



Langdon School

School Education Plan



October 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

Dear Langdon School community,

At Langdon School, we continuously strive to ensure success for all students and provide staff with opportunities to enhance teaching practices and embrace life-long learning. These past two years we have made strides in advancing literacy and numeracy skills as well as success with Positive Behaviour Intervention and Supports (PBIS). L.A.I.R. continues to encompass the foundational values we live by. This school year also plan to connect more with the community to help our middle school students start thinking about their future careers. We also want to deepen our knowledge and understandings around Indigenization, Truth and Reconciliation and do our part for the educational Calls to Action.

Advancing students' numeracy and literacy skills

Students who are literate can communicate their thoughts and ideas effectively in a variety of ways. Students who understand numeracy are problem-solvers and can make informed decisions and navigate a quickly changing world. Teachers are analyzing assessment data and using evidence-based practices such as layers of literacy, phonemic awareness, and benchmark assessments for literacy. Numeracy practices include the Thinking Classroom and cooperative learning opportunities, using word problems and patterns, and hands on manipulative work. We want to see a significant improvement for our at-risk students.

Building Future Ready Students

Application is essential to student learning. This includes hands-on experiences that are relevant to a student's life and future goals. Authentic learning includes career connections, community involvement, choice in learning and unique experiences This year we plan to reach out to families and community members to share about their careers and what it took to get them where they are today. Connections to the competencies and curricular outcomes will allow students to set goals and understand how classroom learning leads to real-world experiences.

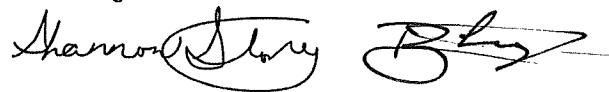
Creating inclusive, engaging, healthy learning opportunities for all students

This year we want to continue to recognize and reward students for demonstrating L.A.I.R. Our goal is to continue to see a reduction in poor choices to have the most productive and inclusive learning environment possible. The focus this year will be behaviour data tracking, recognizing classroom versus office managed behaviours and creating matrices of expectations for specific spaces. It is our intention to work collaboratively with our entire school community, including parents/caregivers, to strengthen our understanding of PBIS and reinforce what it means to be a Langdon Dragon.

We are committed to doing our part to Indigenize and de-colonize teaching practices. Indigenous perspectives are not "add-ons" but an integral part of understanding our world and our place in it. Respecting relationships, land-based learning, understanding protocols, using story-telling and history, acknowledging environmental challenges and reflecting deeply on actions and responsibilities are all integral to moving forward in a good way.

We look forward to an amazing 2024-25 school year. Thank you for continuing to be our partners in education.

Your Langdon Administration Team



School Profile

<p>Principal: Shannon Storey Assistant Principal(s): Brent Legault Website: langdon@rockyview.ab.ca</p>	<p>Mission/Purpose/Beliefs: We are committed to enhancing the lives of our students by providing an engaging learning experience. Our goal is to create an environment that fosters the development of the whole child through Leadership, Accountability, Integrity and Respect (L.A.I.R.).</p>
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Total Number of Students:

Grades Served: K-8

Total Number of:

- Classroom Teachers: 17
- Learning Support Teacher(s): 1.5
- Learning Assistant(s): 5 (2 part-time)
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 3

School Diversity Profile

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

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

English as an Additional Language learners represent 3 per cent of our school population. The most common first language for these students is Punjabi.

As an inclusive school, we welcome 2.7 per cent of our students who have significant learning needs.

Additionally, our school offers mentorship opportunities, a wealth of extra-curricular activities, friendship club, reading buddies, Wise Guyz, Rainbow Grief program, Kimochis, “Open Parachute (Soc-Emotional program) breakfast program and life skills programming.

Student Feedback from Spring 2024

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

- Like the staff (“teachers are nice”, “staff are kind”)
- The LAIR visual to remind them of expected behaviours
- Resources such as rolling white boards, erasable desks/tables
- Body break rooms
- Students listening more
- Dragon of the Month awards
- Breakfast program (love parent volunteer)
- Off campus Fridays for junior high
- Variety of sports
- Community Therapy dogs (especially for vaccinations)
- Band camps, outdoor school, field trips
- Events leading up to holidays
- Homework room
- Variety of books
- Longer morning recess
- Birthday announcements
- Enjoy classroom projects
- Options
- Makerspace

What do students think could be worked on or improved?

- Bigger playground, add to rock park, add swings
- More respect from some students
- Keep addressing conflict and bullying
- Big kids taking over bathroom, bathrooms do not feel safe at times (need more supervision?), more privacy in boys’ bathrooms, vandalism, broken locks in bathrooms
- Sometimes school cleanliness an issue
- Snack buckets in all classrooms
- More frequent whole school activities (i.e. pep rallies)
- Would like to use phones for educational purposes
- • Let students in before 8:05am

- • Hot lunch lines too crowded
- • Water fountains
- • Rough housing
- • Students cleaning up after themselves
- • Maybe different criteria for Dragon of the Month or awarded more often
- • Hallway behaviour

Parent Feedback from Spring 2024

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

- Weekly communication and there is always something positive in newsletter
- Leadership opportunities for students
- “Buddies”
- CDA support

What do parents think could be worked on or improved?

- The distractions in the classroom
- Maybe more groups at lunch such as lego, chess
- Would the patrol program be possible?
- Maybe need more supervision at recess

RVS Assurance Results

	Data Source	Results as of Spring 2024
EICS Math Assessment grades 4-8	ECIS Math Assessment 2024	65.7% at or exceeding grade level 15.6% at risk 18.7% below grade level
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.	BAS	84%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3 and 7.	RVS Writing Assessment	74%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	90%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	90.8%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	60%

What does this data tell us is going well?

- **PBIS** has been embraced by staff and students. Expectations are clearly and consistently communicated. We are all Dragons and L.A.I.R. is lived every day.
- Attendance has improved. This shows us that the protocol is being followed and there are supports in place for families when students are struggling to get to school.

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

- We want to see students with IPPs achieve progressing, advancing and mastery. We will continue to differentiate teaching and assessment practices in order for students to have multiple entry points and demonstrate their understanding in multiple ways.

OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	37%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	32%
The average score for relevance, rigor and effective learning time.	37/60
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	59%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	44%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	39/60
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	55%

What does our data indicate is going well?

- The majority of students take part in activities, are healthy and have goals.

What does our data tell us could be improved on?

- Those planning to finish high school, pursue a trade or attend post-secondary should be closer to 100%. One of our goals this year is to make connections between what students are learning and the possible careers they could work towards. Relevance and interests are imperative regardless of age and would also affect motivation.
- When we separate the grade 4,5,6 data from the grade 7,8,9 data, the younger grades have a much more positive perception of their school experience. What changes so much once the students reach junior high?

Alberta Education Assurance Measure Results

Assurance Domain	Measure	Langdon 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	77.2	72.8	77.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	61.0	67.8	67.1	79.4	80.3	80.9	Very Low	Declined	Concern
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	73.5	73.5	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	16.7	16.7	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	54.5	54.5	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	6.9	6.9	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	83.3	83.1	83.3	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.6	77.4	77.9	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	69.1	73.4	74.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	65.1	67.0	66.2	79.5	79.1	78.9	Very Low	Maintained	Concern

What does our data indicate is going well?

- Education quality is close to the provincial average.
- The majority of students remain engaged in class.

What does our data tell us could be improved on?

- Despite having consistent parent volunteers for athletics, fieldtrips, and classrooms, parent involvement remains low. Our hope this year is to strengthen our partnerships with families particularly with career connections and parent expertise.
- Student engagement remains a concern. Teaching and assessment practices are shifting to better meet diverse learning needs. However, more can be done with respects to choice, real world applications and differentiation.

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: Increase student proficiency and build teacher capacity with literacy/numeracy planning and assessment?

School Goal 1:

Literacy: To increase the language and literacy development of the 16% of students reading below grade level in grades 1-6.

Numeracy: 50% of students will have experienced the Thinking Classroom practice for numeracy by year-end.

Data that informed this goal: LeNS, CC3, BAS, AB numeracy screening

Connection to the practice guide(s):

Professional Learning Guide, p.13: 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.

Instruction and Assessment Guide, p.9: Teachers will use a variety of strategies and tools for assessment, including Indigenized assessment methods to give students a range of opportunities and a variety of ways to demonstrate their knowledge, skills and attitudes pertaining to expected outcomes. Teachers will balance gathering of evidence by triangulating their data using a blend of conversation, observation and product to assess learning.

Inclusion Practice Guide, p.10: Addressing barriers to students' learning and social behaviour using strength-based approaches; Ensuring academic success for all learners by designing authentic, relevant learning experiences for all.

Strategies:

- Implementation of the Early Years Evaluation (kindergarten)
- Continuing to use UFLI and Heggerty for division 1, on-boarding new teachers as well as Learning Assistants
- Partner with Speech pathologist to increase language development of students with expressive and receptive language delays
- Partner with EAL Learning Strategist to increase language development of EAL students in grades 1-6
- Implement strategies and lessons from Morpheme Magic in EAL classes for grades 4-6, 2 times per week.

<ul style="list-style-type: none"> • Learning specialist cycle Sept. 17-Oct.17: Thinking Classroom (gr. 2, 6, 7), implementing choice boards and bell ringers, grade 8 inquiry project/collaboration • Moving away from traditional novel studies to book clubs 		
<p>Measures:</p> <ul style="list-style-type: none"> • Early Years Evaluation, kindergarten • BAS data, ECIS, CC3, LeNS data 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Encourage story-telling and journaling • Read stories, play math games • Take part in imaginative play • Apply numeracy to everyday life, ie. Money, measurements, weather, etc. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • The Early Years Evaluation has been completed in kindergarten. We will dedicate time in the new year to analyze results. • Teachers spent the Dec. 2 Professional learning day looking at school-wide data and recorded observations and discussed possible strategies, tools and routines they could implement. • Some parents have been doing a little UFLI work with their children at home. This has been a worthwhile and informative program. 	<ul style="list-style-type: none"> • About a third of students have experienced the thinking classroom. We will continue to encourage this teaching practice by having others model it to colleagues and possibly request more time with learning specialists.
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



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 through meaningful learning experiences?

School Goal 1: Students will have more relevant and hands-on experiences which will improve the citizenship scores on the Assurance survey by 10% as well as show improvements to the OurSchool survey with respects to motivation, purpose and future goals.

Data that informed this goal: Alberta Education Assurance Measures and the OurSchool survey (Spring 2024)

Connection to the practice guide(s):

Instruction and Assessment Guide, p.7: Authentic tasks: Connecting learning to real life experiences makes learning meaningful. Using authentic, hands-on experiences supports the transfer of learning so students can take what they have learned and apply it to solve a real-world problem. Authentic tasks create a bridge between what is learned in the classroom and why this knowledge is important to the world outside of the classroom.

Professional Learning Guide, p. 9: To navigate the complex, diverse, inclusive and dynamic classrooms of today, all members of the learning organization must embrace a disposition of inquiry and reflection.

Inclusion Practice Guide, p.6: School cultures, where children and youth learn to feel safe, to belong, to understand and respect each other deeply and to celebrate and support rather than fear differences, are powerful constructs that can foster the social and mental well-being and academic success of all students – and over time, extend to the health and well-being of teams, volunteers, community groups, future employees, future employers and the community-at-large.

Strategies:

- Project-based learning opportunities
- Teachers will help students connect what they are currently learning to possible transferable skills or career choices
- Host a Middle School career day
- Make connections with local businesses and professionals in the community
- Connect curricular competencies to careers – innovation, creativity, problem-solving, etc.

Measures:

- Evidence of creativity (career component) and innovation CoSL (i.e. My BluePrint) and physical spaces in the school
- Number of teachers that have accessed community connections
- Positive feedback from students and staff following career day/fair
- Scores increase on Our School survey and Assurance survey around engagement

Parents can:

- Regularly check PowerSchool, MyBlueprint or attend Showcase of Learning and conferences
- Volunteer time and their career experience in the classroom
- Talk to their child about their learning, interests and possible career aspirations

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Teachers are including career connections in their daily teaching. • Leadership students will assist with the planning and hosting of a Spring Middle School Career Fair. • Our fall Showcase of Learning was an opportunity to see evidence of student innovation, creativity and a variety of learning choices. 	<ul style="list-style-type: none"> • Career Fair is tentatively scheduled for April 15. • CDAs will work with classes as a whole to address some of the student perceptions in the OurSchool survey. For example, attitudes about the future and sometimes feeling disengaged. Especially Junior High.
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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: Utilize Positive Behaviour Intervention Supports to have more consistent practices and clear expectations to foster a welcoming, safe and caring environment?

<p>School Goal 1: PBIS Tier 2 TFI score of 80% by June 2025</p>
<p>Data that informed this goal: Tier 1 fidelity index (90%) indicated we were ready to move onto Tier 2.</p>
<p>Connection to the practice guide(s):</p> <p><i>Professional Learning Guide, p.7:</i> Shared Vision: Stakeholders share an understanding of and commitment to intended outcomes; Research and Evidence: Current research, evidence and lessons learned inform implementation decision.</p> <p><i>Instruction and Assessment Guide, p.8:</i> 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.</p> <p><i>Inclusion Practice Guide, p.13:</i> The profile is used as a guiding tool to inform the design of physical learning environments, inform the identification and establishment of routines and structures, inform instructional design and assessment that meets the complex and diverse needs of individual classrooms and whole schools and provide data on how, where and when to allocate additional resources.</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Dig into the Behaviour flowchart to identify classroom managed and office managed behaviours • Analysis of behaviour tracking data • Classroom reviews and ensuring there is a clear understanding of the Collaborative problem-Solving Model (staff meetings, one-to-one conversations) • In addition to the Dragon of the Month awards and Principal's Wall of Flame, principal will also send personalized postcard to student/families
<p>Measures:</p> <ul style="list-style-type: none"> • Once in place, analyzing the Behaviour Data tracking system in dossier • Learning support (Tier 2 team) meetings and notes indicating steps, key people, progress

<ul style="list-style-type: none"> • Reduced problematic behaviours in identified areas, times • Staff are engaging in less “drive-by” conversations and following steps to access Tier Two team 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Reinforce L.A.I.R. expectations at home • Work as educational partners with school and any additional/necessary wrap-around services (i.e. pediatrician, learning specialists, psychologists, etc.) • Communicate if child’s needs have changed 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • We have started to use the behaviour data tracking system in dossier for Office managed behaviours. Some teachers are also using it. • Students have enjoyed getting postcards as part of Dragons of the Month recognition. 	<ul style="list-style-type: none"> • We want teachers all using the classroom managed tracking in dossier by term 3. • Work still needs to be done to ensure the CPS process is being followed. There will be more one-to-one check-ins to support teachers.
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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: Embed Indigenous Ways of Knowing in all educational learning environments to enrich learning experiences and foster a deeper appreciation for cultural diversity.

<p>School Goal 2: Students are learning from authentic resources and experiences to Indigenize and de-colonize practices.</p>
<p>Data that informed this goal: Anecdotal. Teachers are wanting to educate in good ways and connect with elders and knowledge keepers.</p> <p>5% of our students identify as First Nations, Metis or Inuit.</p>
<p>Connection to the practice guide(s):</p> <p><i>Professional Learning Guide, p.9: Transformational: High quality professional learning inspires individuals and teams to elevate and refine their practice to improve the overall experience for the school community.</i></p>

Instruction and Assessment Guide, p.7: Indigenous Ways of Knowing are employed throughout each stage of instructional design planning and implementation; • use of Indigenous methodologies is visible and explicitly communicated.

Inclusion Practice Guide, p.9: Recognizing the residual effects of inter-generational trauma on the brain, learning, mental health, and wellness, 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.

Strategies:

- Professional learning: August we welcomed Cindy Stefanto, Stacey Dyck, and Cameron Crowchild to teach about the Wheel of Privilege and Power. October our CDA will share knowledge of Metis beading with staff and students. Requested land-based learning in May through Cameron Crowchild.
- Curriculum integration through land-based learning, journalling, literature, field trips, connections with Elders and Knowledge keepers and restorative practices.
- Welcoming an Artist-in-Residence for one week in November (drumming circles).
- This year our CDA has also taken on the role of Indigenous lead. She will increase her own knowledge, act as a liaison between our school, RVS and knowledge keepers. She will provide resources and mentor staff on teaching in an authentic and good way.

Measures:

- **Mentorship Access:** Track the number of teachers participating in mentorship programs focused on classroom practices.
- **Calls to Action Assessment:** Identify which of the 94 Calls to Action are being actively addressed in our curriculum and initiatives.
- **Student Surveys:** Conduct surveys in the spring to gather student feedback on their learning experiences related to Indigenous cultures.
- **Guided Reflections:** Implement specific prompts to guide students in reflecting on how their understanding of Indigenous cultures has evolved.
- **Integration of Calls to Action:** Utilize Calls to Action #16 and #23 to enhance our education system's reflection on Indigenous perspectives. Encourage students to journal about how these perspectives have been integrated into their learning and how they challenge mainstream narratives.
- **Elder and Knowledge Keeper Observations:** Invite Indigenous Elders and Knowledge Keepers to share their insights on student interactions and understanding of Indigenous cultures.

Parents can:

- **Participate in Community Events:** Join in local events and activities with their children to foster a sense of community and engagement.
- **Engage in Conversations:** Talk with your child about Treaty 7, Métis Treaty 3, and Indigenous languages and cultures. These discussions can deepen their understanding and appreciation of Indigenous perspectives.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • The artist-in-residence experience with a Metis/Cree storyteller and drummer was incredibly impactful for students and staff. • This artist also educated staff on the Medicine Wheel on our PL day, Dec. 2. • Our CDA/Indigenous lead has been instrumental in planning and organizing learning activities for the whole school (Remembrance Day, land-based lessons, guests, Winter Solstice, field trips). 	<ul style="list-style-type: none"> • Surveys have not been done with students to get feedback so this will be a priority. • Our guest elder was not able to make it to the school this fall and we look forward to building a relationship in the New year.
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

School Council Review

Presentation of School Education Plan

<p>School council comments:</p> <ul style="list-style-type: none"> •
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School Council Review

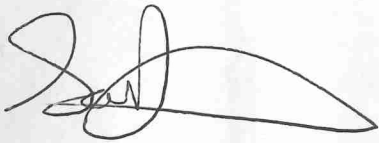
Presentation of School Education Plan

School council comments:

- Good goals, lets work together on getting more Parent / guardian feedback and involvement.

Signatures indicate agreement with the plan

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



Principal signature on behalf of students and teachers of Langdon School

