



## School Education Plan 2025-2026 to 2027-2028



Don Campbell Elementary School



## Don Campbell Elementary School

99 Irving Crescent  
Red Deer, Alberta, T4R 3S3  
Phone: 403-346-2611  
Website:  
[/https://doncampbell.rdpsd.ab.ca/](https://doncampbell.rdpsd.ab.ca/)

School Administration:  
Principal: Crystal Kjelsberg  
Vice Principal: Jeff Plackner

### School Profile:

Don Campbell Elementary, located in the Inglewood community, serves students from kindergarten to grade five in the areas of Inglewood, Vanier, and Vanier East. We are dedicated to providing a safe, inclusive, and engaging learning environment where students are encouraged to explore, innovate, and create.

Our school offers a strong core academic program, along with dedicated instruction in music and physical education. Students also benefit from regular and enriching opportunities to engage in STEM (Science, Technology, Engineering, and Math) and ICT (Information and Communication Technology) learning, helping them develop essential digital literacy skills, fostering collaboration, and building critical thinking and problem-solving abilities.

At Don Campbell Elementary, we are also committed to promoting kindness, respect, and inclusion. In conjunction with our Campbell Core values, we use the WITS Program (Walk Away, Ignore, Talk it Out, Seek Help) as part of our school-wide approach to prevent bullying and help students develop positive social skills and peaceful conflict resolution strategies.

Anticipated Student Enrolment: 412 FTE

#### Anticipated Staff Profile:

- Teachers (21 FTE)
- Classified Staff (11.85 FTE)
- 2 Facility Services Staff (1.75 FTE)
- **34.6 Total FTE Staff**

## Our Vision

A safe and caring community where every child will grow to become a responsible citizen.

*"If you want responsible students, you must give them responsibility"*  
**Don Campbell**

## Our Mission

Through engaging learning environments, we foster students' responsibility for their choices, learning, mindset, wellness, and community.

## Our Beliefs

At Don Campbell Elementary we believe...

... in cultivating a supportive learning environment where students are willing to take risks and see challenges as learning opportunities.

...students can learn to value and accept one another, appreciate each individual's strengths, and celebrate our unique differences.

... in providing creative, learning environments that encompass collaboration, wellness, technology, and fine arts.

... strong relationships build confident learners. We nurture strong connections between the school, the community, and our families.

... in a growth mindset. Growth can be achieved through hard work, dedication, and persistence.



## **Opportunities and Challenges:**

Don Campbell Elementary is proud to serve a diverse community of learners, and we view this diversity as a strength that enriches our school environment. We are committed to meeting the unique needs of each student through inclusive practices, differentiated instruction, and strong support systems that promote academic and personal growth.

As we continue to refine the delivery and assessment of Alberta's new curriculum, our staff remains focused on ensuring high-quality learning experiences that reflect current best practices. At the same time, we prioritize creating a safe, caring, and welcoming school where all students feel valued and supported. These ongoing efforts help us build a strong foundation for student success—both in school and beyond.

## **School Education Plan Development and Communication:**

The Don Campbell Elementary School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The Don Campbell Elementary School Education Plan is available at the school and is posted on our website at: <https://doncampbell.rdpsd.ab.ca/our-school/documents>

## Alberta Education Assurance Measures Overall Summary (Spring 2025):

Government

### Required Alberta Education Assurance Measures - Overall Summary Spring 2025

School: 2143 Don Campbell Elementary School

| Assurance Domain               | Measure   | Don Campbell Elementary 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 | <a href="#">Student Learning Engagement</a>   | 82.1                           | 84.6             | 85.5                | 83.9           | 83.7             | 84.4                | Low                | Maintained  | Issue      |
|                                | <a href="#">Citizenship</a>   | 90.7                           | 83.2             | 85.7                | 79.8           | 79.4             | 80.4                | Very High          | Improved    | Excellent  |
|                                | <a href="#">3-year High School Completion</a>   | n/a                            | n/a              | n/a                 | 81.4           | 80.4             | 81.4                | n/a                | n/a         | n/a        |
|                                | <a href="#">5-year High School Completion</a>   | n/a                            | n/a              | n/a                 | 87.1           | 88.1             | 87.9                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT6: Acceptable</a>  | n/a                            | n/a              | n/a                 | n/a            | 68.5             | 67.4                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT6: Excellence</a>  | n/a                            | n/a              | n/a                 | n/a            | 19.8             | 18.9                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT9: Acceptable</a>  | n/a                            | n/a              | n/a                 | n/a            | 62.5             | 62.6                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT9: Excellence</a>  | n/a                            | n/a              | n/a                 | n/a            | 15.4             | 15.5                | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Acceptable</a>   | n/a                            | n/a              | n/a                 | n/a            | 81.5             | 80.9                | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Excellence</a>   | n/a                            | n/a              | n/a                 | n/a            | 22.6             | 21.9                | n/a                | n/a         | n/a        |
| Teaching & Leading             | <a href="#">Education Quality</a>   | 93.4                           | 93.0             | 93.9                | 87.7           | 87.6             | 88.2                | Very High          | Maintained  | Excellent  |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 94.0                           | 85.8             | 88.7                | 84.4           | 84.0             | 84.9                | Very High          | Improved    | Excellent  |
|                                | <a href="#">Access to Supports and Services</a>                                       | 81.6                           | 78.1             | 83.2                | 80.1           | 79.9             | 80.7                | Intermediate       | Maintained  | Acceptable |
| Governance                     | <a href="#">Parental Involvement</a>  | 81.5                           | 88.2             | 86.5                | 80.0           | 79.5             | 79.1                | High               | Maintained  | Good       |

### Strategies and Performance Measures:

## Student Growth and Achievement

*Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.*

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|----------------------------|--|
| <b>Outcomes</b>            | <ul style="list-style-type: none"> <li>Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.</li> <li>Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.</li> <li>Students are active, healthy and well.</li> <li>Students apply knowledge, understanding and skills in real life contexts and situations.</li> <li>Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</li> <li>Students demonstrate understanding and respect for the uniqueness of all learners.</li> </ul> |
| <b>Division Strategies</b> | <ul style="list-style-type: none"> <li>Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed.</li> </ul>  |

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|                                      | <ul style="list-style-type: none"> <li>Continue to grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. Beginning in 2025-2026 expand this initiative to include our Alternative Programs, specifically during Summer School.</li> <li>Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community</li> </ul>  |
| <b>Division Performance Measures</b> | <ul style="list-style-type: none"> <li>The percentage of teachers, parents and students who agree that students are engaged in their learning at school.</li> <li>Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</li> <li>Percentage of students who complete high school in three years, and in five years, after beginning Grade 10.</li> <li>Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests.</li> <li>Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams.</li> <li>Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.</li> <li>Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. (local measure)</li> <li>Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure)</li> <li>The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure)</li> </ul>  |
| <b>School Strategies</b>             | <ul style="list-style-type: none"> <li><b>Promote student engagement and ownership</b> by using <b>visible learning targets</b> and developing <b>assessment-capable learners</b> who can set goals, monitor progress, and reflect on their learning.</li> <li><b>Protected bi-weekly collaboration time</b> will remain embedded in the timetable to support data-driven, team-based planning across and within grade levels, with a <b>focus on literacy and numeracy improvement</b>.</li> <li>Continue implementing the <b>WITS program</b>, with a stronger focus on providing teachers with the resources to continue to <b>integrate it into classroom lessons</b>.</li> <li>Explore implementation of the <b>LEADS program</b> for Grades 4–5 to support student leadership and conflict resolution.</li> <li>Maintain the use of <b>school-wide behaviour log entries</b>, ensuring consistent <b>follow-up on repeated concerns</b> to build accountability and active citizenship.</li> <li>Staff will continue to <b>build on their existing knowledge</b> and practices by participating in meaningful opportunities to further integrate First Nations perspectives by engaging with Elders and district FNMI leaders.</li> <li><b>Identify and implement strategies</b> that help students clearly understand <i>what they are learning</i> and <i>why it matters</i>, enhancing meaningful connections between the curriculum and to real life contexts.</li> </ul> |
| <b>School Performance Measures</b>   | <ul style="list-style-type: none"> <li>Common assessments (such as those from Alberta Education, RCAT, RDPSD summative writing, and MMA) will be used consistently to measure student growth.</li> <li>The number of Grade 1–3 students identified as at risk at the beginning of the school year will decrease by the end of the year.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>● District and Alberta Education survey results related to students demonstrating active citizenship will be maintained or show improvement.</li> <li>● Use short surveys or check-ins to gather feedback from teachers on how often and how effectively they are using WITS and LEADS resources in lessons.</li> <li>● <b>Administrative Support Logs</b> - Track how often administrators follow up on behaviour log entries and how teachers rate the timeliness and helpfulness of that follow-up.</li> </ul> |
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## Teaching and Leading

*Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.*

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| <b>Outcomes</b>                      | <ul style="list-style-type: none"> <li>● Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.</li> <li>● Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.</li> <li>● Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.</li> <li>● All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.</li> <li>● University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice.</li> <li>● Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.</li> </ul> |
| <b>Division Strategies</b>           | <ul style="list-style-type: none"> <li>● Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice.</li> <li>● Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.</li> </ul>   |
| <b>Division Performance Measures</b> | <ul style="list-style-type: none"> <li>● Percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> <li>● The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration. (local measure)</li> <li>● Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)</li> </ul>  |
| <b>School Strategies</b>             | <ul style="list-style-type: none"> <li>● Administrators will actively engage in selected collaborative meetings, especially those focused on data analysis and instructional planning, to partner with teachers in supporting strategic student grouping for literacy and numeracy interventions.</li> <li>● Targeted professional development, along with dedicated time to implement, will be offered to support the effective use of high-impact instructional strategies (HITS) to support literacy and numeracy in the classroom.</li> </ul>   |

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|                                    | <ul style="list-style-type: none"> <li>Teachers and administration will collaborate on professional growth plans that align with the Teaching Quality Standards, supporting continuous improvement and instructional excellence.</li> <li>Teachers will be supported to enhance their knowledge and use of Artificial Intelligence (AI) and BrightSpace as valuable tools for delivering high-quality instructional materials, enriching student learning experiences while finding ways to decrease their teaching workload.</li> <li>School administration will develop and implement a growth and supervision plan designed to ensure teachers feel supported in their professional development and empowered to improve student learning outcomes.</li> </ul>  |
| <b>School Performance Measures</b> | <ul style="list-style-type: none"> <li>Classroom walkthroughs will take place frequently as a supportive practice to observe and celebrate the use of teaching strategies that encourage student responsibility and clearly communicate learning goals.</li> <li>Teacher Self-Assessment: Include checklists or reflection tools on HITS strategy implementation.</li> <li>Teachers believe that students at your school taking responsibility for their own learning will increase (Alberta Assurance Survey,).</li> <li>Student responses on the Alberta Assurance Survey, specifically regarding their clear understanding of what they are expected to learn at school, are expected to show improvement.</li> <li>Teacher and administration PGP meetings throughout the year, along with a mid and end-of-year review survey, will support ongoing reflection, alignment with Teaching Quality Standards, and continuous professional growth.</li> </ul> |

## Learning Supports

***Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.***

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| <b>Outcomes</b>            | <ul style="list-style-type: none"> <li>Learning environments are welcoming, caring, respectful and safe.</li> <li>Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>Education partners fulfil their respective roles with a shared understanding of an inclusive education system.</li> <li>Students and their families work in collaboration with education partners to support learning.</li> <li>The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.</li> <li>Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.</li> <li>Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.</li> </ul> |
| <b>Division Strategies</b> | <ul style="list-style-type: none"> <li>Based on a comprehensive review of budgetary priorities in the area of student learning supports, undertaken during the 2024-2025 school year, develop a transition &amp; implementation process to ensure that the initiatives deemed most essential are adequately resourced.</li> <li>Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.</li> </ul>  |

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| <p><b>Division<br/>Performance<br/>Measures</b></p> | <ul style="list-style-type: none"> <li>• The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.</li> <li>• The percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school.</li> <li>• Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure)</li> <li>• Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)</li> </ul>  |
| <p><b>School<br/>Strategies</b></p>                 | <ul style="list-style-type: none"> <li>• <b>Refresh bi-weekly collaborative time for our Learning Support Team by focusing on</b> data-driven planning and team-based problem-solving.</li> <li>• <b>Explore implementation of the Collaborative Response Model (CRM)</b> to effectively utilize the Learning Team and Learning Support Teacher (LST) to structure supports for students.</li> <li>• <b>Implement a protected timetable</b> that includes <b>dedicated literacy and numeracy blocks</b> to maximize the impact of instructional support.</li> <li>• <b>Introduce a full-time Learning Support Teacher (LST)</b> with a dedicated <b>Learning Center</b> space to provide consistent academic, behavioural, and intervention support across K–5.</li> <li>• <b>Provide collaborative time for classroom teachers to meet with educational assistants, specialists</b> (OT, SLP, PT, DHH) to align supports and strategies.</li> <li>• <b>Continue to analyze data to evaluate and refine the use of the SSR (Student Support Room) and Family School Liaison Worker</b>, ensuring both are used effectively to support <b>student regulation, mental wellness, and overall well-being</b>.</li> <li>• <b>Continue to Embed the WITS program and Campbell Core values</b> into daily routines and instruction to support behaviour and citizenship.</li> <li>• Ensure <b>robust intervention for Tier 3 students eg. regulation stations throughout the building</b>, while developing <b>in-class strategies to support Tier 2 students</b>, such as minimizing educational assistance time.</li> </ul> |
| <p><b>School<br/>Performance<br/>Measures</b></p>   | <ul style="list-style-type: none"> <li>• Uses of common assessments (such as AB ED, RDPSD summative writing, and MMA) to measure student growth from the beginning to the end of the year in standardized literacy and numeracy assessments for K–5 students.</li> <li>• Increase in the percentage of parents and teachers who believe: Students can easily access programs and services at your school to get help with school work and supports and services that help students be successful in their learning are available in a timely manner. (Alberta Assurance Model)</li> <li>• Maintain or increase the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. (Alberta Assurance Model)</li> </ul>  |

## Staff Learning Day Plan:

| Date                     |           | Division Priorities   | School Goals  |
|--------------------------|-----------|---|---|
|                          | August 25 | WITS<br>LEADS   | Am: Welcome Back Breakfast<br>EA Staff Meeting<br>Staff Meeting <ul style="list-style-type: none"> <li>Review of School Goals</li> <li>LST &amp; LC Introduction</li> <li>Collaboration - grade teams</li> <li>HITS: Visible Learners</li> <li>Review Behaviour Model</li> <li>Hour Zero Review -</li> </ul> PM: Teacher Work Time (3 hours)  |
|                          | August 26 | Optional Division PD<br><i>K to 12 - Learning Services</i><br><b>Student Services - Student Support Room</b><br><i>Training - 8:30 - 11 am</i><br><b>Technology Services - Tech Lead Meeting</b><br><i>- 1:00-3:00 pm</i> | Teachers can attend PD Sessions that meet their needs or focus on school goals.<br>AM: 2.5 Hours for Student Backpack Review.   |
|                          | August 27 | FSLC training with Kevin Cameron<br>EA Optional PD AM 8:30 - 11:30 AM   | AM: Collaborative Learning Team Meeting with the LT and teachers/EA's - to review class lists for required supports:<br>OT/Speech/FSLC/SSR/EAL<br>PM: Staff PD: Neurodiverse Learners   |
|                          | August 28 | FSLC training with Kevin Cameron<br>EA Mandatory PD 8:30 - 11:30 AM   | 8:30 - 11 - Teacher Directed Work Time (2.5 hours)<br>11- 1 Meet the Teacher Supply Drop Off<br>1- 3 Teacher Directed Work Time (2 hours)   |
|                          | August 29 |   | Teacher Directed Work Time (6 hours)  |
| September 19<br>K-8 Only |           | H.I.T.S. - <i>Enhancing Learners' SKILL</i><br>H.I.T.S. - Visible Learning<br>Working with Educational Partners<br>Ensure resources and supports for FNMI learners  | Am:<br>EA Meeting<br>Staff Meeting<br>FNMI Session<br>HITS: Visible Learning<br>Introduction: Admin Growth Plan<br>PM: Collaboration: PGP, Year Plan, Newsletter<br>Emergency Sub-plans<br><i>Collab time - Data Analysis &amp; Intervention Planning - All grades - (may be done in one of the Collab Times. Or when one of the Literacy/ Numeracy District Personnel are available.</i> |
| October 9                |           | K - 8 PT Conferences  |   |

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|--------------------------------|---|--|
| October 10                     | <b>Student Services - Student Support Room Training - 8:30 - 11 am</b><br><b>H.I.T.S. - Enhancing Learners' <u>SKILL</u></b><br><i>Implementation of Anti-bullying Program Improving Learning for all learners through data driven practices.</i><br><i>Inhance Staff and Student Wellbeing</i>   | AM: Collaboration with EA/Teacher/SSR/LST for ISP & BSP Creation<br>Staff Meeting PM <ul style="list-style-type: none"><li>WITS &amp; Leads</li><li>Campbell Core</li><li>HITS: SKILL</li></ul>  |
| November 7                     | <b>H.I.T.S. - Enhancing Learners' <u>SKILL</u></b><br>Staff Meeting PM <ul style="list-style-type: none"><li>HITS: SKILL</li></ul> Collab time - Data Analysis & Intervention Planning - All grades - regrouping<br>Review School Results Report.   | Hour Zero Training   |
| December 11<br>K-8 Only        | K - 8 PT Conferences  |  |
| December 12                    | <b>H.I.T.S. - Enhancing Learners' <u>WILL</u></b>   | AM<br>EA Staff Meeting<br>Staff Meeting <ul style="list-style-type: none"><li><b>H.I.T.S. - Enhancing Learners' <u>WILL</u></b></li></ul> PM: <ul style="list-style-type: none"><li>Team Building</li><li>Collaboration Time</li><li>Christmas Activities</li></ul>  |
| January 16<br>K-8 Only         | <b>New Curriculum</b><br><i>K to 3 Social</i><br><i>K to 6 - Math &amp; ELAL Update</i><br><b>Student Services - Student Support Room Training - 8:30 - 11 am</b><br><b>H.I.T.S. - Enhancing Learners' <u>WILL</u></b><br><br><i>Presentation from HR 30 min booked with Trina -Email Sept 12</i> | AM: EA Meeting<br>PM: <ul style="list-style-type: none"><li>Staff Meeting</li><li>PGP Review and Planning</li><li>Collaborative Learning Team Meeting with the LT and teachers - to review class lists for required supports: OT/Speech/FSCL/SSR/EAL</li><li>Collab time - Data Analysis &amp; Intervention Planning - All grades - regrouping</li></ul> |
| January 30<br>High School Only | Semester Start-Up   |  |
| March 19<br>K-8 Only           | K - 8 PT Conferences  |  |
| March 20                       | <b>Student Services - Student Support Room Training - 8:30 - 11 am</b><br><b>H.I.T.S. - Enhancing Learners' <u>THRILL</u></b>   | AM<br>EA Meeting<br>Staff Meeting <ul style="list-style-type: none"><li><b>H.I.T.S. - Enhancing Learners' <u>THRILL</u></b></li></ul> PM: <ul style="list-style-type: none"><li>Collab time - Data Analysis &amp; Intervention</li></ul>   |

|                                   |  |  |
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|                                   |  | Planning - All grades - regrouping   |
| <b>May 15</b>                     | <b>Collaborative Marking of writing assessments (Gr. 1-8)</b><br><b>H.I.T.S. - <i>Enhancing Learners' THRILL</i></b> | AM:<br>EA meeting<br>Staff Meeting:<br>Collab -G1-5 MMA (May Math Assess) - analyze & plan for the remainder of year<br><a href="#">Classlists</a>   |
| <b>June 12</b><br><b>(K to 8)</b> |  | AM <ul style="list-style-type: none"> <li>• EA Meeting</li> <li>• Final review of Class Lists (if needed)</li> <li>• Staff Meeting</li> </ul> Focus: <ul style="list-style-type: none"> <li>• Finalize ISPs / BSPs</li> <li>• Transition Documents</li> </ul> <b>Wellness Hour**</b><br>* Please schedule **1 hour for wellness** at a time that fits best for you **(not at the end of the day) |

### **School Council & School Generated Funds:**

Our School Council continues to actively support student learning and well-being by encouraging teachers to bring forward initiatives they can help fund and facilitate through donations. They remain committed to supporting classroom spending, student recognition rewards, and exploring new ways to promote teacher wellness and appreciation.