	80	7	14	80
	2013	53	81	11	8	81
	2014	21	81	19	0	81
	2015	145	79	8	14	79
	2016	189	81	7	12	81
Do other students treat you well	2012	74	81	11	8	81
	2013	53	70	21	9	70
	2014	21	62	38	0	62
	2015	145	80	10	10	80
	2016	189	74	11	15	74
Do you feel safe at school	2012	74	85	4	11	85
	2013	53	85	8	8	85
	2014	21	81	14	5	81
	2015	145	80	9	11	80
	2016	189	73	9	18	73
Do you feel safe on the way to and from school	2012	74	74	12	14	74
	2013	53	79	13	8	79
	2014	21	67	24	10	67
	2015	145	82	3	14	82
	2016	188	81	9	10	81
Do your teachers care about you	2012	73	85	0	15	85
	2013	53	87	4	9	87
	2014	21	90	10	0	90
	2015	144	81	5	15	81
	2016	188	80	5	15	80

**Comment on Results**

This safe and caring schools measure was based on a survey answered by 7 parents, 23 teachers, and 188 students.

**Strategies**

- Work with district and Alberta Health Services to provide mental health therapists for support within the school in January: resilient staff = better support for students
- Promote Friends Program as a Universal Program in Gr. 1 and 5 classrooms. (Friends is an evidenced-based program effective in reducing anxiety disorders and building emotional resilience in children.)
- Promote activities that nurture self-worth. As part of the Leader in Me Program, much emphasis is placed on 'bucket filling', offering compliments to those around you.
- Provide opportunities to serve others through buddy programs, recycling leaders, Terry Fox, Food Bank, Beat the Cold, etc.
- Promote staff training in Behaviour approach training, NVCI, pyramid of intervention, bully prevention.
- Provide quality access to school counselor, mentor, FSL
- Practice Hour Zero + lockdown drills, fire drills, etc. to ensure the safety of all students and staff

## Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	86.1	69.5	85.1	85.2	87.2		Very High	Maintained	Excellent			

**Comment on Results** We are pleased with the most recent results. The students surveyed are Gr. 4 and 6 students. The parents surveyed are the parents of Gr. 4 and 6 students, while the teachers are all the ATA staff in Dickinsfield. All teachers complete the survey. Parents have the survey sent home, and have the choice of filling out the survey. There were a total of 7 parents who responded.

Besides PEAK options and the Art, Music, PE, Health offerings of the Alberta curriculum, we continue to provide a broad range of co-curricular activities

- All grades: Holiday concerts, Science Fair Club, Literacy Week, Terry Fox Run, UNICEF, Jump Rope for Heart;
- ECDP- Grade 3: Sock hops;
- Grades 1-6: Musical Production, Chess Club,, Student Lighthouse, Apple Core/Apple Seeds, Yoga, school-wide leadership jobs running club/kilometre club, Spring/fall/winter games;
- Grades 2-6: Global Club, Wormologists
- Grades 4-6: Coding, Robotics, Handbells, ATB student bank, Spelling Bee Geography Challenge. School dances;
- Grades 5-6: Boys and Girls Basketball, Boys and Girls Volleyball, Student Blog

### Strategies

- Provide increased tech opportunities: Robotics, Coding Thursdays and also “Coding Club” (after school club)
- Increase opportunities for PEAK to have exposure to Fine Arts. (PEAK students are gone during the times when non-academic subjects are taught, but we have timetabled in such a way that all PEAK students have Music).. Furthermore, the rehearsals for the school musicals and other extra-curricular activities are held before school and during school recess breaks which gives all students the opportunity to participate.
- Highlight Fine Arts through concerts, attendance at tournaments, FMPSD Spring Art Showcase, performances, and workshops.
- Provide extra-curricular Fine Arts opportunities (e.g. school musical), Leader in Me- e.g. designing school wall murals, making birthday cards, etc.
- Schedule Volleyball team practices, etc. so that the students in PEAK are able to participate by ensuring that it is not on the same day as when they are still at rink after school

## Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	84.1	71.9	85.6	85.3	72.0		Intermediate	Declined	Issue			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.9	73.9	84.4	85.2	74.1		Low	Maintained	Issue			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.5	92.8	94.3	92.0	91.6		Very High	Maintained	Excellent			

**Comment on Results:** This measure was based on a survey answered by 7 parents, 23 teachers, and 188 students. In some areas, such as parental involvement in decisions, 33% of the parents responded “don’t know” and in other areas a number of the students responded “don’t know” It will be important to continue to raise awareness as much as possible. (Only very satisfied and satisfied response are added to determine the percentage.)

- Strategies**
- Promote school and education system through school website and media exposure (Shaw TV-), Radio (Mix/Cruz commercials), YMM magazine, Fort McMurray Today, Facebook, School News on radio, Dickinsfield Flyer newsletter, school app, Twitter, teacher class newsletters, public events at school, etc.
  - Encourage School Council and PAC to promote good communication channel between parents and the overall system
  - Promote Leader in Me as an effective way of involving the parents through the goals and habits that are reinforced through the home
  - Use Parent Teacher conferences, assemblies, Leadership Days, School concerts and special events to provide parental involvement.
  - Work with School Council to find ways to encourage more participation by alternating scheduling of the meetings from evening to within the school day on alternate months.
  - Communicate via multiple means to home (classroom newsletter, Class Dojo, Twitter, Facebook, School app, Website, school news on the radio)
  - Promote 3 Way student-led conferencing
  - Invite parents to school concerts and events
  - Engage parents in school Green Team and Big 3 initiatives for FMPSD
  - Continue to meet parents at Annual Welcome Back BBQ and Meet the Teacher night at the beginning of the school year
  - “Tell the story” and invite parents to information nights such as Leadership Days, 7 Habits for parents night, conferences, assemblies, school concerts and field trips.
  - Use ubiquitous messaging throughout the hallways with the focus on telling the story which helps parents learn
  - Continue to offer wraparound meetings with opportunity for parental input.
  - Ensure report card comments are focused on a sandwich communication which address strength and areas to work on as well as how parents can help at home to assist their child’s learning
  - Offer a wide range of extra educational services for students (OT, PT, SLP, Behaviour Specialist etc.)
- Continue to offer parent information nights (Leader in Me, Programming, French Immersion Night and Early Learning Presentations to parents at the beginning of the school year )